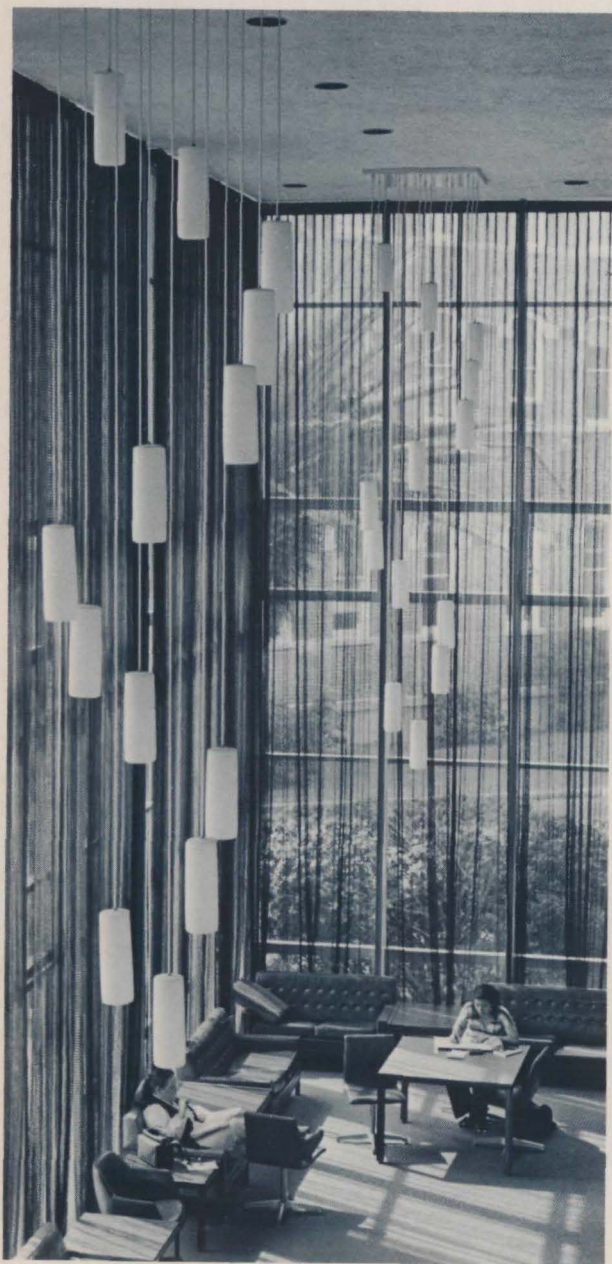


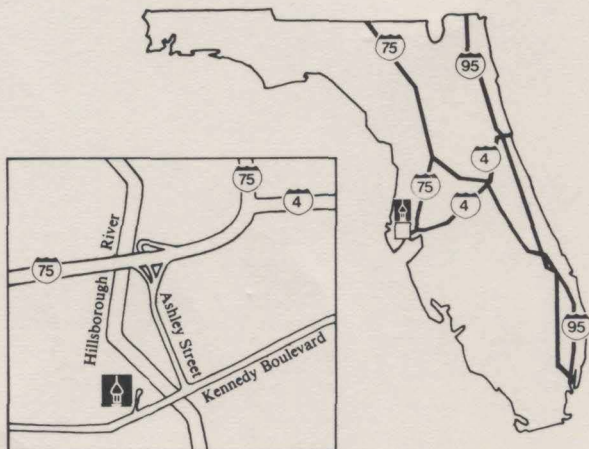
• The • University of Tampa •

MUEZZIN

Volume 51, No. 2

1981-82
General Catalog





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

See inside back cover
for campus map.

THE UNIVERSITY OF TAMPA CATALOG 1981-82



TAMPA, FLORIDA 33606

FIRST EDITION

73

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GENERAL INFORMATION

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

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

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

The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is Mrs. Phyllis Wilson, director of personnel, suite 450, Plant Hall, phone number (813) 253-8861, extension 237.

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

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

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

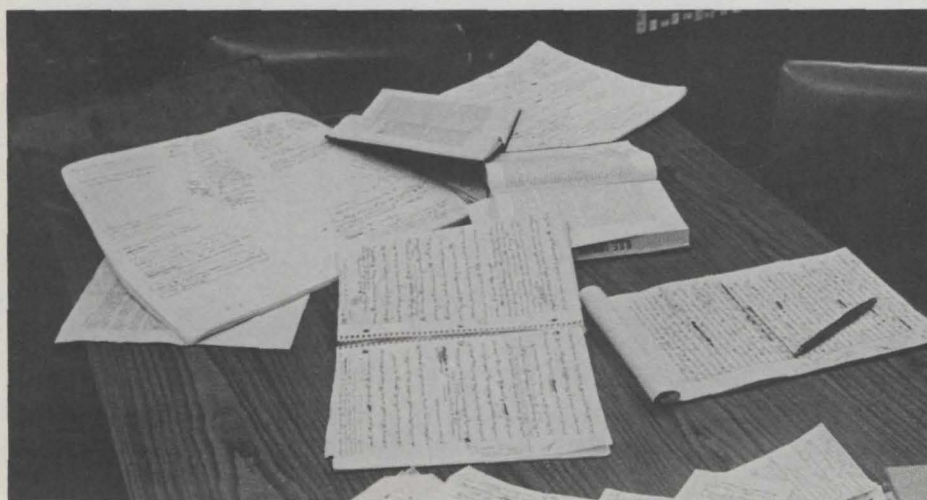
Applications and inquiries should be sent to The University of Tampa, Tampa, Florida 33606. The University telephone number is (813) 253-8861.

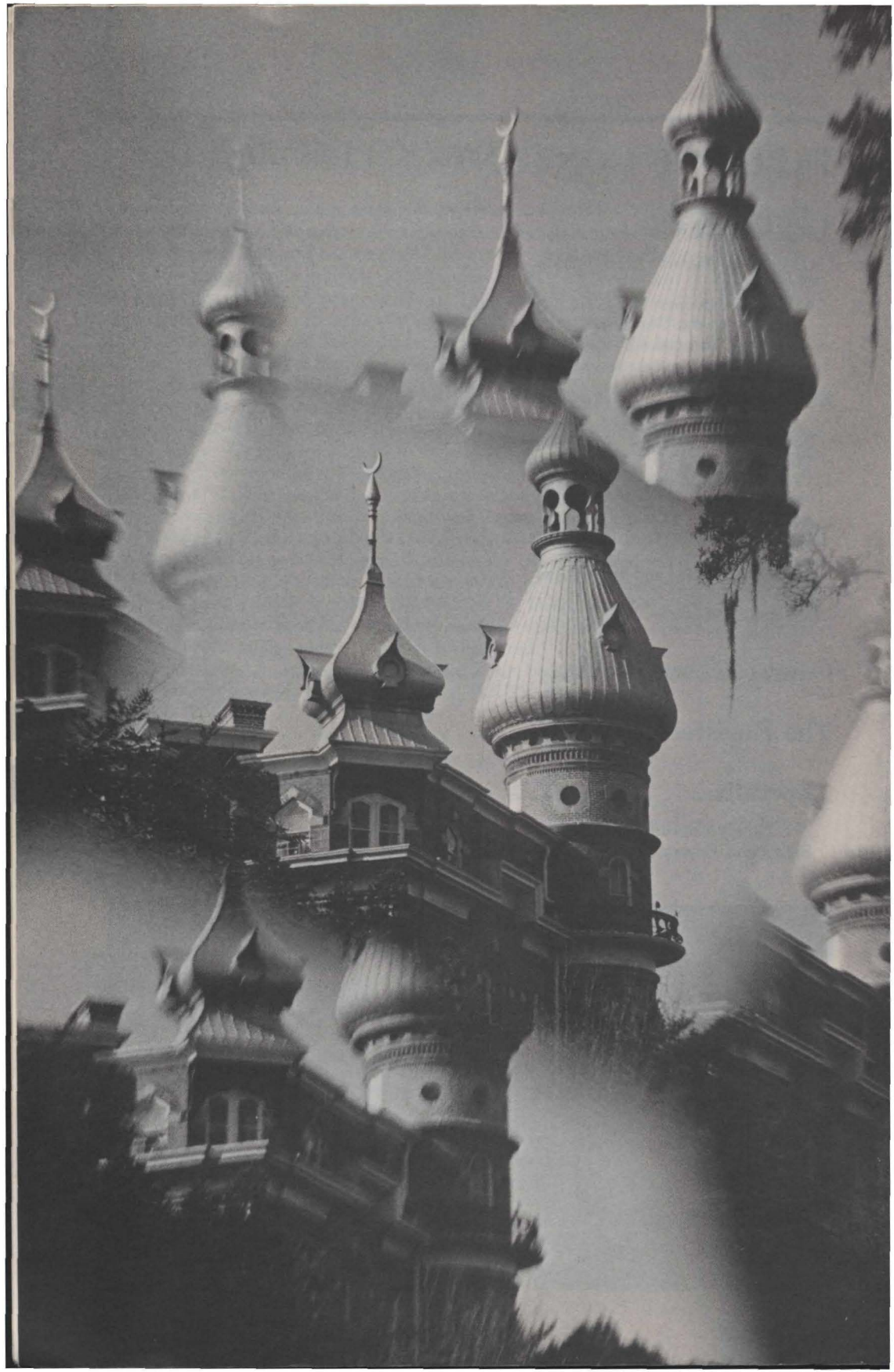


The University of Tampa is an affirmative action equal opportunity employer.

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THE UNIVERSITY



UNIVERSITY MISSION

Adopted by the Board of Trustees, (May 17, 1979)

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

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

HISTORY

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

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

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

ACCREDITATION

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

THE CAMPUS

As one approaches the University for the first time, the 13 silver minarets rising above the tree-shaded campus immediately catch the eye. These belong to Plant Hall, a building whose unique architecture is a blend of authentic Moorish, Turkish, old Spanish, and American Victorian. It forms a striking contrast to the starkly modern high-rising business sector just to the east, across the Hillsborough River.

The campus covers 92 acres of green grass and trees in the heart of Tampa's booming downtown, and includes 45 buildings plus athletic facilities. Although the campus is definitely non-urban, it is within walking distance of the central business core of this city of more

than 500,000. It is also within a short driving distance from other places important to students, such as the white sand beaches of the Gulf of Mexico, and the beautiful and convenient Tampa International Airport. The climate of Tampa can only be called "nearly perfect," as any UT student will attest.

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

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

Plant Hall serves as the academic and administrative center of the University. Most of the University's classrooms are located here, and nearly all have been remodeled by outside donors and organizations in ethnic and special theme motifs. The building also contains all of the University's biology, chemistry, and physics laboratories, and speech and language laboratories. Most of the University's faculty and administrative offices are conveniently located throughout Plant Hall. In addition, the old hotel's grand ballroom, grand salon, and magnificent domed dining room (now called Fletcher Lounge) have been restored and are used for recitals, plays, lectures, receptions, banquets, and concerts such as the famous Ballroom Concert Series. Plant Hall also houses the University Post Office and switchboard.

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

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

In recent years, the University has become the cultural center of Tampa. McKay Auditorium, acquired in 1972 and since then completely renovated, seats 2,100. This building contains music practice rooms, studios, and music faculty offices. In addition to providing room for student and faculty concerts, commencement, and other convocations, McKay auditorium is the home of the Florida Gulf Coast Symphony, the Florida Lyric Opera, and other community productions. The David A. Falk Theatre (formerly the Park Theater) is located directly south of West Kennedy Boulevard from the campus. In 1981, it will be extensively renovated through a generous grant of \$250,000 from the David Falk Foundation. It is used for University music and drama productions, lectures, and convocations. It is also the home for the community professional companies-in-residence: The Tampa Ballet Company and the Alice People Theatre Company.

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

The Lee Scarfone Art Gallery, located on campus, is the finest small gallery in the Tampa Bay area. The Fine Arts Division produces numerous shows a year, including the annual faculty and student recitals. The Gallery is also a natural setting for small drama productions

and concerts. The Art Building with approximately 6,000 square feet of area contains classrooms, studios, and offices. Special adjunct facilities have been constructed for work in photography, ceramics, welding, and sculpture.

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

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

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

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

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

THE UNIVERSITY LIBRARY

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

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

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

The learning process is facilitated by the library's special services. Professional reader's advisory, reference and interlibrary loan assistance is provided for students as well as for faculty members. The library personnel will make restricted materials obtainable at any time when the need arises. Self-service photo-copying machine, microfilm readers and reader-printer, audio-visual equipment, and other special services are available.

ACADEMIC CALENDAR

The following calendar reflects all appropriate dates in connection with the University of Tampa's new FLEXIBLE CALENDAR PROGRAM by which the student may enroll in one of several combinations of 7-week and/or 14-week classes over the course of a semester.

Fall 1981 Semester

August 3, Monday	Last day to apply for graduate admission for Fall 1981 Semester
August 30, Sunday	Residence Halls open New Student Orientation begins
August 31, Monday	Faculty Workshop
September 1-2, Tue.-Wed.	Registration for Fall 1981 Semester (all 14-week classes and all first and second 7-week classes)
September 3, Thursday	Classes begin for all 14-week classes and first 7-week classes, 8 a.m.
September 7, Monday	Labor Day — No break in classes Last day to add first 7-week classes
September 9, Wednesday	Last day to add 14-week classes Last day to drop and add without drop/add fee
September 16, Wednesday	Last day for dropping fall semester classes (including all 14-week classes and all first and second 7-week classes) with 50% credit on tuition
September 30, Wednesday	Last day for dropping fall semester classes (including all 14-week classes and all first and second 7-week classes) with 25% credit on tuition
October 7, Wednesday	Students dropping a first 7-week class after this date will receive WF if failing
October 21, Wednesday	First 7-week classes end. No new material to be presented in first 7-week classes.
October 22, Thursday	Final Exams for first 7-week classes No daytime 14-week classes will meet — Evening 14-week classes will meet
October 23, Friday	Vacation day — no 7-week or 14-week classes on this day Late registration for second 7-week classes
October 26, Monday	Final grades for first 7-week classes due in Registrar's office, noon Spring and summer 1981 "I" grades converted to grades of "F" 14-week classes resume, 8 a.m. Second 7-week classes begin, 8:00 a.m.
October 28, Wednesday	Last day to add second 7-week classes
Oct. 30-Nov. 1, Fri-Sun.	Parents' Weekend/Homecoming
November 13, Friday	Students dropping a 14-week class after this date will receive WF if failing
November 16, Monday	Spring 1982 Semester Timetables and Pre-enrollment forms available in Registrar's office beginning this date
November 23-24, Mon.-Tue.	Spring 1982 Semester Pre-enrollment Period
November 25, Wednesday	Thanksgiving vacation begins, 10 p.m.
November 30, Monday	All classes resume, 8 a.m.
December 1, Tuesday	Students dropping a second 7-week class after this date will receive WF if failing
December 8, Tuesday	Last day to apply for graduate admission for Spring 1982 Semester
December 15, Tuesday	Fall 1981 Semester classes end. No new material to be presented in any class
December 16-19, Wed.-Sat.	Final Examination Period
December 21, Monday	December degree conferring date (no ceremony — diplomas and transcripts mailed on January 11)
December 22, Tuesday	All grade sheets due in Registrar's office, noon
December 30, Wednesday	Semester grade reports mailed

Spring 1982 Semester

January 4, <i>Monday</i>	Residence Halls open
January 5-6, <i>Tue.-Wed.</i>	Registration for Spring 1982 Semester (all 14-week classes and all first and second 7-week classes)
January 7, <i>Thursday</i>	Classes begin for all 14-week classes and first 7-week classes, 8 a.m.
January 11, <i>Monday</i>	Last day to add first 7-week classes Diplomas and transcripts for December graduates will be issued on this date
January 13, <i>Wednesday</i>	Last day to add 14-week classes Last day to drop and add without drop/add fee
January 20, <i>Wednesday</i>	Last day for dropping spring semester classes (including all 14-week and all first and second 7-week classes) with 50% credit on tuition
February 3, <i>Wednesday</i>	Last day for dropping spring semester classes (including all 14-week and all first and second 7-week classes) with 25% credit on tuition
February 8, <i>Monday</i>	Gasparilla Day Holiday (No classes)
February 11, <i>Thursday</i>	Students dropping a first 7-week class after this date will receive WF if failing
February 25, <i>Thursday</i>	First 7-week classes end. No new material to be presented in first 7-week classes
February 26, <i>Friday</i>	Final exams for first 7-week classes No 14-week classes will meet
March 1, <i>Monday</i>	No daytime 14-week classes will meet — Evening 14-week classes will meet Late Registration for second 7-week classes
March 2, <i>Tuesday</i>	Final grades for first 7-week classes due in Registrar's office, noon All Fall 1981 Semester "I" grades converted to grades of "F" 14-week classes resume, 8 a.m. Second 7-week classes begin, 8 a.m.
March 4, <i>Thursday</i>	Last day to add second 7-week classes
March 19, <i>Friday</i>	Students dropping a 14-week class after this date will receive WF if failing
March 29, <i>Monday</i>	1982 Intercession, Summer Session, and Fall 1982 Semester Timetables and Pre-enrollment Forms available in Registrar's office beginning this date
April 2, <i>Friday</i>	1982 Intercession and Summer Session Pre-enrollment period
April 5, <i>Monday</i>	Students dropping a second 7-week class after this date will receive WF if failing
April 8-9, <i>Thur.-Fri.</i>	Fall 1982 Semester Pre-enrollment period
April 11, <i>Sunday</i>	Easter — No break in classes
April 16, <i>Friday</i>	Spring 1982 Semester classes end
April 19-22, <i>Mon.-Thur.</i>	Final Examination Period
April 24, <i>Saturday</i>	Commencement Ceremony (Time to be announced) April degree conferring date (diplomas and transcripts mailed on May 5)
April 26, <i>Monday</i>	All grade sheets due in Registrar's office Last day to apply for graduate admissions for 1982 Summer Session I

1982 Intercession

April 29, <i>Thursday</i>	1982 Intercession Registration, 1:30-4:30 p.m.
April 30, <i>Friday</i>	1982 Intercession classes begin, 9 a.m.
May 5, <i>Wednesday</i>	Diplomas and transcripts for April graduates will be issued on this date
May 20, <i>Thursday</i>	1982 Intercession Classes end
May 24, <i>Monday</i>	Intercession grade sheets due in Registrar's office, noon

1982 Summer Session I

May 25, <i>Tuesday</i>	1982 Summer Session I Registration
May 26, <i>Wednesday</i>	1982 Summer Session I classes begin
May 30, <i>Monday</i>	Memorial Day Holiday — No classes
June 1, <i>Tuesday</i>	Last day to add classes

June 7, <i>Monday</i>	Last day to apply for graduate admission for the 1982 Summer Session II
June 21, <i>Monday</i>	Students dropping a class after this date will receive WF if failing
June 30, <i>Wednesday</i>	1982 Summer Session I classes end
July 5, <i>Monday</i>	Summer Session I grade sheets due in Registrar's office, noon
1982 Summer Session II	
July 6, <i>Tuesday</i>	1982 Summer Session II Registration
July 7, <i>Wednesday</i>	1982 Summer Session II classes begin
July 12, <i>Monday</i>	Last day to add classes
July 29, <i>Thursday</i>	Students dropping a class after this date will receive WF if failing
August 3, <i>Tuesday</i>	Last day to apply for graduate admission for Fall 1982 Semester
August 10, <i>Tuesday</i>	1982 Summer Session II classes end
August 11, <i>Wednesday</i>	August degree conferring date (No ceremony — diplomas and transcripts mailed on August 20)
August 20, <i>Friday</i>	Diplomas and transcripts for August graduates will be issued on this date



UNDERGRADUATE ADMISSION TO THE UNIVERSITY

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

Students Who Have Never Attended College

Requirements for Admission

Admission to the freshman class is based upon (1) academic performance in high school or high school equivalency earned through the General Educational Development Tests (G.E.D.); (2) results of the Scholastic Aptitude Test (S.A.T.) administered by the College Entrance Examination Board or the American College Test (A.C.T.) (A minimum composite Math and Verbal SAT score of 835 or ACT score of 17 is required of all education majors); and (3) recommendation of the high school counselor or principal.

Early Admission

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

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

Students who have taken advanced placement courses in high school may receive advanced placement credit for these courses. Candidates should submit the results obtained on the Advanced Placement Tests administered by the College Entrance Examination Board.

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

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

Procedures for Applying

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

1. Application form, completely filled out.
2. Application fee: \$30.00
3. High school transcripts showing academic program completed, scholastic average, date of graduation, and recommendation of counselor or principal.

4. Scores on the Scholastic Aptitude Test and/or the American College Test.
5. Scores on Advanced Placement or C.L.E.P. Tests, for those applicants desiring advanced standing credit.

Transfer Students (Undergraduate)

Requirements for Admission

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

The applicant must be eligible to re-enter the institution last attended. A "C" average or better is required. This average will include all grades, regardless of the policies of the previous institutions.

A minimum composite Math and Verbal SAT score of 835 or ACT score of 17 is required of all education majors.

Advanced Standing for Associate Degree Holders

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

Transfer Credit Acceptance Policy

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

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

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

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

Procedures for Applying

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

1. Application form, completely filled out.
2. Application fee: \$30.00

3. Complete transcript of credits from each institution previously attended, plus score reports and other substantiating documents as required.
4. High school transcript.
5. SAT or ACT scores in the case of education majors (A minimum composite Math and Verbal SAT score of 835 or ACT score of 17 is required).

Graduate Students

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

Class Scheduling for Transfer Students

Transfer students at the junior and senior levels will have most, if not all, their classes scheduled on the 14-week format. Sophomore transfer students will have some of their classes scheduled on a 14-week format and some on the 7-week format. Freshman transfer students will have their classes scheduled on the 7-week format.

Students From Foreign Countries

Students from other countries are encouraged to apply for admission. The requirements for admission are the same as those for American high school or transfer students, except that results in the Test of English as a Foreign Language (T.O.E.F.L.) examination is required in place of the S.A.T. or A.C.T. In addition, all foreign applicants must submit their transcripts and documents from foreign institutions to *World Education Services, Inc.*, for an evaluation of the credit earned and the institution which granted it. Application forms for evaluation by this service are available through the University's Admissions office upon request.

Transient (Visiting) Students

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

1. Application form and \$10.00 application fee.
2. A letter from the institution in which the applicant is enrolled granting permission to attend the University of Tampa and outlining the courses for which the applicant is allowed to register and the period of time for which he is permitted to enroll.
3. A transient student is permitted to register for two terms consecutively but must submit a permit from his regular college for each term. After a visiting student has completed two terms consecutively at the University of Tampa, he or she must either make application as a transfer student or return to his or her former college.

Auditor Students

A student may register as an auditor. No college credit is earned, and the academic work is not graded. The auditor student must submit an application form and \$10.00 application fee. Records of previous academic work are not required.

Elementary and Secondary School Teachers

Elementary and secondary school teachers may attend the University for the purpose of taking courses for certification. Teachers wishing to take undergraduate-level courses for this purpose need only submit an application, a \$10.00 application fee, and a copy of their State Certification. No other documents or records of previous academic work are required, unless the student intends to work for a second degree. Teachers wishing to take graduate-level courses for this purpose should see the Graduate Study section of this catalog.

Note: 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.

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

FINANCIAL INFORMATION:

The term "Semester" shall be used to denote the 14 week period of time in which any one of several combinations of 7-week and/or 14-week courses may be taken.

Because, as a part of the University's calendar, students may take 7- and 14-week courses concurrently during a semester, it is necessary that the University's unit of time for purposes of payment of tuition and fees be clearly defined. 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 7-week courses, 14-week courses or a combination of both.

The tuition shown also applies to the number of semester hours of credit taken during the intersession and summer sessions.

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

Tuition and fees contained herein, including room and board fees, are applicable to the 1981-82 school year. The University of Tampa, however, reserves the right to make changes in costs at the beginning of any semester as circumstances may require.

APPLICATION FEES:

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

Regular Degree Seeking Students (full & part-time)	\$30.00
Non-degree Seeking Post-Baccalaureate Students	10.00
Re-applicants (former U.T. students)	10.00
Auditing and Transient Students	10.00

COSTS:

The basic semester costs for 1981-82 are as follows:

Tuition	\$2,178.00
Activities Fee	70.00
Room (Fall & Spring Term) average	513.00
Board (Fall & Spring Term) average	502.00
	<u>\$3,263.00</u>

TUITION-UNDERGRADUATE:

The \$2,178 tuition per semester permits a student to take from 12 to 18 hours during any semester. An additional charge of \$175 is made for each registered hour in excess of 18 hours for one semester. The following tuition rates apply to all part-time undergraduate students. These rates also apply to intersession and summer session.

Undergraduate Part-time Tuition Rates	
Credit Hours	Cost Per Credit Hour
1-6 hrs.	\$125
7th hr.	140
8th hr.	150
9th hr.	160
10th hr.	170
11th hr.	175

TUITION-GRADUATE:

Graduate students will be charged \$135 for each credit hour of graduate studies.

ACTIVITY FEE:

The \$70 Activity Fee is assessed each semester to all full time students taking twelve credit hours or more. The fee provides basic support to the Student Health Service, the University of Tampa Student Government Association and other student sponsored organizations. It also enables, through partial support, the offering of student programs, such as concerts, plays, guest lecturers and other activities of a social and recreational nature. This fee also entitles a student to receive the campus weekly newspaper.

BOARD:

Meals are served on the student meal contract at the University Dining Hall throughout the academic year except during the following vacation periods:

Thanksgiving — Beginning Thursday, November 26, 1981, through Sunday, November 29, 1981.

Christmas — Beginning Sunday, December 20, 1981, through Sunday, January 3, 1982.

Students have the option of selecting one of the following board plans:

Plan A	19 meals per week	\$560
Plan B	15 of 19 meals per week	\$500
Plan C	10 of 15 meals per week	\$445

ROOM RENT:

Students wishing to live in University Housing may do so by contacting the University Housing Office.

The semester room rate schedule is as follows:

Rooms:

Single	\$545-600
Double	\$430-570
Triple	\$455-515
Quad	\$485

Apartments:

Single	\$600
Double	\$515-570
Triple	\$530-545
Quad	\$515

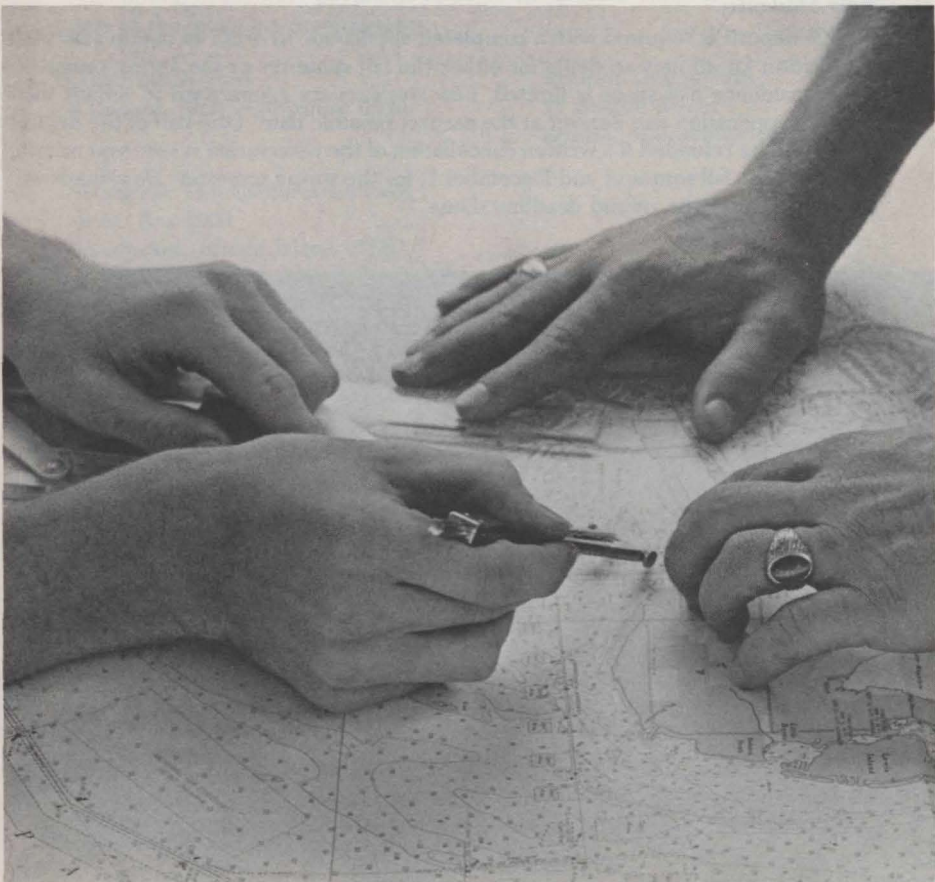
OTHER FEES:

Auditing Classes

The privilege may be granted to any student. A regularly enrolled full time student may be permitted to audit one course each semester without additional charges. In all other cases, an auditor shall pay \$125 per credit hour.

Books and Supplies

The cost of books and supplies is approximately \$75 to \$125 a semester. Cash or check payments are required for all purchases at the Bookstore.



Special Fees

The following fees are charged where they apply:

Graduation Fee, required of all graduating students	\$25.00
Schedule Change	\$15.00
Teaching Internship	\$15.00
Campus Parking	\$10.00
Late Registration	\$10.00

In addition, miscellaneous course related fees are assessed as they apply to specialty course work.

DEPOSITS:**Enrollment Deposit:**

Continuing and part-time students are required to make a \$50 non-refundable deposit prior to the pre-enrollment dates as noted on the academic calendar. This amount is credited to the student's account.

Room Deposit:**New Students:**

A \$200 deposit is required with a completed application in order to obtain a housing reservation for all new students for either the fall semester or the spring semester. Since residence hall space is limited, new students are encouraged to submit their housing application and deposit at the earliest possible date. One-half of the deposit (\$100) will be refunded if a written cancellation of the reservation is received prior to July 1, for the fall semester and December 1, for the spring semester. No refunds will be granted after the refund deadline dates.



Continuing Students:

A non-refundable deposit of \$100 must be made by continuing students wishing to return the following semester.

Damage Deposit:

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

A refund of the unexpended deposit balance will be made to the student upon withdrawal from University housing.

Students dependent upon any aid plan or any other source of funds are not exempt from paying deposits by deadline dates specified in this catalog.

PREPAYMENT PLAN:**Other Resources:**

The option of monthly payments of these educational expenses is available through one of the following organizations.

The Tuition Plan
Concord, New Hampshire 03301

Insured Tuition Plan
53 Beacon Street
Boston, Massachusetts 02108

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

WITHDRAWALS AND REFUNDS:

Students who find it necessary to discontinue their enrollment after final exams at the close of the fall or spring semesters are asked to notify the Counseling Office in order to avoid financial penalties.

Registered students withdrawing prior to attending classes shall notify the Registrar's Office prior to the beginning of classes in order to avoid financial penalties.

A student dropping courses or withdrawing from the University within two weeks (within one week for summer session) after the last day of registration will be granted a fifty percent (50%) adjustment of tuition and fees and during the third and fourth week will receive a twenty-five percent (25%) adjustment. Board will be adjusted on a pro rata basis for the full weeks remaining after the Meal Plan Identification Card is relinquished. (Meal Plan week runs from Sunday through Saturday). Charges for room rent will not be adjusted.

PAYMENT OF BILLS

Payment of required charges is necessary to validate registration for each term of enrollment. Payment may be made in advance of the registration date or at the time of registration.

A student is ineligible to attend classes unless his or her bills are paid when due. A student will be denied an honorable separation, an official record of credits and a diploma until all University accounts are paid in full.

STUDENT FINANCIAL AID

The University of Tampa offers an established comprehensive financial aid program that assists qualified students from the United States with their educational expenses.

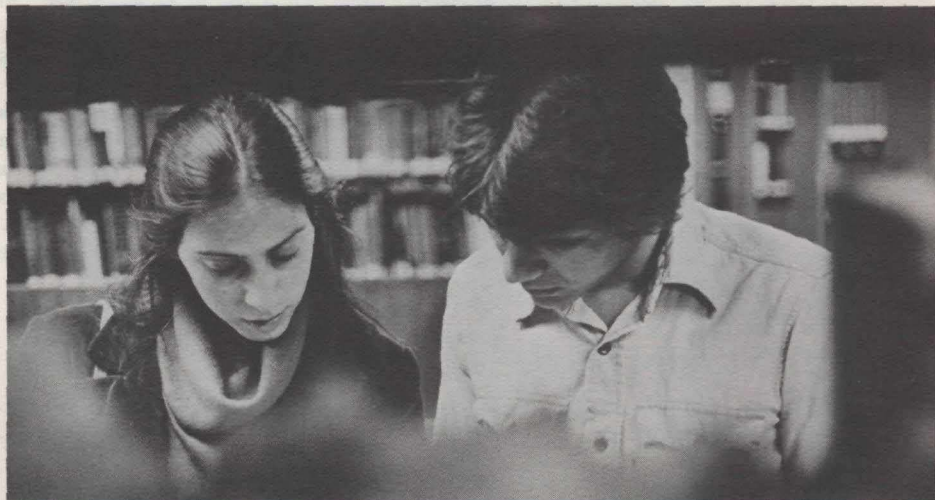
The primary responsibility for financing a college education must be assumed by the parents and/or the student. The University of Tampa does, however, provide assistance to students whose parents cannot provide all funds needed to meet educational costs. In recent years more than 65 percent of the University's students have received some type of financial assistance. This assistance may be granted on the basis of need and/or on the basis of academic, artistic, or athletic qualifications.

The Financial Aid Program is administered without regard to race, color, sex, religion, handicap, or national origin. It is also administered in accordance with the nationally established policy of meeting demonstrated need; that is, the difference between the student's resources (parental contribution, summer earnings, savings, etc.) and the total cost of attending the University of Tampa. Such cost includes tuition, fees, room, board, supplies, transportation, and an allowance for personal expenses.

Merit Awards and Scholarships

The University has several scholarship programs that are awarded solely on the basis of academic achievement and merit. Recipients are notified by the Admissions Office upon acceptance to the University.

President's Scholarships of \$2,500 per year are awarded to students with a minimum grade point average of 3.7 or in the top 10 percent of their high school graduating class, and have minimum SAT scores of 1200, (ACT 27). Eligible students will receive \$10,000 over a four year period provided they maintain a 3.0 or "B" grade point average.



Honors Scholarships of \$2,000 per year are awarded to students of nine Florida counties who are in the top 10 percent of their graduating high school class or have a grade point average of 3.5 and SAT scores of 1000, (ACT 23). Transfer students are eligible for this award if they have a minimum grade point average of 3.5 and 26 transferable credits. Eligible students will receive this award for four years (\$8,000) provided they maintain a 3.0, "B" grade point average.

Honors Scholarships of \$1,000 per year are awarded to students meeting the requirements cited above, but who are not residents of the nine Florida counties surrounding Tampa.

Hillsborough County Grants of \$1,000 per year are awarded to graduates of Hillsborough County High Schools, or County residents for a minimum of three years.

Achievement Grants of \$800 per year are awarded to students with outstanding achievement in the areas of Leadership, Crew, Newspaper Publication, and Yearbook Publication. A separate application is required and may be obtained from the University Admissions Office.

Need-based Financial Aid

National Direct Student Loan — (NDSL) — This federally funded loan program provides funds to students with demonstrated financial need. This loan carries a 4 percent simple interest rate, while repayment and interest accrual do not begin until nine months after the student ceases to be enrolled on at least a half-time basis.

Repayment is made at a minimum rate of \$90 quarterly, but the borrower may pre-pay the loan at any time without penalty.

College Work-Study Program (CWSP) — This federally funded program provides part-time employment to students with demonstrated financial need. Each year students are employed in most departments on-campus, and average yearly awards are \$1200, which represents approximately 12 hours of weekly employment.

Some examples of CWSP jobs at the University of Tampa include: Desk Clerk at the Library, Laboratory Assistant, Bookstore Clerk, Cashier, Secretarial Assistant, and Groundskeeper.

Supplemental Education Opportunity Grant Program (SEOG) — This federally funded program provides grants to students with financial need, which do not have to be paid back.

Supplemental Educational Opportunity Grants are generally renewed each academic year, provided that students comply with the standards of satisfactory academic progress, and their financial circumstances do not radically change.

Other Possible Sources of Aid

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

This Student Eligibility Report will provide instruction concerning grant payments, which during 1980-81 range from \$200-\$1750 per year.

State Scholarship and Grant Programs — The state of Florida has two programs to assist students in financing higher education. One, the Florida Student Assistance Grant, is based on the applicant's financial need as evidenced on the FFS, and during 1980-81 eligible students were generally awarded \$1,200 per year at the University.

The other program, the Florida Tuition Voucher Fund, is a grant to all graduates of a Florida high school who have been residents for a minimum of two years. During 1980-81, this

award was \$750 per year to all eligible students attending a private college or university within the state, and applications are available at the UT Financial Aid Office.

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

Guaranteed Student Loan Program (GSLP) — This program enables students to borrow up to \$2,500 per year from their local bank, credit union, or similar lending institution. The cumulative maximum for undergraduate study is \$12,500, while repayment and 7-9 percent interest accrual do not generally begin until nine months after students terminate their education.

Specific information about this loan program and application forms may be obtained at most commercial banks within the student's state of residence.

Students having difficulty in finding a lender in their area are urged to contact the University Financial Aid Office for assistance.

How and When to Apply for Need-based Assistance

In order to assess the financial need of each applicant, the University uses the facilities of the American College Testing Program, (ACT). All interested applicants should file the Family Financial Statement, (FFS), by February 4, 1981, in order to receive maximum consideration for need-based financial aid from the University of Tampa. By filing the FFS by this date, the University will receive the application in advance of the March 1 priority deadline for aid consideration.

NOTE: While the FFS is preferred by the University, the FAF of the College Scholarship Service is also acceptable,

When the University receives the analysis of the FFS, (or FAF), a UT Financial Aid application is sent to the student for completion. This application simply collects supplemental information to the FFS, and should be promptly returned to the Financial Aid Office.

Awards to entering students are made in mid-March, and recipients are given two weeks in which to indicate their acceptance of the offer. Awards to returning students are made in mid-April, although the application deadline is also March 15. For an aid application to be completed on March 15:

1. UT has received the FFS and the University Financial Aid Application.
2. The applicant had been accepted for admission to the University and intends to matriculate on a full time basis.
3. For transfer students, the University has received a financial aid transcript from every college or university previously attended.
4. For continuing students, they are in compliance with the standards of satisfactory academic progress and are not in default on any loan, or owe a repayment of a federal grant for previous attendance at the University of Tampa.

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

Financial aid is awarded without regard to age, sex, race, creed, national origin, or handicap, if any.

Approximately three weeks after filing the FFS, the University receives a Comprehensive Financial Aid Report from ACT. The report provides an estimate of the student's resources available for his or her higher education. This estimate of available resources is then deducted from the costs of attendance at the University and the resulting figure is the applicant's financial need.

In order to meet a student's financial need, the University attempts to offer a "package" of aid, which may consist of any one, or combination of the aforementioned types of assistance. A sample financial aid package might be:

Total Costs	\$6,760
Student Resources	<u>2,760</u>
Financial Need	<u>\$4,000</u>

Aid offered:

Florida Tuition Voucher	\$ 750
BEOG	1,250
NDSL	1,000
CWSP	<u>1,000</u>
Total Aid	<u>\$4,000</u>

Costs of Attendance at The University of Tampa

The following is a list of average costs of attendance as they applied during the 1980-81 academic year:

	on campus	off campus	
Tuition and Fees	\$3,860	\$3,860	
Room and Board	1,740	340	(on-campus meals)
Books and Supplies	200	200	
Personal	500	600	
Transportation	400	400	
Energy Surcharge	60	40	
Total	<u>\$6,760</u>	<u>\$5,440</u>	

In the calculation of expenses, it must be remembered that non-fixed costs are variable, (travel, room, board, personal, etc.); the only fixed costs are those for tuition and fees.

The estimated costs for students living independently off-campus are the same as those for an on-campus resident.

Disbursement of Financial Aid

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

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

REFUNDS:

The refund policy, as stated in the catalog, is determined by the following dates of withdrawal:

- Prior to registration — 100% less deposits.
- Within the first two weeks of classes — 50% of tuition, 50% of pro-rated board, while no refund of semester room rent.
- Within the third and fourth weeks of classes — 25% of tuition, 25% of pro-rated board.
- After the fourth week of classes — no refund.

When aid recipients withdraw from the University during the first four weeks of class, they receive the appropriate percentage of their financial assistance.

Academic Eligibility for Financial Aid

Satisfactory Academic Progress for recipients of NDSL, SEOG, CWSP, and Basic Grant is defined as the successful completion of at least 12 credit hours per semester, and the maintenance of a cumulative grade point average (GPA) of:

- 1.75 for Freshmen (0-25 hours of earned credit)
- 1.90 for Sophomores (26-55 hours of earned credit)
- 2.00 for Juniors (56-87 hours of earned credit)
- 2.00 for Seniors (88-120 hours of earned credit)

Financial Aid Probation – Students failing to comply with these standards of academic progress for any semester will be on probation for the subsequent semester, and eligible to continue receiving assistance. During this semester of probation the student must achieve the appropriate GPA, and successfully complete 12 credit hours.

Financial Aid Termination – If, after the semester of probation, the student does not achieve the standards of satisfactory progress, he/she is ineligible to receive financial aid. Eligibility will be reinstated when the student achieves the standard of satisfactory academic progress, and aid is awarded only if the funds are still available.

Appeal – Students may appeal financial aid termination or probation on cases of extraordinary illness, or similar circumstances. This appeal must be made in writing to the Financial Aid Director, and the case is adjudicated by the Financial Aid Committee.

Satisfactory Academic Progress for GSL – All recipients comply with the standards of satisfactory academic progress, and those who borrow the yearly maximum of \$2,500 must change class standing, (in terms of earned credit hours), before being eligible for another loan.

Basic Grants – Part time students (minimum 6 semester hours) are eligible to receive payment under the Basic Grant Program, and are maintaining satisfactory academic progress provided that they achieve the appropriate GPA, and successfully complete all credit hours for which funds are disbursed in any semester.

University Scholarships – Recipients of President and Honor Scholarships must enroll for, and complete, at least 12 credit hours each semester and maintain a GPA of 3.0. Recipients of University Grants must enroll for and complete, 12 credit hours each semester and maintain a GPA of 2.0.

For Additional Information

Students seeking further information about the University of Tampa should contact:

Admissions Office
University of Tampa
401 West Kennedy Blvd.
Tampa, FL 33606

Financial Aid Office
University of Tampa
401 West Kennedy Blvd.
Tampa, FL 33606

(813) 253-8861

(813) 253-8861

STUDENT LIFE AND ACTIVITIES





STUDENT LIFE AND ACTIVITIES

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

STUDENT ACTIVITIES

Student Council

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

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

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

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

Student Membership on University Committees

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

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

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

Campus Organizations

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

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

Recognition Societies

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

Greeks

Fraternities

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

Sororities

Alpha Chi Omega
Delta Gamma
Delta Zeta

Interfraternity Council

Interest Groups

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

Intramurals

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

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



Athletics

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

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

Publications

Student Newspaper — The "Minaret"

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

The University Yearbook — The "Moroccan"

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

Student Creative Writing Magazine — "Quilt"

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

Special Events

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

Musical Activities

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

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

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

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

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

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

Orchestra. Students of exceptional performing ability are invited to audition for a position with the Florida Gulf Coast Symphony. This professional orchestra is credited by the University as meeting the music ensemble requirements. Students who are acceptable to the Symphony receive salaries in addition to music scholarship assistance. Students with orches-



tral experience are invited to contact the music office for complete details. Students are admitted to the Florida Gulf Coast Symphony concerts at reduced rates.

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

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

HONOR SOCIETIES

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

STUDENT CONDUCT

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

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

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

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

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

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

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

The Trustees, then, have reaffirmed that this is a community of rights and responsibilities. Students and others have the right to participate in the determination of the standards of

conduct by which they will be guided and the responsibility to honor these standards and expect others also to do so. They have the right of due process in all judicial situations, though this may follow instead of precede administrative action in exceptional circumstances, and they have the responsibility to cooperate fully with this judicial process. They have the right to a supportive and positive educational environment and the responsibility within this to pursue their academic and related interests with integrity and diligence.

VEHICLES ON CAMPUS

All members of the University community are permitted to have motor vehicles on campus. All motor vehicles must be registered with the University Police, and must bear a parking decal obtained at the University Police Department in Howell Hall, or at registration.

Use of all on-campus parking is limited to those vehicles with the proper color-coded decal. Current "Traffic and Parking Regulations" and a campus map may be obtained from any University Police Officer.

SAFETY AND POLICE

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

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

COUNSELING

Personal, Social, Academic

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

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

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

Career and Life Planning

The Counseling Center's Office of Career and Life Planning assists students in formulating educational, career, and life planning goals. Individual and group counseling and testing are available to assist students in identifying interests, clarifying values, and understanding the decision-making process involved in the selection of a college major or a career field. A *Career Resources Library* is available to assist students in exploring educational, occupational, and employer information. Workshops are routinely offered to assist students with job hunting techniques, resume writing and interviewing skills.

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

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

Reading and Study Skills

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

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

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

STUDENT MAIL AND TELEPHONE SERVICE

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

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

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

DUPLICATING SERVICE

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

CAMPUS STORE

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



FOOD SERVICES

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

UNIVERSITY HEALTH SERVICES

The University maintains an up-to-date health center for its students. A physician is on duty at the health center every school day, and registered nurses are on duty 11 hours a day,

five days a week. If illness demands, we have a list of physicians who are specialists in their field that can be used for referral.

STUDENT INSURANCE

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

UNIVERSITY RESIDENCE

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

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

Co-educational Residence Halls

Rivershore Towers (double rooms, 200 students)

Howell Hall (single, double, triple, and quad rooms, 220 students)

Delo Hall (single, double, triple, and quad rooms, 230 students)

University West (double and efficiency apartments, 50 students)

University East (double rooms, 24 students)

Spartan Arms (single, double, triple, and quad apartments, 76 students)

Residence Halls for Women

Smiley Hall (single and double rooms, 130 students)

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

Residence Halls for Men

McKay Hall (single and double rooms, 175 students)

Alumni Building (single and double rooms, 30 students)

University North (single, double, and triple rooms, 14 students)

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

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

Laundry facilities are available in each of the larger buildings.

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

THE EDUCATIONAL PROGRAM





ACADEMIC POLICIES AND PROCEDURES

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

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

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

Flexible Calendar Program

The school year at the University is divided basically into two semesters with a spring intersession and two summer sessions. The *Flexible Calendar Program*, however, permits students to enroll in one of several combinations of 7-week and/or 14-week classes over the course of each semester. The 14-week classes span the entire length of the semester; whereas, the 7-week classes are conducted either during the first half or the last half of each semester.

The appropriate beginning and ending dates applicable to the 7-week and 14-week classes under the *Flexible Calendar Program* are contained in the Academic Calendar in the first section of this catalog. Also, the printed Class Timetable for each semester has a complete listing of 7-week and 14-week classes being offered during that semester.

Semester Hour Credits and Honor Points

A semester hour is the unit of credit given for the satisfactory completion of a subject which normally meets one hour each week throughout the semester.

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

Grades have the following honor point values:

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

Other marks given are: I for incomplete; W for withdrawal within the first ten weeks of a 14-week class, first five weeks of a 7-week class, and first three weeks of a summer session, or for withdrawal if *passing* thereafter through the last day of classes (WF for withdrawal if *failing* thereafter through the last day of classes); S (satisfactory) and U (unsatisfactory) given for internship programs, and for all courses taken on a Pass-Fail basis. Grades of

I, W, S, and U carry no honor point value and do not affect grade-point averages. A grade of WF, however, affects the grade-point average in the same manner as a grade of F.

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

Class Load Under The Flexible Calendar Program

A student taking at least 12 semester hours of undergraduate work or 6 semester hours of graduate work during the course of a semester may be considered a full-time student. The normal load for undergraduate students is 16 to 18 hours and the normal load for graduate students is 12 hours.

Undergraduate students with less than a B average may not register for more than 18 hours. A student taking a minimum of 12 semester hours and making a B average or better, will be permitted to register for 19 hours the next semester. If the B average is maintained, he may then register for a maximum of 21 hours the following semester and may continue to do so as long as the B average is maintained. Students in EDU 405, 406, or 407 are restricted to 18 hours. Any student registering for 19 hours or more must have specific approval of the chairman of the division in which he is majoring.

When scheduling a combination of 7-week and 14-week classes during a semester, the student is required to schedule 7-week classes as evenly between the first and second 7-week periods as possible. The Trial Schedule printed on the back of the Class Timetable should be used to graphically guide the student and his advisor in an even distribution of his classes when setting up a schedule.

Student Classification

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

The minimum qualifications for each class are:

Freshman	Fewer than 28 semester hours of credit
Sophomore	28 semester hours of credit
Junior	60 semester hours of credit
Senior	94 semester hours of credit

Students with fewer than 56 semester hours of credit may not take advanced courses — those with numbers of 300 or more — without special permission. Courses with numbers of 500 or more are customarily for graduate students only. Five-hundred-level courses, however, may be taken by senior undergraduates only if formally included in the student's program by the major division chairman. Courses with numbers of 600 or more may be taken by graduate students only.

Electing Courses on a Pass-Fail Basis

Juniors and seniors who are in good standing may elect up to a total of 6 semester hours of credit toward a degree to be graded on a pass-fail basis. Courses required in a student's major or minor, those used to satisfy general curriculum distribution requirements, profes-

sional education courses, and courses taken as a part of the Master's Degree may not be elected on a pass-fail basis.

Students must specify the pass-fail courses at the time of pre-enrollment or, if not pre-enrolled, at the time of registration. Students must show a transcript of their academic record at the time of pre-enrollment or registration to prove eligibility. Transcripts may be obtained in the Office of the Registrar.

Dropping Courses

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

Incomplete Work

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

Absences

It is the policy of the University faculty that an absence rule may be maintained by each professor according to the needs of his individual classes. Each student should see that he is thoroughly familiar with the absence policy of each of his professors. These rules will be administered entirely by the professors involved and any questions should be directed to them. Auditor students are also subject to absence rules.

Dean's List

The Dean's List is composed of undergraduate students who have achieved a grade-point average of 3.5 or more during the semester while taking at least 16 semester hours of work. Students remain on the list as long as the average of 3.5 or more is maintained. No student who has been disciplined or found guilty of a breach of conduct during the semester will be named to the Dean's List.

Honor Roll

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

Grade Reports

All unsatisfactory mid-semester grades and all semester, intersession, and summer session grades will be mailed to students at the permanent home addresses. Students may also obtain their grades at mid-term and the close of each semester and summer session from their individual professors. Each student's permanent academic record is maintained by the Office of the Registrar. Official transcripts of this record may be released to the student or others only with the student's permission. The charge for each official transcript issued is \$2.00.

Regulations on Academic Warning and Dismissal

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

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

Undergraduate Retention Standards

0-27 hours attempted

- 2.00 or better — Good Standing
- 1.60 or better — Academic Warning
- Below 1.60 — Academic Dismissal

28-59 hours attempted

- 2.00 or better — Good Standing
- 1.75 or better — Academic Warning
- Below 1.75 — Academic Dismissal

60-93 hours attempted

- 2.00 or better — Good Standing
- 1.95 or better — Academic Warning
- Below 1.95 — Academic Dismissal

94 or more hours attempted

- 2.00 or better — Good Standing
- Below 2.00 — Academic Dismissal

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

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

Withdrawal Procedure

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

Requirements for Graduating Students

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

Residence Requirements

To graduate from the University of Tampa, the student must complete the last 32 semester hours for the Bachelor's degree and the last 16 semester hours for the Associate degree in residence at the University. All work creditable toward the Master's degree must normally be taken in residence at the University. Up to nine semester hours of transfer credit, however, may apply toward the Master's degree with the approval of the appropriate graduate program director.

Commencement Exercises

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

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

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

Questions on these policies should be directed to the Registrar.

Application for Degree

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

To Graduate in:

December
April
August

Application must be filed not later than:

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

Graduation Honors

The names of students receiving Bachelor's degrees who graduate with academic honors are announced on Commencement Day, and the honors are inscribed on their diplomas. The four levels of honors are:

Special Senior Honors for those with grade-point averages of at least 3.50 earned on the last 32 semester hours of graded classroom work, not including pass-fail grades, attempted at the University of Tampa.

Cum Laude for those with grade-point averages of at least 3.50 earned on all work attempted at the University of Tampa and grade-point averages of at least 3.50 when combined with all previously attempted college work. At least 32 semester hours must have been earned at the University of Tampa.

Magna Cum Laude for those with grade-point averages of at least 3.75 earned on all work attempted at the University of Tampa and grade-point averages of at least 3.75 when combined with all previously attempted college work. At least 32 semester hours must have been earned at the University of Tampa.

Summa Cum Laude for those with grade-point averages of 4.00 earned on all work attempted at the University of Tampa and grade-point averages of 4.00 when combined with all previously attempted college work. At least 32 semester hours must have been earned at the University of Tampa.

General Degree Requirements

To qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Fine Arts, or the Bachelor of Music Degree a student must earn a minimum of 128 semester hours credit, or 64 semester hours for the Associate of Arts Degree, and must meet general and specific course requirements. Further, he must have earned at least an average of "C", a 2.00 grade-point average on all work attempted at the University of Tampa, including repeated courses. A student must also have earned a 2.00 grade-point average in the courses specifically required and/or applying toward his major. General degree requirements for the Master's degree are shown under the appropriate sections of the Academic Programs chapter of this bulletin and in the chapter entitled Graduate Study.

Candidates for the Associate of Arts Degree must complete all requirements for that degree within the first 94 semester hours which are creditable as college work at the University of Tampa. This would include all transfer and military credit granted by the University of Tampa. For the purpose of this rule, the student does not have the option of delaying the granting of such transfer credit in order to avoid having more than 94 hours recorded on his record.

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

Transfer Credit Evaluation Policy

Resident Transfer Credit

For qualified undergraduate students, the University accepts from other regionally ac-

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

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

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

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

Transient Credit From Other Institutions

Subject to all the provisions of the Transfer Credit Evaluation Policy shown above, a student may attend another institution as a transient or visiting student, either concurrently or not, while continuing as a University of Tampa student. Students wishing to attend other institutions for the purpose of using such credit toward a University of Tampa degree must secure written permission from the Registrar's office. Permission to have transient credit transferred will be granted only to students in good standing whose overall grade-point average at the University of Tampa is 2.00 or better.

Non-Resident Transfer Credit

A maximum of 60 semester hours of non-resident credit may be granted to undergraduate students. Non-resident credit is defined as all academic credit earned through means **other than** through regular classroom courses conducted on the main campus of the University of Tampa, at the MacDill center, or **in residence** at another accredited institution. No credit is granted for Extension Course Institute (ECI) courses or other military educational sources not listed in the current edition of the Guide to the Evaluation of Educational Experiences published by the American Council on Education.

Credit for Military Service

Any student who has completed at least one year of active military service may receive two semester hours credit in Health Education at the University of Tampa. Military veterans may be granted credit for the first two years of ROTC after review of the individual's DD Form 214 and a transcript of previous college academic credits.

Correspondence Courses

Academic credit up to a total of 30 semester hours may be granted for the completion of correspondence courses taken through the correspondence divisions of regionally ac-

credited colleges or universities. The amount of credit allowed for each course will be the amount granted by the correspondence institution. No graduate credit is awarded for correspondence courses.

Credit Earned Through USAFI and DANTES

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

Service Schools

Students may receive academic credit, up to a total of 30 semester hours, for the successful completion of courses taken at Military Service Schools. The amount of credit granted will be that recommended by the American Council on Education in its "Guide to the Evaluation of Educational Experiences in the Armed Forces." No credit is granted for training programs designated as "technical and vocational in nature." Credit recommendations on service school training which cannot be identified in the guide may be obtained by writing the Commission on Accreditation of Service Experiences. In these cases, the student should complete a Request for Evaluation Form which should be sent to the commission.

Extension Courses

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

C.L.E.P. Examinations

Students may receive academic credit, up to a total of 30 semester hours, for satisfactory results on any or all of the College-Level Examination Program general examination (C.L.E.P.) administered either through the College Entrance Examination Board or through the USAFI. Up to 30 semester hours of credit may also be granted for satisfactory results on certain subject examinations of the C.L.E.P. Information concerning the subject exams for which credit is granted and the minimum level of achievement required on these tests may be secured by contacting the Office of the Registrar.

Advanced Placement Credit

Students may receive academic credit, up to a total of 30 semester hours, for successful completion of Advanced Placement (AP) Courses taken in high school. Credit is granted only for those courses completed with a score of 3, 4, or 5. The following policy applies specifically to Advanced Placement (AP) credit in English: With a score of 3 on the AP Composition Test, credit for ENG 101 will be granted; with a score of 4 or 5, credit for both ENG 101 and 102 will be granted. With a score of 3 or 4 on the AP Literature Test, credit for either ENG 206 or 208 will be granted; with a score of 5, credit for either ENG 206 and 207 or ENG

208 and 209 will be granted. Policies concerning the granting of other AP credit may be obtained from the Registrar's office.

Residency Requirement

Non-residence credit may not be granted to fulfill the last 32 semester hours earned toward a University of Tampa degree. The last 32 hours must be earned in residence at the University of Tampa.

Documentation

Civilian Correspondence or Extension Courses

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

USAFI AND DANTES Examinations

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

Service Schools

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

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

GRADUATE STUDY

Degrees Offered

The University of Tampa confers the following graduate degrees:

Master of Business Administration

Master of Education

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

Application for Admission

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

1. Application form, completely filled out:

2. Application fee: \$20.00, unless a continuing University of Tampa student;
3. All transcripts of previous college work, received directly from each institution;
4. Entrance examination score report received directly from the Educational Testing Service, Princeton, New Jersey.
5. From M.Ed. applicants, two copies of an up-to-date State Teacher's Certificate from any state or U.S. territory.

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

Applicants from Foreign Countries

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

1. Score report on The Test of English as a Foreign Language (TOEFL) with a minimum score of 550.
2. Transcripts printed in **English** from all previous colleges attended. Important: Transcripts must show **specific** subjects taken and the **grade** earned in each. If grades are expressed in other than the American system (A, B, C, D, F), a statement from the school must accompany the transcript showing the conversion of that grading system into the American System. Diplomas, certificates, or general letters indicating attendance at a school will not substitute for transcripts as described here. The transcripts must reveal that the student has earned a 2.75 grade-point average (on a 4.00 scale) or better on the last 60 semester hours of credit (or equivalent) attempted on the college level.

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

Master of Business Administration Degree

Director: Chairman, Division of Economics and Business

Admission as a Full Degree-Seeking Student

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

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

Admission as a Conditional Degree-Seeking Student

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

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

Students admitted on a conditional status may take a maximum of 12 semester hours of graduate work. Upon completion of the first 12 hours, the student's status will be reviewed. If the student has met all requirements for full degree-seeking status and has earned a "B" average, he will become a full degree-seeking student. If not, he will be dismissed from the graduate program.

Master of Education Degree

Director: Chairman, Division of Education

Admission as a Full Degree-Seeking Student

All applicants for full degree-seeking status in the Master of Education degree program must meet the following three admissions criteria:

1. Must hold the Bachelor's degree from a regionally accredited college or university.
2. Must have attained one of the following:
 - a. A 3.00 grade-point average or better (on a 4.00 scale) on the last 60 semester hours of college work attempted, or quarter hour equivalent.
 - b. A composite verbal and quantitative score of 1000 or better on the Graduate Record Examination (GRE).
3. Must present evidence of having held, or having qualified for, a provisional or permanent teaching certificate in any of the United States or U.S. territories.

Admission as a Conditional Degree-Seeking Student

An applicant *may* be admitted as a conditional degree-seeking student if the applicant has a 2.75 grade-point average or better (on a 4.00 scale) on the last 60 semester hours of college work attempted *and* a composite verbal and quantitative score of 800 or better on the Graduate Record Examination (GRE). The applicant, of course, must also hold the Bachelor's degree from a regionally accredited college or university and present evidence of having held, or having qualified for, a provisional or permanent teaching certificate in any of the United States or U.S. territories.

Students admitted on a conditional status may take a maximum of 12 semester hours of graduate work. Upon completion of the first 12 hours, the student's status will be reviewed. If the student has met all requirements for full degree-seeking status and has earned a "B" average, he will become a full degree-seeking student.

Students not Wishing to Earn a Degree

Teachers who do not intend to earn a Master's degree, but who need to take courses in order to meet the continuing education certification requirements of the State Department of Education in Florida, may enroll in graduate education courses without meeting the full degree-seeking criteria. Such students will be admitted as special non-degree seeking students. Individuals not desiring a degree may be enrolled in this category also for the purpose of taking specified courses to qualify for a temporary, provisional or permanent teaching certificate. Individual teachers may also enter as non-degree seeking students if it is their intention to take isolated course work on the graduate level solely for the purpose of personal or professional improvement.

Non-degree students must submit an application for admission no later than 30 days prior to the official first day of classes for any term. Also, all transcripts of previous college work must be received directly from each institution no later than seven days prior to the official first day of classes. Admission will be granted to non-degree status only to students who have earned a Bachelor's degree from a regionally accredited college or university and who have attained a 2.500 grade-point average or better on the last 60 semester hours of college work attempted.

Students who are attending as non-degree students may take no more than 12 semester hours of credit at the University of Tampa.

Background and Prerequisites

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

For Master of Education candidates, eligibility for a Florida Teachers Certificate would be a necessary prerequisite.

Transfer Credit

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

Program of Study and Course Requirements

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

Residency

For the Master's degree, a minimum of 24 semester hours of credit must be earned on the main campus of the University of Tampa.

Time Limit

A student is allowed seven years in which to complete the Master's degree. Under certain circumstances, the student may revalidate by examination courses which are outdated by the time limit. This can be done only by permission of the Provost and the appropriate graduate program director.

Qualifying Examination

Each degree-seeking M.Ed. student must earn a satisfactory grade on a qualifying examination in the two areas of learning theory and research methods at the conclusion of his first 12 semester hours of graduate work and before additional work may be taken and before being considered for admission to candidacy.

Comprehensive Examination

Near the conclusion of the M.Ed. degree candidate's course work, he or she will be required to pass a written comprehensive examination in order to be awarded the M.Ed. degree. The candidate will be permitted to select any *three* subject-areas which were involved in his required course work (e.g., principles of supervision, education law, social foundations, etc.). *Students must pass two of the three areas. The student must apply for the exam in time that it may be taken prior to completion of 27 hours toward the degree.*

No comprehensive examination is required for the M.B.A. degree.

Thesis

For the Master of Education degree, a student may complete 24 semester hours of course work plus a thesis or 30 semester hours of course work without a thesis. Six semester hours of credit are allowed for the thesis. Also, the comprehensive examination will be waived if a thesis is written and completed successfully.

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

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

The Master of Business Administration candidate does not have the option of writing a thesis.

Quality of Work

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

Repeating of Courses

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

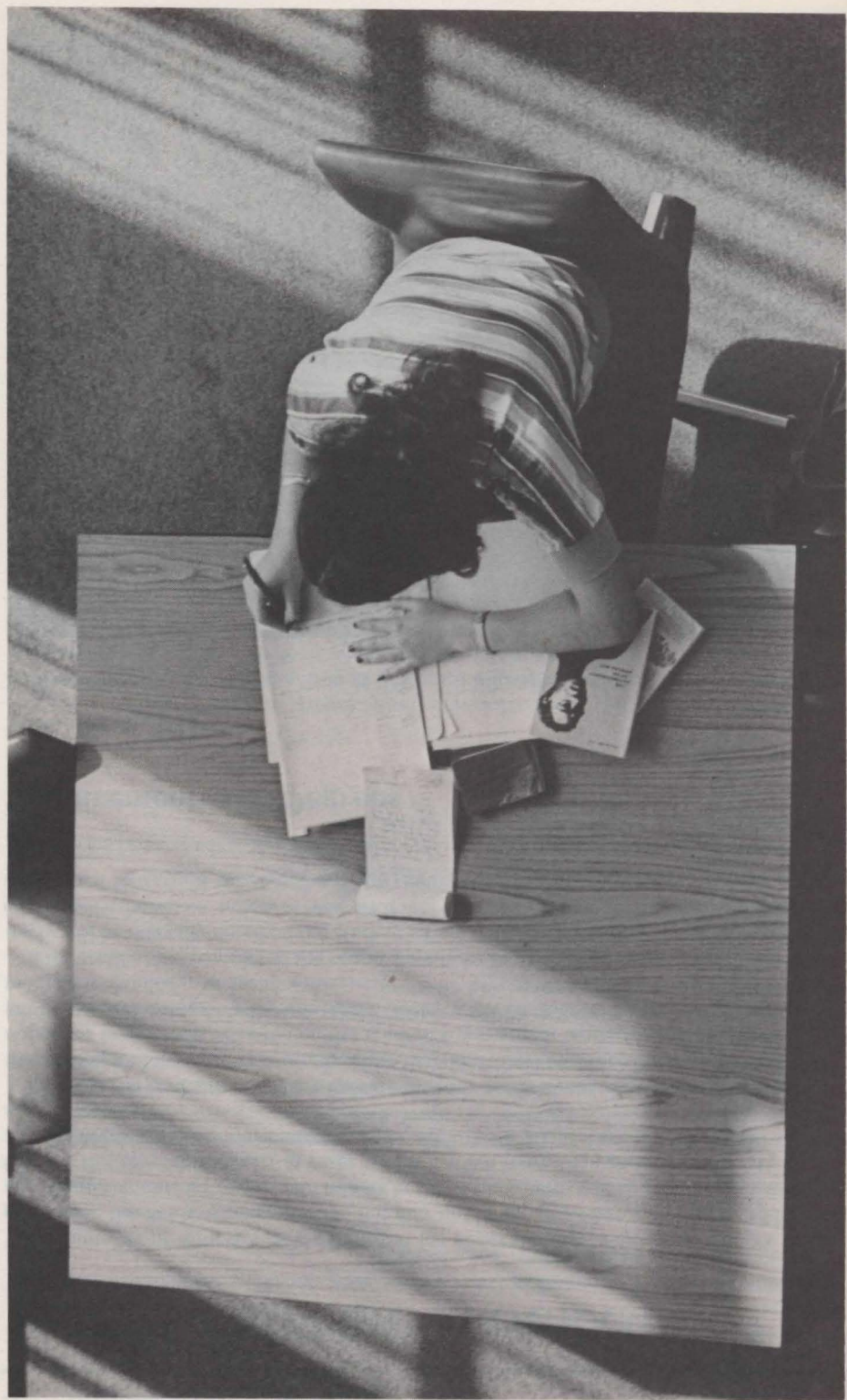
Admission to Candidacy

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

In the case of M.Ed. students, a 3.00 grade-point average must have been maintained on the first 12 hours of degree-seeking work before admission to candidacy will be considered. Also, the student must pass a qualifying examination on research methodologies and learning theory prior to admission to candidacy. Only after both the minimum grade-point average and qualifying examination requirements are satisfied may the M.Ed. student file a formal application for degree and degree plan and thus attain candidacy status.

General Requirements

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



ACADEMIC PROGRAMS

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

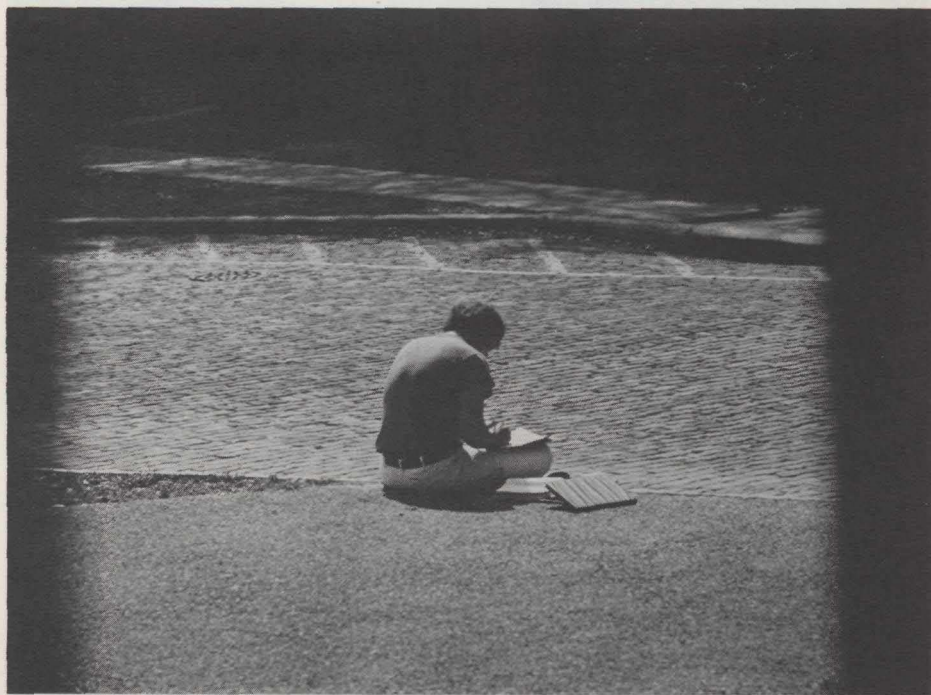
Every undergraduate candidate for a degree must offer a major. Students may also, if desired, complete the requirements for more than one major or minor. The completion of such minors or majors will be noted on the student's permanent academic record. A minor may not be earned in elementary education,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

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

Requirements for Degrees

Bachelor of Arts

Students majoring in English, French, history, philosophy, political science, psychology,



social work, sociology, Spanish, urban studies, or writing will be awarded the Bachelor of Arts degree.

This degree requires a minimum of 128 semester hours, including the general curriculum distribution, all major requirements, and electives.

Bachelor of Science

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

This degree requires a minimum of 128 semester hours, including the general curriculum distribution, all major requirements, and electives.

Bachelor of Fine Arts

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

This degree requires a minimum of 128 semester hours, including the general curriculum distribution, all major requirements, and electives.

Bachelor of Music

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

This degree requires a minimum of 128 semester hours, including the general curriculum distribution, all major requirements, and electives.

Associate of Arts

In addition to the general curriculum distribution, candidates for the Associate of Arts degree must complete 16 semester hours of courses from **one** of the following areas of concentration: biology, chemistry, economics, English, geography, history, mathematics, the modern languages, philosophy, physics, political science, psychology, sociology, and writing.

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

Master of Business Administration

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

Master of Education

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

Majors and Minors

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

Accounting
Art
Arts Administration
Banking
Biology
Business Administration
Business Administration,
Master of
Business Management
Chemistry
Computer Information Systems
Computer Science
Criminology
Economics
Education, Master of
Elementary Education
English
Finance
French
History
Marine Science-Biology
Marine Science-Chemistry
Marine Science-Biology-Chemistry
Mathematics
Medical Technology
Music
Philosophy
Physical Education
Political Science
Pre-Engineering

Pre-Dentistry

Pre-Medicine

Pre-Veterinary Science

Psychology
Recreation
Religion
Social Sciences
Social Work
Sociology
Spanish
Speech
Urban Studies
Writing

**See listings under
Division of**

Economics and Business
Fine Arts
Fine Arts
Fine Arts
Science and Mathematics
Economics and Business
Economics and Business

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

Diagnostic and Placement Testing in English

All new freshmen and transfer students who do not already have credit for ENG 101-102 or their equivalent will be required to take diagnostic and placement tests in English prior to the term they enter the University (time and place will be announced in advance.)

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

For non-native speakers of English, the examination will include basic language and composition and a brief writing sample. Students with sufficient scores will be placed in the regular ENG 101-102 sequence. Students whose scores indicate language skill deficiencies which would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take either ENG 100, Basics of Grammar and Writing, or ENG 110, English as a Second Language, before enrolling in ENG 101-102. (For students with poor performance in ENG 110, the professor may also recommend ENG 111 as a prerequisite to ENG 101-102.) Students whose scores indicate a lack of readiness for college level work will be referred to the American Language Academy (resident on the University campus).

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

General Curriculum Distribution Requirements

Believing that all students should have maximum flexibility in the selection of courses, while maintaining a basic liberal arts format, the University requires that each undergraduate student develop, in addition to his major area, a general curriculum distribution of 40 semester hours of credit within the broad framework outlined below.

University Requirements

ENG 101-102, Composition and Rhetoric, and a total of 32 semester hours from the following three areas with no more than 12 semester hours applying to any one of the areas.

Area A

Any combination of courses in English (except 100, 101-102, 110-111), philosophy (except 201, Logic), foreign language, music, art, speech, drama, religion, and those courses in writing designated as applicable to this area.

Area B

Any combination of courses in history, psychology, sociology, economics, geography, political science, and urban studies.

Area C

Any combination of courses in laboratory sciences, mathematics, computer science (except CSC 219), and logic (PHL 201).

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

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

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

Division of Economics and Business

Faculty: *Assistant Professor Richards, Chairman; Professors Cyzewski, Hyde, Truscott; Associate Professors Dunham, Munyan, Perlow, Phillips, Poschel, Roberts, Wooten; Assistant Professors Janssen, Squires; Instructor Brandmeyer; Visiting Professor Leonard, Adjunct Instructors Browning, Cropsey, Farr, Fesmire, Fisk, Junco, Lubrano, Mara, Morris, Oak, Rooney, Runyan, Singletary, Stull, Tonelli, Ward, Wilder.*

Core Requirements of the Division of Economics and Business

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

ACC 202	4	ECO 200	2
ACC 203	2	ECO 201	2
BUS 210	4	ECO 202	2
CSC 219	2	MAT 170	4
CSC 220 (Not required for economics major)	2		

Sem. Hrs. 24

Accounting

Requirements for a major in accounting:

Division Core Requirements	24	BUS 230	3
ACC 250	4	BUS 231	3
ACC 251	4	BUS 310	4
ACC 304	4	From ACC 351, 352,	
ACC 401	4	353, 405, 430,	
ACC 402	2	440, 410	10

Sem. Hrs. 62

Requirements for a minor in accounting: 16 semester hours of credit in accounting courses.

Business Management

Requirements for a major in business management:

Division Core Requirements	24	ECO 308	2
BUS 230	3	From BUS 340, 361	
BUS 310	4	440, 460, 432,	
BUS 330	4	351, 353	10
BUS 350	4	ECO 320 or ECO 321	4
BUS 431	2		—
		Sem. Hrs.	57

Requirements for a minor in business administration:

ACC 202	4	BUS 330	4
ECO 200	2	BUS 350	4
ECO 201	2		—
BUS 230	3	Sem. Hrs.	19

Computer Information Systems

Requirements for a minor in computer information systems:

CSC 220 or CSC 221	2	CSC 319	4
CSC 230	2	From ACC 498, BUS 460,	
CSC 250	4	494, 495, or one CSC	
CSC 251	4	elective	4
CSC 318	4		—
		Sem. Hrs.	24

Economics

Requirements for a major in economics:

Division Core Requirements	22	From ECO 240, 333,	
ECO 308	2	370, 420, 430, 440,	
ECO 320	4	450, 461, BUS 460	12
ECO 321	4		—
		Sem. Hrs.	44

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

Note: Economics courses counted in the major or minor may not be counted in the University's General Curriculum Distribution, Area B.

Finance

Requirements for a major in finance:

Division Core Requirements	24	ECO 308	2
ACC 250	4	BUS 491	2
BUS 310	4	From BUS 460, ACC 251,	
BUS 440	4	ECO 320, 321, 430,	
BUS 450	2	ACC 353	12
BUS 490	2		—
		Sem. Hrs.	56

Requirements for a minor in finance:

BUS 310	4	From BUS 460, ACC 250,	
BUS 440	4	ECO 320, 321, 430	4
BUS 450	2		—
BUS 490	2		Sem. Hrs. 16

Master of Business Administration Degree Program

Prior to enrollment in the Master of Business Administration degree program, the student should have the following background in undergraduate work: 6 semester hours each in accounting and economics, and 3 semester hours each in statistics, management, marketing, business finance, introduction to computers, mathematics, and legal environment of business. Waiver of any of these requirements may be considered by the Director of the Master of Business Administration Program in light of equivalent practical experience. A qualifying examination may also be used to evaluate extent of student background in any foundation course.

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

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

Core Courses

The 24 semester hours of core courses required of all Master of Business Administration degree candidates are ACC 603, Managerial Accounting; ECO 605, Managerial Economics; ECO 610, Macroeconomic Theory and Policy; FIN 606, Financial Management; MGT 608, Organization Theory; MGT 612, Quantitative Methods; MGT 615, Seminar in Business Policy; and MKT 609, Marketing Management. These courses must be included in the student's program in the sequence required by his graduate program advisor.

Electives

The 9 semester hours of electives may be selected from the following: ACC 401, 402, 405, 430, 440, 614, 625; BUS 431, 440, 450, 460, 489, 490; ECO 420, 430, 440, 461, 570, 615, 617; FIN 620; MGT 602, 610, 622, 624; MKT 618, 627. Only 3 semester hours of credit below the 600-level may be used to meet the elective requirement. An approved 3 hour non-business elective may be used as part of the 9 semester hours of electives. Appropriate extra work in any 400-level course will be required to warrant graduate credit.

Requirements for Graduate Study

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

Division of Education

Faculty: Associate Professor Drake, Division Chairman; Professors Brick, Rodriguez; Associate Professors Bragg, Kratz; Assistant Professors Benz, Birrenkott, Bohren, Shearer, Vlahov; Adjunct Instructors Begelman, Bohren, Burgess, DiBernardo, Kocher, Nolan, Silverman.

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

Satisfactory completion of the prescribed program satisfies the requirements for certification in the State of Florida and most other states. Sophomore standing is required for admission to education courses. All students working toward certification are required to gain extensive experience working with children. Any course transferred to this University for purposes of meeting teacher education requirements must be equivalent of a specific University of Tampa course. Students must pass a state examination after graduation as a procedure for completing Florida certification requirements.

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

Undergraduate programs in teacher education approved by the Florida State Department of Education are: art, elementary education, English, mathematics, music, physical education, biology and social studies. Preparation for certification in other subject areas is possible, but does not qualify the student for multiple-state certification through the inter-state agreement. For details, consult the Chairman, Division of Education.

Internship Programs

The internship program at the University consists of an aggregate year. This combines the observation and limited assistance portions of education courses that could begin as early as the sophomore year in various required courses such as EDU 200.

Students desiring to enroll in the internship program (EDU 401, 405, 406, 407) must apply no later than the end of the third full week of classes of the semester preceding the proposed internship. Students in EDU 401, 405, 406, 407 are not permitted to enroll in other than EDU 483 and EDU 488 concurrently with internship. At the time of application a student must have a 2.00 grade-point average or better on a 4.00 scale. A minimum 2.00 average must be achieved for certification in the major and professional education courses. The final phase of the internship is normally planned for the final semester. The full semester's work will last a minimum of 15 weeks. Earlier consideration requires special permission, with the exception of intercollegiate athletes who must student teach in the semester in which they are not participating in their sport. Denial to the program is for the following reasons: (1) grade-point average below the minimum requirement of 2.00; (2) physical, emotional, social or psychological abnormalities incompatible with performance in standard public school classroom; (3) lack of motivation; (4) failure to complete requirements in professional education courses.

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

Students majoring in art or music who wish to seek state teaching certification should consult the Chairman, Division of Fine Arts, for teaching requirements unique to the areas of Art or Music.

Elementary Education

Requirements for a major in elementary education:

Major Courses

EDU 202	4
EDU 204	4
EDU 208	4
EDU 230	4
EDU 305	4
EDU 307	4
EDU 312	4
EDU 320	4
EDU 419	2
EDU 485	4

Professional Courses

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

Sem. Hrs. 76

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

Secondary Education

To qualify for teacher certification on the secondary level in Florida, the following 34 hours of professional courses are required in addition to being admitted to the teacher education program and the requirements in the major teaching field:

EDU 200	4	EDU 401	4
EDU 238	2	EDU 407	12
EDU 306	2	EDU 483	2
EDU 423	4	EDU 488	4

Sem. Hrs. 34

To qualify for certification in art, EDU 204 is required in addition to the above courses.

To qualify for certification in music, EDU 230 is required in addition to the above courses.

Health Education

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

HEA 230	4	From HEA 100,	
PED 460	2	103,401	
BIO 307*	4	PED 150,	
		EDU 430	9

Sem. Hrs. 19

*Bacteriology may be substituted for BIO 307.

Driver Education

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

Physical Education

Requirements for a major in physical education:

HEA 100.....	2	PED 307.....	4
HEA 230.....	4	From PED 320,	
PED 105.....	1	321,322,323,.....	6
PED 110.....	4	PED 400.....	2
PED 150.....	1	PED 411.....	2
PED 151.....	1	PED 412.....	2
PED 200.....	1	PED 450.....	2
PED 240.....	2	PED 460.....	2
PED 252.....	2	EDU 305.....	4
		EDU 423.....	4

Sem. Hrs. 46

To qualify for teacher certification in physical education in Florida, the following 22 or 24 hours of professional courses are required in addition to major requirements: PSY 240 or EDU 238; EDU 200, EDU 306, 406, and 488.

Requirements for a minor in physical education:

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

Sem. Hrs. 22

Recreation

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

Requirements for a minor in recreation:

From PED 202,		PED 150.....	1
401,411,470.....	10	PED 151.....	1
From PED 310,		PED 240.....	2
312,MUS 239,		From Drama,	
240.....	2	Handicrafts or	
From PED 320,		art, sociology	
321,322,323.....	2	music, ecology.....	6

Sem. Hrs. 24

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

Athletic Training

To qualify for eventual certification as a school athletic trainer, the student must have a baccalaureate or higher degree including teacher certification with 800 clock hours of clinical experience. The following 28 hours of courses are also recommended and offered by the Physical Education Area:

HEA 100.....	2	PED 271.....	3
HEA 103.....	2	PED 340.....	2
HEA 230.....	4	PED 400.....	2
PED 150.....	1	PED 460.....	2
PED 270.....	2	PSY 200.....	4
		PSY 240.....	4

Sem. Hrs. 28

The University of Tampa does **not** offer the 800 clock hours of clinical experience. The University does **not** have an approved NATA Athletic Training curriculum. The courses listed above are suggested for the potential undergraduate athletic training curriculum.

Master of Education Degree Program

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

The first 12 semester hours of course work taken at the University of Tampa toward the M.Ed. degree must include EDU 604 (Principles of Learning) and EDU 606 (Introduction to Measurement and Research). A qualifying examination in these two areas must be passed before additional hours of credit may be taken. This applies to both full and conditional degree-seeking students.

Core Courses

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

Area of Specialization

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

Requirements for Graduate Study

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

Division of Fine Arts

Faculty: Professor Rodean, *Chairman*; Dana Professor Testa-Secca, *Associate Professors* Edberg, Mohn, Nosti, Westly; *Assistant Professors* DeMeza, Harris, Isele; *Instructor* Luter; *Adjunct Instructors* Anzia, Cowden, Froelich, Le Barron, McCulloh, Penney, Potter, Romansky, Smith, Zegel. *Artist-in-Residence* Esther Glazer.

Art (B.F.A. Degree Program)

Requirements for the major:

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

72

*The areas of concentration are: drawing, painting, printmaking, sculpture, ceramics.
To receive Florida State Teachers Certification, students should consult with the Division of Education or the appropriate section of this catalog for additional course requirements.



Art (B.S. Degree Program with Concentration in Arts Administration)

Requirements for the major:

From ART 270, 271, 272, 273, 274, 275, 276, 277 (History)	8	ART 207 or 304 (3-D Drawing or Advanced Drawing)	4
ART 153 or 154 (Drawing)	4	ART Electives	20
ART 200 or 205 (Ceramics or Sculpture)	4	ACC, ARM, BUS, CSC, ECO, & MAT courses listed under "Arts Administration"	51
ART 204 (Design)	4		

Sem. Hrs. 95

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

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

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

Arts Administration

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

<i>Arts Management</i>		CSC 220 (Computers)	2
ARM 200 (Introduction)	2	ECO 200 (Macroeconomics)	2
ARM 480 (Seminar)	2	ECO 201 (Microeconomics)	2
ARM 498 (Internship)	8	ECO 202 (Economic Analysis)	2
		MAT 170 (Pre-calculus)	4
<i>Business Management</i>		BUS 230 (Business Law)	3
ACC 202, 203 Accounting)	6	BUS 310 (Financial Mgmt)	4
BUS 210 (Statistics)	4	BUS 330 (Principles of Mgmt)	4
CSC 219 (Data Processing)	2	BUS 350 (Marketing)	4

Sem. Hrs. 51

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

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

Music (B.S. and B.M. Degree Programs)

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

Requirements for a major in music with concentrations as indicated:

	Music Education B.S. Degree Program	Music Education B.M. Degree Program*	Music Theory B.M. Degree Program	Studio Performance B.M. Degree Program
MUS 122-123 (Theory)	8	8	8	8
MUS 222-223 (Theory)	8	8	8	8
MUS 236-237 (Conducting)	2	4	2	2
MUS 102 (Introduction)	4	4	4	4
MUS 201, 202, 203, 204 (History)	2	4	4	4
MUS 245 or 246 (Recital/ Project)	—	1	1	1
MUS 270 (Composition/ Arranging)	—	—	2	—
MUS 322 (Counterpoint)	—	—	2	—
MUS 324 (Form)	—	2	2	2
MUS 325 (Orchestration)	2	2	2	—
MUS 330 (Seminar)	—	2	2	2
MUS 225, 226, 227, 228, and 229 (Techniques)	5	5	5	5
MUS 288, 308, or 309 (Ensemble)	7	7	7	7
MUS 310 (Chamber Ensemble)	2	2	2	2
Studio Performance (One Instrument)	12	12	12	12
Music Electives	—	4	7	13
	—	—	—	—
Sem. Hrs.	52	65	70	70

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

* The B.M. degree program in music education is a 4½ year program for full-time students.

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

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

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

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

Requirements for a minor in music: 24 semester hours of credit to include MUS 122-123; 6 hours from MUS 102, 201, 202, 204, and 208; 5 hours of studio performance (lessons); and 5 hours of ensembles.

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

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

Music (B.S. Degree Program with Concentration in Arts Administration)

Requirements for the major:

MUS 122-123 (Theory)	8	MUS 308, 309, and 310	
MUS 222-223 (Theory)	8	(Ensembles)	8
MUS 236 or 237 (Conducting)	2	ACC, ARM, BUS, CSC,	
MUS 201, 202, 203, 204, and		ECO, & MAT courses	
208 (Music History)	6	listed under	
Studio Performance	12	"Arts Administration"	51

Sem. Hrs. 95

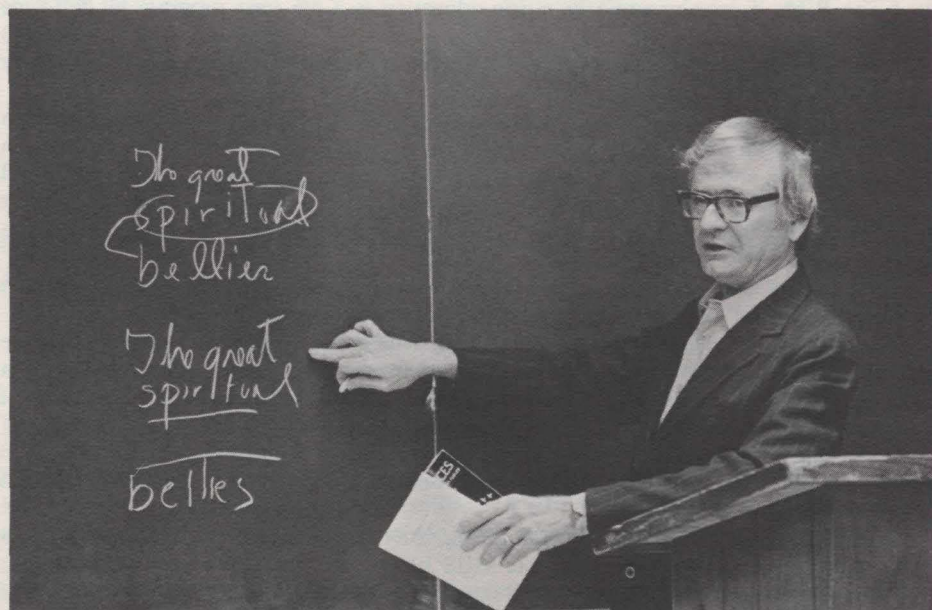
Speech

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

Division of Humanities

Faculty: *Professor* Gillen, *Chairman*; *Professors* Fernandez, Harder, Locke, Mendelsohn, Saatkamp, Stewart; *Associate Professors* Cave, Leith, Lohman, Nelson, Solomon; *Assistant Professors* Bayliss, Harris, Schenck; *Adjunct Instructors* Alvarez, Bagley, Boxill, Cole, Diaz, Eastman, Groulx, Hafer, Henderson, Leonard, Maloney, Martinez, McBurney, Palls, Ruth, Sundheim, Valenti, Wells.

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



English

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

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

Requirements for a minor in English: 20 semester hours of credit in English courses; at least 8 semester hours must be in courses numbered 300 or above. ENG 101 and 102 may not count toward the minor.

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

French

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

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

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

German

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

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

Philosophy

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

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

Religion

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

Spanish

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

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

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

Writing

Requirements for a major in writing: 48 semester hours of credit consisting of 32 semester hours in writing courses (24 in classroom work and 8 in directed writing) and 16 semester hours in literature courses (8 hours at the 200-level, and 8 hours at the 300-level or above). Courses will be selected in consultation with the major advisor.

Requirements for a minor in writing: 28 semester hours of credit consisting of 20 semester hours in writing courses and 8 semester 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 and minor may also count toward an English major or minor. ENG 101-102 may **not** count toward the writing major or minor. Writing (WRI) courses may not be used to satisfy the English major or minor.

Division of Science and Mathematics

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

Biology

Requirements for a major in biology:

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

Sem. Hrs. 64

The 16 hours of biology electives are to be selected in consultation with an academic advisor according to a departmental distribution requirement, copies of which are available in the division office. MAT 260 and 261 are recommended, but not required.

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

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

Requirements for a minor in biology:

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

Sem. Hrs. 20

Chemistry

Requirements for a major in chemistry:

CHE 150	4	CHE 351	4
CHE 151	4	CHE 425	4
CHE 200	4	CHE 430	4
CHE 230	4	PHY 200	4
CHE 231	4	PHY 201	4
CHE 320	4	MAT 260	4
CHE 350	4	MAT 261	4

Sem. Hrs. 56

Requirements for a minor in chemistry:

CHE 150	4	CHE 200 or 320	4
CHE 151	4		
CHE 230	4		
CHE 231	4		

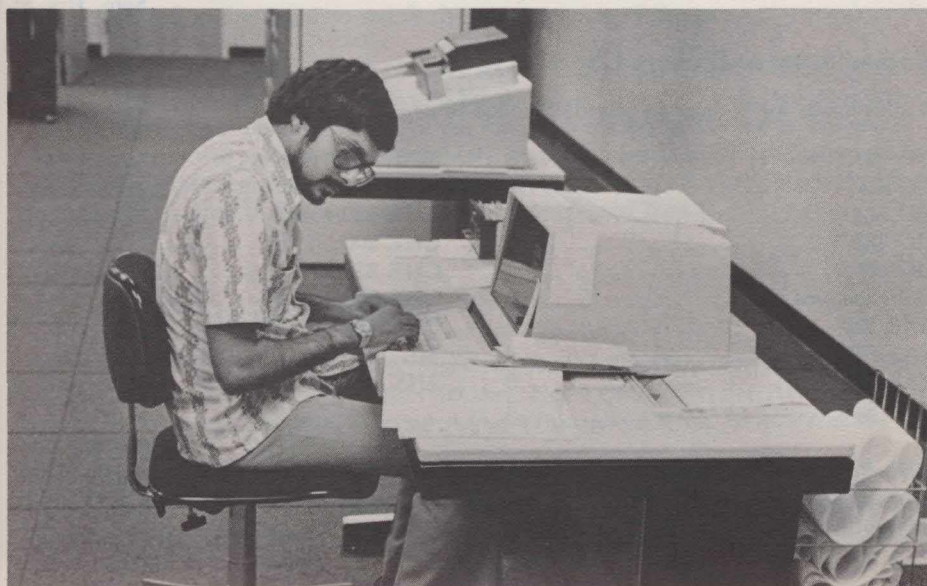
Sem. Hrs. 20

Computer Science

Requirements for a minor in computer science:

CSC 221	2	CSC 241	4
CSC 230	2	CSC electives	12
CSC 240	4		

Sem. Hrs. 24



Marine Science-Biology

Requirements for a major in Marine Science-Biology:

BIO 203	4	MAR 301	3
BIO 204	4	MAR 327	4
BIO 212	4	MAR 330	4
BIO 224	4	MAR 340	2
BIO 225	4	CHE 150,151	8
BIO 405	4	CHE 230,231	8
BIO Electives	8	PHY 200,201	8
MAR 150	4	MAT 170	4
MAR 226	4		

Sem. Hrs. 81

The 8 hours of biology electives are to be selected in consultation with an academic advisor according to a departmental distribution requirement, copies of which are available in the division office. MAT 260 and 261 are recommended but not required.

Marine Science-Chemistry

Requirements for a major in Marine Science-Chemistry:

BIO 203	4	CHE 150,151	8
BIO 204	4	CHE 200	4
BIO 212	4	CHE 230,231	8
MAR 150	4	CHE 350,351	8
MAR 226	4	CHE 425	4
MAR 301	3	MAT 260,261	8
MAR 327	4	PHY 200,201	8
MAR 330	4		
MAR 340	2		

Sem. Hrs. 81

Marine Science-Biology-Chemistry

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

BIO 203,204	8	MAR 330	4
BIO 212	4	MAR 340	2
BIO 224	4	CHE 150,151	8
BIO 225	4	CHE 200	4
BIO 405	4	CHE 230,231	8
BIO Electives	8	CHE 350,351	8
MAR 150	4	CHE 425	4
MAR 226	4	MAT 260,261	8
MAR 301	3	PHY 200,201	8
MAR 327	4		

Sem. Hrs. 101

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

Mathematics

Requirements for a major in mathematics:

CSC 219	2	MAT 262	4
CSC 221	2	MAT 263	4
CSC 240	4	From MAT 307, 308,	
MAT 260	4	310, 401, 405, 499	8
MAT 261	4		—

Sem. Hrs. 32

Requirements for a minor in mathematics: 20 semester hours of credit in mathematics courses numbered 260 or higher.

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

Medical Technology

Requirements for a major in medical technology:

BIO 203	4	CHE 230	4
BIO 204	4	CHE 231	4
BIO 307	4	CHE 320	4
BIO 317	4	PHY 200	4
BIO 405	4	PHY 201	4
CHE 150	4	MAT 170	4
CHE 151	4	Internship	30
CHE 200	4		—

Sem. Hrs. 86

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

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

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

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

Division of Social Sciences

Faculty: *Professor Decker, Chairman; Professors Botjer, Cheshire, Covington, Jennings, Speronis; Associate Professors DeWild, McCord, Piper, Quinn, Rynder; Assistant Professors Garten, Gingrich, Kerstein, Winston; Adjunct Instructors Birch, Ebra, Farnham, Fox, Schroeder, Syron.*

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

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

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

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

Criminology

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

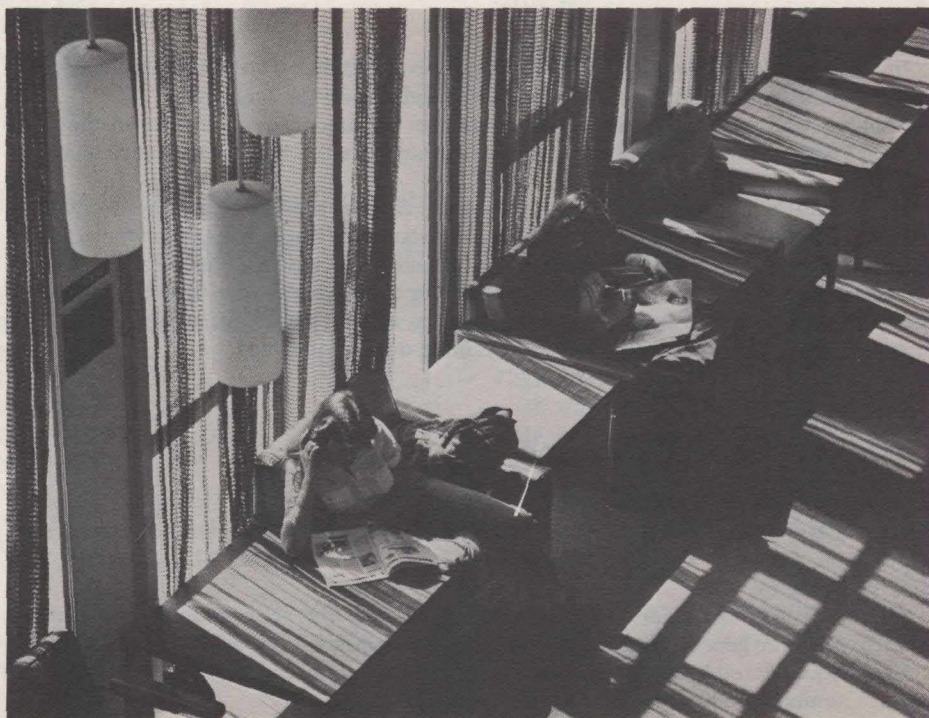
CRM 101	4	CSC 219*	2
CRM 102	4	CSC 221*	2
CRM 211	4	SSC 400	4
CRM 212	4	SOC 100**	4
CRM 310	4	SOC 305	4
CRM 313	4	SOC 306	4
CRM 401	16	UST 200 or SOC 203	4
CRM Electives	8		

Sem. Hrs. 72

*May count toward general curriculum distribution, Area C.

**May count toward general curriculum distribution, Area B.

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



History

Requirements for a major in history:

American History	16
Non-American History	16
History Electives	4
	—
	Sem. Hrs. 36

Requirements for a minor in history: 15 semester hours of credit in history. (Students may include a maximum of 4 hours credit from HIS 100 or HIS 101 toward a minor.)

Political Science

Requirements for a major in political science:

PSC 100	4	PSC Electives	28
PSC 200	4		—
			Sem. Hrs. 36

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

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



Psychology

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

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

Social Sciences

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

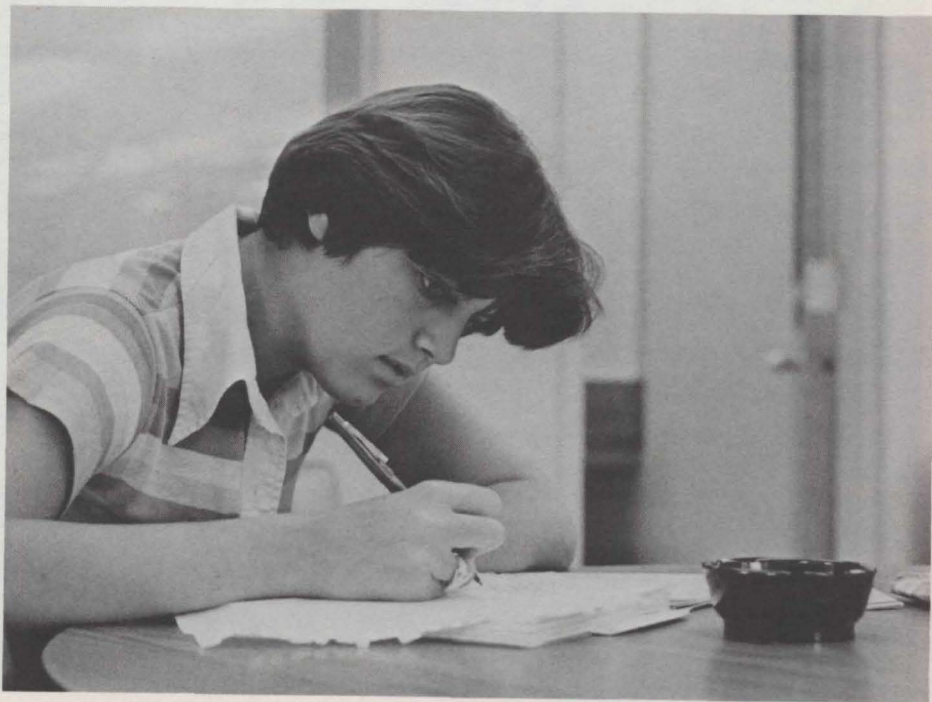
Requirements for a major in social sciences:

HIS 202	4	GEO 205	4
HIS 203	4	GEO Elective	4
HIS Electives*	8	ECO 200	2
PSC 200	4	SOC Elective	4
PSC Elective	4	PSY Elective	4

Sem. Hrs. 42

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

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



Sociology

Requirements for a major in sociology: 36 semester hours of credit in sociology courses, excluding SOC 401. Students are strongly urged to take the following courses: SOC 410, SSC 400, and PSY 311.

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

Social Work

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

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

Requirements for a major in social work:

SWK 201 .....	.4	SOC 306 .....	.4
SWK 202 .....	.4	SOC 308 .....	.4
SWK 2034	PSC 3034
SWK 3074	SSC 4004
SWK 40116	From SOC 305, 307, 402	
SOC 2304	CRM 212, PSY 3038
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			Sem. Hrs. 60

Urban Studies

Requirements for a major in Urban Studies:

UST 2004	ECO 2012
UST 203 .....	.4	ECO 333 .....	.2
UST 210 .....	.4	From UST 400, ECO 420,	
UST 301 .....	.4	PSC 200, 211, 303, SOC 306,	
UST 303 .....	.4	308, SSC 400, CSC 219, 221 .....	.10
ECO 200 .....	.2	<hr/>	
			Sem. Hrs. 36*

* The Urban Studies major may not include UST 440.

Requirements for a minor in urban studies: 20 semester hours of credit, exclusive of UST 440.

Department of Military Science

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

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

Students may be enrolled in either a four- or two-year program. The four-year program normally requires a student to successfully complete all four years of academic work, ROTC courses, and six-week advanced summer camp between the junior and senior year. The two-year program gives students who do not enroll in ROTC during the first two years in college, and transfer students from non-ROTC colleges, the opportunity of taking ROTC. This pro-

gram requires completion of: an ROTC summer program prior to the junior year; junior and senior year academics; and the advanced summer camp of the four-year program. Either of these programs in conjunction with an undergraduate degree qualifies the student to be commissioned a Second Lieutenant in the United States Army, with or without active duty obligations. Exceptions to the requirements described above may be granted on an individual basis.

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

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

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



Interdisciplinary Programs

Dual-Degree Program in Engineering

Administered by: Professor Truxillo

The Dual-Degree Program is a five-year program intended for the student who wants a broader educational background than the conventional four- or five-year engineering curriculum. The program calls for the student to complete three academic years (96 semester hours) at the University of Tampa, majoring in the field of his choice; and then approximately two academic years at either Auburn University or Georgia Institute of Technology, majoring in one of many areas of engineering. After completing the academic requirements of the two institutions, the student receives a Bachelor's degree from the University of Tampa and a Bachelor's or Master's degree (depending on the phase of the program in which he participates) from Auburn University or Georgia Institute of Technology. Thus, in a total of approximately five academic years the student receives two Bachelor's degrees (or a Bachelor's degree and a Master's degree) in two different major fields.

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

Requirements for dual-degree candidates:

CSC 219	2	PHY 205	4
CSC 221	2	CHE 150	4
CSC 230	2	CHE 151	4
MAT 260	4	General Curriculum	
MAT 261	4	Distribution	32
PHY 200	4	Major and Electives	30
PHY 201	4		

Sem. Hrs. 96

Pre-Engineering

Administered by: *Professor Truxillo*

Requirements for two-year pre-engineering students:

CSC 219 .....	.2	PHY 205 .....	.4
CSC 221 .....	.2	CHE 150 .....	.4
CSC 230 .....	.2	CHE 151 .....	.4
MAT 260 .....	.4	ENG 101 .....	.4
MAT 261 .....	.4	ENG 102 .....	.4
PHY 200 .....	.4	Electives .....	.12
PHY 201 .....	.4		—

Sem. Hrs. 54

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

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

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

Administered by: *Professor W. Smith*

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

BIO 203 .....	.4	CHE 151 .....	.4
BIO 204 .....	.4	CHE 230 .....	.4
BIO 250 .....	.4	CHE 231 .....	.4
BIO 300 .....	.4	PHY 200 .....	.4
BIO 405 .....	.4	PHY 201 .....	.4
CHE 150 .....	.4	MAT 170 or 260 .....	.4

Sem. Hrs. 48

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

COURSE DESCRIPTIONS





COURSE DESCRIPTIONS

Accounting Courses (ACC)

202 Financial Accounting (4)

Generation of accounting data for external users.

203 Managerial Accounting (2)

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

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

Prerequisites: ACC 202, 203. ACC 250 is prerequisite for ACC 251. Introduction to alternative methods of income measurement and asset valuation employed in financial reporting.

304 Cost Accounting (4)

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

351 Computer Systems (4)

Prerequisites: ACC 202, 203; CSC 219. Design and implementation of manual, mechanical, and electronic systems for processing accounting data. Use of accounting data in management planning and control systems.

352 Federal Tax Accounting I (4)

Open to all students. Prerequisite: ACC 202. Laws and regulations governing individual income taxes. Preparation of individual income tax returns.

353 Federal Tax Accounting II (4)

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

401 Auditing Theory (4)

Prerequisites: ACC 250, 251, BUS 210. Generally accepted auditing standards, ethics, reporting and objectives. To be taken concurrently with ACC 402.

402 Auditing Practice (2)

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

405 Advanced Accounting (4)

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

410 Topics in Accounting (1-4)

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

430 Fund Accounting (2)

Prerequisites: ACC 202, 203. Basic principles of accounting for government units, hospitals, universities, churches, and other non-profit organizations.

440 Seminar in Accounting (3)

Prerequisite: Open only to senior accounting majors. A final course in accounting designed to

integrate the various areas of accounting. Students intending to sit for the C.P.A. exam will find that this course will provide an excellent overview of the various areas in accounting.

498 Accounting Internship (4-12)

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

500 Accounting for Management (3)

For graduate students only. Study of the methods used in preparing financial statements and reports. Emphasis is on the nature and use of information in financial statements and reports rather than on stressing accounting techniques.

600 Topics in Accounting (1-3)

Open only to graduate students. Requires written permission of the MBA Director. A rigorous program of selected readings or independent research project taken for variable credit.

603 Managerial Accounting (3)

For graduate students only. Prerequisites: ACC 500 or equivalent. The use of accounting information by managers as an aid in planning and controlling operations. Topics include basic budgeting, capital budgeting, cost-volume-profit analysis, incremental analysis, relevant cost analysis, cash flow and funds flow analysis, responsibility accounting, segment performance evaluation, standard cost accounting systems.

614 Tax Planning and Research (3)

For graduate students only. Prerequisites: ACC 352, 353. Topics covered include the use of various tax research tools, the minimization of tax liability through proper tax planning, and the management of a company's tax position with frequent reference to court cases and IRS Code.

620 Advanced Accounting Theory and Practice (3)

For graduate students only. A comprehensive study of current pronouncements of the Financial Accounting Standards Board. Areas to be covered include inflation accounting, deferred income, taxes, leases, pension plans and other relevant topics.

625 Financial Statement Analysis (3)

For graduate students only. Consideration of available alternative methods of income measurement and asset valuation. Tools and analytical objectives of financial statement analysis.

Art Courses (ART)

Courses offered for 3-6 hours of credit are to be taken on a concentration basis with the consent of the instructor or, for art majors, the instructor or main advisor. Studio courses meet five hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.

102 Art Fundamentals (4)

A studio-oriented introduction to art designed to meet the general curriculum distribution requirement for non-art majors. Not to be taken by art majors or minors for art credit.

153 Beginning Drawing (4)

An introduction to traditional problems in draftsmanship and pictorial organization. Development of pictorial form and space by line and value obtained through a variety of media.

154 Figure Drawing (4)

An introduction to problems in pictorial organization, using the human figure and other organic forms as reference. (Studio fee required.)

200 Beginning Ceramic Design (4)

A survey of ceramic materials and their function in relation to art values; basic laboratory practice in hand-building processes and glazing of ware; related information on survey of clay origins and composition; decorating processes; firing kilns; and non-technical glaze composition. Emphasis will be placed on pottery and sculptural form. (Studio fee required.)

201 Beginning Painting (4)

Introduction to the materials and techniques of oil and other painting media. Development of form through color and texture by appropriate emphasis on objective appearance conditioned to meet the requirements of a controlled composition and aesthetic concept.

202 Beginning Sculpture (4)

An approach to sculptural form and problems through the sculptural use of classic and contemporary materials and methods. Emphasis will be placed on the clear understanding of the separate nature of carved and modeled forms and the value of the character of the material to the final work. (Studio fee required.)

203 Beginning Printmaking (4)

Prerequisite: 6 hours of drawing or consent of instructor. An approach to printmaking as an expressive medium through exploration of form and pictorial organization in drypoint, relief, and intaglio printmaking. (Studio fee required.)

204 Beginning Design (4)

Fundamental principles of visual organization. Emphasis upon two-dimensional design and the use and theory of color. Also principles of three-dimensional design with projects in construction, modeling and carving in a variety of materials.

205 Intermediate Sculpture (4)

A continuation of ART 202. (Studio fee required.)

206 Lettering and Layout (4)

A study of lettering from its aesthetic as well as its functional aspects. Emphasis is given to the formal nature of layout and to lettering and calligraphy as art forms.

207 Three-Dimensional Drawing (4)

Problems in draftsmanship relating to three-dimensional form and media utilizing a variety of drawing media. (Studio fee required.)

208 Beginning Photography (4)

An introduction to materials and techniques of photography. (Studio fee required.)

270 History: Primitive Culture (4)

A critical and analytical study of significant primitive historical and prehistoric works of art with reference to architecture, sculpture, painting, and the minor arts.

271 History: Pre-Columbian (4)

A critical and analytical study of significant Pre-Columbian works of art with reference to architecture, sculpture, painting, and the minor arts.

272 History: Ancient Cultures of the Near East (4)

A critical and analytical study of ancient Near-Eastern historical works of art with reference to architecture, sculpture, painting, and the minor arts.

273 History: Greco-Roman (4)

A critical and analytical study of significant Greco-Roman works of art including the ancient Mediterranean area with reference to architecture, sculpture, painting, and the minor arts.

274 History: Medieval (4)

A critical and analytical study of significant Medieval works of art with reference to architecture, sculpture, painting, and the minor arts.

275 History: Renaissance (4)

A critical and analytical study of significant Renaissance works of art with reference to architecture, sculpture, painting, and the minor arts.

276 History: Baroque and Rococo (4)

A critical and analytical study of significant Baroque and Rococo works of art with reference to architecture, sculpture, painting, and the minor arts.

277 History: 19th and 20th Century (4)

A critical and analytical study of significant 19th and 20th century works of art with reference to architecture, sculpture, painting, and the minor arts.

300 Advanced Ceramic Design (4)

A continuation of ART 200. (Studio fee required.)

301 Advanced Painting (4)

A continuation of ART 201.

302 Advanced Sculpture (4)

Designed to give intensified experience in sculptural form with emphasis on individual experimentation and competence in one or more sculptural materials. (Studio fee required.)

303 Advanced Printmaking (4)

A continuation of ART 203. (Studio fee required.)

304 Advanced Drawing (4)

Continuation of ART 153 and 154 with emphasis given to the advanced study of the relationship of principles to pictorial organization and the consideration and practice of drawing as a final form.

400 Special Problems: Ceramics (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of ceramics with the guidance of a member of the art faculty. May be repeated for additional credit. (Studio fee required.)

401 Special Problems: Painting (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of painting with the guidance of a member of the art faculty. May be repeated for additional credit.

402 Special Problems: Sculpture (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of sculpture with the guidance of a member of the art faculty. May be repeated for additional credit. (Studio fee required.)

403 Special Problems: Printmaking (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of printmaking with the guidance of a member of the art faculty. May be repeated for additional credit. (Studio fee required.)

404 Special Problems: Drawing (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of drawing with the guidance of a member of the art faculty. May be repeated for additional credit. (Studio fee required.)

408 Special Problems: Photography (4-8)

Prerequisite: Consent of instructor. Designed for the professionally oriented art student to allow him to select and explore intensively the area of photography with the guidance of a member of the art faculty. May be repeated for additional credit. (Studio fee required.)

Arts Management Courses (ARM)**200 Introduction to Arts Management (2)**

A survey of non-profit fine arts management practices, e.g. fund raising, public relations, audience development, management structure, etc.

480 Seminar in Arts Management (2)

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

498 Arts Management Internship (8)

Prerequisite: ARM 200 and consent of instructor. "On-the-job" experience in the fine arts management agencies. The Tampa Arts Council, Plant Museum, Scarfone Art Gallery, Tampa Ballet Company are representative.

Biology Courses (BIO) (See also Marine Science Courses)**125 Biological Science (4)**

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

203 Biological Diversity (4)

The diversity in the plant and animal phyla. Taxonomy, ecology, behavior, evolution, and reproduction will be stressed.

204 Biological Unity (4)

Cellular biology emphasizing cell structure, metabolism, control mechanisms, and genetic systems of both plants and animals.

212 Ecology (4)

Major emphasis on the relationships between natural communities and their environment. Final unit concerned with human conditions. Open to non-majors.

217 Evolution (4)

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

224 Invertebrate Zoology (4)

Prerequisite: BIO 203, 204. Structure, physiology, life histories, and group relationships of invertebrate animals.

225 Vertebrate Zoology (4)

Prerequisite: BIO 203, 204. Structure, ecology, behavior, and taxonomy of the major vertebrate classes.

228 Terrestrial Plants (4)

Prerequisites: BIO 203, 204. A study of the morphology, taxonomy, and ecology of land plants.

250 Comparative Vertebrate Anatomy (4)

Prerequisite: BIO 203, 204. Vertebrate evolution through a detailed study of the organ systems of the shark, mudpuppy, and cat.

307 Microbiology (4)

Prerequisite: BIO 203, 204, CHE 150, 151. Structure, function and taxonomy of the bacteria, and other selected microorganisms.

310 Vertebrate Embryology (4)

Prerequisite: BIO 203, 204. BIO 250 is recommended. A study of the developmental process and structures in vertebrates. Laboratory study will emphasize chick development.

317 Parasitology (4)

Prerequisite: BIO 203, 204. Symbiotic relationships between organisms with an emphasis on parasitology and ecology.

330 General Physiology (4)

Prerequisite: BIO 203, 204; CHE 150, 151; and MAT 170. Physical and chemical properties of protoplasm and the basic functional phenomena in organisms.

350 Cell Biology (4)

Prerequisite: BIO 203, 204; CHE 150, 151, Chemistry 230 and 231 are recommended. Structure and function of cells.

405 Genetics (4)

Prerequisite: BIO 203, 204; and MAT 160. Genetic mechanisms which modify biological form and function.

450 Biological Research (1-4)

Prerequisite: At least 16 hours in biology and consent of the division chairman. The problem shall be selected in consultation with the division chairman and the professor in charge of the project. Two hours each week for each credit attempted.

499 Selected Advanced Topics (4-8)

Prerequisites: BIO 203, 204; 56 semester hours of credit with at least a B average in the major; approval of division chairman; other prerequisite courses may be specified by the employer. Students are exposed to practical experience in biologically related programs in a firm or agency under the supervision of faculty and firm representatives. This may be accomplished on a part-time or full-time basis and is graded on a pass-fail basis.

Business Management Courses (BUS)**210 Business Statistics (4)**

Prerequisite: MAT 170 or equivalent. An introductory course in business statistics. Topics covered include descriptive statistics, probability, random variables and probability distributions, the normal distribution, sampling techniques, interval estimation, hypothesis testing, and simple linear regression.

230 Basic Business Law (3)

Prerequisite: ECO 200. A study of basic principles of common law, statutes, and administrative law.

231 Business Law for Management (3)

Prerequisite: BUS 230. A continuation of BUS 230, with emphasis on case studies relative to specific management problems.

310 Financial Management (4)

Prerequisite: ACC 202, 203, BUS 210. An analysis of the functions of management in approaching and solving financial problems.

330 Principles of Management (4)

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

340 Human Resource Management (4)

Prerequisite: BUS 330. An analysis of the acquisition, development and maintenance of human resources so as to accomplish efficiently and economically the objectives of the organization; the courses will include a study of the role of management and unions in our society.

350 Marketing Management (4)

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

351 Promotional Policies (2)

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

352 Principles of Retailing (4)

Prerequisite: BUS 350. A critical analysis of development, trends, and institutions of retailing. Topics include principles and policies of retail operations, organization and management of retail establishments, current retailing practices and problems and managerial problems posed by social and economic trends.

353 Marketing Research (4)

Prerequisites: BUS 210, 330, 350. Methodological approaches to marketing problems and problems of consumer research. It begins with an examination of information needs of marketing managers which are responded to by research design, analysis/interpretation and reporting of findings.

361 Production Management (2)

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

369 Real Estate Principles and Practices (4)

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

410 Topics in Business (1-4)

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

431 Business Policy and Environment (2)

Prerequisites: BUS 230, 330, 350, ACC 202, 203, ECO 200, 201, and senior standing or in-

structor permission. Directed to rational or research decisions on problems or issues that confront senior management of large organizations. An integrated course concerned with all business functions and the full array of analytical tools applied in reference to the external environment and internal resources.

432 Strategic and Tactical Management (2)

Prerequisite: BUS 431. Analysis of business problems at strategic and tactical levels in a dynamic environment, integrating all functional areas.

440 Investments (4)

Prerequisite: BUS 310. The economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory investment analysis of various stocks and bonds and portfolio management.

450 Financial Institutions (2)

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

460 Quantitative Analysis for Business Decisions (4)

Prerequisite: BUS 210, MAT 170. A basic course in the fundamentals of management science. Topics include the scientific method in conceptualizing, structuring, modeling, and resolving problems in business operations. Topics include decisions under uncertainty, inventory control, linear programming, PERT, and simulation.

489 Small Business Management (4)

Prerequisites: Consent of division chairman and completion of required 300-level courses in accounting, business management, or finance. Explores the opportunities and problems in acquiring and managing a small business. Topics include the economic, social, and legal environment pertaining to small business, with emphasis being placed on managerial strategy and policy.

490 Seminar in Finance and Banking (2)

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

491 Readings and Research in Finance (2)

Prerequisites: Permission of instructor, senior or graduate status, and BUS 310 or FIN 608 completed. Current topics in finance examined in depth via extensive readings. In addition, a research topic is developed from the various topics by each student. Leaders in the community, where appropriate, speak and assist in developing breadth in the class.

494 Management Internship (4-12)

Prerequisite: Senior standing with an overall B average; completion of a minimum of 42 hours in courses required of the business management major; and approval of the Division Chairman. Graded on a pass-fail basis.

495 Finance Internship (4-12)

Prerequisite: Senior standing with an overall B average in courses taken for the finance major to include the following: ACC 202, 203, 250, 251; BUS 210, 310, 440; ECO 200, 201, 308, 321 and approval of the Division chairman. Graded on a pass-fail basis.

497 Marketing Internship (6)

Prerequisite: Senior standing with an overall B average; 9 hours of credit in marketing courses with a B average; and approval of the Division Chairman. Graded on a pass-fail basis.

499 Banking Internship (6-12)

Prerequisite: Major in finance, senior standing with at least a B average, and approval of the Division Chairman. Graded on a pass-fail basis. Generally, only students with a specialization in banking will be considered.

Chemistry Courses (CHE)

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

140 Chemistry Fundamentals (2)

A non-laboratory course involving the fundamentals of problem solving in preparation for CHE 150. Recommended for students with a weak background or no high school chemistry. This course does not count toward meeting the requirements for a major or minor in chemistry and is not a prerequisite for CHE 150.

150-151 General Chemistry (4,4)

The quantitative and structural aspects of introductory chemistry. Laboratory experiments to develop observation, the methods of obtaining data, and the interpretation of results. Analytical chemistry is introduced in the second semester. Three lectures and one laboratory period each week.

200 Introduction to Analytical Chemistry (4)

Prerequisite: CHE 151. Theory and practice of chemical analysis of inorganic and organic substances with an introduction to the use of chemical instrumentation and interpretation of data obtained from these instruments.

230-231 Organic Chemistry (4,4)

Prerequisite: CHE 151. Structure, chemical principles and theories of the hydrocarbons and their derivatives. Organic chemical analysis in the laboratory. Three lectures and one laboratory period each week.

320 Biochemistry (4)

Prerequisites: CHE 231 or permission of instructor. The chemistry of proteins, enzymes, nucleic acids, lipids, and carbohydrates and their physiological significances.

350-351 Physical Chemistry (4,4)

Prerequisites: CHE 200; MAT 260, 261; PHY 200, 201 or permission of instructor. An introduction to the concepts of chemical and statistical thermodynamics, chemical kinetics, quantum mechanics, electrochemistry, and atomic and molecular structure.

425 Advanced Inorganic Chemistry (4)

Prerequisites: CHE 351; or permission of instructor. Atomic and molecular structure, types of chemical bonding, periodic relationships, typical reactions of inorganic substances, and modern experimental methods employed in inorganic chemistry.

430 Advanced Instrumental Chemistry (4)

Prerequisites: CHE 351; or permission of instructor. A study of the more advanced theories of instrumental methods and techniques. Also some techniques of instrument maintenance and repair will be covered.

450-451 Introduction to Chemical Research (1-4)

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

are required. The formal written report must be presented to and accepted by the chemistry staff. Available only to majors.

499 Selected Advanced Topics (1-4)

A lecture and/or laboratory course offered at the discretion of the chemistry staff. The subject may be chosen from theoretical and/or practical, analytical, inorganic, physical, or organic chemistry. Available only to majors.

Computer Science Courses (CSC)

219 Introduction to Computers (2)

No prerequisites. An examination of the nature and capabilities of computers along with a study of the ways that computers are used in every aspect of life.

220 Management Implications of Computers (2)

Prerequisite: CSC 219. An examination of business and management implications of computers, including organizational structure of data processing units and cost considerations involved in using computers. Analysis and design principles used in business will also be introduced.

221 Applications in BASIC Computer Programming (2)

Prerequisite: CSC 219. Emphasis on the understanding and usage of BASIC computer programming on computer terminals using specific applications that are directly related to the student's major.

230 Programming Logic and Techniques (2)

Prerequisite: CSC 220 or 221. Study of the techniques used in the solution of programming problems. Emphasis on the programming logic required for any programming language.

240 FORTRAN (4)

Prerequisite: CSC 230. Introduction to the FORTRAN language with emphasis on mathematical and scientific application.

241 Advanced FORTRAN (4)

Prerequisites: CSC 240, MAT 260 and 261. An advanced course in FORTRAN covering advanced programming techniques used in FORTRAN including data structures, file processing and numerical solutions of equations and systems of equations with emphasis on programming applications.

250 COBOL (4)

Prerequisite: CSC 230. Introduction to the COBOL language with emphasis on business applications. The usage of interactive COBOL on computer terminals will be stressed for the solution of business programming applications.

251 Advanced COBOL (4)

Prerequisite: CSC 250. An advanced course in COBOL covering sequential and relative file processing, table handling and the updating of master files with emphasis on the solution of business programming applications.

260 Assembly Language (4)

Prerequisite: CSC 230. A study of the basic assembly language for large-scale computers using hands-on experience with the University's NCR computer equipment.

270 RPG Programming (4)

Prerequisite: CSC 230. A study of the fundamentals and application usage of the RPG programming language with emphasis on practical business and scientific applications.

318 Systems Analysis and Design I (4)

Prerequisite: A minimum of 6 semester hours of credit in CSC 200-level courses. A review of the fundamental requirements of analyzing and designing any type of business systems with emphasis on problems and recommended ways of converting from manual to computerized business systems.

319 System Analysis and Design II (4)

Prerequisite: CSC 318. A continuation of CSC 318 with emphasis on the concepts of design of outputs, inputs and files. A practical workshop application will be part of the course's requirement.

330 Systems Programming (4)

Prerequisite: CSC 260. A study of systems software and operating systems.

Criminology Courses (CRM)**101 Introduction to Criminology (4)**

The study of deviant behavior as it relates to the definition of crime; crime statistics; theories of crime causation; crime typologies; victims of crime.

102 Introduction to Criminal Justice (4)

A study of the overall system of criminal justice from its early historical development to its evolution within the United States. Identification of various sub-systems and components — law enforcement, courts and corrections; their role, expectations and interrelationships.

206 Criminal Investigation (3)

Prerequisite: CRM 102. Fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence, scientific aids; modus operandi.

210 Criminal Law and Evidence (4)

Prerequisite: CRM 101, 102. A study of the elements, parties, and defenses to a crime. Analysis of the particular offenses against property, the person, and miscellaneous offenses. The course will also explore the rules of evidence that particularly involve the police including that of introduction of exhibits, hearsay and its exceptions, impeachment, expert and lay testimony, character testimony, witness competency, and preparation for testifying in court.

211 Criminal and Court Procedure (4)

Prerequisite: CRM 101, 102. A study of the U.S. Constitution as applicable to criminal justice with particular emphasis on Supreme Court rulings revolving around 4th, 5th, and 6th amendment questions of search and seizure, confessions, arrest, jeopardy, speedy trial, confrontation and assistance of counsel. The course will also explore the process of court operations including the initial appearance, preliminary and suppression hearings, arraignment, and trial.

212 Juvenile Delinquency (4)

Prerequisite: CRM 101, 102. Definitions of delinquent behavior; contributing social problems; adolescence as a subculture; the adjudication process for juveniles — philosophy and practice; treatment procedures.

290-299 Special Interim Studies (2-4)

Each year special courses are offered during the one month interim session. Course descriptions for these special courses are published annually in a separate bulletin.

309 Police and Community Relations (3)

This course examines the area of human relations as it relates to police functions within the

community. Topics of police and minority groups, role of police in today's society, the media and law enforcement are emphasized.

313 Introduction to Corrections (4)

Open only to juniors and seniors. An introduction and overview of fundamental processes, trends, and practices of institutional treatment, parole and probation, and contemporary based correctional programs. Included is a review of the history and philosophy of corrections. Travel fee required.

310 Deviant Behavior (4)

Description of deviant behavior most often encountered by criminal justice personnel: sexual perversions, suicide attempts, severe and violent disorders, sociopaths, rapists. Emphasis on appropriate handling of deviant behavior based on identification and understanding of conditions.

401 Internship in Criminology (16)

The internship will consist of placement within one or more of the agencies comprising the criminal justice system. This course will enable the students to gain meaningful field experience related to future careers. Graded on a pass-fail basis. Internship required.

410-430 Special Issues in Criminal Justice (2-4)

Forum for special course offerings focusing upon special issues in criminal justice by visiting instructors of regular faculty. Topics covered within this course may change each semester.

450 Independent Study (4)

Applied research as approved by the area coordinator.

Drama Courses (DRA)

103 Introduction to the Theatre (4)

No prerequisite. Introduces the beginning student to the art of theatre. Surveys the aesthetics of theatre, plays written for the stage, and responsibilities of the various theatre artists. Attendance at stage productions and backstage work is required.

204 Beginning Acting (4)

No prerequisite. Introduces the beginning student to the craft of acting. Teaches basic stage technique and skills of relaxation, observation and concentration. Emphasis is on exercises and improvisations with some scene study.

205 Oral Performance of Literature (4)

No prerequisite. Offers the beginning student an opportunity to study, perform and evaluate the reading of prose, poetry and drama. Develops the student's interpretive skills: vocal range and flexibility, understanding of language and expressiveness of voice and body.

280-281 Drama in the Making (4)

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

282 Survey of Modern Drama (4)

See description for ENG 282. Equivalent to ENG 282.

283-289 Modern Drama (4)

See description for ENG 283-289. Equivalent to ENG 283-289.

290 Theatre New York (4)

See description for ENG 290. Equivalent to ENG 290.

303 Seminar in Public Performance (4)

Prerequisites: 8 or more hours of DRA and/or SPE courses or consent of instructor. Provides guided study and rehearsal in the areas of oral interpretation, readers' theatre, public speaking or acting. This course is project oriented. Public performances are assigned. Critiques given.

304 Intermediate Acting (4)

Prerequisite: DRA 204 or consent of instructor. Provides training and experience in stage performance for students who have gained initial expertise in the craft of acting. Emphasis will be placed on scene study.

309-311 Advanced Drama (4)

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

320 Play Analysis (4)

Prerequisite: DRA 103 or consent of instructor. Equips the more advanced student with the methods and means of solving problems of play selection, analysis, and production. Students will be expected to make a director's study of specific plays and rehearse student-actors in selected scenes.

325 Directing (4)

Prerequisite: DRA 320 or consent of instructor. Studies the basic tasks of the director: play selection, analysis, casting, rehearsing and mounting the production. Each student will be responsible for the direction and performance of a one-act play or equivalent dramatic scene.

Economics Courses (ECO)**200 Principles of Macroeconomics (2)**

An introduction to aggregate economic analysis including the function of the pricing system, modern employment theory, and business cycles.

201 Principles of Microeconomics (2)

An introduction to the theory of the firm, including product and resource market analysis.

202 Principles of Economic Analysis (2)

Prerequisites: ECO 200, 201. An application of the principles of micro- and macroeconomics to the analysis of current economic problems.

240 History of Economic Theory (2)

Prerequisites: ECO 200, 201. A study of the main lines of development in the history of economic thought.

308 Money and Banking (2)

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

320 Managerial Economics (4)

Prerequisites: ECO 200, 201, 202, MAT 170. An analysis of the theories of consumer behavior, production, cost, and distribution.

321 Intermediate Macroeconomic Analysis (4)

Prerequisites: ECO 200, 201, 202, MAT 170. An analysis of the determination of national income, employment, prices, and the balance of payments, with particular emphasis on monetary and fiscal policies.

333 Urban Economics (2)

Prerequisite: ECO 200, 201, 202. A study of the economic processes that govern the central city.

370 Environmental Economics (2)

Prerequisites: ECO 200, 201, 212. A study of the economic impact of environmental degradation and the economic policies dealing with environmental problems.

420 Public Finance (2)

Prerequisite: ECO 200, 201, 202. An analysis of the impact of government fiscal policies upon the economy.

430 International Economics and Finance (4)

Prerequisites: ECO 200, 201, 202. An analysis of international economic and financial developments. Emphasis is on current issues in the operation of the international financial system.

440 Mathematical Economics (2)

Prerequisites: ECO 320, 321, MAT 170. An introduction to the use of mathematical tools in the analysis and solution of economic and business problems.

450 Economic Development (2)

Prerequisites: ECO 200, 201, 202. Theories of growth: analysis of economic and cultural factors constituting the critical growth variables that affect attempts to raise living standards of less developed nations.

461 Seminar in Economics (4)

Prerequisites: ECO 320 or 321. A capstone course in economics. An analysis of contemporary domestic and international problems.

496 Economics Internship (6-12)

Prerequisite: Senior standing, an overall B average in courses taken for the economics major, and the following: ACC 202, 203, BUS 210, ECO 200, 201, 308, 320, 321. In exceptional circumstances, portions of these requirements may be waived by the coordinator with the Division Chairman's approval. Graded on a pass-fail basis.

500 Economics for Management (3)

For graduate students only. This is an introductory course in macro- and microeconomics for M.B.A. students, to include problems of inflation and unemployment and an introduction to the theory of the firm. Special emphasis on using analytical tools of microeconomics for decision-making within the firm.

570 Environmental Economics (3)

For graduate students only. An interdisciplinary course. A basic study of ecological principles in relation to the human condition. Particular attention is placed on the cost of environmental protection.

600 Topics in Economics (1-3)

Open only to graduate students. Requires written permission of the MBA Director. A rigorous program of selected readings or independent research project taken for variable credit.

605 Managerial Economics (3)

For graduate students only. An interdisciplinary course. A basic study of ecological principles in relation to the human condition. Particular attention is placed on the cost of environmental protection.

610 Macroeconomic Theory and Policy (3)

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

615 Monetary Policy (3)

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

617 Business Cycle Theory and Forecasting (3)

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

Education Courses (EDU)

200 Foundations of American Education (4)

An introductory course in contemporary issues and trends in public education, viewed in historical, sociological, and philosophical perspectives. 30 observation/participation hours.

202 Teaching Language Arts in the Elementary School (4)

Prerequisite or corequisite: EDU 200, ENG 101-102, and intended major in elementary education. Oral and written communication, creativity, usage, spelling and handwriting considered in relation to child development, the learning process, and environmental influences. Observation in schools required.

204 Teaching Art in the Elementary School (4)

Selection, organization, guidance, and evaluation of art activities. Laboratory experiences with materials and methods. 40 observation/participation hours.

208 Teaching Science and Health in the Elementary School (4)

Prerequisite or corequisite: EDU 200 and intended major in science or elementary education. Methods and materials for the development of understanding of science and health concepts and scientific method. Emphasis on teaching aids, demonstration equipment, simulated teaching.

230 Teaching Music in the Elementary School (4)

Prerequisite: Intended major in music or elementary education. Materials, methods, and activities. Demonstrations with class participation. Acquaintance with rhythm and pre-orchestral instruments. Basic music theory included. 40 observation/participation hours.

238 Learning Theories and Individual Differences in Education (2)

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

250 Teaching the Exceptional Child in the Regular Classroom (2)

Mainstreaming as a philosophy and practice is discussed. Focus will be on the methods of instruction with exceptional children, identification of exceptional children, and referral agencies. Review of current research and field trips required.

302 Introduction to the Teaching of Reading (4)

For elementary education majors only. Prerequisites: EDU 202, ENG 101-102. Comprehensive survey of the basic methods of teaching reading in the elementary school. Extensive examination of methods, materials, and basic skills. Simulated teaching and observation in the schools required.

303 Diagnosis and Remediation of Reading Problems in the Elementary School (4)

Prerequisite: EDU 302, approval of instructor, declared major in elementary teaching, and professional program acceptance. Study and practice in diagnosing reading status of individuals and prescribing appropriate reading methods and materials to improve reading performance. Instruments and other evaluative materials and practices are emphasized. Reading Clinic laboratory required.

305 Teaching Physical Education and Health in the Elementary School (4)

Prerequisite: EDU 200, HEA 100, and intended major in physical education or elementary education. The study and practice of elementary physical education methods. Examination and evaluation of subject matter, methods, and source materials for health programs. Required observations in elementary schools. 40 observation/participation hours.

306 Teaching Reading in Secondary Content Areas (2)

For secondary education students only. The teaching of reading skills and content material are emphasized. The adolescent is discussed in relation to methods and materials. Simulated teaching, preparation of units, and observation are required.

307 Teaching Social Studies in the Elementary School (4)

Prerequisite: EDU 200, HIS 100-101, and intended major in elementary education. Emphasis on participation in activities showing the relationship of man to his physical and social environment. Comparison of courses of study, preparation of units, and simulated teaching.

312 Teaching Arithmetic in the Elementary School (4)

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

320 Literature for Children (4)

Prerequisite: EDU 202, ENG 101-102 and intended major in English or elementary education. Acquaintance and analysis of prose and poetry suitable for elementary and secondary students, including historical development. Discussion of outstanding authors. Simulated teaching experiences included.

321 Special Methods in Early Childhood Education (3)

Prerequisite: EDU 200, junior standing, and major in elementary education. Development of the child between the ages of three and six. Analysis and evaluation of objectives, materials, and teaching methods. Demonstrations and simulated teaching experiences included.

322 Observation and Participation in Early Childhood Education (3)

Prerequisite: EDU 321 or consent of the instructor. Observation and aide assistance including both pre-kindergarten and kindergarten. Individual conferences with directing teachers, and instructor. Reports containing analysis and interpretation of experiences.

401 Secondary Internship Program (4)

Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 7-12. Lectures and seminars related to curriculum and the role of the teacher. Approximately seven weeks of field teaching experience under the direction of a certified teacher. Must consult with Internship Director.

403-404 Curriculum and Observation in the Elementary School (2,2)

Prerequisites: EDU 200; PSY 240, and 12 hours in the major. Study of current teaching methods and curriculum through campus seminars and required observation experiences in an assigned school. To be taken in the pre-internship semester. 150 observation/participation hours.

405 Elementary Internship Program (12)

Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-6. Lectures and seminars related to curriculum and the role of the teacher. Approximately twelve weeks of field teaching experience under the direction of a certified teacher. Corequisites: EDU 483 and 488.

406 Elementary and Secondary Internship Program (12)

Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-12. Designed for majors in physical education. Lectures and seminars related to curriculum and the role of the teacher. Approximately six weeks of field teaching at the elementary level and six weeks at the secondary level under the direction of certified teachers. Prerequisite: EDU 488.

407 Secondary Internship Program (12)

Prerequisite: EDU 401 and final approval of the application for internship. Study of classroom preparation and practice in grades 7-12. Lectures and seminars related to curriculum and the role of the teacher. Approximately twelve weeks of field teaching experience under the direction of a certified teacher. Corequisites: EDU 483 and 488.

408 Student Teaching (6)

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

419 Audio-Visual Aids (2)

Prerequisite: Junior standing and candidate for certification. Instruction and practice in the use of materials and equipment. Selection and evaluation of films, models, exhibits, graphic materials, and other related types of aids.

423 Special Methods of Secondary Teaching (4)

Prerequisite: EDU 200, PSY 240, and 20 hours in the major field. Study and practice in methods common to all secondary school subjects. Specific study of methods and materials pertinent to the area of the major subject. 40 hours of required observation in secondary schools.

430 Principles of Safety Education (4)

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

431 Driver and Traffic Safety Education (2)

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

432 Teaching Driver and Traffic Safety Education (4)

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

483 Educational Measurements (2)

For senior-level students only. Techniques of evaluation and measurement pertaining to classroom instruction at all levels. Particular emphasis on elementary statistics, test construction and evaluation, and grade reports.

485 Group Processes and Human Awareness (2)

For senior-level students only. Emphasis on group process, organization and conducting

group counseling programs. Open to seniors with approval of the Chairman, Division of Education.

488 Educational Leadership and Law (4)

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

520 Individual Project — Elementary School (1-6)

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

521 Individual Project — Secondary School (1-6)

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

583 Educational Measurements (3)

For graduate students only. Techniques of evaluation and measurement pertaining to classroom instruction at all levels. Particular emphasis on elementary statistics, test construction and evaluation, and grade reports. Open to seniors with the approval of the Chairman, Division of Education.

585 Group Processes and Human Awareness (3)

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

588 Educational Leadership (3)

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

600 Philosophies of Education (3)

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

602 Contemporary Issues in Education (3)

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

604 Principles of Learning (3)

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

606 Introduction to Measurement and Research (3)

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

609 Curriculum Program of the Elementary School (3)

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

610 Curriculum Program of the Secondary School (3)

For graduate students only. General curriculum planning and organizing at the secondary level. Review of research and current curriculum trends.

611 Principles of Educational Supervision (3)

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

612 School Organization and Administration (3)

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

613 School Law for Teachers and Administrators (3)

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

614 Teaching of Reading (3)

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

615 School Finance and Management (3)

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

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

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

617 Classroom Management and Supervision in Reading Instruction (3)

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

618 Current Teaching Trends in the Elementary School (3)

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

621 Health Instruction in the Elementary School (3)

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

622 Creative Arts in the Elementary School (3)

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

625 Theories and Practices in Language Arts Instruction (3)

This course is designed to present new research findings in the theories, methods, and materials relating to elementary school language arts instruction. Emphasis will be upon the practical application of the theories to classroom instruction and management.

626 Literature of the Child (3)

The purpose of this course is to explore children's books and their usage in the classroom. The focus will be on the genres, evaluating books in each genre, and practical strategies for bringing books and children together.

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

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

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

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

640 Science in the Elementary Curriculum (3)

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

645 Teaching Modern Mathematics in the Elementary Schools (3)

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

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

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

665 World Cultures (3)

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

680 Human Relations and School Discipline (3)

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

681 Mainstreaming the Exceptional Child (3)

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

685 Teaching the Exceptional Child (3)

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

688 Advanced Seminar in Educational Supervision (3)

Prerequisite: EDU 611. A study of contemporary supervisory policy and practice, with emphasis upon local educational institutions, literature, and operative experience through completion of a practicum in educational supervision.

690 Thesis (6)

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

English Courses (ENG)**100 Basics of Grammar and Writing (4)**

An intensive review of the fundamentals of grammar and writing required for the student whose English language skills indicate a need for such a review before starting ENG 101-102; see statement on Diagnostic and Placement Testing in English. ENG 100 does not count for the general curriculum distribution, Area A; does not fulfill the requirement for ENG 101-102; and does not count for English and writing majors or minors. Students who have already passed ENG 101-102 may not take this course for credit, except with written permission of the Division Chairman. Some students may be advised to take ENG 100 after attempting ENG 101.

101-102 Composition and Rhetoric I, II (4,4)

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

110-111 English as a Second Language I, II (4,4)

Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English language difficulties are required to take at least ENG 110 before taking ENG 101-102 (see statement on Diagnostic and Placement Testing in English); the professor may also recommend that a student take ENG 111 before taking the ENG 101-102 sequence. Neither ENG 110 nor ENG 111 meet the requirements for ENG 101-102 or for the general curriculum distribution, Area A. Neither of the courses count toward the English major or minor.

201 World Literature I (4)

A survey of major world authors up to the 18th Century.

202 World Literature II (4)

A survey of major world authors from the 18th Century to the present. ENG 201 is not a prerequisite for ENG 202.

204 Advanced Composition (4)

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

205 Advanced English Grammar (4)

Modern English usage with historical background.

206 British Literature I (4)

A survey of major authors and literary trends up to the 18th Century.

207 British Literature II (4)

A survey of major authors and trends from the 19th Century to the present. ENG 206 is not a prerequisite for ENG 207.

208 American Literature I (4)

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

209 American Literature II (4)

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

NOTE: Each semester the English area offers courses which examine contemporary issues and values and their backgrounds. The following courses (ENG 215-249) are offered on a rotating basis. New courses may be added and old ones dropped as concerns change.

215 Contemporary Themes in Literature: Women (4)

A study through short stories, novels, and plays of the nature and effects of sexual role-playing.

217 Contemporary Themes in Literature: Warfare (4)

The vicarious experience of warfare, and the practical and moral problems associated with command.

219 Contemporary Themes in Literature: Love and Sensuality (4)

The male-female erotic encounter examined from varying perspectives, particularly those found in the works of D. H. Lawrence.

220 Contemporary Themes in Literature: Politics (4)

A study of nature, use and abuse of power in the political arena, as treated in quality works of fiction.

221 Contemporary Themes in Literature: Counter Culture (4)

A study of recurring patterns in social, cultural and artistic revolution of the last 100 years. Includes the Decadents, the Lost Generation, the Beats, and the Hippies.

222 Contemporary Themes in Literature: Science Fiction (4)

The study of the definition and characteristics of science fiction, a review of the historical development of the genre, and analysis of quality science fiction authors and their works.

223 Contemporary Themes in Literature: Spy and Detective Fiction (4)

A study of the enduringly popular genre, examining the public's changing concepts of the hero and the limits within which he must operate.

224 Contemporary Themes in Literature: Best Sellers (4)

Covers ten paperbacks that are presently selling at the top of the charts. The books cover many different areas, such as history, biography, fiction, and sociology. Students evaluate critically for style and content. Assignments include seven critical essays.

226 Contemporary Themes in Literature: Film Classics (4)

The study of film techniques, review of history and development of film, and analysis of selected film classics.

228 Contemporary Themes in Literature: The Occult and the Supernatural (4)

Spirit communication, out-of-body experiences, spirit manifestation, and other psychic phenomena studied in non-fiction accounts and in two or three works of Herman Hesse.

229 Contemporary Themes in Literature: Contemporary African and Third World Literature (4)

A study of the contemporary world scene as perceived by the authors of African and Third World Literature.

230 Contemporary Themes in Literature: The American Adolescent Experience (4)

A study of approximately 10 major novels, plus short fiction treating the problem of growing up in America. Authors explore such questions as self-discovery, initiation, moral dilemma and sexual fantasizing.

231 Contemporary Themes in Literature: Visual Arts and Literature (4)

The relationship of painting, sculpture and architecture to literary works.

232 Contemporary Themes in Literature: Ecology and Literature (4)

A study of literary works related to ecology.

237 Contemporary Themes in Literature: Comedy and Absurdity (4)

A study of comedy in all its genres — fiction, film, play — as a response to the absurdities of our human existence.

239 Contemporary Themes in Literature: The Aged in Literature (4)

An exploration through literature of the problems and opportunities, needs and expectations of age.

280-281 Drama in the Making (4)

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

282 Survey of Modern Drama (4)

Introduction to the themes and techniques in modern drama from Ibsen to the present. Open to all students. Equivalent to DRA 282.

283-289 Modern Drama (4)

May be tragedy and absurdity in modern drama, contemporary British drama, contemporary American drama, modern Continental drama. May be repeated if content varies. Open to all students. Equivalent to DRA 283-289.

290 Theatre New York (4)

A Yearly trip to see the Broadway and off-Broadway theatre from both sides of the footlights. Includes six plays, seminar with *Time* theatre critic, postperformance interviews with actors and actresses. Offered only during Intersession.

300 The Romantic Writers (4)

Prerequisites: ENG 101-102. From Blake to Keats.

301 The Victorian Writers (4)

Prerequisites: ENG 101-102. From Carlyle to Kipling.

307 Shakespeare's Romances and Tragedies (4)

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

308 Shakespeare's Comedies and Histories (4)

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

309-311 Advanced Drama (4)

Prerequisites: ENG 101-102. May be Elizabethan, Restoration, or Contemporary. May be repeated if content varies. Equivalent to DRA 309-311.

312 Contemporary World Literature (4)

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

318-322 Fiction (4)

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

323 The Seventeenth Century (4)

Prerequisites: ENG 101-102. From Donne to Marvell.

325 The Eighteenth Century (4)

Prerequisites: ENG 101-102. Major authors of the neoclassical period.

335 English Renaissance Literature (4)

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

340-344 Major Poets (4)

Prerequisites: ENG 101-102. Close reading and analysis of one or more major poets. May be repeated if content varies.

360-364 Major Authors (4)

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

430 Criticisms and Appreciations (4)

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

450-454 Topics in English (4)

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

460-465 English Studies: Career Internship for English majors (4-8)

An internship program to acquaint English majors with the business world and to show them how their special skills can be used in that environment. Open only to juniors and seniors with a 3.00 or better grade-point average. May not count toward the requirements for the major.

495-499 Directed Reading (1-3)

Prerequisites: ENG 101-102; Permission of the instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

Finance Courses (FIN)

600 Topics in Finance (1-3)

Open only to graduate students. Requires written permission of the MBA Director. A rigorous program of selected readings or independent research project taken for variable credit.

606 Financial Management (3)

Open only to graduate students. A study of the financial aspects of business operation with emphasis on analysis, forecasting, and control of the firm's financial structure. The course will emphasize a case method analysis of selected real life financial problems.

620 Money and Capital Markets (3)

Open only to graduate students. A study of the various financial markets in the economy. Topics included are the commodity futures market, foreign exchange markets, corporate and government bond markets, the stock market, the Eurodollar market, and international bond markets.

French Courses (FRE)

Students who have had one or more years of French in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-400 level courses.

101-102 Elementary French I, II (4,4)

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

201-202 Intermediate French I, II (4,4)

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

300-301 Advanced French Conversation I, II (4,4)

Prerequisite: any French 200-level course or consent of the instructor. Emphasis on everyday conversation, sociological in approach.

302-303 Advanced French I, II (4,4)

Prerequisites: Any two 200-level courses or consent of the instructor. Emphasis on advanced oral, reading, and compositional skills.

304-316 Theory and Practice of French Translation (4,4)

Prerequisites: Any two 200-level courses or consent of the instructor. Depending on student request, emphasis shall be placed on one of the following areas: business (304-305), literature (306-307), law (308-309), biological science (310-311), etc. May be repeated for credit, if content varies.

320-321 A Conversational Approach to Popular French Ballads I, II (4,4)

Prerequisite: Any French 200-level course or consent of the instructor. An introductory study of selected twentieth-Century French ballads by artists such as Trenet, Chevalier, Piaf, Becaud, Brel, Moustaki, Dassin, Brassens, etc. The sociological content of the songs is used for developing conversational skills; and the song texts, as a basis for learning the rudiments of French prosody.

400 French Drama (4)

Prerequisites: Any one 300-level course or consent of the instructor. A study of French drama from the 17th century to the present; may be repeated for credit, if content varies.

402 French Fiction (4)

Prerequisites: Any one 300-level course or consent of the instructor. Study of French fiction from the Middle Ages to the present; may be repeated for credit, if content varies.

402-403 French Fiction I, II (3,3)

Prerequisites: Any one 300-level course or consent of the instructor. Study of French fiction from the Middle Ages to the present; may be repeated for credit, if content varies.

404-405 French Culture and Civilization I, II (4,4)

Prerequisites: Any one 300-level course or consent of the instructor. A study of the history, literature, art, and music of France from the Middle Ages to present times.

406 Survey of French Poetry (4)

Prerequisites: Any one 300-level course or consent of the instructor. A survey of French poetry from the earliest times to the present, including many poems set to music. May be repeated for credit if content varies.

450-454 Topics in French (1-4)

Prerequisite: Permission of the instructor. The content of this course is variable, and it may be repeated for additional credit.

Geography Courses (GEO)**102 World Geographical Problems (4)**

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

205 Principles of Resource Utilization (4)

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

207 Economic Geography (4)

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

German Courses (GER)**101-102 Elementary German I, II (4,4)**

GER 101 is prerequisite to GER 102. The course is taught by the audio-lingual method and the four basic skills of understanding, speaking, reading and writing are emphasized.

201-202 Intermediate German I, II (4,4)

Prerequisite: GER 102. GER 201 is prerequisite to GER 202. Continued practice in the four basic skills.

300 Advanced German Conversation (4)

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

302 German Fiction (4)

Prerequisites: GER 201-202 or permission of the instructor. A study of selected German fiction with emphasis on the short story.

350-354 Topics in German (1-4)

Prerequisite: Permission of the instructor. The content of the course is variable, and it may be repeated for additional credit.

Health Courses (HEA)

100 Health Science (2)

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

103 Nutrition (2)

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

230 Human Anatomy, Physiology, and Kinesiology (4)

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

401 School Health Education (2)

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

History Courses (HIS)

100 Issues in Western Civilization I (4)

Selected issues in Western Culture from the ancient world to 1648.

101 Issues in Western Civilization II (4)

Selected issues in Western Culture from 1648 to the present.

202 The United States to 1877 (4)

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

203 The United States since 1877 (4)

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

204 The History of Florida (4)

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

205 Indians of the United States (4)

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

210 American Military History (4)

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

213 Topics in Social History: Immigration in American History (2-4)

Patterns of immigration; adjustments to American life by immigrants and the attitude of Americans toward them.

214 Topics in Social History: Sex in History (2-4)

An analysis of the origins and nature of society's attitudes toward sexuality from Greco-Roman times to the present.

215 Topics in Social History: Women in History (2-4)

A survey of the accomplishments, life-styles, changing image, and struggle for equality and recognition for women since ancient times.

216 Topics in Social History: Economic History of the United States (2-4)

American economic developments and their impact upon social and political conditions.

219 Topics in Social History: The American Presidents (2-4)

Study of the personalities, politics and programs of Presidents and their influence upon American society.

222 Topics in Social History: Fascism and Nazi Germany (2-4)

Rise and fall of the Third Reich and the legacy of Hitlerism.

223 Topics in Social History: Victorian Countercultures (2-4)

A view of the "underside" of Victorian society in relationship to established institutions and values.

224 Topics in Social History: Communes and Utopias, American Style (2-4)

An historical examination of American religious and secular communes and literary utopias from the 18th to 20th centuries.

290-299 Special Interim Studies (2-4)

Each year special courses are offered during the one month interim session. Course descriptions for these special courses are published annually in a special bulletin.

302 Constitutional History of the United States (4)

The origin and formulation of the constitution and its evolution to contemporary times. (Also listed as PSC 302.)

303 American Urban History (4)

A study of the growth of American cities and their role in the history of the nation. (Also listed as UST 303.)

305 The Ancient World (4)

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

306 The Middle Ages (4)

European society from the fall of Rome to the Renaissance.

307 Modern Far East (4)

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

308 Renaissance and Reformation (4)

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

309 England to 1688 (4)

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

310 England Since 1688 (4)

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

311 Absolutism and Revolution (4)

European society from Louis XIV through the revolutions of 1848.

312 Modern Europe (4)

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

401 Field Work (3-4)

Practical work in museums, historical preservation and historical archives. Permission of area coordinator required. Graded only on a pass-fail basis.

403 The Civil War and Reconstruction (4)

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

406 United States Foreign Policy (4)

The formulation of American foreign policy and issues in American diplomatic history. (Also listed as PSC 406.)

408 Tsarist Russia (4)

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

409 Soviet Russia (4)

Continuation of Russian society from the 1917 revolution to present.

413 Topics in History: The Era of World War I (2-4)

Integration of the political, social, economic and military aspects of World War I.

414 Topics in History: The Era of World War II (2-4)

Integration of the political, social, economic and military aspects of World War II.

415 Topics in History: The Middle East (2-4)

A study of the contemporary issues and problems of the area from Gibraltar to the Indian Ocean.

416 Topics in History: China and the Soviet Union (2-4)

A study of the modern relations of the two nations and the implications for the entire world.

417 Topics in History: The Byzantine Empire (2-4)

The legacy of the Greco-Roman world as transmitted to Europe through the Byzantine Empire.

420 Topics in History: Guerilla Warfare (2-4)

A study of the forces throughout history that have used tactics of violence to promote political, social and economic aims.

450 Independent Study (2-4)

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

Italian Courses (ITA)**101-102 Elementary Italian I, II (4,4)**

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

201-202 Intermediate Italian I, II (4,4)

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

Management Courses (MGT)**500 Algebra and Statistics for Management (3)**

For graduate students only. This is an introductory course in algebra and statistics for

M.B.A. students. Areas covered will include systems of linear equations, probability, expected value, normal distribution and sampling distributions, and simple linear regression.

600 Topics in Management (1-3)

Open only to graduate students. Requires written permission of the MBA Director. A rigorous program of selected readings or independent research project taken for variable credit.

602 Labor Law and Arbitration (3)

For graduate students only. Labor relations aspects of public and private personnel management, including a study of federal and state labor legislation, the process of collective bargaining, arbitration, and labor contract administration.

608 Organization Theory (3)

For graduate students only. A comprehensive review of existing literature starting with an examination of various organizational systems. Organization design, change, and potential future developments are considered. Emphasis is on the dynamics of change. Current research findings supplement established concepts.

610 Management Information Systems (3)

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

612 Quantitative Methods (3)

For graduate students only. A survey of statistical procedures applicable to management decisions. Topics included are decision theory, analysis of variance, regression analysis, and non-parametric inference.

615 Seminar in Business Policy (3)

For graduate students only. Strategy and policy from the executive point of view. A study of objectives, environmental forces, institutional resources, and social values as they are related to the determination and implementation of strategy and policy.

622 Psychology of Human Management (3)

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

624 Business Ethics and Social Responsibility (3)

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

Marine Science Courses (MAR)

100 Underwater Techniques I (2)

Prerequisites or corequisites: BIO 203, 204. A basic SCUBA course emphasizing safe diving procedures and equipment, diving physiology and medicine, and life in aquatic environments. Satisfactory completion results in NAUI certification. Laboratory fee required. Open water dives necessitate two weekend trips. Open only to Marine Science and Biology majors.

101 Underwater Techniques II (2)

Prerequisites: BIO 203, 204, and nationally recognized SCUBA certification. Provides an opportunity to learn techniques of surface and underwater navigation, underwater photography, and collection techniques. Some Saturday field trips are necessary. Laboratory fee required.

150 Marine Geology (4)

A broad survey of the geological processes at work upon and within the earth. Primary interest will be placed on the geological character of the oceans: the deep ocean floors, continental shelves, and coastal zones.

226 Marine Zoology (4)

Prerequisites: BIO 203, 204. A study of the taxonomy, ecology, and behavior of marine invertebrates and vertebrates, including birds. An emphasis is placed on study of local fauna through field oriented studies.

301 Oceanography (4)

Prerequisites: CHE 151, PHY 200. An introduction to physical and chemical oceanography.

322 Marine Ecology (4)

Prerequisites: BIO 203, 204; MAR 226; or special permission. Ecology of selected marine habitats in shallow marine waters. SCUBA diving will be used as a technique to allow the student to study selected marine environments. Offered only during special Spring Intersession.

327 Marine Botany (4)

Prerequisites: BIO 203, 204. A study of the taxonomy, morphology, ecology, and physiology of marine plants with emphasis on the marine algae of Tampa Bay and the Gulf of Mexico. Two Saturday field trips required.

330 Aquatic Chemistry (4)

Prerequisite: MAR 301. A study of the chemical parameters in ocean waters, estuaries, rivers, lakes, and ground-waters.

340 Advanced Marine Biology Laboratory (2)

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

Marketing Courses (MKT)**600 Topics in Marketing (1-3)**

Open only to graduate students. Requires written permission of the MBA Director. A rigorous program of selected readings or independent research project taken for variable credit.

609 Marketing Management (3)

For graduate students only. The development and evaluation of marketing, planning, and strategy is considered from a managerial perspective. Decision theory and quantitative aids to decision making are stressed where appropriate. Applicable research techniques as well as contributions from other disciplines are considered within a marketing management context.

618 Consumer Behavior (3)

For graduate students only. An analysis of the behavioral processes underlying the purchase of goods and services by consumers. Contributions from the behavioral sciences will be reviewed and discussed in a marketing context. Also considered are such topics as consumer decision processes, communications, interpersonal-behavior and current models of consumer behavior. Application in marketing strategy decisions will be emphasized throughout the course.

627 Marketing Seminar (3)

For graduate students only. New developments in the ever changing field of marketing. The

student is responsible for researching the literature on a current problem, organizing pertinent materials, and presenting it in a seminar; he serves as a reporter and discussant.

Mathematics Courses (MAT)

099 Concepts of Real Numbers (0)

A self-paced course to make up for deficiencies in operations with whole numbers, fractions, and decimals as determined from the scores on the math skills evaluation test.

104 Modern Elementary Mathematics I (4)

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

105 Modern Elementary Mathematics II (4)

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

150 Introductory College Algebra (4)

Prerequisite: One unit of high school algebra or MAT 099. A study of the basic concepts of algebra, e.g., first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents and radicals.

170 Precalculus (4)

Prerequisite: Two units of high school algebra and MAT 150. Rational functions, logarithms, trigonometry, analytic geometry, systems of equations, complex numbers.

201 Introduction to Statistics (4)

Prerequisite: Two units of high school algebra or MAT 170. An introduction to descriptive and inferential statistics, stressing application in science and psychology.

225 Calculus for Business Applications (4)

Prerequisite: MAT 170 or equivalent. A course designed for students of business and economics which teaches the basic concepts of calculus: differentiation and integration.

260 Calculus I: Differentiation (4)

Prerequisite: A minimum grade of C in MAT 170 or equivalent. Limits, continuity, differentiation.

261 Calculus II: Integration (4)

Prerequisite: MAT 260. Integration, logarithms, exponential functions, trigonometric functions.

262 Calculus III: Integration Techniques and Vector Analysis (4)

Prerequisite: MAT 261. Integration techniques, conic sections, polar coordinates, vectors in space.

263 Calculus IV: Advanced Methods (4)

Prerequisite: MAT 262. Partial derivatives, multiple integration, infinite series, integral theorems, differential equations.

307 Modern Abstract Algebra (4)

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

308 Linear Algebra and Matrix Theory (4)

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

310 Probability and Mathematical Statistics (4)

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

401 Advanced Calculus (4)

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

405 Differential Equations (4)

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

499 Selected Topics (1-4)

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

Military Science Courses (MSC)**100 Introduction to Military Science (4)**

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

110 Leadership Laboratory (0)

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

111 Leadership Laboratory (0)

ROTC students only. Study and practical exercises in the development of leadership fundamentals, the utilization of maps and aerial photographs, and an introduction to military tactics and operations.

210 Leadership Laboratory (0)

ROTC students only. Study and practical exercises in the mission, organization, and composition of military teams to include the use of communications equipment and an introduction to troop-leading procedures.

211 Leadership Laboratory (0)

ROTC students only. Study and practical exercises at the military team level emphasizing the functions, duties, and responsibilities of junior leaders. Students are evaluated for acceptance into the Advanced Course.

300 Fundamentals of Leadership (4)

A study of the techniques of military instruction with emphasis on the fundamentals of educational psychology, leadership development at the small unit level using case studies in psychological, physiological, and sociological factors which affect human behavior. Students are given the opportunity to develop speaking and writing techniques.

310 Leadership Laboratory (0)

ROTC students only. Study and practical exercises which emphasize the leader's role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

311 Leadership Laboratory (0)

ROTC students only. Study and practical exercises which emphasize the duties and responsibilities of junior leaders in a garrison or field environment in the various branches of the Army. Instruction is oriented toward preparation of students for attendance at the 6-week ROTC Advanced Camp.

403 Seminar in Leadership and Management (4)

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

410 Leadership Laboratory (0)

ROTC students only. Study and practical exercises in staff planning and coordination at the small unit level with emphasis on leadership and management.

411 Leadership Laboratory (0)

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

Music Courses (MUS)**100 Music Fundamentals (2)**

Basic theory and terminology. Includes beginning keyboard skills.

101 Concert Performance (2)

A review of concert repertory programmed for Thursday evening performances by the Florida Gulf Coast Symphony and Ballroom chamber music series. Required concert attendance during the four-hour, once-a-week class.

102 Introduction to Music (4)

A survey of western musical thought with emphasis upon the evolution of musical forms and style.

110-111 Elementary Piano Class Instruction (1,1)**122-123 Music Theory I, II (4,4)**

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

201 Music History: Greek through the Renaissance (2)

Prerequisites: MUS 122, 123, and 102.

202 Music History: Baroque and Classic (2)

Prerequisites: MUS 122, 123, and 102.

203 Music History: Romantic and Post Romantic (2)

Prerequisites: MUS 122, 123, and 102.

204 Music History: The 20th Century (2)

Prerequisites: MUS 122, 123, and 102

208 Topics in Music (2)

The topic varies as announced in the class timetable. May be repeated if the content is different.

220 Music and Dance (2)

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

222-223 Music Theory III, IV (4,4)

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

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

For certification:

225 Voice Class (1)**226 String Class (1)****227 Woodwind Class (1)****228 Brass Class (1)****229 Percussion Class (1)****236 Conducting: Instrumental Techniques (2)**

Prerequisites: MUS 122, 123.

237 Conducting: Choral Techniques (2)

Prerequisites: MUS 122, 123.

239 Beginning Modern Dance (2)**240 Intermediate Modern Dance (2)**

May be repeated for additional credit.

241 Beginning Ballet (2)

May be repeated one time.

242 Intermediate Ballet (2)

May be repeated for additional credit.

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

Applied Instruments:

245 Special Project in Music (1)

Prerequisites: MUS 222, 223.

246 Senior Recital (1)

Prerequisite: Recommendation of music faculty.

247 Organ (2)**248 Advanced Dance (2)****249 Harpsichord (1,2)****250 Piano (1,2)****251 Voice (1,2)**

252 Flute (1,2)

253 Oboe (1,2)

254 Clarinet (1,2)

255 Bassoon (1,2)

257 Trumpet (1,2)

258 French Horn (1,2)

259 Trombone (1,2)

260 Baritone (1,2)

261 Tuba (1,2)

262 Percussion (1,2)

263 Violin (1,2)

264 Viola (1,2)

265 Cello (1,2)

266 String Bass (1,2)

267 Guitar (1,2)

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

270 Composition-Arranging (2)

Prerequisites: MUS 222-223. Private sessions that may be repeated for additional credit.

288 Chamber Orchestra (1)

Prerequisite: Audition.

308 Instrumental Ensembles (1)

Prerequisite: Audition. Includes concert band, jazz lab ensemble, and pep band.

309 Choral Ensembles (1)

Prerequisite: Audition. Includes Collegiate Chorale and Show Chorus.

310 Chamber Music Ensembles (1)

Prerequisites: Audition. Includes piano ensemble, chamber singers, woodwind ensemble, brass ensemble, string ensemble and percussion ensemble.

224 Piano Pedagogy (2)

322 Counterpoint (2)

Prerequisites: MUS 222-223. Free counterpoint practice of the 17th and 18th century.

324 Form and Analysis (2)

Prerequisite: MUS 222-223.

325 Orchestration (2)

Prerequisite: MUS 222-223.

330 Seminar in Music (2)

Prerequisites: MUS 222-223 and the approval of the music faculty.

Philosophy Courses (PHL)

200 Introduction to Philosophy (4)

A study of philosophical methods and concepts via selected philosophical systems and problems.

201 Logic (4)

Principles of correct reasoning: Formal and informal arguments.

202 Ethics (4)

Major systems of thought regarding problems of moral value and the good life.

203 Contemporary Philosophy (4)

Major concepts and methods of the 20th century.

204 Aesthetics (4)

Problems surrounding aesthetic experience and the aesthetic object.

205 Philosophy of Science (4)

A study of the origins and implications of the ideas which generate scientific world-views and scientific paradigm change.

206 Philosophy of Religion (4)

Examination of the nature and validity of religious beliefs.

210 American Philosophy (4)

A study of major philosophical approaches and philosophers in American thought.

215 Problems in Philosophy of Science (4)

A study of methods, problems, and issues relevant to the scientific enterprise.

217 Social and Political Philosophy (4)

A study of major social and political systems and issues from Plato to the 20th century.

219 Philosophy of Economics (4)

A study of the major philosophical principles in economic thought and their implications for economic practice and theory. Emphasis is on the comparative study of capitalism and socialism.

220 Problems of Philosophy (4)

A study in considerable depth of selected philosophers or philosophical problems. May be repeated if content varies. Completion of PHL 200 recommended.

300 History of Philosophy: Thales to Aquinas (4)

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of the instructor. From Thales to Thomas Aquinas.

301 History of Philosophy: Aquinas to Kant (4)

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of the instructor. From Aquinas to Kant.

305 Philosophy of Mind (4)

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of the instructor. A study of the concept of self and its implications for scientific research and everyday activities.

306 Existentialism (4)

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of the instructor. A study of central themes in existential philosophy and literature.

450 Senior Thesis (4)

Prerequisites: Senior standing and approval of area coordinator.

499 Directed Reading (1-4)

Prerequisite: Permission of instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

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

The emphasis is upon understanding and conditioning the human body.

110 Principles and Practices of Physical Education (4)

This course is prerequisite to all professional physical education courses. History, principles, and philosophy of physical education. Including emphasis upon the understanding and conditioning of the human body.

150 First Aid (1)

A thorough course on the Red Cross Senior level.

151 Swimming (1)

Fundamental skills in swimming and water safety.

200 Tennis (1)

Methods and procedures for teaching tennis.

202 Outdoor Education (4)

An interdisciplinary approach to education in the outdoors. A combined course of lectures, observations, field investigations, and practical experiences in camping, canoeing, fish and wildlife management, environmental control and other concomitants of the outdoors.

240 Lifetime Sports (2)

Methods of teaching recreational sports.

252 Gymnastics (2)

Preparation for the teaching of gymnastics, tumbling, and apparatus.

270 The Prevention and Care of Sports Injuries (2)

Prerequisites: HEA 100, 230; PED 150. Combination lecture and laboratory with consideration of prevention, treatment, and rehabilitation of injuries which occur in sports.

271 Advanced Athletic Training (3)

Prerequisites: HEA 100, 230; PED 150, 270. The refined knowledge of the care and prevention of sports injuries with a special emphasis on practical application of techniques.

307 Movement Education (4)

Comprehensive discussion of movement education stressing the study and development of individual approach to teaching basic movement skills, and teaching methods of Folk and square dance.

312 Rhythmic Activities (2)

Teaching methods of selected dance activities.

320 Coaching and Teaching Team Sports (2)

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

321 Coaching and Teaching Team Sports (2)

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

322 Coaching and Teaching of Team Sports (2)

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

323 Coaching and Teaching Team Sports (2)

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

340 Applied Kinesiology (2)

Prerequisite: HEA 230. A study of the bone-muscle relationships and problems of analysis in human motion as related to the muscular skills in body mechanics and athletics.

400 Adaptive Physical Education (2)

Methods and materials for teaching the exceptional and handicapped child in physical education. Ten hours of observation in the schools required.

401 Recreation and Special Populations (4)

The organization, philosophy, program, and leadership in recreation for the special population are examined. Emphasis is placed on leadership, responsibilities, and practical activities for these groups.

411 Recreation Leadership and Administrations (2)

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

412 Organization and Administration of Physical Education (2)

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

450 Physical Education Tests and Measurements (2)

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

460 Physiology of Exercise (2)

Knowledge and understanding in the function and limitations of the organism during exercise.

470 Field Work in Recreation (4)

Prerequisite: Completion of 6 semester hours of professional courses. Field work is an instructional program that includes supervised pre-professional practice in approved recreational service agencies. The practical experience of the program involves observation and participation in planning, conducting, and evaluating at the face-to-face supervisory and executive level of leadership responsibility. (Graded on a pass-fail basis.)

623 History of Physical Education (3)

For graduate students only. The historical development of physical education from early times to the present. Ideas, people, events, social and religious situations that have shaped educational thought in physical education.

624 Problems in Physical Education (3)

For graduate students only. A study of problem identification and solution in areas of curriculum, methods, philosophy, personnel, and administration in physical education.

625 Community Recreation (3)

For graduate students only. A study of the philosophies, services, settings, and principles of community recreation, and their relationship to local and national problems.

626 Seminar in Interscholastic Athletics (3)

For graduate students only. A study of interscholastic sports programs in their contextual community settings. A different approach to interscholastic competition, with emphasis on reassessment of values and standards now attributed to athletic programs.

627 Health Problems in the United States (3)

For graduate students only. An analysis of malnutrition, over-population, environmental pollution and other current health problems and their application to personal, community, and school health.

629 Physical Education for the Exceptional Student (3)

For graduate students only. Exploration in modification of the physical education program to meet the needs of students who are unable to participate profitably in the regular program.

632 Physiology of Exercise (3)

For graduate students only. The application and interpretation of the structure, function, and limitations of the human organism involved in vigorous muscular activity.

633 Curriculum in Physical Education (3)

For graduate students only. Application of educational principles, philosophies, and trends to curriculum planning in physical education at the elementary, secondary, and college levels.

634 Psychology of Sport (3)

Comprehensive discussion of the psychology of personality, motivation, small group behavior, psychomotor activity, and reference group influence related to participation in sport.

651 Sociology of Sport (3)

A study of sport based on the sociological perspective. This course will include an overview of the theoretical framework of the study of sport sociology and the related literature. An emphasis will be placed upon implications and applications to physical education and athletics.

Physics Courses (PHY)**110 Waves, Acoustics, and Music (4)**

Intended primarily for non-science majors. Wave properties and phenomena with applications to acoustics and music: superposition, interference, resonance, intensity of sound waves; musical instruments as resonators; noise abatement.

125 Physical Science (4)

The basic concepts of astronomy, electricity, energy and motion. Not open to those students having previously taken a course in college physics or chemistry. Designed for non-science majors. Lecture and laboratory.

200-201 General Physics (4,4)

Prerequisite or corequisite: MAT 161 or equivalent. A non-calculus course primarily for science majors. Classical mechanics and special relativity, kinetic theory and thermodynamics, waves and oscillations, sound, optics, atomic structure, the nucleus. Three lectures and one laboratory each week.

205 Physics with Calculus (4)

Prerequisites: PHY 200, 201; MAT 260. A supplement to PHY 200 and 201 for scientists and engineers. Applies calculus to problems in mechanics, waves, thermodynamics, electromagnetism, and modern physics.

Political Science Courses (PSC)

100 Introduction to Political Science (4)

Essential elements of political science.

200 The National Government of the United States (4)

Political processes, institutions, and policies of the national political system of the United States.

203 Political Parties and Interest Groups (4)

Organization and functions of political parties and interest groups, primarily in the political system of the United States.

210 Urban Politics and Policy (4)

Political processes, institutions, and policies of urban political systems in the United States.

211 Intergovernmental Relations in the United States (4)

Relations among state and local governments and between them and the national government.

220 The Congress and the Presidency (4)

Legislative and executive roles and interactions in the national government of the United States.

290-299 Special Interim Studies (2-4)

Each year special courses are offered during the one month interim session. Course descriptions for these special courses are published annually in a separate bulletin.

300 Comparative Politics (4)

Structural and functional similarities and differences among contemporary political systems, with a focus on several selected nation-states.

301 Urban Planning and Development (4)

History, methods, processes and problems of urban planning and development. (Also listed as UST 301.)

302 Constitutional History of the United States (4)

Origin and formulation of the Constitution and its evolution to contemporary times. (Also listed as HIS 302.)

303 Public Administration (4)

Theory and practice of administrative organization and the control of administrative action.

313 International Relations (4)

Nature and history of relations among nation-states.

401 Modern Political Thought (4)

Major political ideas that have shaped the contemporary world, including democracy, classical and twentieth-century liberalism, socialism, and communism.

406 United States Foreign Policy (4)

Study of the formulation of American foreign policy and issues in American diplomatic history. (Also listed as HIS 406.)

413-425 Topics in Political Science (2-4)

Selected topics in political science. May be repeated for credit if the subject matter is not repeated. Content varies as announced in the class timetable.

440 Field Work Intern Program (4-16)

Practical experience in government or politics at the local, state, or national level. Admission by application to the area coordinator. Internship fee is required. Graded on a pass-fail basis.

450 Independent Study (2-4)

Guided readings, research, and criticism. May be repeated for credit if the subject is not repeated. Permission of the area coordinator is necessary.

460 Seminar in American Government (4)

Current themes in the analysis of government and politics in the United States.

Psychology Courses (PSY)**200 General Psychology (4)**

Introduction to the basic principles of psychology. **Prerequisite for all advanced courses in psychology.**

202 Industrial Psychology (4)

A study of the application of psychological principles to business and industry.

203 Social Psychology (4)

The psychological processes: values, attitude, communication, and social adjustment arising from the interaction of human beings.

209 Psychology of Exceptional Children and Youth (4)

Understanding of the characteristics and needs of exceptional children and youth.

210 Developmental Psychology (4)

Genetic, maturational and environmental factors are integrated to account for behavior at various levels in the life span of human beings.

230 Theories of Personality (4)

Theoretical approaches to the study of human personality including psychoanalytic, behavioral, and phenomenological conceptions.

240 Educational Psychology (4)

The nature of and conditions for effective human learning and its evaluation in the areas of intellectual, emotional, and social growth.

290-299 Special Interim Studies (2-4)

Each year special courses are offered during the one month interim session. Course descriptions for these special courses are published annually in a separate bulletin.

301 Psychological Assessment (4)

Psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests.

303 Abnormal Psychology (4)

A systematic presentation of concepts related to the etiology, symptoms, and treatment of behavior disorders.

305 Physiological Psychology (4)

An introduction to the study of the correlation of physiological processes with behavior.

311 Psychological Statistics and Experimental Design (4)

An introduction to statistical methods of determining outcome probabilities for several psychological research designs.

312 Experimental Psychology: Methods (4)

Laboratory course. Basic experimental methods of psychological research.

313 Experimental Psychology: Theories (4)

Laboratory course. Major theories based on contemporary psychological research.

314 Cognitive Psychology (4)

The survey deals with the processes which lead to perception, remembering, and thought. Topics include perceptual processes, human information processing, and attention.

315 Human Learning and Memory (4)

Empirical research and findings of human memory and learning, including verbal learning, concept learning, mnemonic devices and memory organization.

400 History and Systems of Psychology: Seminar (4)

A survey of the history of systematic psychology from ancient to modern times. Independent study project and seminar presentation required.

402 Clinical and Counseling Psychology (4)

Prerequisites: PSY 200 and 303. A comprehensive survey of techniques used by the clinical psychologist with opportunity for limited practicum work using the Binet and Wechsler individual intelligence tests. Special fields of psychology are integrated as a basis for effective guidance in personal adjustment, vocational selection, and interpersonal skills.

404 Human Sexual Behavior: Seminar (4)

A survey of the physiological, sociological and psychological aspects of human sexuality. Independent study project and seminar presentation required.

405 Field Work in Psychology (4)

Prerequisite: PSY 200, 301, 303, and either 402 or 403. Open only to psychology majors. Students receive supervised practicum in community agencies. Laboratory fee required. Admission by application to the psychology area coordinator. Graded only on a pass-fail basis.

420 The Neurophysiological Foundations of Knowledge (4)

A study of how the brain supports the knowledge process and the various forms of learning. An investigation of various related brain pathologies will be included as well as an examination of what may be done to improve brain function.

421 The Psychodynamics of the Helping Relationship (4)

An examination of the psycho-socius dynamics at work in the helping relationship focusing on the question: when is help helpful?

450 Independent Study (2-4)

Independent study and honors research on individual problems in psychology. May be repeated for credit if the subject matter is not repeated. Permission of the Area Coordinator necessary.

Religion Courses (REL)**203 The Old Testament (4)**

Hebrew history and literature with emphasis on historical, prophetic, and Wisdom writings.

204 The New Testament (4)

The origin of early Christianity with emphasis on the canonical Gospels and Epistles.

205 World Religions (4)

A survey of the religions of the world, excluding Judaism and Christianity. Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto, Taoism.

210 Judaism (4)

A historical and theological survey of the ideas, practices and philosophy of Judaism. The course traces the development of those ideas starting with the intertestamental period.

211 Modern Jewish Thought (4)

A study of the major movements of modern Judaism and its major thinkers. The course is a historical and theological survey beginning with the French Revolution.

212 Christianity (4)

A historical and theological survey of the Christian Church beginning with the post-Apostolic age up through the Protestant Reformation.

213 Religion in America (4)

A survey of the place of religion in America, beginning with its European background. Attention is given to the movements which lead to religious freedom, pluralism and legal problems.

214 Magic, Witchcraft, and Other Occult Sciences (4)

A survey showing the evolving relationship between Magic and Religion; the practice of Witchcraft; and a consideration of the occult with emphasis on the Magus tradition.

216 Psychology of Religion (4)

An examination of religious experience and behavior from a psychological point of view, without reference to revelation or theological doctrine. Topics include Faith, Doubt, Conflict, Religious Bigotry, and Personal Religious Growth.

217 Eastern Thought (4)

The emphasis will be on the Indian concept of *Darsana* and the five Hindu philosophical systems as appropriate to human experience. As time permits, Chinese thought will also be examined.

220 Problems of Religious Thought (4)

A selected topics course with varying subject matter.

Social Science Course (SSC)**400 Research Methods in the Social Sciences (4)**

The application of the scientific method to the analysis of society. Includes elements in scientific logic, problem formation, research designs, methods of data collection and analysis and interpretation of data.

Social Work Courses (SWK)**201 Introduction to Social Work (4)**

An overview of the history and philosophy of, and motivations behind social work. Includes a field placement.

202 Perspectives on Human Behavior and Social Environment (4)

This course will emphasize the dynamics of behavioral and environmental factors as they relate to social work practice. Attention will be given to applying knowledge of behavioral phenomenon to the practice situation.

203 Social Welfare and Institutions (4)

Survey of public and private agencies and welfare programs. Includes consideration of the relationships between federal, state, and local agencies. Legislative, administrative and eligibility issues will also be covered.

307 Social Work Methods (4)

Presentation of the methods of social work intervention utilized in social work agencies. Social work methods, traditional and innovative, which meet client needs and alleviate stresses in ways that strengthen the client system will be examined. Open to social work majors only.

401 Internship in Social Work (16)

Restricted to social work majors in senior year. A supervised field placement in a social welfare organization. Prerequisite: Completion of all social work courses.

Sociology Courses (SOC)**100 Introduction to Sociology (4)**

An introduction to the structure, functioning and development of human societies. The nature and meaning of culture, socialization, personality, social organizations and social change will be emphasized. *Prerequisite for all other courses in sociology.*

101 Contemporary Social Problems (4)

A survey of selected areas of conflict and disorganization accompanying social change in contemporary American society.

202 Marriage and Family (4)

Emphasizes mate selection and marriage in the U.S. Includes the processes of family formation, maintenance and dissolution as well as alternative family forms.

203 Urban Sociology (4)

A survey of the relationship between the growth of modern cities and basic societal institutions and values. (Also listed as UST 203.)

220 Sociology of Sex Roles (4)

Theoretical and empirical bases for prescriptions of masculinity and femininity. The effect of sex role differentiation on the social institutions (including the family, politics and the economy). The impact of social change and the woman's movement on sex roles in contemporary society.

226 Third World Development (4)

This course will emphasize current trends in the problems of the third world nations, especially as they relate to urbanization, economic development and cultural transformation with these nations, and their relationship to world stability.

230 Social Stratification (4)

Analysis of social structure and stratification in terms of class, status and prestige. Attention is given to the social role of the elite, bureaucracies, and the professional and middle classes.

232 Explorations into Religion in a Changing Society (4)

An inquiry into 20th century humans' search for ultimate reality: will investigate those experiences which suggest to humans that they live in a network of transcendent meanings; will examine current trends in religious expression and institutional practice and will analyze the interrelatedness of religion and culture.

290-299 Special Interim Studies (2-4)

Each year special courses are offered during the one month interim session. Course descriptions for these special courses are published annually in a separate bulletin.

305 Drug and Alcohol Addiction (4)

Contemporary theory and research in the use and abuse of drugs and alcohol; includes a consideration of the cultural and lifestyle implications.

306 Race and Ethnic Relations in America (4)

The study of racial and ethnic relations principally in the U.S. causes and consequences of prejudice and discrimination and potentials for change.

307 The Family (4)

An examination of the family as a universal social institution. Variations in family behavior will be analyzed by class and culture.

308 Social Welfare Policy (4)

A survey of current social welfare policies with emphasis on the political, economic, moral, and human implications of policy alternatives.

401 Field Work in Sociology (4)

Consists of a placement within a community agency. This course will enable the student to gain meaningful field experience related to future careers. Admission by application to the area coordinator. Graded on a pass-fail basis. Field work fee required.

402 Gerontology: Aging and Society (4)

A theoretical and practical examination of the sociological implications of aging for the individual and society.

410 Social Thought and Sociological Theory (4)

A survey of major trends in social thought with emphasis on work of modern social theorists.

450 Independent Study (2-4)

Guided research and readings on individual problems in sociology. May be repeated for credit if the subject matter is not repeated. Permission of area coordinator necessary.

Spanish Courses (SPA)**101-102 Elementary Spanish I, II (4, 4)**

SPA 101 is prerequisite to SPA 102. The course is taught by the Audio-lingual method and the four basic skills of understanding, speaking, reading and writing are emphasized.

201-202 Intermediate Spanish I, II (4, 4)

Prerequisite: SPA 102. SPA 201 is prerequisite to SPA 202. Continued practice in the four basic skills.

300-301 Advanced Spanish I, II (4, 4)

Prerequisite: SPA 202. Emphasis on oral expression, reading, composition, vocabulary building and grammar.

302-303 Introduction to Spanish Literature I, II (4, 4)

Prerequisite: SPA 301 or consent of the instructor. A study of Spanish literature from the twelfth century to the contemporary period.

304-305 Advanced Spanish Translation I, II (4, 4)

Prerequisite: SPA 202 or permission of instructor. SPA 304 places emphasis on translation of material from current periodicals and business materials. SPA 305 places emphasis on literary translation.

404-405 Hispanic Culture and Civilization I, II (4, 4)

Prerequisite: SPA 301 or consent of the instructor. An integrated picture of the political, eco-

conomic, social, geographical and cultural forces which have shaped Spain and Latin America. First semester, Spain; second semester, Latin America.

406-407 The Modern Spanish Novel I, II (4, 4)

Prerequisite: SPA 301 or consent of the instructor. A study of the Spanish novelists of the nineteenth and twentieth centuries. First semester, nineteenth century; second semester, twentieth century.

450-454 Topics in Spanish (1-4)

Prerequisite: Permission of the instructor. The content in this course is variable and it may be repeated for additional credit.

Courses in General Speech (SPE)

100 Voice and Diction (4)

No prerequisite. Instructs the student in voice production, enunciation, pronunciation and elementary phonetics.

200 Oral Communication (4)

No prerequisite. Develops and improves the student's skills in speech composition and delivery by exposure to various speech types and situations. Aids in achieving poise when speaking to groups.

205 Oral Interpretation of Literature (4)

No prerequisite. Offers the beginning student an opportunity to study, perform and evaluate the reading of prose, poetry, and drama. Develops the student's interpretive skills; vocal range and flexibility, understanding of language and expressiveness of voice and body.

303 Seminar in Public Performance (4)

Prerequisite: 8 or more hours of DRA and/or SPE courses or consent of instructor. Provides guided study and rehearsal in the areas of oral interpretation, readers' theatre, public speaking or acting. This course is project oriented. Public performances are assigned. Critiques given.

Urban Studies Courses (UST)

200 Introduction to Urban Studies (4)

Comprehensive overview of urban studies, integrating economic, geographical, historical, political, and sociological perspectives.

203 Urban Sociology (4)

A survey of the relationship between the growth of modern cities and basic societal institutions and values. (Also listed as SOC 203.)

210 Urban Politics and Policy (4)

Political processes, institutions, and policies of urban political systems in the United States. (Also listed as PSC 210.)

301 Urban Planning and Development (4)

History, methods, processes, and problems of urban planning and development. (Also listed as PSC 301.)

303 American Urban History (4)

A study of the growth of American cities and their role in the history of the nation. (Also listed as HIS 303.)

400 Seminar in Urban Studies (4)

Current themes and issues in the analysis of urban areas and the integration of interdisciplinary perspectives on urban studies.

440 Field Work Intern Program (4-16)

Practical experience in an agency or agencies dealing with urban policies or problems. Admission by permission of the Area Coordinator. Internship fee required.

Writing Courses (WRI)**210 Writing as a Means of Self-Discovery (4)**

A beginning creative writing course which emphasizes the requisite nature of a probing self-examination as a preparation for writing stories, poems or plays which can authentically convey the sense of felt life. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

230-239 Special Topics (4)

A study of one or more specialized writing genres and/or techniques.

240 Writing for Stage and Screen (4)

An Introduction to the techniques of writing TV, film and play scripts. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution, if not used for the writing major or minor.

250-251 Poetry Writing I, II (4, 4)

Poetry writing and reading of related works. Both courses open to all students. WRI 250 is not a prerequisite for WRI 251. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

260 Beginning Fiction Writing (4)

Techniques of writing imaginative fiction. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

270 Writing the Magazine Article (4)

Prerequisites: ENG 101. Techniques of writing creative non-fiction prose for publication. Open to all students. May be used to satisfy Area A of the General Curriculum Distribution if not used in the writing major or minor.

271 Journalism I (4)

Prerequisites: ENG 101. The elements of news, the style and structure of news and feature stories, methods of gathering and evaluating news, copyreading and editing. Preparation of copy for publication and laboratory assignments to the campus newspaper are included.

272 Journalism II (4)

Prerequisite: ENG 101. Extensive writing assignments with emphasis on news and feature articles. Specialized writing areas such as the courts, sports, women's news, play reviews and editorials. Coverage of beats on campus and closer liaison with campus newspaper. One week internship. Note: WRI 271 is not a prerequisite, provided permission of instructor or division chairman is obtained.

280 Introduction to Career Writing (4)

Prerequisites: ENG 101 or permission of instructor. Fundamental principles of advertising, public relations, and technical writing. May be used to satisfy Area A of the General Curriculum distribution if not used in the writing major or minor.

352 Poetry Writing Workshop (4)

Prerequisites: Either WRI 250 or 251; or permission of instructor. Advanced training in poetry writing. Directed reading in recent world poetry to aid in expanding and developing the individual sensibility.

362 Seminar in Fiction Writing (4)

Prerequisites: WRI 260 or permission of instructor. A seminar for the advanced fiction writing student in which students and instructor examine and constructively criticize seminar members' work in progress. May be repeated for credit.

373 Seminar in Student Journalism (2-4)

Prerequisite: Permission of instructor; not recommended for first semester freshmen. Both seminar and individual supervision and instruction in journalism for students working on the campus newspaper. Students may sign up for credit as follows: editors, assistant editors, copy editors, layout editors — 4 semester hours credit; reporters, photo journalists, layout personnel — 2 semester hours credit. No student may receive more than 4 semester hours credit in any one semester. May be repeated for a maximum of 10 credits.

381 Technical Writing for Science (4)

Prerequisites: ENG 101. Principles of technical research and writing for majors in science.

382-383 Writing for Advertising and Public Relations (4,4)

Prerequisites: ENG 101 or WRI 280. Advanced training in writing advertising and public relations material. Evaluation of professional samples with attention given to market analysis and outlining an original detailed media campaign.

384 Business Writing (4)

Prerequisite: ENG 101. Principles of business writing for majors within the Division of Economics and Business.

455-459 Directed Poetry Writing (4)

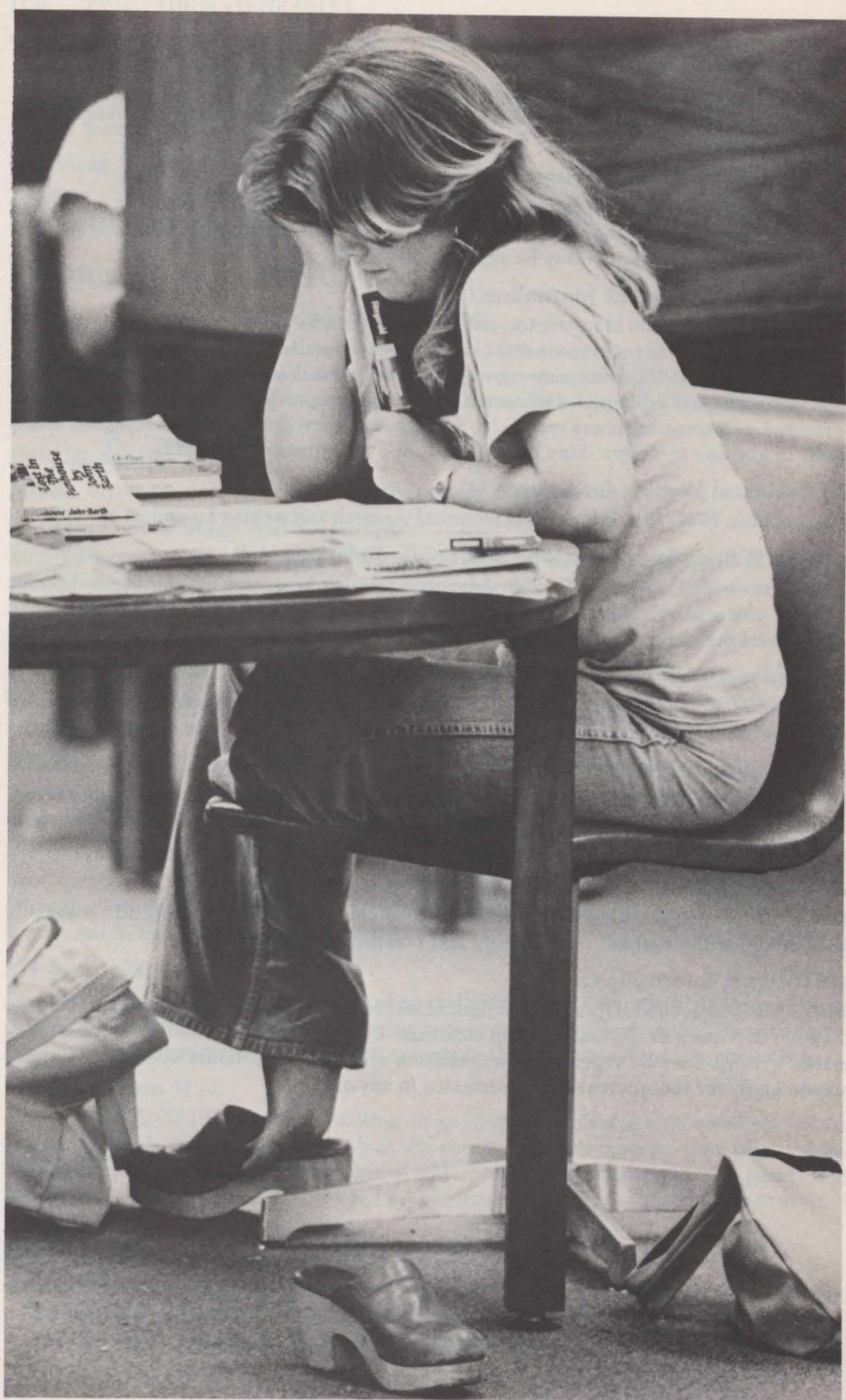
Prerequisites: WRI 250-251, WRI 352 and/or evidence of readiness for book publication. Special attention given to the preparation of a book of poems and its submission to publishers.

485-489 Directed Career Writing (4)

Prerequisites: ENG 101 and WRI 270. Advanced training in writing for magazine publication, with emphasis on flexibility and practicality of topic and style.

495 Writing Internship (2-10)

Offered only as needed. Open only to juniors and seniors. Requires permission of full-time member of writing faculty and division chairman. Closely supervised on-the-job training in career writing. May be repeated to a maximum of 10 semester hours of credit. Students should apply for the internship one semester in advance.



THE REGISTER





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The listing is current as of December 1, 1980

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Secretary of the University

Richard D. Cheshire, Ph.D.
John D. Telfer, LL.D.

Educational Affairs

Provost and Dean of the Faculty
Assistant Provost
Registrar and Director of Graduate Admissions
Dean of Students
 Director of the Counseling Center
 Director of Health Center
 Director of Residence Life
 Director of Student Activities
Dean of Continuing Education
Director of the Library
Director of Athletics

Edwin F. Wilde, Ph.D.
David B. Ford, Ph.D.
Eugene H. Cropsey, M.A.
Carl M. Hite, Ph.D.
Edwin J. Nolan, Ph.D.
Laurel A. Stewart, R.N.
Janice M. Jardieu, M.A.
David R. Jackson, M.Ed.
James A. Drake, Ph.D.
Lydia M. Acosta, M.A.
Robert M. Birrenkott, Ph.D.

Business Affairs

Vice President for Business
Director of Administrative Services
Director of Computer and Information Systems
Director of Financial Management
Director of Personnel
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Director of Safety and Campus Police

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Dale E. Friend, M.B.A.
Joseph H. Diaz
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Vice President for Public Affairs
Coordinator of Alumni Activities
Director of Admissions
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Director of Development
Director of Development Services
Director of Financial Aid
Estate Planning Counselor

J. Mark Lono, Ph.D.
Joyce S. Plumley
Walter M. Turner, M.A.
Robert W. Cook, B.A.
Thomas M. Boyle, M.A.
W. Scott Christopher, M.A.
Dana R. Todsén, M.A.
Rodney J. Plowman, M.A.
David M. Bodwell, M.A.
Robert H. Grimsley, C.L.U.

UNIVERSITY LIBRARY STAFF

This listing is current as of December 1, 1980

- Lydia M. Acosta, M.A., (1973), *Director of Merl Kelce Library*
 Gloria Runtun, M.A., (1954), *Head of Acquisitions*
 Guillermina J. Gonzalez, M.S. in L.S., (1976), *Head of Cataloging*
 Marlyn Cook Pethe, M.A., (1977), *Head of Public Services*
 Dorothy Iorio, M.A., (1979), *Periodicals Librarian*
 Mary Ellen Fleury, M.A., (1980), *General Librarian*

THE FACULTY

The faculty is listed below in alphabetical order by rank. The listing is current as of December 1, 1980. Date in parentheses shows initial appointment at the University of Tampa.

Professors

- John F. Bayliss, B.A., M.A., Ph.D. (1977), *Assistant Professor of English*; B.A., University College, London, 1965; M.A., Indiana State University, 1967; Ph.D., Indiana University, 1976.
- Charles L. Beaudry, B.S. (1980), *Assistant Professor of Military Science*; B.S., United States Military Academy, 1975.
- Lois Benjamin, B.A., M.A., Ph.D. (1976), *Assistant Professor of Sociology*; B.A., Clark College, 1966; M.A., University of California, Berkeley, 1969; Ph.D., University of California, Berkeley, 1975.
- Patricia Wall Benz, B.S., M.A. (1968), *Assistant Professor of Education*; B.S., University of Tampa, 1960; M.A., University of Florida, 1966.
- Robert M. Birenkott, B.S., M.S., Ph.D. (1974), *Assistant Professor of Physical Education*; B.S., Black Hills State College, 1969; M.S., Eastern New Mexico University, 1971; Ph.D., University of Mississippi, 1976.
- Judy M. Bohren, B.S., M.F.A., Ph.D. (1976), *Associate Professor of Physical Education*; B.S., University of Florida, 1960; M.F.A., University of North Carolina, 1962; Ph.D., University of Maryland, 1977.
- George R. Botjer, B.S., M.A. (1962), *Professor of History*; B.S., New York University, 1959; M.A., *ibid.*, 1961; Ph.D., Florida State University, 1973.
- Ruth C. Bragg, B.S., M.Ed. (1962), *Associate Professor of Physical Education*; B.S., University of Tampa, 1958; M.Ed., West Chester State College, 1963.
- Sunne K. Brandmeyer, B.A., M.A. (1980), *Interim Instructor in Economics*; B.A., San Francisco State University, 1965; M.A., University of South Florida, 1978.
- Samuel E. Brick, A.B., M.S., Ph.D. (1968), *Professor of Education*; A.B., Kansas Wesleyan, 1939; M.S., University of Kansas, 1947; Ph.D., *ibid.*, 1952.
- Robert C. Buckley, B.S., M.S., Ph.D. (1980), *Assistant Professor of Chemistry*; B.S., Northeast Louisiana State College, 1968; M.S., East Tennessee State University, 1971; Ph.D., Texas A&M University, 1980.
- George H. Cave, Jr., B.A., S.T.B., S.T.M. (1969), *Associate Professor of Philosophy and Re-*

- ligion; B.A., The University of the South, 1956; S.T.B., Berkeley Divinity School, 1959; S.T.M., The University of the South, 1964.
- Richard D. Cheshire, A.B., Ed.M., Ph.D. (1977), *Professor of History*; A.B., Colgate University, 1958; Ed.M., University of New Hampshire, 1961; Ph.D., New York University, 1973.
- James W. Covington, B.S., M.A., Ph.D. (1950), *Dana Professor of History and Political Science*; B.S., St. Louis University, 1941; M.A., *ibid.*, 1943; Ph.D., University of Oklahoma, 1949.
- William W. Cyzewski, B.S., M.B.A., Ph.D. (1960), *Professor of Economics and Business*; B.S., New York University, 1948; M.B.A., *ibid.*, 1959; Ph.D., University of Alabama, 1970.
- Joe F. Decker, B.A., M.A., Ph.D. (1971), *Professor of History*; B.A., Samford University, 1958; M.A., University of Louisville, 1964; Ph.D., University of Georgia, 1969.
- Gilbert De Meza, B.A., M.F.A. (1970), *Assistant Professor of Art*; B.A., University of Tampa, 1965; M.F.A., University of Georgia, 1967.
- Dale W. DeWild, B.A., M.A., Ph.D. (1974), *Associate Professor of Sociology*; B.A., Hope College, 1966; M.A., Wayne State University, 1969; Ph.D., Florida State University, 1975.
- Eugene F. Dunham, Jr., B.B.A., M.B.A., Ph.D. (1979), *Associate Professor of Finance*; B.B.A., Ohio University, 1964; M.B.A., University of Michigan, 1966; Ph.D., Michigan State University, 1975.
- Judith Edberg, B.M., M.M. (1972), *Associate Professor of Music*, B.M., Wayne State University, 1950; M.M., *ibid.*, 1971.
- Marlon L. Ellison, B.S., M.S., Ph.D. (1964), *Professor of Biology*; B.S., Iowa State University, 1940; M.S., Trinity University, 1961; Ph.D., University of Kansas, 1964.
- Eustasio Fernandez, B.S., M.A.E., M.A., Doctor en Letras (1951), *Professor of Modern Languages*; B.S., University of Florida, 1941; M.A.E., University of Maryland, 1947; M.A., Middlebury College, 1950; Doctor en Letras, National University of Mexico, 1960.
- David B. Ford, B.S., M.S., M.S., Ph.D. (1969), *Professor of Chemistry*; B.S., Kansas State College, 1961; M.S., Kansas State Teachers College, 1965; M.S., Syracuse University, 1969; Ph.D., *ibid.*, 1969.
- Brian L. Garman, A.B., M.A., SpA, Ph.D. (1980), *Assistant Professor of Mathematics*; A.B., Cornell University, 1967; M.A., Western Michigan University, 1973; SpA, *ibid.*, 1974; Ph.D., *ibid.*, 1976.
- Curtis A. Gilgash, A.B., M.A., Ph.D. (1962), *Dana Professor of Psychology*; A.B., Washington College, 1949; M.S., American University, 1953; Ph.D., *ibid.*, 1956.
- Francis X. Gillen, B.S., M.A., Ph.D. (1971), *Professor of English*; B.S., Canisius College, 1959; M.A., Fordham University, 1964; Ph.D., *ibid.*, 1969.
- Carolyn A. Gingrich, B.S., M.A., Ph.D. (1979), *Assistant Professor of Psychology*; B.S., University of North Carolina, 1949; M.A., George Peabody College For Teachers, 1959; Ph.D., *ibid.*, 1963.
- Richard H. Gude, B.S., M.S., Ph.D. (1968), *Professor of Biology*; B.S., Wisconsin State College, 1960; M.S., Michigan State University, 1962; Ph.D., *ibid.*, 1965.
- Robert L. Harder, B.S., B.A., A.M., Ph.D. (1969), *Professor of Philosophy*, B.S., Penn. State, 1942; B.A., Penn. State, 1947; A.M., Columbia University, 1949; Ph.D., *ibid.*, 1956.
- Irmgard Harris, Dip., Adv. Dip., B.A., M.A. (1980), *Instructor in German*; Dip., Heidelberg Teachers College, 1961; Adv. Dip., *ibid.*, 1964; B.A., University of Tampa, 1970; M.A., University of South Florida, 1975.

- Lewis Harris, B.F.A., M.A. (1968), *Assistant Professor of Art*; B.F.A., University of Illinois, 1966; M.A., University of Florida, 1968.
- John I. Hopf, B.S.Ed., M.A. (1968), *Assistant Professor in Education and Sociology*; B.S.Ed., University of Cincinnati, 1950; M.S., University of Florida, 1955.
- Charles L. Hyde, B.S., M.A. (1960), *Professor of Economics and Business*; B.S., Southwest Missouri State College, 1952; M.A., University of Missouri, 1955.
- David C. Isele, B.M., M.M., M.S.M., D.M.A. (1980), *Assistant Professor of Music*; B.M., Oberlin College, 1968; M.M., Southern Methodist University, 1970; M.S.M., *ibid.*, 1970; D.M.A., Eastman School of Music, 1973.
- George F. Jackson, B.A., Ph.D. (1973), *Professor of Chemistry*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Duane H. Janssen, B.S., M.A., C.P.A. (1976), *Assistant Professor of Accounting*; B.S., Marion College, 1970; M.A., Ball State University, 1978; C.P.A., 1978.
- Theodore W. Jennings, A.B., B.D., M.S., Ph.D. (1965), *Professor of Psychology*; A.B., University of Florida, 1946; B.D., Emory University, 1948; M.S., University of Miami, 1962; Ph.D., *ibid.*, 1963.
- Robert Kerstein, B.A., M.A., Ph.D. (1977), *Assistant Professor of Political Science*; B.A., Pennsylvania State University, 1969; M.A., Washington University, 1972; Ph.D., Washington University, 1975.
- Witold A. J. Kosmala, B.A., M.A., Ph.D. (1979), *Assistant Professor of Mathematics*; B.A., University of South Florida, 1974; M.A., *ibid.*, 1976; Ph.D., *ibid.*, 1980.
- Howard W. Kratz, B.S., M.Ed., Ph.D. (1970), *Associate Professor of Education*; B.S., Indiana State University, 1959; M.Ed., Loyola College, 1966; Ph.D., University of South Carolina, 1970.
- William D. Leith, B.S., M.A., Ph.D. (1961), *Associate Professor of Modern Languages*; B.S., University of Tampa, 1958; M.A., Florida State University, 1961; Ph.D., *ibid.*, 1967.
- Julius D. Locke, A.B., M.A., Ph.D. (1958), *Professor of English and Poet-in-Residence*; A.B., University of Tampa, 1949; M.A., University of Florida, 1955; Ph.D., *ibid.*, 1958.
- William J. Lohman, A.B., M.A., Ph.D. (1970), *Associate Professor of English*; A.B., Davidson College, 1960; M.A., Duke University, 1966; Ph.D., *ibid.*, 1972.
- Gary S. Luter, B.A., M.S., M.A. (1977), *Instructor in Speech*; B.A., University of South Florida, 1967; M.S., University of Wisconsin, 1968; M.A., University of Akron, 1973.
- Sue Gordon McCord, B.A., M.A., M.A., Ph.D. (1967), *Associate Professor of History*; B.A., Huntingdon College, 1951; M.A., Vanderbilt University, 1953; M.A., University of South Florida, 1974; Ph.D., *ibid.*, 1979.
- Cynthia J. McDaniel, B.S.E., M.A.T. (1980), *Interim Instructor in Mathematics*; B.S.E., University of Florida, 1976; M.A.T., *ibid.*, 1980.
- Michael J. Mendelsohn, B.A., M.A., Ph.D. (1972), *Professor of English*; B.A., University of Pittsburgh, 1951; M.A., Trinity University, 1954; Ph.D., University of Colorado, 1962.
- Terry L. Mohn, B.M., M.M., D.M.A. (1976), *Associate Professor of Music*; B.M., Bradley University, 1968; M.M., University of Illinois, 1974; D.M.A., University of Illinois, 1976.
- R. Jack Munyan, B.S., M.B.A., Ph.D. (1979), *Associate Professor of Finance*; B.S., University of Pennsylvania, 1951; M.B.A., Drexel University, 1956; Ph.D., Temple University, 1977.
- Suzanne Nelson, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., Wheaton

- College, 1963; M.A., University of Kentucky, 1966; Ph.D., University of Kentucky, 1970.
- William J. Nixon, Jr., B.S., Ph.D. (1979), *Assistant Professor of Chemistry*; B.S., Georgia Institute of Technology, 1967; Ph.D., University of Georgia, 1972.
- Harold Nosti, B.A. (1963), *Associate Professor of Art*; B.A., University of Washington, 1955.
- Morris Robert Perlow, A.B., M.A., C.P.A. (1980), *Associate Professor of Accounting*; A.B., Tufts College, 1955; M.S., University of Rhode Island, 1966; C.P.A., 1966.
- Steve Phillips, Jr., B.S., M.B.A., M.S., Ph.D. (1980), *Associate Professor of Management*; B.S., University of Illinois, 1962; M.B.A., University of Santa Clara, 1964; M.S., University of Iowa, 1969; Ph.D., University of Illinois, 1974.
- William Robert Pinkston, Jr., A.B., M.A. (1979), *Professor of Military Science*; A.B., Mercer University, 1956; M.A., Shippensburg State College, 1975.
- Richard Piper, B.A., M.A., Ph.D. (1976), *Associate Professor of History & Political Science*; B.A., Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., Cornell University, 1972.
- Jerome Ralph Poschel, A.B., M.B.A., D.B.A. (1980), *Associate Professor of Marketing*; A.B., Drury College, 1958; M.B.A., The University of Arkansas, 1960; D.B.A., The George Washington University, 1969.
- William Wayne Price, B.S., Ph.D. (1976), *Associate Professor of Biology*; B.S., Southwestern University, 1969; Ph.D., Texas A&M University, 1976.
- Philip F. Quinn, A.B., M.A., Ph.D. (1976), *Associate Professor of Sociology and Criminology*; A.B., Xavier University, 1955; M.A., Loyola University, 1960; Ph.D., Loyola University, 1971.
- Everett D. Richards, B.S., M.S., M.B.A. (1975), *Assistant Professor of Business and Economics*; B.S., United States Military Academy, 1952; M.S., University of Virginia, 1959; M.B.A., University of Tampa, 1974.
- G. Lawrence Roberts, Jr., B.S., M.Ed. (1948), *Associate Professor of Economics and Business*; B.S., Boston University, 1942; M.Ed., *ibid.*, 1948.
- Richard W. Rodean, B.M., M.M., Ph.D., (1966), *Professor of Music and Director of Musical Studies*, B.M., Eastman School of Music, 1962; M.M. *ibid.*, 1964; Ph.D., Texas Tech University, 1980.
- Alice Rodriguez, B.S., M.P.H., Ed.D. (1960), *Professor of Physical Education*; B.S., University of Tampa, 1952; M.P.H., University of Florida, 1956; Ed.D., University of Alabama, 1972.
- Burt M. Rosenbaum, B.S., Ph.D. (1977), *Assistant Professor of Mathematics*; B.S., College of the City of New York, 1944; Ph.D., Case Institute of Technology, 1957.
- Constance B. Rynder, B.A., M.A., Ph.D. (1972), *Associate Professor of History*; B.A., University of Toledo, 1967; M.A., University of Nebraska, 1970; Ph.D., *ibid.*, 1973.
- Herman J. Saatkamp, Jr., B.A., B.D., M.A., Ph.D. (1970), *Dana Professor of Philosophy and Religion*; B.A., Carson-Newman College, 1964; B.D., Southern Theological Seminary, 1967; M.A., Vanderbilt University, 1970; Ph.D., *ibid.*, 1972.
- Mary Jane Schenck, B.A., M.A., Ph.D. (1977), *Assistant Professor of English*; B.A., Eckerd College, 1966; M.A., University of North Carolina, 1968; Ph.D., Pennsylvania State University, 1973.
- Raymond A. Schlueter, B.S., M.A., Ph.D. (1975), *Associate Professor of Biology*; B.S., University of Illinois, 1965; M.A., Southern Illinois University, 1970; Ph.D., Indiana State University, 1975.
- Arleen P. Shearer, B.A., M.Ed. (1980), *Instructor in Education*; B.A., University of Florida, 1970; M.Ed., *ibid.*, 1971.

- Robert L. Shearer, B.A., M.A., Ph.D. (1980), *Assistant Professor of Philosophy*; B.A., Florida State University, 1969; M.A., *ibid.*, 1973; Ph.D., *ibid.*, 1976.
- Waldina E. Smith, B.S., M.S. (1977), *Instructor in Biology*; B.S., Michigan State University, 1957; M.S., *ibid.*, 1972.
- Wayne L. Smith, B.S., M.S.T., Ph.D. (1972), *Professor of Biology*; B.S., Michigan State University, 1959; M.S.T., University of Montana, 1964; Ph.D., Michigan State University, 1972.
- Terry W. Snell, B.S., M.S., Ph.D. (1978), *Assistant Professor of Biology*, B.S., Florida Southern College, 1970; M.S., University of South Florida, 1973; Ph.D., *ibid.*, 1977.
- Andrew Solomon, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., University of Pittsburgh, 1966; M.A., University of Pittsburgh, 1970; Ph.D., University of Pittsburgh, 1974.
- Stephen L. Speronis, B.A., M.A., Ph.D. (1956), *Professor of History and Political Science*; B.A., Boston University, 1947; M.A., *ibid.*, 1948; Ph.D., University of Michigan, 1956.
- Karen D. Squires, B.S., M.B.A., C.P.A. (1978), *Assistant Professor of Accounting*; B.S., Washington University, 1974; M.B.A., University of Alabama, 1976; C.P.A., 1979.
- Rick M. Steinmann, B.S., M.S., J.D. (1980), *Assistant Professor of Criminology*; B.S., Brockport State College, 1973; M.S., Youngstown State University, 1975; J.D., Hamline University School of Law, 1979.
- William D. Stewart, A.B., B.Ed., M.A., Ph.D. (1964), *Professor of English*; A.B., University of Puget Sound, 1942; M.A., *ibid.*, 1950; B.Ed., *ibid.*, 1951; Ph.D., University of Mainz, 1953.
- John S. Sumner, B.S., M.S., Ph.D. (1979), *Assistant Professor of Mathematics*; B.S., Georgia Institute of Technology, 1975; M.S., University of Miami, 1976; Ph.D., *ibid.*, 1980.
- Joe Testa-Secca, B.S., M.F.A. (1965), *Dana Professor of Art and Artist-in-Residence*; B.S., University of Tampa, 1950; M.F.A., University of Georgia, 1956.
- Edward W. Thomas, B.S. (1978), *Assistant Professor of Military Science*; B.S., University of Tampa, 1975.
- Jerry P. Thomas, B.S., M.S., Ph.D. (1976), *Assistant Professor of Biology*; B.S., University of Montevallo, 1965; M.S., University of Alabama, 1969; Ph.D., *ibid.*, 1973.
- Kathy L. Trott, B.S. (1979), *Instructor in Biology*; B.S., University of Tampa, 1977.
- Michael Hugh Truscott, B.A., M.B.A., Ph.D. (1971), *Professor of Economics and Business*; B.A., Southwestern at Memphis, 1962; M.B.A., Memphis State University, 1966; Ph.D., Louisiana State University, 1971.
- Stanton G. Truxillo, B.A., Ph.D. (1970), *Professor of Physics*; B.S., Loyola University of the South, 1963; Ph.D., Louisiana State University, 1969.
- Eric Vlahov, B.A., M.A., Ph.D. (1977), *Assistant Professor of Physical Education*; B.A., Duke University, 1970; M.A., University of Maryland, 1974; Ph.D., *ibid.*, 1977.
- Charles R. Walker, Jr., B.A., B.S., B.S.Ed., M.A., M.S., Ph.D., Sc.D. (1956), *Professor of Biology*; B.A., Marshall College, 1942; B.S., Union College, 1943; B.S.Ed., *ibid.*, 1943; M.A., West Virginia University, 1944; M.S., University of Kentucky, 1946; Ph.D., *ibid.*, 1948; Sc.D., Union College, 1967.
- Malcolm Westly, B.A., M.A. (1962), *Associate Professor of Music*; B.A., State University of Iowa, 1953; M.A., *ibid.*, 1954.
- Edwin F. Wilde, B.S., M.S., M.A., Ph.D. (1980), *Professor of Mathematics*; B.S., Illinois State University, 1952; M.S., *ibid.*, 1953; M.A., University of Illinois, 1955; Ph.D., *ibid.*, 1959.
- Bruce C. Winkler, B.A., M.S., Ph.D. (1978), *Assistant Professor of Chemistry*; B.S., Valpa-

raiso University, 1959; M.S., Iowa State College, 1962; Ph.D., University of Oklahoma, 1967.

Norma A. Winston, B.A., M.A., Ph.D. (1977), *Assistant Professor of Sociology*; B.A., University of Otago, New Zealand, 1965; M.A., Washington State University, 1971; Ph.D., *ibid.*, 1979

Robbie E. Wooten, B.S., M.A. (1946), *Associate Professor of Economics and Business*; B.S., Murray State Teachers College, 1941; M.A., University of Florida, 1957.

Artist-in-Residence

Esther Glazer (1971), *Artist-in-Residence*; Diploma, Juilliard School of Music, 1949.

Professors Emeritus

Miller K. Adams, B.S., M.A., Ed.D. (1935-1973), *Professor of Physical Education, Emeritus*; B.S., University of Tampa, 1935; M.A., New York University, 1946; E.D., *ibid.*, 1960.

James Bignell, B.S., M.A. (1948-1973), *Professor of Industrial Arts, Emeritus*; B.S., Midland College, 1932; M.A., Nebraska State University, 1936.

Zoe Cowen, B.S., M.A., Ph.D. (1947-1960), *Professor of Elementary Education, Emeritus*; B.S., George Peabody College for Teachers, 1928; M.A., *ibid.*, 1929; Ph.D., *ibid.*, 1941.

Stella M. Cox, B.S., M.A. (1946-1964), *Associate Professor of Home Economics, Emeritus*; B.S., Tennessee State College, 1927; M.A., George Peabody College for Teachers, 1934.

Thomas Jeff Davis, B.A., Ph.D. (1966-1976), *Professor of Economics and Business, Emeritus*; B.A., University of Mississippi, 1927; Ph.D., American University, 1955.

Willis J. Dunn, A.B., M.A., Ph.D. (1958-1976), *Professor of Sociology, Emeritus*; A.B., Asbury College, 1935; M.A., Michigan State University, 1937; Ph.D., *ibid.*, 1955.

Kenneth W. Haney, B.Ed., M.A., Ph.D. (1966-1973), *Professor of Sociology, Emeritus*; B.Ed., Illinois State University, 1944; M.A., University of Chicago, 1945; Ph.D., *ibid.*, 1962.

Miles C. Hartley, A.B., A.M., B.S., Ph.D., B.Mus. (1962-1972) *Professor of Mathematics, Emeritus*; A.B., University of Illinois, 1923; A.M., *ibid.*, 1924; B.S., *ibid.*, 1926; Ph.D., *ibid.*, 1932; B.Mus., *ibid.*, 1939.

C. J. Ho, A.B., M.A., Ph.D. (1950-1971), *Professor of Psychology, Emeritus*; A.B., Antioch College, 1924; M.A., Columbia University, 1925; Ph.D., *ibid.*, 1927.

A. J. Kainen, A.B., M.A., (1959-1973), *Professor of Mathematics, Emeritus*; A.B., University of Missouri, 1934; M.A., University of Texas, 1952.

Jesse L. Keene, A.B., M.A., Ph.D. (1936-1974), *Professor of History and Political Science, Emeritus*; A.B., Vanderbilt University, 1927; M.A., George Peabody College for Teachers, 1937; Ph.D., University of Florida, 1955.

John H. Lindenmeyer, B.S., M.A. (1963-1976), *Associate Professor of Political Science, Emeritus*; B.A., State University of Iowa, 1936; M.A., *ibid.*, 1946.

Alvan R. McFadyen, A.B., M.A., Ph.D. (1952-1974), *Professor of English, Emeritus*; A.B., University of North Carolina, 1931; M.A., Duke University, 1941; Ph.D., University of Florida, 1955.

Robert J. Nickel, A.B., M.A., Ed.D. (1961-1966), *Professor of Education, Emeritus*; A.B., Moorhead State College, 1928; M.A., University of Kentucky, 1942; Ed.D., University of Virginia, 1955.

- Stephen Park, A.B., M.M. (1939-1977), *Dana Professor of Music and Composer-in-Residence, Emeritus*; A.B., University of Nebraska, 1929; M.M., University of Michigan, 1937.
- Clyde T. Reed, A.B., M.S. (1944-1962), *Associate Professor of Biology, Emeritus*; A.B., Campbell College, 1914; M.S., Washington College, 1918; M.S., Cornell University, 1937.
- M. C. Rhodes, B.S., M.A., Ph.D., Sc.D. (1937-1968), *Professor of Mathematics, Emeritus*; B.S., Mississippi Southern College, 1923; M.A., George Peabody College for Teachers, 1927; Ph.D., *ibid.*, 1930; Sc.D., University of Tampa, 1954.
- Elyse B. Sheppard, A.B., M.A. (1946-1976), *Associate Professor of Mathematics, Emeritus*; A.B., Florida State University, 1930; M.A., University of Michigan, 1946.
- Herman H. Siemers, A.B., M.S. (1968-1975), *Professor of Physics, Emeritus*; A.B., Northern Iowa University, 1925; M.A., University of Michigan, 1941.
- Francis J. Thompson, A.B., M.A., Ph.D. (1955-1976), *Professor of English, Emeritus*; A.B., Columbia College, New York, 1930; M.A., Columbia University, 1931; Ph.D., New York University, 1941.
- Lloyd M. Wolfe, A.B., M.A., Ed.D. (1966-1973), *Professor of Education, Emeritus*; A.B., Hillsdale College, 1924; M.A., University of Michigan, 1939; Ed.D., *ibid.*, 1962.

President Emeritus

- David M. Delo, A.B., M.A., Ph.D., *Doctor of Science, Doctor of Laws, Doctor of Humanities, Doctor of Laws, Doctor of Humane Letters (1958-1971); Chancellor (1971-1973); President, Emeritus*; A.B., Miami University, 1926; M.A., University of Kansas, 1928; Ph.D., Harvard University, 1935; Doctor of Science, Hartwick College, 1955; Doctor of Laws, Miami University, 1956; Doctor of Humanities, Rollins College, 1968; Doctor of Laws, University of South Florida, 1969; Doctor of Humane Letters, University of Tampa, 1975.

Vice President Emeritus

- Edmund P. Sliz, B.S., M.S. (1961-1979), *Vice President, Emeritus*; B.S., University of Alabama, 1939; M.S., University of Massachusetts, 1946.

Librarian Emeritus

- Charlotte A. Thompson, A.B., A.B. in L.S., M.S. in L.S. (1933-1977), *Librarian Emeritus*; A.B., University of Michigan, 1931; A.B. in L.S., *ibid.*, 1932; M.S. in L.S., Columbia University, 1955.

UNIVERSITY COLLEGIUM

This listing is current as of December 1, 1980.

Judith M. Bohren, *Associate Professor of Physical Education*

Richard D. Cheshire, *President of the University*

James D. Covington, *Professor of History*

Eugene F. Dunham, Jr., *Associate Professor of Finance; Chairman, Business Affairs Council*

Bill Graham, *Student*

Robert L. Harder, *Professor of Philosophy*

Steve Hoover, *Student*

Alex Job, *Student*

Rudolph E. Koletic, *Vice President for Business Affairs*

J. Mark Lono, *Vice President for Public Affairs*

Gary L. Luter, *Instructor of Speech and Drama*

Jean Marie Magi, *Student*

Isaac Manning, *Student*

John Murphy, *Student*

J. Richard Piper, *Assistant Professor of Political Science; Chairman, Educational Affairs Council*

Phillip F. Quinn, *Associate Professor of Criminology*

Mary Jane Schenck, *Assistant Professor of English; Chairman, Public Affairs Council*

Terry W. Snell, *Assistant Professor of Biology*

William D. Stewart, *Professor of English*

John D. Telfer, *Secretary of the University*

Stanton G. Truxillo, *Professor of Physics, Chairman of Collegium*

Edwin F. Wilde, *Provost and Dean of the Faculty*

AFFILIATED ORGANIZATIONS

The Alice People Theatre Company

Jeff Rogo, *President*

American Language Academy

Janice Bogen, *Director*

Florida Gulf Coast Symphony

Frank C. Coleman, *Chairman*

Henry B. Plant Museum

James T. Leigh, *Chairman of the Board*

Spanish Little Theatre

Rene Gonzalez, *Director*

Tampa Ballet Arts

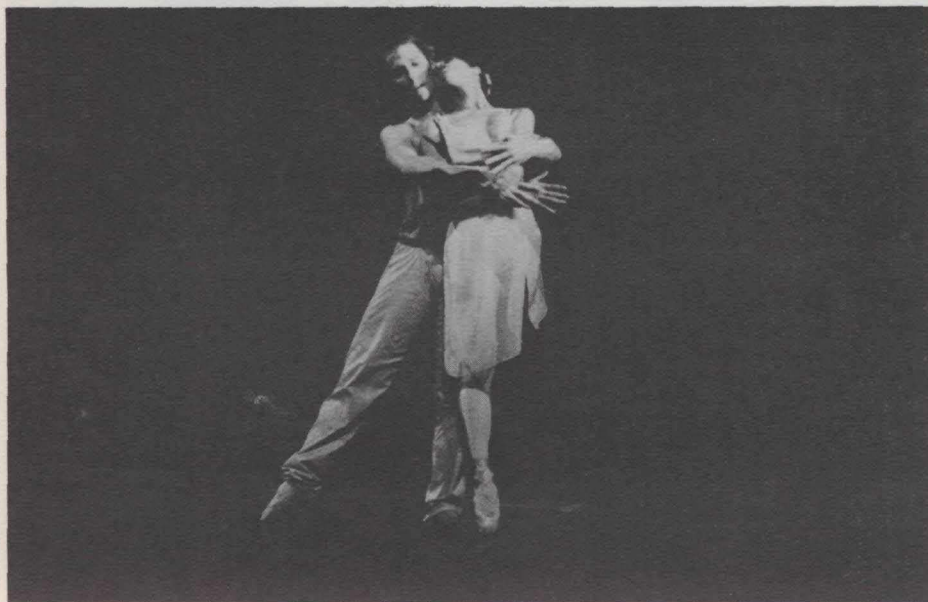
Anzia Arsenault, *Director*

The Tampa Ballet

David C. Park, *President*

Tampa Preparatory School

Joseph E. Wandke, *Headmaster*



STUDENT PROFILE 1980-81

Majors

Accounting	142	Philosophy	4
Art	30	Physical Education	71
Arts Management	15	Political Science	63
Biology	89	Pre-Engineering	15
Business Management	455	Pre-Dentistry	7
Chemistry	23	Pre-Law	7
Criminology	97	Pre-Medicine	19
Economics	36	Pre-Veterinary Science	3
Elementary Education	64	Psychology	97
English	53	Social Sciences	11
Finance	30	Social Work	17
French	5	Sociology	32
History	40	Spanish	7
Marine Science	250	Urban Affairs	20
Mathematics	24	Master of Business Adm.	144
Medical Technology	9	Master of Education	75
Music	32		

Residences of Students

Alabama	4	New Mexico	2
Arizona	1	New York	262
California	10	North Carolina	5
Colorado	6	North Dakota	1
Connecticut	90	Ohio	56
Delaware	9	Oklahoma	3
District of Columbia	7	Pennsylvania	119
Florida	725	Puerto Rico	42
Georgia	12	Rhode Island	14
Illinois	70	South Carolina	2
Indiana	23	Tennessee	8
Iowa	5	Texas	5
Kansas	5	Vermont	2
Kentucky	6	Virgin Islands	21
Louisiana	4	Virginia	25
Maine	2	Washington	2
Maryland	90	West Virginia	4
Massachusetts	47	Wisconsin	7
Michigan	25		
Minnesota	8		
Mississippi	3		
Missouri	16		
Nebraska	2		
New Hampshire	11		
New Jersey	197		

Other Countries

Argentina	1
Bahamas	6

Canada	2	Jamaica	5
Cayman Islands	1	Japan	3
Colombia	1	Kuwait	6
Costa Rica	2	Lebanon	1
Dominican Republic	1	New Zealand	3
Ecuador	2	Nigeria	2
El Salvador	5	Norway	1
England	1	Panama	2
Ethiopia	1	Portugal	1
France	5	Saudi Arabia	6
Germany	1	Sweden	5
Greece	1	Thailand	1
Guatemala	2	Trinidad	3
Haiti	1	Turkey	3
Iran	5	Venezuela	17
Italy	1		



DEGREES CONFERRED

December 16, 1979

Master of Business Administration

James B. Arnold
Thomas C. Blair
William N. Cantrell
James M. Chaki
Richard C. Cressman
Timothy J. Gelvin
Donald M. Laughran
William J. Launikitis
Charles A. Lofquest
Al J. Pedota
William P. Penrose
Harry D. Scott
Elaine B. Shasteen
William D. Webber
Donald A. Webster
Joseph L. Yarborough

Gloria Lopez
Marlene A. Lopez
Gwen S. Mora
Shawn B. Morgan
Betty J. Newby
Joseph M. O'Neill
Thelma W. Patterson
Roberta G. Polite
Linda R. Robert
Vivian S. Robinson
Jose M. Sanchez
Delores M. Singleton
Richard W. Temkin
Mary K. Thornton
Maxine T. Tucker

Master of Education

Suevonne Allen
Niria J. Amoruso
Emily C. Barnes
Pauline M. Boulanger
Ruth A. Bowers
Ronald D. Brewer
Nancy R. Brooker
Sandra K. Chesser
Lorenzo E. Coffie
Rich Cronin
Kathy L. Davis
James C. Elliott
Daisy B. Fisher
Elizabeth G. Fletcher
Susan A. Gilroy
Ralph R. Gold, Jr.
Rudolph Granda, Jr.
Berlyn C. Hargrett
Ann B. Harnett
Louis B. Hart
Judith H. Junstrom
Bertha M. Kemp
Janice M. Kletke

Bachelor of Arts

Theresa R. Beiser
Lael H. Blackstone
Lisa S. Brown, *Senior Honors*
Roy D. Carlson, *Senior Honors*
Paul A. Curlett, *Senior Honors*
Sharlene A. Dunne
Richard J. Korner
Cindy A. Kuntz, *Senior Honors*
Laura L. McAllister
Malavet J. Santiago
Janette M. Silvera, *Senior Honors*
Jean L. Sopko, *Senior Honors*
Suzanne E. Thomas

Bachelor of Science

Ben M. Acheron
Thomas L. Allen
David Alonzo
Suzanne B. Anderson
Christine M. Arnold
Erkan Atrek
Mark E. Bachmann
Clyde D. Barr, *Senior Honors*

Harry D. Barr
 Walter L. Baxter, Jr., *Senior Honors*
 Gerald J. Beltran, Jr.
 Chet D. Benson
 Valorie J. Browndore
 Darlene S. Chutz, *Senior Honors*
 Mary K. Contessa
 Keith P. Costello, *Senior Honors*
 Linda Derosa
 Sean M. Ferrell
 Robert P. Gelzheiser, *Cum Laude*
 Garry R. Giles, *Senior Honors*
 Arthur Griffith
 Roxanne E. Hewitt
 William B. Horn
 Welden L. Hughes
 Joseph W. Kouten
 Debra A. Lamb
 Marcia H. Larson
 Anthony Lindner, *Senior Honors*
 Fredrique B. Martin, *Senior Honors*
 Sarah D. Mason
 Robert T. McConnon
 Ronald A. Mesko, *Senior Honors*
 Jose A. Molina
 Frederick J. Moment
 Laura M. Moore
 Daniel J. Petro-Roy, *Cum Laude*
 Mary A. Powell
 Leroy Raphael, *Cum Laude*
 Martha S. Replogle, *Senior Honors*
 Maysara K. Sadio
 Cindy A. Sang
 Pamela L. Schomp
 Patrick V. Simon
 Andrew J. Sivak
 Marla A. Sloan, *Senior Honors*
 Kevin F. Sullivan
 Mark A. Testoni, *Cum Laude*
 Ronny M. Udelson, *Magna Cum Laude*
 Thomas Uselding, *Cum Laude*
 James E. Wade III, *Magna Cum Laude*
 Elise M. Weingarten, *Senior Honors*
 Zulienne C. White
 Paul Wollner, *Cum Laude*
 Michael T. Zultowski, *Senior Honors*

Bachelor of Music

Patricia H. Bussell

Eugenia E. Holston
 Richard F. Kehrer

Associate of Arts

James A. Smith

April 26, 1980

Master of Business Administration

Daniel J. Costello
 Andrew P. Dwork
 Seref F. Gunday
 Theeratusna Kantaghit
 Paul R. Martaus
 Julia A. McCord
 Samuel T. Pelchar
 Arnold J. Ragucci
 Charles M. Sunderland
 Thomas J. Tully
 William R. Turner

Master of Education

Patricia B. Barlow
 Patricia L. Caldwell
 Margretta Y. Carrington
 Carlos H. Delgado
 Esther J. Henderson
 Shirley L. Keene
 Emmanuel N. Klimis
 Michael B. Krassner
 Susan E. Kuhn
 Mary T. Libroth
 Rosa J. Martin
 Cheryl E. Middlebrooks
 Carolyn A. Miller
 Suzan K. Moore
 Eunice M. Penix
 Renae D. Price
 Linda W. Shettle
 Deborah S. Snyder
 Harriet M. St. Clair
 Patricia E. Thorne
 Frank J. Zeitler
 Thomas F. Ziegelhofer

Bachelor of Arts

Vincent L. Baratta
 Heidi G. Barbosa

Bradley I. Black, *Magna Cum Laude*
 Sarah E. Brick, *Magna Cum Laude*
 Joseph R. Brunetti
 Beth A. Clark, *Senior Honors*
 Julie L. Cole
 Isaac Dorn
 Nona L. Edelson, *Senior Honors*
 Guy M. Euliano, *Senior Honors*
 Robert M. Evanko
 Francis X. Finnegan, *Cum Laude*
 Winifred N. Game, *Senior Honors*
 George Gandarias
 Sandra F. Hall, *Cum Laude*
 Pamela S. Hershfield
 Howard F. Ibach
 Elizabeth P. Johnson, *Summa Cum Laude*
 Rosemary M. Kahler
 Mark A. Katz, *Cum Laude*
 Andrew J. Klein, *Senior Honors*
 Noelle H. Knight
 Oscar D. Laboy
 Nina M. Leonard, *Senior Honors*
 Margaret J. McNiff, *Cum Laude*
 Carole W. Munger, *Senior Honors*
 Jeanne M. O'Neill, *Senior Honors*
 Grace M. Orkisz, *Cum Laude*
 Andrew T. Pappas
 Bonnie L. Paradise
 Nadine L. Petise
 Andrea F. Ratzner
 Gary R. Richardson
 Paula M. Segraves
 Thomas E. Slaymaker
 Wendy J. Smith
 Rachel E. Strauss
 Fred N. Stribling, *Senior Honors*
 Jose A. Suro
 Lisa E. Webster
 George J. Werner
 Sharon L. White
 Ronald C. Williams, *Senior Honors*
 John N. Worthman
 William G. Wray
 Lucky B. Zebel
 Tom J. Zoffinger

Bachelor of Science

Edward O. Adams, Jr.
 Judy A. Agos

Adel A. Ajaji
 Abid A. Alam
 Dale W. Allen, Jr., *Magna Cum Laude*
 Marshall E.A. Ames
 Peter J. Annunziata
 Michael W. Anthony, *Cum Laude*
 Lloyd F. Armstrong
 Joseph M. Bair
 Thomas E. Birmingham
 Lee A. Blieden, *Senior Honors*
 Jeffrey W. Botts
 Charles R. Bowers, Jr.
 Lucinda M. Bozewicz
 Jane A. Bracken
 Bonnie G. Broady, *Senior Honors*
 Rhondy L. Brust
 Tricia M. Burnett
 Cathleen L. Cahill
 Michael D. Cammisa
 Richard N. Canarick
 Eugene J. Cancellieri
 Peter R. Cannella, Jr., *Cum Laude*
 Robert F. Cascella
 Jaime M. Cerrato, *Cum Laude*
 Wesley J. Champney
 John M. Chappelle
 Scott F. Clarkson, *Senior Honors*
 Paula L. Cleveland, *Senior Honors*
 M. K. Coffey, *Magna Cum Laude*
 Steven D. Cook
 Nicholas P. Costanzo
 Maryann R. Damiani
 Louis J. Daniele
 Diana Davila
 Kathleen D. Davis
 Nancy L. Dawson
 Salman M. Deghaither
 Roberto E. Deltoro
 Nicholas F. Derrico
 Glenn W. Devette
 William C. Dickens
 Michael A. Downs
 Barton H. Dunn
 Jack M. Echevarria
 Heidi V. Eckroth, *Senior Honors*
 Clyde B. Eisenberg
 Cynthia L. English, *Senior Honors*
 Eric M. Fangmann
 Susan A. Feld
 Sally J. Fellmy

Jody G. Ferris
 James S. Flint
 Katherine W. Fox
 Cliff Freyman, *Senior Honors*
 Marc P. Gestrich
 Colleen E. Gibbons
 Rosanne M. Gibertini
 Maryl Gordon
 Donna J. Graves
 Jeff L. Grimner
 Laura L. Haislip
 Debora L. Hare, *Cum Laude*
 Steven M. Hart, *Senior Honors*
 Christine M. Hedinger
 Cynthia A. Hedinger, *Magna Cum Laude*
 Jean A. Heffner
 Linda M. Hejbowicz, *Senior Honors*
 Elise B. Hoffman
 David E. Holloway
 Virginia L. Howe
 James R. Hoyt
 Rosa J. James
 Larry L. Jefferson
 Maryjane Jeffery
 Donna M. Johns, *Senior Honors*
 Gregory K. Johnson
 Mark R. Jones
 Renee M. Keene, *Cum Laude*
 Bruce A. Kerner
 Dean G. Knapp
 Diann A. Kohute
 Carl P. Lacavalla, *Senior Honors*
 Cathy V. Langley
 Michael C. Lauder
 Barry H. Lenz
 Thomas H. Linn, *Magna Cum Laude*
 Keith T. Liptak
 Mark H. Lynch
 Susan J. Mackey, *Magna Cum Laude*
 Victor F. Mallens
 John R. Mallery
 Cheryl L. Mangine
 Lawrence W. McConnell
 Daniel R. Mizrachi
 Thomas C. Morrison, Jr.
 Margaret A. Mosiman
 Ronald D. Nabors, *Senior Honors*
 Scott W. Odza
 Joseph M. O'Neill
 Heather N. Orr

Sonia M. Ortiz
 Colleen R. O'Sullivan
 Drexel J. Owens
 Lourdes M. Paz
 Charles B. Perdomo
 Daniel M. Pfeiffer
 Carl Prantl, Jr., *Magna Cum Laude*
 James C. Preston, Jr., *Cum Laude*
 Michael J. Radics, Jr., *Cum Laude*
 Holly D. Reese, *Senior Honors*
 Carol A. Renn, *Senior Honors*
 Steve F. Rhode, *Cum Laude*
 Beau G. Rivera, *Senior Honors*
 Carol A. Rodrick, *Senior Honors*
 Manuel F. Rodriguez
 Lore-Marie B. Rosenberger, *Cum Laude*
 Robert J. Royal
 Frank M. Sacino
 Cheryl A. Salomone, *Senior Honors*
 Diane Seidner, *Senior Honors*
 Bruce J. Shugart
 Robert W. Slater, *Senior Honors*
 Cecilia M. Solano
 Michael J. Spataro, *Senior Honors*
 Dale A. Spina
 Scott T. Stone
 Mark A. Storch
 Bernard Szer
 Danny J. Thro, *Senior Honors*
 Lynne E. Ulvenes
 Eunice L. Valentin
 Larry A. Valliere
 Susan Van Sicklin
 Lawrence M. Walraed
 Judith L. Ward, *Senior Honors*
 Mary E. Ward, *Magna Cum Laude*
 Mark E. Warzecha, *Senior Honors*
 Mark D. Watkins, *Magna Cum Laude*
 George H. Watson, Jr.
 Patricia A. Wilkes
 Philip D. Winn
 Joseph P. Wolf
 Robert D. Worrell, *Senior Honors*

Bachelor of Fine Arts

Julia L. Hatch
 Marion A. Grossman
 Leslie A. Taylor

Bachelor of Music

Michele E. Lowe, *Cum Laude*
 Elizabeth A. Lucas
 Tina L. Ruth
 Gary E. Sawyer

Associate of Arts

Otis B. Caldwell
 Edward L. Carrington
 Matthias E. Fuchs
 Colleen K. Richison

August 22, 1980**Master of Business Administration**

Robert W. Boculac
 William J. Brennan
 Thomas T. Buck
 Donald W. Goden
 Hunter J. Hansen
 Thomas D. Heffernan
 David D. Hizer
 Charles R. Kelly
 Roy C. Kiser
 Garey R. Lehmen
 Roberta A. Rummel
 Milton E. Sanders
 Joann L. Wells
 Phillip G. Willcox
 Arthur M. Zupko

Master of Education

Carrie M. Anderson
 Wilda E. Arnold
 Nathalie Y. Balloon
 Bonnie G. Beeby
 Neal H. Brunner
 Susan A. Byerly
 Pedro R. Caraballo
 Ruth A. Clark
 Anthony Colucci
 Michael P. Costanza
 Carlene A. Costianes
 Nancy R. Crippen
 Ella G. Cusseaux
 Tamara S. Davies
 Dalne M. Dola
 Dennis A. Duffy

Timothy Estep
 John F. Farnham
 Gloria Ferlita
 Glorian M. Ferlita
 Sharon B. Figueroa
 Sally J. Focht
 Genevieve B. Gambrell
 Donnie M. Gardner
 Mary L. Goldman
 Carol A. Gondek
 Nina A. Graham
 I. J. Green
 Marla C. Griffin
 Carol S. Gutierrez
 Judy C. Hall
 Pamela Harvey
 Cora M. Herb
 Ronald D. Hyatt
 Grace D. Irwin
 Elizabeth L. Jackson
 Elaine G. Johnson
 Diane N. King
 Mary A. King
 Gloria J. Kolka
 Constance M. Lane
 Blanche L. Lebov
 Josephine A. Leece
 Sandy J. Lehrer
 Theresa C. Leonard
 Martha L. Lewis
 Eve A. Ligori
 Roseann L. Ligori
 Teresa M. Lopes
 Fontaine T. Marion
 Marcelo Martinez
 Carl D. McFarland
 Ellen V. Nowlin
 Kenneth R. Otero
 Cathy A. Pedrey
 Pamela A. Pegg
 Shirley A. Perdomo
 Kenneth C. Perry
 Kathleen A. Plowman
 Janie M. Powell
 Joyce L. Price
 Marietta B. Pyles
 Debra J. Rogers
 Sara L. Russell
 Antoinette F. Sardegna
 David C. Schmitt

Cassandra L. Smith
 Devern E. Smith
 Mary R. Snead
 Carol B. Stafford
 Lillian A. Stankunas
 David J. Thomas
 Teresa A. Tillman
 Rebecca L. Traxler
 Mary T. Treis
 Terry L. Turner
 Eleanor G. Vassel
 Diane B. Vetter
 Floyd E. Waters, Jr.
 Jacqueline S. Wilds
 Marguerite M. Wood
 Sharon E. Works

Bachelor of Arts

Salvador S. Acosta
 Paul J. Boncz, Jr.
 Kristine A. Byrne
 Joann Casey
 Richard S. Collins
 Kathryn Davis
 Robert J. Hempel, *Cum Laude*
 Barry I. Kaplan
 Theodore W. Koufas
 Mark S. Leonard
 Freddrea W. Macon, *Senior Honors*
 Robert C. Merrill
 Debbie A. Miller
 Robert J. Murray, *Senior Honors*
 Edward Nabors, *Magna Cum Laude*
 Gloria E. Nabors, *Senior Honors*
 Deborah L. Schultz
 Donna M. Sinewitz
 Diane L. Skowronski, *Cum Laude*
 Laurel M. Standley
 Jon R. Stearns
 Jane L. Stine, *Senior Honors*

Bachelor of Science

Jorge Acevedo, *Senior Honors*
 Suleiman M. Al-Degaither
 Virawangse Amatyakul
 Raymond H. Apel
 Ricardo L. Arias
 Gerald K. Baldwin
 Philippe P. Boisson, *Senior Honors*

Cary F. Britt, *Senior Honors*
 April A. Brogi
 Timothy P. Campbell
 Claire Canonico
 Salvatore E. Cerniglia
 Thurman H. Clifton, *Cum Laude*
 Bernard J. Coryer, *Senior Honors*
 Donald A. Davidson
 Edwin N. Davis
 James M. Denesevich, *Magna Cum Laude*
 William D. Derrick, *Senior Honors*
 Harvey R. Dotson
 Ronald S. Dubin
 Andres J. Faza
 Lewis C. Free, *Senior Honors*
 Phillip K. Gaddy, *Cum Laude*
 Theodore E. Gitlitz, *Cum Laude*
 Christie J. Gonzalez
 Rene J. Gonzalez
 Robert J. Guidara
 Ghassan M. Haddad
 Khalid A. Hussain
 Richard S. Jaffe
 Joseph V. Keltz
 Norman D. Klump, *Senior Honors*
 Michele Leiti
 Judith A. Leshner
 Ronald W. Lillis
 Warren D. Lowey
 Carol A. Maloney
 Mark J. Marotto
 Jose A. McGregor
 Anthony S. Morone
 Reuben E. Moye, III
 Gretchen H. Muhammad
 Abdalrahman A. Ohali
 Kim M. Palmer
 Mitchell J. Panten
 Mitchell Ramos, Jr., *Cum Laude*
 Michael C. Rand
 Tommy K. Redmond, *Cum Laude*
 William R. Richardson
 John P. Roney
 Timothy J. Rosensteel
 Jon A. Scott, *Senior Honors*
 Kathleen M. Stagon
 William R. Stramm, *Senior Honors*
 Dawn N. Swensen
 Darryl L. Swygert, *Senior Honors*
 Eugene R. Ternes, *Senior Honors*

Muhammed Thalith
Mahmoud M. Tourbah
Jose E. Ubinas
Christopher Waters
Rachel A. Weller

Bachelor of Music

Lorena R. Laurenti

Associate of Arts

Vincent C. Briganti
Gary L. Hill
Patricia A. Lowrance
Charlene A. Reagan
Valerie F. Smith
Deborah J. Whitler



THE UNIVERSITY OF TAMPA

NATIONAL ALUMNI ASSOCIATION

The University of Tampa National Alumni Association was formally organized in November, 1969 for the purpose of bringing together the collective efforts of alumni for the continued growth and progress of the University of Tampa. Its Board of Directors is responsible for planning special alumni events, assisting in the annual Forward Fund, and for providing direction for the alumni body as a service arm of the University.

In promoting the interests and needs of the University, alumni strive to encourage continuous participation in the life of the University, and to provide a means for continual fellowship and association for graduates and former students. The Alumni Office is a part of the Public Affairs Department and serves in community and public relations, fund raising for the benefit of the University, and with the Admissions Office in student recruitment.

Membership in the national alumni association is automatic for all individuals who have attended the University of Tampa for one or more semesters. At present, the total membership in the alumni association is 10,000. No dues are charged.

Officers: 1980-82

Cary Singletary '68
Alice Carter Lawson '64
G. Rick Thomas '72

President
President Elect
Secretary/Treasurer



APPENDIX

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

The University accords all the rights under the law to students who are declared "independent." No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students, except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

The University will also, upon request, disclose any information to parents of students who are "dependent" as defined by the Internal Revenue Code of 1954, Section 152. The University considers all students as "dependent" unless they specifically inform the registrar in writing that they consider themselves to be "independent." Such notification must be received by the Registrar within five days after the first day of class for the fall semester.

Within the University community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Admissions, the Provost, Student Affairs, and Financial Aid, and academic personnel within the limitations of their need to know.

At its discretion, the University may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Registrar in writing within five days after the first day of class for the fall semester.

Requests for non-disclosure will be honored by the institution for *only one* academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at the University has been designated to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies would be made at the students' expense at 10¢ for each sheet. Education records do not include records of instructional, administrative, and educational personnel which are in the sole possession of the maker and are not accessible or revealed to any individual, records of the University Police, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the University will permit access *only* to that part of the record which pertains to the inquiring student. The University is *not* required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Provost, Dean of Students, and other representatives of the Office of Student Affairs.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the University. Further, students who believe that their rights have been abridged, may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington D.C. 20201, concerning the alleged failures of the University to comply with the Act.

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

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- ☐ Graduate
- ☐ Former UT Student

Material Desired:

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- ☐ Financial Aid Information

Information Desired:

- ☐ On-campus Housing
- ☐ Continuing Education Courses
- ☐ Credit by Examination (CLEP)
- ☐ Scholarships
- ☐ Tuition Voucher (Florida residents only)
- ☐ Master of Education Program
- ☐ Master of Business Administration Program
- ☐ Dual Engineering Degree Program

☐ Other _____

Name

Address

City • State • Zip code

Name of school now attending

Graduation year

(AC) Phone number

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- ☐ Dual Engineering Degree Program

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Name

Address

City • State • Zip code

Name of school now attending

Graduation year

(AC) Phone number

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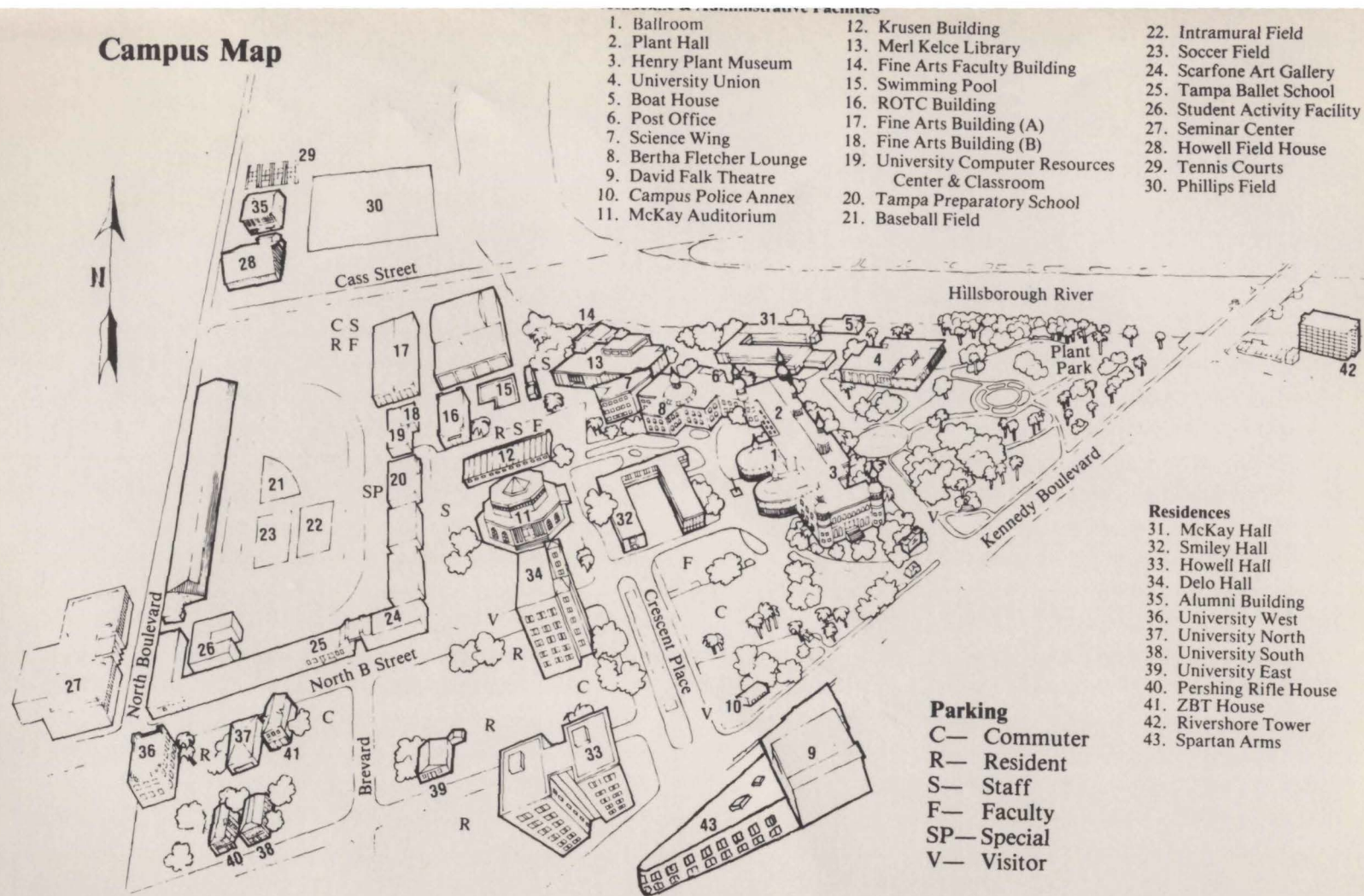
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Tampa, FL 33606

Campus Map



1. Ballroom
2. Plant Hall
3. Henry Plant Museum
4. University Union
5. Boat House
6. Post Office
7. Science Wing
8. Bertha Fletcher Lounge
9. David Falk Theatre
10. Campus Police Annex
11. McKay Auditorium
12. Krusen Building
13. Merl Kelce Library
14. Fine Arts Faculty Building
15. Swimming Pool
16. ROTC Building
17. Fine Arts Building (A)
18. Fine Arts Building (B)
19. University Computer Resources Center & Classroom
20. Tampa Preparatory School
21. Baseball Field
22. Intramural Field
23. Soccer Field
24. Scarfone Art Gallery
25. Tampa Ballet School
26. Student Activity Facility
27. Seminar Center
28. Howell Field House
29. Tennis Courts
30. Phillips Field

Residences

31. McKay Hall
32. Smiley Hall
33. Howell Hall
34. Delo Hall
35. Alumni Building
36. University West
37. University North
38. University South
39. University East
40. Pershing Rifle House
41. ZBT House
42. Rivershore Tower
43. Spartan Arms

Parking

- C— Commuter
 R— Resident
 S— Staff
 F— Faculty
 SP— Special
 V— Visitor

