

The University Of  
T A M P A

*To Be The Best!*



## About this catalogue...

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

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

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

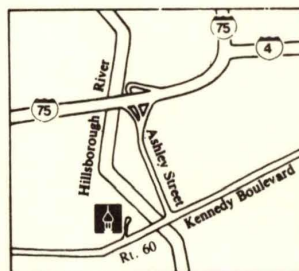
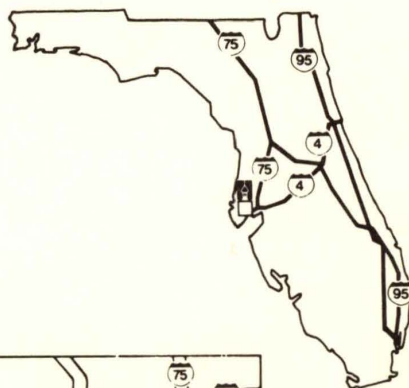
The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is Richard N. Lane, Vice President for Business and Finance, Room 106, Plant Hall, whose phone number is (813) 253-3333, extension 215.

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

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

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

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



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

## Volume 54, Number 1

*To Be The Best!* (USPS 077840) is published quarterly by The University of Tampa, 401 West Kennedy Boulevard, Tampa, Florida 33606, with issues in winter, spring, summer, and fall. Second Class Postage paid at Tampa, Florida. POSTMASTER: Send address changes to *To Be The Best*, The University of Tampa, Box 84F, The University of Tampa, Tampa, FL 33606-1490.

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*The University Of*  
**T A M P A**

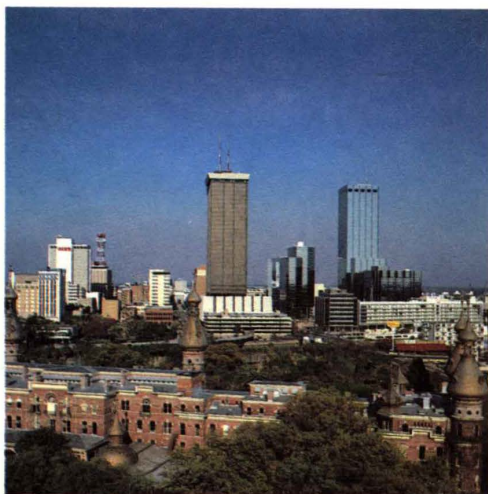
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*The Curtain Rises . . .*



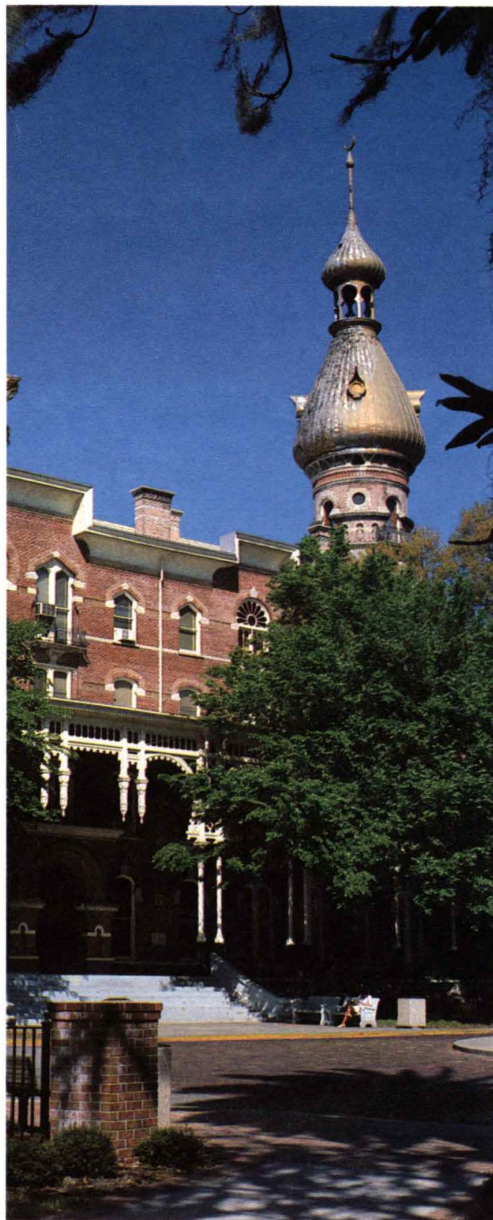
### THE STAGE:

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

## THE SETTING:

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

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



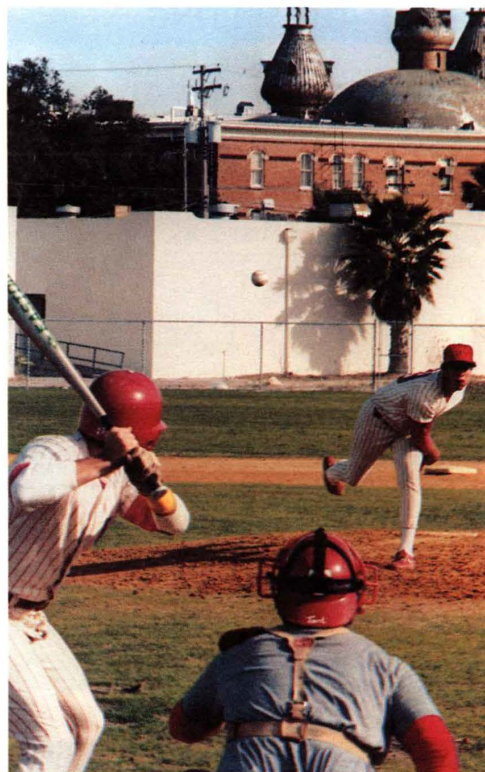


### THE ACTORS:

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

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

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



## ACT I: THE UNDERGRADUATE YEARS

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

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

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

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

The University of Tampa faculty and students have pioneered an important





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

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

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

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



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

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

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



The sports program emphasizes leadership in competition. Last year, after more than a decade's absence, men's basketball returned to the U.T. courts, and the NCAA team became the first opening-season team ever to walk away with a conference title and enter the post-conference national play-offs. Five other athletic teams advanced to NCAA Division II championship play in 1984: baseball, volleyball, soccer, and men's and women's swimming. The Hillsborough River is rapidly becoming the winter training grounds for East Coast crew teams and Olympic hopefuls.

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

Presidential candidates, sports stars, top names in entertainment, cultural leaders, best-selling authors and playwrights, world-renowned musicians—all appear at the University on tours of the South and on special invitation from students, faculty, and administrators.



## ACT II: TO BE THE BEST AFTER GRADUATION

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

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

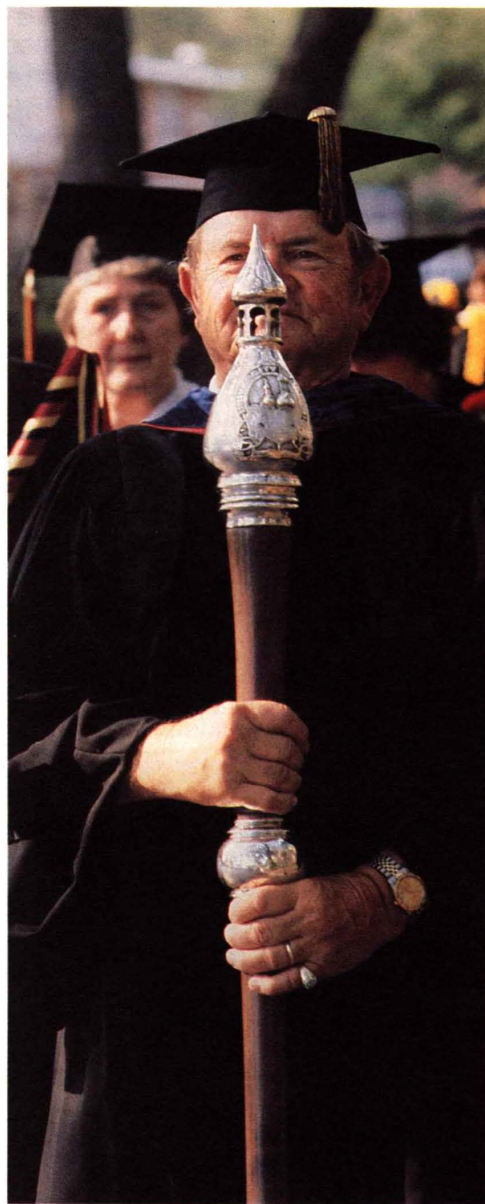


prominent business people who are the movers and shakers of Tampa."

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

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

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



# 1984-1985 Catalogue

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*The University Of*  
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*The University*

## The University's History

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

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

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

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

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

Inside, the hotel exhibited antiques from around the world, including treasures from the collections of Marie Antoinette, Louis XIV, Isabel-

la and Ferdinand of Spain, Napoleon, and Queens Elizabeth, Victoria, and Mary, Queen of Scots. Some of the outstanding furnishings have been preserved in the Henry B. Plant Museum on the first floor of Plant Hall.

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

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

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

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

The University is unusual in its strong ties to the local business community, which has backed it from the days when it was just a dream of Frederic Spaulding and other local citizens. These ties are evident in the members of the Board of Trustees and other University supporters, as well as in the special relationship University of Tampa students have with downtown Tampa.

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

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

## The University of Tampa Mission

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

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

## The University of Tampa Accreditation

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

## About the campus...

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

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

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

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

Artswatch, the community-wide arts festival held annually in Tampa, has made Plant Park its headquarters for the weekend-long activities. The renowned Asolo State Theater of Sarasota has made U.T.'s David Falk Theatre its home-away-from-home. The University's McKay Auditorium hosts the Florida Orchestra performances. And the University provides faculty and facilities for the Pre-College Music Program for youngsters and non-University students of music.

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

**The University's flagship. . .**

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

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

**A hub of activity. . .**

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

**A place for study, research, and meditation. . .**

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

The library is well equipped to meet the diversified needs of college students. It has 186,400 bound volumes, 52,300 microforms, 1,700 periodicals and there is seating for 466 persons, including individual study carels, 16 study rooms, three seminar rooms, and an audio-visual facility with listening booths. Approximately 5,000 volumes were catalogued last year, and thousands of pamphlets, publications, audio-visual materials, microfilms, and other items were also processed.

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

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

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

**Locations of community-wide interest. . .**

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

McKay Auditorium, acquired in 1972 and then renovated, seats 1,800 and provides music practice rooms, studios, and music faculty offices. Here the Florida Orchestra and other community and student productions are performed.

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

**In the old Florida State Fairgrounds complex. . .**

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

been transformed into the most modern of sports arenas.

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

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

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

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

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

### **Home away from home...**

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

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

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

# 1984-1985 Academic Calendar

## Fall 1984 Semester

**July 30, Monday**

Last day to apply for graduate admission for Fall 1984 Semester.

**August 23, Thursday**

Residence halls open for new freshmen and transfer students only, 8:00 a.m. Faculty Workshop.

**August 24, Friday**

Fall registration for all new freshmen and transfer students only (all 14-week classes and Bimester I and II classes).

**August 25, Saturday**

Orientation and testing for new students.

**August 26, Sunday**

Residence halls open for continuing students, 8:00 a.m.; orientation continues for new students.

**August 27, Monday**

Fall registration for all continuing students (all 14-week classes and Bimester I and II classes).

**August 28, Tuesday**

Classes begin for all 14-week and Bimester I classes, 8:00 a.m.

**August 30, Thursday**

Last day to add Bimester I classes.

**September 3, Monday**

Labor Day holiday — no classes.

**September 4, Tuesday**

Last day to add 14-week classes; last day to drop and add without drop/add fee.

**September 11, Tuesday**

Last day for dropping fall semester classes (including all 14-week and Bimester I and II classes) with 50% credit on tuition.

**September 25, Tuesday**

Last day for dropping fall semester classes (including all 14-week and Bimester I and II classes) with 25% credit on tuition.

**October 2, Tuesday**

Students dropping a Bimester I class after this date will receive "WF" if failing.

**October 17, Wednesday**

Bimester I classes end. No new material to be presented in Bimester I classes.

**October 18, Thursday**

Final exams for Bimester I classes; no daytime 14-week classes will meet; evening 14-week classes will meet.

**October 19, Friday**

Vacation day — no Bimester or 14-week classes on these days; late registration for Bimester II classes.

**October 22, Monday**

Final grades for Bimester I classes due in Registrar's office, 12:00 noon; spring and summer 1984 "I" grades converted to grades of "F"; 14-week classes resume, 8:00 a.m.; Bimester II classes begin, 8:00 a.m.

**October 24, Wednesday**

Last day to add Bimester II classes.

**November 8, Thursday**

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

**November 12, Monday**

Spring 1985 Semester timetables and pre-enrollment forms available in Registrar's office beginning today.

**November 19-20,  
Monday-Tuesday**

Spring 1985 Semester pre-enrollment period.

**November 21, Wednesday**

Thanksgiving vacation begins, 10:00 p.m.

**November 26, Monday**

All classes resume, 8:00 a.m.; students dropping a Bimester II class after this date will receive "WF" if failing.

**December 4, Tuesday**

Last day to apply for graduate admission for Spring 1985 Semester

**December 10, Monday**

Fall 1984 Semester classes end.

**December 12-14,  
Wednesday-Friday**

Final Examination period.

**December 15, Saturday**

Residence halls close, 12:00 noon.

**December 17, Monday**

All grade sheets (including seniors') due in Registrar's office, 12:00 noon.

**December 20, Thursday**

Fall 1984 Semester grade reports mailed; December degree-conferring date (no ceremony — diplomas and transcripts mailed January 11).

**Spring 1985 Semester****January 2, Wednesday****January 3, Thursday****January 4, Friday****January 8, Tuesday****January 10, Thursday****January 11, Friday****January 17, Thursday****January 31, Thursday****February 8, Friday****February 8-10, Friday-Sunday****February 11, Monday****February 20, Wednesday****February 21, Thursday****February 22, Friday****February 23-March 3,  
Saturday-Sunday****March 4, Monday****March 6, Wednesday****March 21, Thursday****April 1, Monday****April 5, Friday****April 7, Sunday****April 11-12, Thursday-Friday****April 19, Friday****April 23, Tuesday****April 22-24,  
Monday-Wednesday****April 25, Thursday****April 28, Sunday****April 29, Monday****May 2, Thursday**

Residence halls open.

Registration for Spring 1985 Semester (all 14-week classes and all Bimester III and IV classes).

Classes begin for all 14-week classes and Bimester III classes, 8:00 a.m.

Last day to add Bimester III classes.

Last day to add 14-week classes; last day to drop and add without drop/add fee.

Diplomas and transcripts for December graduates will be issued today.

Last day for dropping spring semester classes (including all 14-week and all Bimester III and IV classes) with 50% credit on tuition.

Last day for dropping spring semester classes (including all 14-week and all Bimester III and IV classes) with 25% credit on tuition.

Students dropping a Bimester III class after this date will receive "WF" if failing.

Homecoming.

Gasparilla Day holiday. (No day classes; night classes *will* meet.)All 14-week and seven-week classes *will* meet today in lieu of Friday, February 22.

Bimester III classes end. No new material to be presented in Bimester III classes.

Final Examinations for Bimester III classes. No 14-week classes will meet.

Spring vacation. No Bimester or 14-week classes will meet.

Final grades for Bimester III classes due in Registrar's office, 12:00 noon; all Fall 1984 Semester "I" grades converted to grades of "F"; 14-week classes resume, 8:00 a.m.; Bimester IV classes begin, 8:00 a.m.

Last day to add Bimester IV classes.

Students dropping a 14-week class after today will receive "WF" if failing.

Intersession and Summer Session and Fall 1985 Semester timetables and pre-enrollment forms available in Registrar's office beginning today.

1985 Intersession and Summer Session pre-enrollment period; students dropping a Bimester IV class after this date will receive "WF" if failing.

Easter. (No break.)

Fall 1985 Semester pre-enrollment period.

Spring 1985 Semester classes end. No new material to be presented to any class.

Last day to apply for graduate admission to 1985 Summer Session I.

Final Examination period.

Seniors' grade sheets due in Registrar's office, 12:00 noon; residence halls close (except for graduating seniors).

Commencement ceremony, 2:00 p.m. April degree-conferring date.

All grade sheets (other than seniors') due in Registrar's office, 12:00 noon.

Spring 1985 Semester grade reports mailed.

**Intersession 1985****April 30, Tuesday****May 1, Wednesday****May 21, Tuesday****May 23, Thursday**

Intersession 1985 registration, 1:30-4:30 p.m.

Intersession classes begin, 8:00 a.m.

Intersession classes end.

Intersession grade sheets due in Registrar's office, 12:00 noon.

**Summer Session I 1985****May 22, Wednesday**

Registration for Summer Session I 1985 (including 12-week courses), 1:00–4:00 p.m., 6:00–7:00 p.m.

**May 23, Thursday**

Summer Session I and 12-week classes begin, 8:00 a.m.

**May 27, Monday**

Memorial Day holiday. (No classes.)

**May 29, Wednesday**

Last day to add Summer Session I classes.

**June 3, Monday**

Last day to add 12-week classes.

**June 10, Monday**

Last day to apply for graduate admission to Summer Session II 1985.

**June 25, Tuesday**

Students dropping a Summer Session I class after this date will receive "WF" if failing.

**July 3, Wednesday**

Summer Session I classes end.

**July 8, Monday**

Summer Session I grade sheets due in Registrar's office, 12:00 noon.

**Summer Session II 1985****July 9, Tuesday**

Registration for Summer Session II 1985, 1:00–4:00 p.m., 6:00–7:00 p.m.

**July 10, Wednesday**

Summer Session II classes begin, 8:00 a.m.

**July 15, Monday**

Last day to add Summer Session II classes.

**July 24, Wednesday**

Students dropping a 12-week class after this date will receive "WF" if failing.

**July 29, Monday**

Last day to apply for graduate admission to Fall 1985 Semester.

**August 7, Wednesday**

Students dropping a Summer Session II class after today will receive "WF" if failing. 12-week classes end.

**August 19, Monday**

Summer Session II classes end.

**August 20, Tuesday****August 21, Wednesday**

August degree-conferring date. (No ceremony — diplomas and transcripts mailed August 30.)

**August 22, Thursday**

Summer Session II and 12-week grade sheets due in Registrar's office, 12:00 noon.

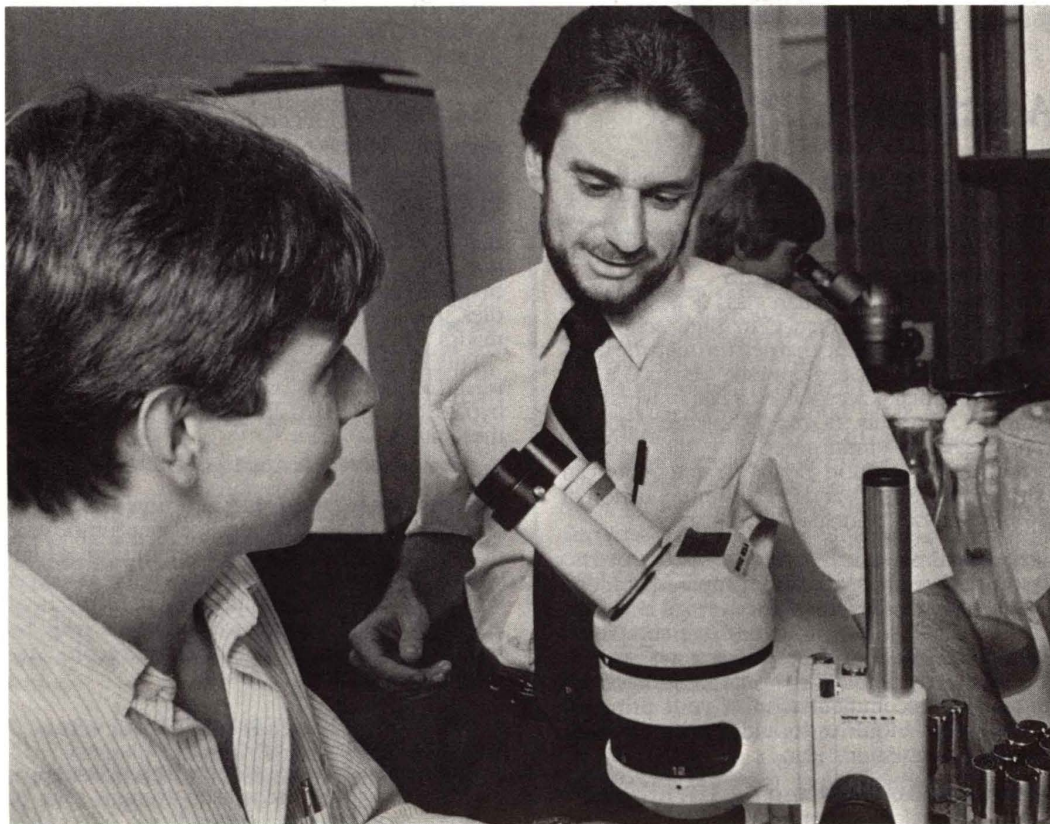
**August 30, Friday**

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



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*Undergraduate Admission*

# Undergraduate Admission To The University

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

## Admission Policy

### If you have never attended college...

#### Requirements for admission

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

#### Early admission

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

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

If you have taken advanced placement courses in high school, you may receive advanced placement credit for these courses. Submit the results obtained on your Advanced Placement Tests, which are administered by the College Entrance Examination Board.

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

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

#### Procedures for applying as a new freshman

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

1. Application form, completely filled out.
2. Application fee of \$30.00.
3. High school transcripts showing academic program completed, scholastic average, date of graduation, and recommendation of counselor or principal.
4. Scores on the S.A.T. and/or the A.C.T.
5. Scores on Advanced Placement or C.L.E.P. tests, for those applicants desiring advanced-standing credit.

## If you are an undergraduate transfer student...

### Requirements for admission

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

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

### Advanced standing for associate degree holders

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

### Transfer credit acceptance policy

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

If you have been accepted for admission to the University, you might want to request an evaluation sheet listing all the credit that was granted to you in the transfer. Once all transcripts, score reports, and other necessary documents have

been received by the University (at least 60 days prior to registration), this evaluation sheet will be complete and available.

### Procedures for applying as a transfer student

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

1. Application form, completely filled out.
2. Application fee of \$30.00.
3. Complete transcript of credits from each institution previously attended, plus score reports and other substantiating documents as required.
4. High school transcript.
5. S.A.T. or A.C.T. scores.

## If you are an international student...

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

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

You must make appropriate financial arrangements prior to acceptance.

## If you are a nursing student...

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

## **If you are a visiting (transient) student...**

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

1. Application form and \$10.00 application fee.
2. A letter from the institution in which you are enrolled that grants permission to attend The University of Tampa. The letter should outline the courses for which you are allowed to register and the period of time for which you are permitted to enroll.
3. A permit from your regular college for each term. The University of Tampa welcomes you to attend classes here for two consecutive semesters; after you have completed them, the University asks you either to apply as a transfer student or to think about returning to your former college.

## **If you are interested in auditing classes...**

You may register as an auditor at The University of Tampa by submitting an application form and a \$10.00 application fee. As an auditor, you will earn no college credit; nor will your academic work be graded. In order to audit classes, you are not required to submit records of previous academic work.

## **If you are an elementary or secondary school teacher**

Elementary and secondary school teachers may attend the University to take courses for certification. If you are a teacher wishing to take under-

graduate-level courses for certification, you should submit an application, a \$10.00 application fee, and a copy of your state certification. No other documents or records of previous academic work are necessary, unless you intend to work for a second degree.

## **General information about admission...**

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

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

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

## **Financial information**

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

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

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

tuition also applies to the total number of credit hours taken during any combination of offerings during summer sessions.

The following tuition and fees, including room and board fees, are applicable to the 1984-85 school year. The University of Tampa, however, reserves the right to make changes in costs at the beginning of any term as circumstances may require.

## Application fees

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

Regular degree-seeking students (full-and part-time) .....	\$30.00
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 1984-85 are as follows:

Tuition (12-18 credit hours) .....	\$2,996.00
Activities fee (non-refundable) .....	\$110.00
Athletic fee (non-refundable) .....	\$25.00
Room average .....	\$700.00
Board average .....	\$659.00
Total .....	\$4,490.00

### Full-time undergraduate tuition

The \$2,996.00 tuition per semester permits a student to take from 12 to 18 hours during any semester. An additional charge of \$131.00 is made for each registered hour in excess of 18 hours for one semester.

### Part-time undergraduate tuition

A student taking between one and eight credit hours will be charged \$131.00 per credit hour. A student taking between nine and 11 credit hours will be charged \$487 for each registered hour in excess of eight hours.

## Fee charges

**Activity Fee:** The \$110.00 Activity Fee is assessed each semester to all full-time students taking 12 credit hours or more. The fee provides basic support to the Student Health Service, the University of Tampa Student Government Association, and other student-sponsored organizations. It also enables, through partial support, the offering of student programs, such as concerts, plays, guest lecturers, and other activities of a social and recreational nature. This fee also entitles a student to receive the campus weekly newspaper.

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

## Board

Meals are served on the student meal contract at the University Dining Hall throughout the academic year except during the following vacation periods: Thanksgiving (November 22 through November 25, 1984); Christmas (December 15, 1984, through January 1, 1985); and Spring Vacation (February 23 through March 3, 1985).

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

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

Plan A ..19 meals per week .....	\$739
Plan B ..15 of 19 meals per week .....	\$659
Plan C ..10 of 15 meals per week (M-F) ..	\$586
Plan D ..10 of 19 meals per week .....	\$635

## 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 .....	\$820.00-995.00
Double .....	\$580.00-750.00
Triple .....	\$655.00-665.00

**Apartments:**

Single (efficiency) .....	\$770.00-810.00
Double .....	\$725.00-810.00
Triple .....	\$780.00-810.00

## Other expenses

All students have the privilege of auditing classes. As a regularly enrolled full-time student, you may be permitted to audit one course each semester without additional charges. In all other cases, an auditor shall pay \$131.00 per credit hour.

Books and supplies will probably cost about \$150.00 each semester. The bookstore will ask for cash or check payments for all purchases.

There are five additional fees charged when they apply: graduation fee (required of all graduating students), \$25.00; schedule change fee, \$15.00; teaching internship fee, \$15.00; campus vehicle registration fee, \$10.00; and late registration fee, \$25.00.

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

## Deposits

**Enrollment deposit:** To pre-enroll in classes as a continuing student, whether you are full- or part-time, you will be asked for a \$50.00 non-refundable deposit prior to the pre-enrollment dates noted in the Academic Calendar. This will be credited to your account.

**Room deposit:** As a new student you will need to deposit \$200.00 with a completed application in order to reserve housing for either the fall or spring semesters. Because residence hall space is limited, you will be encouraged to submit your housing application and deposit at the earliest possible date, to make sure you will have a room waiting for you. One-half of the deposit (\$100.00) will be refunded if you write to cancel the reservation before July 1 of the fall semester,

and December 1 of the spring semester. No refunds can be granted after the refund deadline dates.

As a continuing student interested in reserving housing, you will be asked to make a non-refundable deposit of \$100.00.

**Damage deposit:** Each student living in University housing is required to pay and maintain a damage and key deposit of \$75.00. This deposit is used to cover any charges for damages to private and public areas as well as the replacement of lost housing keys.

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

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

## Prepayment plan

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

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

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

The Tuition Plan, Concord, New Hampshire 03301.

## Withdrawals and refunds

If you should decide to withdraw after final exams at the close of the fall or spring semesters, you will be asked to notify the counseling office in order to avoid financial penalties.

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

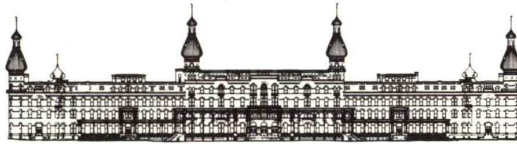
Students dropping courses or withdrawing from the University within two weeks (or within one week for summer session) after the last day of registration will be granted a 50 percent adjustment of tuition and during the third and fourth weeks will receive a 25 percent adjust-

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

## **Payment of bills**

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

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



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*Financial Aid*

# Financial Aid

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

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

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

## National scholarships

*Students receiving national scholarships are ineligible for other scholarships listed in this section.*

1. **PRESIDENT'S SCHOLARSHIPS:** Available to freshmen and renewable annually. Maximum value is \$14,000 (\$3,500 per year).

**Qualifications:** A grade-point average of 3.5 or a place in the top 15 percent of graduating class; and S.A.T.'s of 1100 (combined) or A.C.T.'s of 25 (composite).

**Application procedures:** Apply for admission as a full-time student. These scholarships may be renewed each year for students maintaining 3.0 academic average.

2. **HONORS SCHOLARSHIPS:** Available to freshmen and transfers and renewable annually. Maximum value is \$8,000 (\$2,000 per year).

**Qualifications:** Freshmen need a grade-point average of 3.0 or placement in the top 20 percent of graduating class; and S.A.T.'s of 1000 (combined) or A.C.T.'s of 23 (composite). Transfers need a 3.0 GPA and 26 transferable semester credits.

**Application procedures:** Apply for admission as a full-time student. These scholarships are renewed each year for students maintaining a 3.0 academic average.

3. **ACHIEVEMENT SCHOLARSHIPS:** Available to freshmen and transfers and renewable annually. Maximum value is \$4,000 (\$1,000 per year).

**Qualifications:** Grade-point average of 2.5 and demonstrated achievement in one of the following areas: leadership, crew, newspaper publications, yearbook publications.

**Application procedures:** Apply for admission as a full-time student. Submit a special application that establishes achievement in area of interest; these forms may be obtained from your guidance office or by request to the Director of Admissions, The University of Tampa. These scholarships are renewed each year for students maintaining good academic standing and participation in the activity for which the award was made.

4. **ROTC SCHOLARSHIPS:** Available to freshmen and transfers and renewable annually. Maximum value of \$11,000; covers room and board (\$2,750 per year).

**Qualifications:** Selection by the U.S. Army or Air Force for a two-, three-, or four-year ROTC Scholarship; and participation in the ROTC program as a military service scholarship student registered at The University of Tampa.

Application procedures: Apply for admission as a full-time student, enclosing a copy of your official letter awarding you the U.S. Army or Air Force scholarship. Renewed each year for continuing military service scholarship students.

## Florida scholarships

1. **FLORIDA SCHOLARSHIPS:** Available to freshmen and renewable annually. Maximum value is \$14,000 (\$3,500 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher will receive an additional \$3,000 (\$750 per year). Maximum combined value is \$17,000 (\$4,250 per year). Students receiving these scholarships are ineligible for the tuition grants or the ROTC scholarships listed here.

Qualifications: Graduation from a Florida high school; freshmen need a grade-point average of 3.5 or placement in the top 20 percent of the graduating class and S.A.T.'s of 1000 (combined) or A.C.T.'s of 23 (composite); transfers need a 3.5 GPA and 26 transferable semester credits. Renewed each year for students maintaining 3.0 academic average.

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

2. **TUITION GRANTS:** Available to freshmen and transfers and renewable annually. Maximum value is \$8,000 (\$2,000 per year). Florida high school graduates qualified for the State of Florida Tuition Voucher may also receive an additional \$3,000 (\$750 per year). Maximum combined value is \$11,000 (\$2,750 per year). Students awarded these grants are ineligible for the Florida Scholarships or the ROTC scholarships listed here.

Qualifications: Graduation from a Florida high school and acceptance at The University of Tampa.

Application procedures: Apply for admission as a full-time student. Renewed each year for students maintaining good academic standing.

## Need-based financial aid

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

2. **COLLEGE WORK-STUDY PROGRAM (CWSP):** This federally funded program provides part-time employment to students with demonstrated financial need. Each year students are employed in most departments on campus, and average yearly awards are \$1,000, which represents approximately 10 hours of weekly employment.

Some examples of CWSP jobs at The University of Tampa include: desk clerk at the library, laboratory assistant, cashier, secretarial assistant, and groundskeeper.

3. **SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG):** This federally funded program provides grants to students with financial need; these grants do not have to be reimbursed.

SEOG's are generally renewed each academic year, provided that students comply with the standards of satisfactory academic progress, and their financial circumstances do not radically change.

4. **UNIVERSITY OF TAMPA GRANTS:** The University has funds to offer students with demonstrated financial need, and priority is given to students who comply with the application deadline.

## How and when to apply for need-based assistance

In order to assess the financial need of each applicant, the University uses the facilities of the

American College Testing Program (A.C.T.). All interested applicants should file the Family Financial Statement (FFS) by February 4, 1984, in order to receive maximum consideration for need-based financial aid from The University of Tampa. By filing the FFS by this date, the University will receive the application in advance of the March 15 deadline for aid consideration.

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

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

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

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

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

Financial aid is awarded without regard to age, sex, race, creed, national origin, or handicap. Approximately three weeks after filing the FFS, the University receives a Comprehensive Financial Aid Report from A.C.T. This report provides an estimate of the student's resources available for higher education. This estimate of available resources is then deducted from the costs of attendance at the University, and the resulting figure is the applicant's financial need.

In order to meet a student's financial need, the University attempts to offer a "package" of aid, which may consist of any one, or combination, of the aforementioned types of assistance. A typical financial aid package awarded to incoming freshmen for 1983-84 was:

Total costs	\$9,600
Student resources	<u>\$4,050</u>
Financial need	5,550
<b>Aid offered:</b>	
Florida Tuition Voucher	\$750
Pell Grant	\$1,800
NDSL	\$1,000
CWSP	\$1,000
SEOG	<u>\$1,000</u>
Total aid	\$5,550

## Other possible sources of aid

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

This Student Aid Report (SAR) will provide instructions concerning grant payments, which during 1983-84 ranged from \$200 to \$1,800 per year.

2. 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 evinced on the FFS, and during 1983-84, this award was \$1,200 per year.

The other program, the Florida Tuition Voucher Fund, is a grant to graduates of a Florida high school who have been residents of Florida for a minimum of two years. During 1983-84, this award was \$750 per year to all eligible students attending a private college or university within the state. Applications are available at the U.T. Financial Aid Office.

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

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

Students from families with adjusted gross incomes of \$30,000 or more will qualify for GSL's up to their "unmet need" as determined by a needs test. All students are required to submit income information in order to determine their eligibility for this program. In most states parents of dependent undergraduate students are eligible to borrow up to \$3,000 per academic year at a 12 percent interest rate. This program is referred to as "Auxiliary Loans to Assist Students" (ALAS) and interested parents should contact their local bank or credit union for more detailed information.

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

## Disbursement of financial aid

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

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

## Academic eligibility for financial aid

Satisfactory academic progress for undergraduate applicants and recipients of federal and state-funded aid is defined as the successful completion of 12 credit hours per semester, and the maintenance of a cumulative grade-point average of at least 2.0. Students failing to achieve this level of satisfactory progress for two consecutive semesters shall not be eligible for assistance until they attain a cumulative GPA of 2.0 and complete an additional six credit hours at The University of Tampa. Undergraduate students shall be eligible to receive aid for a maximum of 11 semesters of full-time attendance unless otherwise specified by state law.

**Part-time and graduate students** are making satisfactory academic progress provided that they successfully complete the number of credit hours for which they enroll each semester, and have a cumulative grade-point average of 2.0 for undergraduates and 3.0 for graduate students. Students failing to attain this level of progress shall not be eligible for aid until they achieve the appropriate GPA and complete an additional six credit hours at The University of Tampa. At such time that part-time and graduate students have attempted the number of credit hours needed to complete a degree at U.T., they are ineligible for assistance.

Once students have repeated two courses at The University of Tampa, any further repeated courses will be disregarded in enrollment status determination and grade-point average calculations. Students enrolled in ORI 100 are making satisfactory academic progress if they complete eight credit hours with a GPA of 2.0 during that semester.

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



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*Student Life & Activities*

## Student Life and Activities

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

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

University of Tampa students represent a very wide diversity of interests. A profile of majors at the University gives one indication of this:

### Academic majors at The University of Tampa

Accounting . . . . .	120
Art . . . . .	36
Biology . . . . .	84
Business Management . . . . .	379
Chemistry . . . . .	23
Criminology . . . . .	62
Economics . . . . .	20
Elementary Education . . . . .	31
English . . . . .	37
Finance . . . . .	29
French . . . . .	11
History . . . . .	19
Management Information Systems . . . . .	181
Marine Science . . . . .	117
Mathematics Programming . . . . .	17
Mathematics . . . . .	32
Medical Technology . . . . .	13
Music . . . . .	23
Nursing . . . . .	144
Philosophy . . . . .	2
Physical Education . . . . .	73

Political Science . . . . .	47
Pre-Engineering . . . . .	16
Pre-Dentistry . . . . .	7
Pre-Law . . . . .	21
Pre-Medicine . . . . .	39
Pre-Veterinary Science . . . . .	11
Psychology . . . . .	72
Quantitative Analysis . . . . .	17
Social Sciences . . . . .	5
Social Work . . . . .	10
Sociology . . . . .	10
Spanish . . . . .	1
Urban Studies . . . . .	3
Writing . . . . .	36
Master of Business Administration . . . . .	159

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

### Residences of U.T. students (1983–84 figures)

Alabama . . . . .	5
Alaska . . . . .	1
Arizona . . . . .	1
Arkansas . . . . .	2
California . . . . .	6
Colorado . . . . .	3
Connecticut . . . . .	77
Delaware . . . . .	4
District of Columbia . . . . .	2
Florida . . . . .	903
Georgia . . . . .	13
Idaho . . . . .	1
Illinois . . . . .	36
Indiana . . . . .	18
Iowa . . . . .	1
Kansas . . . . .	1
Kentucky . . . . .	9
Louisiana . . . . .	2

Maine	5
Maryland	69
Massachusetts	36
Michigan	16
Minnesota	5
Mississippi	1
Missouri	12
Nebraska	2
New Hampshire	14
New Jersey	109
New Mexico	1
New York	187
North Carolina	4
Ohio	39
Oklahoma	1
Oregon	1
Pennsylvania	80
Puerto Rico	55
Rhode Island	10
South Carolina	2
Tennessee	4
Texas	5
Vermont	9
Virgin Islands	19
Virginia	18
Washington	4
West Virginia	5
Wisconsin	9
Wyoming	1

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

## Life on campus

Shared responsibility, personal freedom, and collective safety and harmony — these are the aims of all administrative offices and student organizations on campus. The University promises that every effort will be made to assure the best quality of life for the campus community.

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

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

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

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

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

## Developing Leadership Skills

Many of the organizations sponsored or assisted by the Office of Student Affairs will offer you the chance to develop leadership and decision-making skills. This chapter offers you a sampling

of what is available on campus; several of these programs are unique to The University of Tampa, designed specifically with student needs in the 1980s in mind.

## Student Government

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

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

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

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

## Student membership on University committees

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

Another University committee governs student publications; representatives of the *Minaret*, *Moroccan*, and *Quill* serve on the Student Publications Committee, along with faculty members. Campus leadership organizations do not end here, however. There is a wide assortment of activities and groups from which to choose.

## The University of Tampa Diplomats

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

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

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

## EXCEL: Expanded Curriculum for Excellence in Leadership

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

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

Programs are organized to investigate the wide diversity of leadership roles, challenges, and problems. Speakers represent leaders in Uni-

versity offices; local, state, and national civic and business organizations; and well known authorities on leadership issues.

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

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

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

## Resident Advisors

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

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

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

## Task forces

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

The Office of the Dean of Students has inaugurated a series of task forces to address significant

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

## The Voluntary Action Center

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

## Campus Organizations

### Honor and recognition societies

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

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

## Greek organizations

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

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

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

## Interest groups

No matter what activities interest you, there are special groups that offer unique challenges, including: the Accounting Club, American Society for Personnel Administration, Army ROTC Cadet Battallion, Army ROTC Running Club, Association for Black Collegiates, Biology Club, Campus Christian Fellowship, Chemistry Club, Computer Club, Drill Team, Hillel Jewish Student Union, *Minaret* (the student newspaper), *Moroccan* (yearbook), Newman Club, Outdoor Club, Physical Education Majors Club, *Quill* (student literary journal), Student Government, Student Political Organization, Students United for Nuclear Awareness, U.T. Players, Varsity Athletic Association, and Volleyball Club. In addition, four clubs are available pending insurance requirements: the karate, rugby, scuba, and waterski clubs.

## Student Publications

There are three student-run publications on campus: the newspaper, the *Minaret*, the year-

book, the *Moroccan*; and the campus literary journal, *Quill*. All offer a chance to become part of a team aiming at publishing quality, artistic literary material, and acquiring new skills along the way. The editors and assistant editors are selected each spring by the Student Publications Committee on the basis of experience, performance on the staff, and qualifications.

### The University newspaper: the *Minaret*

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

Promotions within the staff are on a competitive basis.

### The University yearbook: the *Moroccan*

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

### The student literary journal: *Quill*

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

## Services to Students

### Developmental Transcripts

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

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

## The Counseling Center

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

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

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

### Personal counseling

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

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

### Career counseling

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

A computer-assisted Career Resources Library is stocked with educational, career, and occupational information. The center also offers CHOICES, an innovative career guidance computer program that offers daily listings of job openings throughout the State of Florida.

### Reading/study skills counseling

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

### Tutor referrals and training

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

## Student Career Opportunities and Employment (SCOPE)

Whether you are interested in finding a part-time job to earn extra weekend cash or you are facing the post-graduation job search, make SCOPE your first stop. The Office of Student Employment and the Office of Career Opportunities, which combine to form SCOPE, are located in Room 447 of Plant Hall. They provide job placement services for all U.T. students and alumni.

The Student Employment Office can help you find part-time, temporary, and summer jobs, both on and off campus.

The Office of Career Opportunities helps seniors and graduate students identify entry-level job opportunities after graduation and, later on, to make career transitions. Workshops deal with job-hunting techniques, résumé writing, and interviewing skills. The University of Tampa has a network of business and profes-

sional contacts in Tampa who are happy to meet with you to discuss career fields and job-hunting opportunities.

SCOPE maintains the Employer Library of company literature, job vacancy listings, referrals, job-search references, and placement credentials files. It also arranges on-campus corporate and graduate school interviewing.

## Health services

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

In case of an emergency when the Health Center is not open, students are referred to hospitals and emergency walk-in clinics in the University's immediate vicinity. The Health Center also has a list of physicians who are specialists in their fields if a student needs referral for additional treatment.

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

Your parents will be contacted in case of severe illness or hospitalization, provided you sign a release statement. All your health section 4 records are confidential and can only be released if you are a minor or if you sign a release statement.

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

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

## Follett Campus Store

One of the first places you will probably visit is the campus bookstore, on the first floor of the Student Union, where you can buy textbooks, stationery supplies, and convenience items — as well as the kind of University memorabilia a new student and returning alumni require. Among other services Follett Campus Store offers are film developing, ordering class rings, and selling your hand-crafted items on consignment.

## Food services

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

## Student mail and telephone service

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

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

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

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

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

## Safety and police

Recognizing its responsibility to provide a safe and secure atmosphere, the University maintains its own police department. The offices are in Howell Hall, with an "operations annex" nearby. The Department of Safety and Police operates 24 hours a day, 365 days a year, and all police officers are fully commissioned law enforcement officers who can help with any type of police or safety-related matters.

## Vehicles on campus

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

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

## Student insurance

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

## Duplicating service

The Duplicating Center is available to you for quick-copy and large printing requests. Departments, clubs, and organizations are assigned budget account numbers for these purposes, and at the end of each month the Business Office bills for the services. Personal copy printing is available on a cash basis.

## University Residence Life

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

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

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

There are five residence halls available for new students, one exclusively male, one exclusively female, and three coed. You can have your choice of a single (there are 94), double (367), or a triple suite; more than 90 percent of these have private or adjoining bathrooms.

## Coeducational residence halls

**Rivershore Towers** (double rooms, 184 residents)

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

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

**University West** (double and efficiency apartments, 46 residents)

**University East** (double rooms, 23 residents)

**Spartan Arms** (double and triple apartments, 70 residents)

## Residence halls for women

**Smiley Hall** (single and double rooms, 127 residents)

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

## Residence halls for men

**McKay Hall** (single and double rooms, 165 residents)

**University North** (single and double rooms, 13 residents)

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

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

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

## The Arts at the University

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

## Musical activities at the University

If your interests lie in the realm of music, the choices are almost staggering; there are chamber music ensembles, wind ensembles, a pep band, a jazz lab ensemble, the Collegiate Chorale, and Show Chorus. In addition, there are resident companies, such as the Florida Orchestra and the Hoffman String Quartet, that regularly perform on campus.

The music program is housed primarily in the McKay Auditorium, which has studios, practice rooms, classrooms, a 1,800-seat auditorium, and faculty offices. The newly renovated David Falk Theatre (1,000 seats) is the site for musical theater, dance, and Show Chorus productions. Just about any day of the week you can walk past the Ballroom in Plant Hall and hear the strains of a piano concerto or string quartet; this is often the elegant setting for student recitals, chamber music performances, and the Concert Series. Fletcher Lounge, the H.B. Plant Museum, and the Scarfone Gallery are also used for multimedia productions.

The Concert Band and Jazz Lab are open to all University students by audition. Their frequent performances on the verandah of Plant Hall are particularly popular. Guest artist performers and original music and arrangements written by students are often featured highlights of these performances.

The Collegiate Chorale offers on-campus concerts and annual tours of the Southeast during spring break. This mixed chorus is a select group of voices that performs all styles of choral music. All U.T. students are eligible to sing with the chorale and academic credit is given.

Excerpts from musical comedies and Broadway shows are the baliwick of the Show Chorus. A select group of Show Chorus members, called the Travellers, performs frequently for clubs, organizations, and television in the Tampa Bay area. The two groups offer two shows each year in the David Falk Theatre. Auditions are required for all choral ensembles.

The keyboard program offers instruction in piano, harpsichord, and organ; its highlight is the piano concerto recital in the spring. Qualified

piano students may be invited to teach in the University's Pre-College Music Program for young musical scholars of the Tampa area.

## Ballet and modern dance at the University

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

## The Henry B. Plant Museum

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

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

## The Lee Scarfone Gallery

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

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

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

## Theater productions

The University's David Falk Theatre is the home of major productions sponsored by the Fine Arts Division. Recent shows have included *The Apple Tree*, performed by the U.T. Players, a student-faculty-alumni theatrical group.

## Athletics at the University

There was a time when the word "athletics" at The University of Tampa was synonymous with "football" because of the University's outstanding football program in the 1950s, 1960s and up until the 1970s, when the program was dropped. Since then, however, many other sports have come into the limelight — and onto the sports pages of newspapers across the country.

Last year five Spartan teams participated in post-season NCAA tournaments. The brand new men's basketball team, playing for the first time since 1970–71, captured the Sunshine State Conference Tournament crown and played in the NCAA Tournament Championship South Regional. The Spartan soccer team was national runner-up in the fall of 1983 after winning its second consecutive S.S.C. title. Last year the women's volleyball team captured the S.S.C. Tournament Championship and participated in the NCAA Tournament Championship South Region. And, both the men's and women's swim teams went to the finals.

The University's athletic facilities are among the best in the South. The Spartan soccer facility (Pepin/Rood Stadium) was recently renovated and lighted; it provides 4,000 covered seats for athletic (as well as non-athletic) events. The soccer field is surrounded by a 400-meter, eight-lane, all-weather running track suitable for world-class track and field meets.

This year marks the opening of the modern multipurpose athletics and activities complex. Its basketball facility can seat 3,500 spectators; in-

cluded in the 21,600-square-foot complex are indoor playing areas, athletic and physical education offices, six spacious locker rooms, up-to-date weight and training rooms, concession areas, a physiology laboratory, and classrooms.

Other University athletic facilities include an outdoor NCAA-regulation-size swimming pool, baseball field, boathouse and dock, and six new lighted tennis courts.

If you don't feel that you want to devote the time or have the talents for varsity sports, the U.T. intramural program is excellent and offers recreational activities for the entire University community. Regardless of skill or ability, the program offers a chance for exercise, companionship, and the thrill of recreational competition.

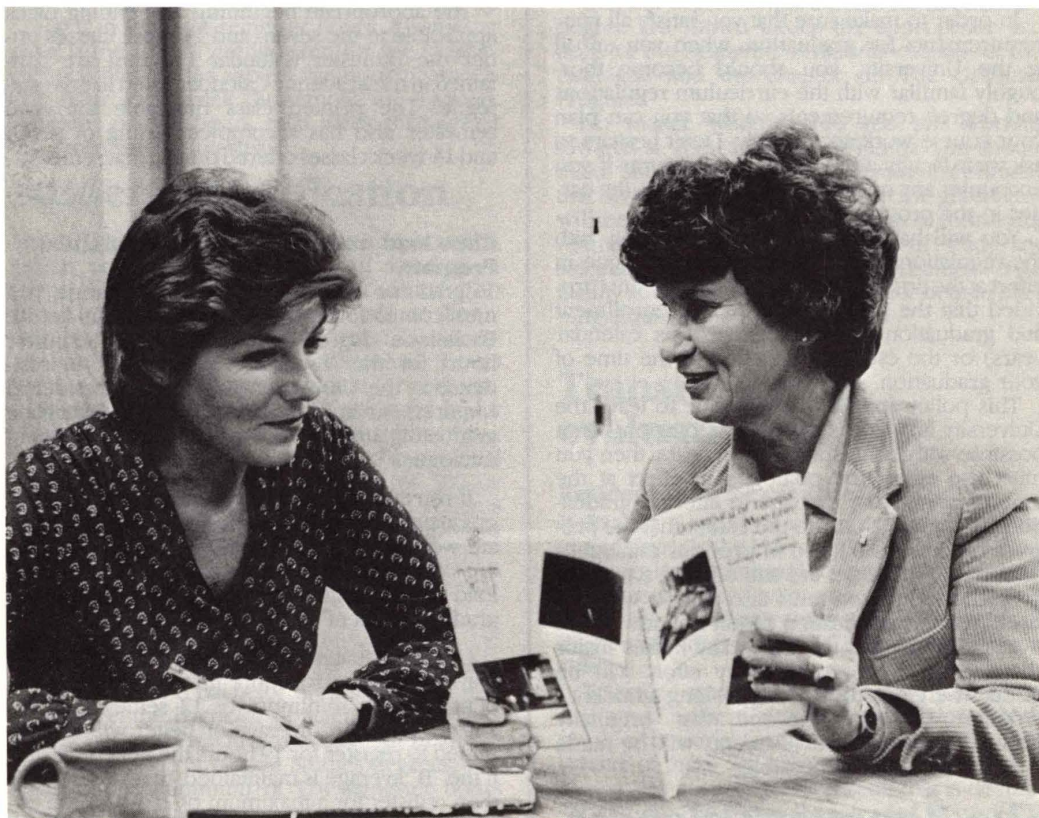
You will have the opportunity to participate in at least one of the 25 intramural activities sponsored by the Department of Intramurals, among them flag-football, volleyball, basketball, water sports, eight-ball, tug-of-war, golf, and softball. These are offered to men and women individually and together.



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*The University Of*  
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*Academic Policies & Procedures*

## Academic Policies and Procedures

The University of Tampa offers the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, Associate of Arts, and Master of Business Administration. This chapter is applicable to all degree-seeking candidates, as well as to students interested in auditing and taking courses for teacher certification.

In order to make sure that you satisfy all your requirements for graduation, when you enroll at the University, you should become thoroughly familiar with the curriculum regulations and degree requirements so that you can plan your course work accordingly. Don't hesitate to ask your faculty advisor and the Registrar if you encounter any questions or problems — the earlier in the process the better.

You will have the choice of complying with the regulations listed in either the catalogue in effect at the time of your original enrollment (provided that the period between that enrollment and graduation does not exceed six calendar years) or the catalogue in effect at the time of your graduation.

This policy applies if you decide to leave the University and later return. If graduation is not possible within the six required years, then you must use either the catalogue in effect at the time of re-entry or the one in effect at graduation. This applies only to the extent that the programs and courses listed in previous catalogues or curriculum guides are still offered. A student in teacher education must also comply with the latest teacher certification requirements.

In the event that 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.

### The Bimester Calendar Program

The University of Tampa's school year is divided into two semesters, a spring intersession, and

two summer sessions. The Bimester Calendar Program, however, permits you to enroll in one of several combinations of seven-week and/or 14-week classes during the course of each semester. The 14-week classes span the entire length of the semester; the seven-week classes are conducted during either the first or the last half of each semester.

The appropriate beginning and ending dates applicable to the seven- and 14-week classes under the Bimester Calendar Program are contained in the Academic Calendar listed in this catalogue. The printed class timetable for each semester also has a complete listing of seven and 14-week classes offered during that semester.

### Class load under the Bimester Calendar Program

To graduate from The University of Tampa, you must complete the last 31 semester hours for the Bachelor's degree and the last 16 semester hours for the Associate degree while in residence at the University. The 31-hour residence requirement applies retroactively to everyone graduating under the 1981-82 and subsequent catalogues.

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

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

Students in EDU 405, 406, or 407 are restricted to 18 hours. If you are interested in registering for 19 or more hours, you must have specific

approval of the chairman of the division in which you are majoring.

When scheduling a combination of seven- and 14-week classes during a semester, you are asked to schedule seven-week classes as evenly between the first and second seven-week periods as possible. An essential tool for avoiding time conflicts is the Trial Schedule printed on the back of the class timetable, which will guide you in evenly distributing your classes when setting up your schedule.

When you plan your schedule, you will be doing it in terms of semester hours. A *semester hour* is the unit of credit given for the satisfactory completion of a subject that normally meets one hour each week throughout the 14-week semester or two hours each week throughout the seven-week bimester.

## Student classification

Your classification as a freshman, sophomore, junior, or senior is based on your standing in terms of semester hours of credit earned. The minimum qualifications for each class are: fewer than 28 semester hours for freshmen; 28 semester hours for sophomores; 60 semester hours for juniors; and 90 semester hours for seniors.

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

## General degree requirements

To qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Nursing, the Bachelor of Fine Arts, the Bachelor of Music, or the Bachelor of Liberal Studies degrees, you must earn a minimum of 124 semester hours credit, or 64 semester hours for the Associate of Arts degree, and you must meet general and specific course requirements applying toward your major.

The 124-hour graduation requirement for Bachelor's degrees applies retroactively to all

students graduating under the 1981–82 and subsequent catalogues.

If you are a candidate for the Associate of Arts degree, you must complete all requirements for that degree within the first 90 semester hours creditable as University of Tampa college work. This includes all transfer and military credit granted by The University of Tampa. You will not have the option of delaying the granting of such transfer credits in order to avoid having more than 90 hours noted on your academic record.

General degree requirements for the Master's degree are shown under the appropriate sections of the Academic Programs chapter of this catalogue and the chapter on The Graduate Program.

No matter what degree you are working towards at The University of Tampa, you should make sure, from the time of your enrollment, that all the course requirements for graduation will be met. Use this catalogue as a continuing reference in planning a course of study and selecting subjects to meet requirements. Your faculty advisors are also available for help in planning studies.

## Transfer credit evaluation policy

### Resident transfer credit

If you are a qualified undergraduate interested in transferring, the University will accept — from other regionally accredited institutions — credit for courses earned with grades of "C" or better. If you are a graduate student, only transfer credit earned with grades of "B" or better will be considered.

Transfer credits are normally limited to courses of a *liberal arts* nature. Vocational, technical, or terminal-type courses, unless the equivalents of these are offered at The University of Tampa, are not acceptable. Credit that is deemed "liberal arts" is generally accepted, even if this credit was earned in courses not specifically offered at The University of Tampa.

Credit may also be granted — on a provisional basis only — for work taken at some institutions that are not fully accredited by a regional ac-

crediting association. This means that as an undergraduate you must have earned at least a "C" average ("B" average for graduate students) on at least 12 semester hours of work during the first semester at The University of Tampa in order to validate the transfer credit. If this condition is not met, such transfer credit is invalidated and removed from your record.

Credit earned while attending a junior or community college and credit earned at other institutions prior to attending a junior college, is limited to 64 semester hours. When you have a total of 64 or more semester hours creditable toward a University of Tampa degree (whether earned at U.T. or elsewhere), any subsequent work taken at a junior college will not be counted as transfer credit. If you want to use any or all of the junior college credit toward your degree, your total hours will be cut to 64.

### **Transient credit from other institutions**

Subject to all the provisions of the Transfer Credit Evaluation Policy discussed above, as a University of Tampa student you may attend another institution as a transient or visiting student, while attending U.T. courses or by taking a break. If you are attending another institution in order to use that credit toward a University of Tampa degree, you must have written permission from the Registrar's office.

### **Non-resident transfer credit**

Non-resident credit is defined as all academic credit you earn 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.

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

As an undergraduate, you may be granted a maximum of 60 semester hours of non-resident credit.

No credit is granted for Extension Course Institute (ECI) courses or other military educational sources not listed in the current edition of the *Guide to the Evaluation of Educational Experiences*

published by the American Council on Education.

### **Credit for military service**

If you have completed at least one year of active military service, you may receive two semester hours credit in health education at The University of Tampa.

To acquire this credit, submit a DD Form 214, Armed Forces of the United States Report of Discharge, as documentation.

### **Credit earned at service schools**

You may receive academic credit, up to a total of 30 semester hours of credit, for successfully completing courses taken at military service schools. The amount of credit granted will be what is 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 that 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.

If you are separated or discharged from the Armed Forces, you are asked to submit a DD Form 214, Armed Forces of the United States Report of Discharge, as documentation of credit for health education and for service school training.

If you are with the military on active duty and you are interested in enrolling at The University of Tampa, you are asked to submit a completed and signed DD Form 295, Application for the Evaluation of Educational Experiences During Military Service.

### **Credit earned through USAFI and DANTES**

You may receive up to a total of 30 semester hours of credit for successfully completing the USAFI group study or correspondence courses with end-of-course tests or USAFI Subject Standardized Tests, if you achieved a percentile rank of 20 or better. Credit may be granted for those USAFI end-of-course tests whose results

are reported as "D" (With Distinction) or "S" (Satisfactory), taken before July 1, 1974. On subject standardized tests taken after that date, credit will be granted only for those taken under the auspices of the Defense Activity for non-traditional Education Support program (DANTES).

### **USAFI and DANTES examinations**

Results of subject standardized tests and the College-Level Examination Program (CLEP) examinations taken under the auspices of the United States Air Force Institute (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.

### **CLEP examinations**

Students may receive academic credit, up to a total of 30 semester hours, for satisfactory results on any or all of the College-Level Examination Program (CLEP) general examinations administered either through the College Entrance Examination Board or through the United States Armed Forces Institute. Up to 30 semester hours of credit may also be granted for satisfactory results on certain subject examinations of the CLEP.

You may obtain information about the subject exams for which credit is granted by contacting the Office of the Registrar.

If you have previously earned credit in one subject on a more advanced level, you cannot be given credit for CLEP exams in that subject area. And, if your native language is not English, you will not be granted CLEP credit in your language.

### **Correspondence courses**

You may earn up to a total of 30 semester hours for completing correspondence courses taken through the correspondence divisions of regionally accredited colleges or universities. The amount of credit allowed for each course will be

the amount granted by the correspondence institution. No graduate credit is awarded for correspondence courses.

If you enroll in a civilian correspondence course, you should arrange to have a transcript of record of the course sent to The University of Tampa when the course is completed.

### **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.

When you enroll in an extension course, you must have a transcript of record of the course sent to The University of Tampa after it is completed.

### **Advanced Placement credit**

You may receive academic credit, up to a total of 30 semester hours, for successfully completing Advanced Placement (AP) courses taken in high school with a score of three, four, or five.

In order to earn Advanced Placement credit in English 101, you must receive a score of three on the AP Composition Test; with a score of four or five, you will receive credit for both ENG 101 and 102; a score of three or four on the AP Literature Test will apply for either ENG 206 or 208; a score of five will mean credit for either ENG 206 and 207, or ENG 208 and 209.

You may obtain information about policies concerning the granting of other advanced placement credit from the Registrar's Office.

## **Other important academic rules**

### **Electing courses on a pass-fail basis**

Juniors and seniors in good standing may take, on a pass-fail basis, up to a total of eight semester hours of credit. Courses required for your major or minor, those that are taken to satisfy general curriculum distribution requirements, professional education courses, and courses taken

as part of the Master of Business Administration degree cannot be taken on a pass-fail basis.

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

### Dropping courses

If you drop a course or withdraw from the University within the first 10 weeks of a 14-week class or the first five weeks of a seven-week class, you will receive a grade of "W" on all courses dropped. Thereafter, and through the last day of classes, you will receive a grade of "W" if passing at the time the course is dropped or "WF" if failing at that time.

### Repeating courses

If you repeat a course, your grade *will* be included in your overall grade-point average only if you previously earned a "CD", "D", "F", or "S". If you earn a "C" or better, the grade and hours for subsequent attempts will *not* be included in your overall grade-point average, although the course and grade will be listed on your permanent academic record and any transcripts of that record. Credit is limited to one course attempt only, except for courses listed in the Course Description as being approved for multiple credit.

### Incomplete work

When your work in a course is satisfactory but you are unable to complete the required work and your reasons are acceptable to the instructor, you will be awarded a grade of "I". In giving this grade, the instructor is committed to the promise that there will be no penalty for lateness. You will be given a specific time (not later than mid-term of the following semester) in which your work must be completed. If you fail to complete the work within this time limit, your final grade will be recorded as an "F".

### Absences

The University faculty has established a policy

that an absence rule may be maintained by each professor according to the needs of his individual classes. You should see that you are thoroughly familiar with the absence policy of each of your 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.

### Withdrawal procedure

If you should decide to leave the University prior to the end of a current session, you will be asked to follow prescribed withdrawal procedures — otherwise you will receive a failing grade in each course in which you are enrolled; that jeopardizes your 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.

## Grading policy

### Grade reports

All bimester, semester, and summer session grades will be mailed to you at your permanent home address. You may also obtain grades from your individual professors. Your permanent academic record is maintained by the Office of the Registrar, which can provide you with official transcripts for \$2.00 each; these transcripts may be released to you, or to others with your permission.

### Honor points

A system of honor points is used to evaluate the quality of work you sustain as you complete your subjects. These honor points are awarded on the basis of the point value of the grade multiplied by the number of semester hours credit you carry. Grades have the following honor-point values:

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

Other marks given are: "I" for incomplete; "W" for withdrawal within the first 10 weeks of a 14-week class and the first five weeks of a seven-week class, or for withdrawal if *passing* thereafter through the last day of classes; "WF" means withdrawal if *failing* thereafter through the last day of classes; "S" for satisfactory; and "U" for unsatisfactory. "S" and "U" are 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 you attempt at the University, including courses that you repeat. (See the section that discusses repeated courses.)

The same applies for graduation with the Master of Business degree, except that the number of honor points must be at least *three times* the number of semester hours. This means that in order to graduate, undergraduates must have a "C" average; the graduate student must have a "B" average on all work attempted at the University.

Prior to graduation, you must remove all "I" grades and all grades of "F" in required courses.

### Dean's List

The Dean's List is composed of undergraduates who have achieved a grade-point average of 3.5 or more during the semester while taking at least 15 semester hours of graded work. (This eliminates all pass-fail courses and courses in which "S", "U", "W", or "WF" are achieved.) You remain on the list as long as you maintain an average of 3.5 or better. 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.

### Academic warning and dismissal

If your cumulative grade-point average does not fall at or above prescribed minimum levels you will be placed on academic warning. An unsatisfactory academic standard may mean dismissal

— and you will be unable to apply for readmission until a year or more has passed. At that time your application should be sent to the Provost, who decides whether or not to readmit you on the basis of your written appeal plus a personal interview, if necessary.

Close contact with your academic advisor and an open-door policy with University administrators should help prevent this situation. The Counseling Center (see the Student Life chapter of this catalogue) offers a variety of counseling programs in study skills and coping with the adjustments of college life. The University believes strongly in offering a student assistance in adjusting to problems in academics or in personal life that consequently affect academics.

Detailed retention standards for students are shown below and printed on their grade reports. Similar regulations for graduate students may be obtained from the Registrar.

### Undergraduate retention standards

0–16 hours attempted

1.60 or better — Good standing

Below 1.60 — Academic warning

17–27 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

If your grade-point average is within the academic dismissal range, you will have your records reviewed by the Academic Dismissal Committee; you will be subject to academic dismissal following spring semester. If you are a transfer student, your transfer credit is not included in the computation of cumulative grade-point averages. For transfer students, the

record always shows earned hours in excess of attempted hours; 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.

## Requirements for graduating students

*It is ultimately your responsibility to make sure that all graduation requirements are met.* The University cannot assume responsibility for your failure to learn the general and specific requirements for graduation. Advisors and the Office of the Registrar are qualified to deal with any problems involved in registration or the fulfillment of catalogue requirements for a degree.

### Application for degree

As a degree-seeking student, you must file an Application for Degree and Degree Plan with the Office of the Registrar before the following dates. At this time your records will be checked to make certain that your degree requirements have been satisfied. If you are a graduate student, once you file this form, and it is signed and approved, you are admitted to candidacy.

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

### 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 about these policies should be directed to the Registrar.

## Graduation honors

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

*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.



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*Academic Programs*

## Academic Programs

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

As an undergraduate candidate for a degree, you must declare a major. You may also, if you wish, complete the requirements for more than one major or minor, and this will be indicated on your permanent academic record.

A minor may not be earned in biochemistry, elementary education, social sciences, marine science, military science, medical technology, or nursing.

If you have completed the requirements for more than one major, those majors will be officially noted on your transcript. An additional major will not be noted officially, however, unless at least 24 hours of credit apply independently to that major; these credits cannot also count toward the hours required by the primary major.

### Undergraduate requirements for degrees

#### Associate of Arts

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

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

#### Bachelor of Arts

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

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

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

#### Bachelor of Science

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

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

#### Bachelor of Fine Arts

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

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

#### Bachelor of Liberal Studies

Adults who wish to concentrate in the humanities, social sciences, education, science and mathematics, fine arts, or economics and business in lieu of a traditional major will be awarded the Bachelor of Liberal Studies degree.

This degree requires a minimum of 124 semester hours, including the general curriculum distribution, all major requirements, and electives. Credit may be awarded for independent study and work experience.

#### Bachelor of Music

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

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

### **Bachelor of Science in Nursing**

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

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

### **Requirements for a second Bachelor's degree**

If you have earned a Bachelor's degree at The University of Tampa or at any other regionally accredited college or university, you may earn a second Bachelor's degree at The University of Tampa. For the second degree, at least 31 semester hours of credit must be earned in residence at The University of Tampa, and it must all be earned *after* the previous Bachelor's degree was awarded. No credit earned prior to the awarding of the previous degree may be used to fulfill any part of the 31 hours required for the second degree.

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

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

31-hour requirements.

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

### **Extension of teaching certificates**

Teachers who are taking courses in order to meet the Florida State Department of Education certification requirements — but do not want to earn a degree — may enroll in undergraduate education courses. Students interested in taking courses to qualify for a temporary, provisional teaching certificate enroll as non-degree-seeking students.

Teachers may also enter as non-degree-seeking students in order to extend their certificate or meet certification requirements in another field, or if they intend to take isolated course work on the undergraduate level solely for personal or professional improvement.

You will only be admitted as a non-degree-seeking student if you have earned a Bachelor's degree from a regionally accredited college or university. A completed application for admission, a transcript showing degree earned, and a copy of a current teaching certificate are required at least seven days prior to the beginning of classes. See the section in this catalogue that discusses these requirements.

## **Majors, minors, and concentrations**

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

**See listings under the Division of:**

Accounting .....	Economics and Business
Adult Fitness .....	Education
Aerospace Studies .....	Aerospace Studies
Applied Mathematics .....	Economics and Business
Art .....	Fine Arts
Art History .....	Fine Arts
Arts Administration/Management .....	Fine Arts
Biochemistry .....	Science and Mathematics
Biology .....	Science and Mathematics
Business Administration .....	Economics and Business

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

Business Administration, Master of	Economics and Business
Business Management	Economics and Business
Chemistry	Science and Mathematics
Criminology	Social Sciences
Economics	Economics and Business
Elementary Education	Education
English	Humanities
Finance	Economics and Business
French	Humanities
German	Humanities
History	Social Sciences
Management Information Systems	Economics and Business
Marine Science-Biology	Science and Mathematics
Marine Science-Chemistry	Science and Mathematics
Marine Science-Biology-Chemistry	Science and Mathematics
Mathematical Programming	Economics and Business
Mathematics	Science and Mathematics
Medical Technology	Science and Mathematics
Military Science	Military Science
Music	Fine Arts
Nursing	Bachelor of Science in Nursing Program
Philosophy	Humanities
Physical Education	Education
Political Science	Social Sciences
Pre-Engineering	Interdisciplinary Programs
Pre-Dentistry	Interdisciplinary Programs
Pre-Medicine	Interdisciplinary Programs
Pre-Veterinary Science	Interdisciplinary Programs
Psychology	Social Sciences
Quantitative Analysis	Economics and Business
Recreation	Education
Religion	Humanities
Social Sciences	Social Sciences
Social Work	Social Sciences
Sociology	Social Sciences
Spanish	Humanities
Speech and Drama	Fine Arts
Sports Management	Education
Urban Studies	Social Sciences
Writing	Humanities

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

All new freshmen and transfer students who do not already have credit for ENG 100-102 or their equivalent will be required to take diagnostic

and placement tests in English prior to the term they enter the University (time and place will be announced in advance).

*For native speakers of English*, the examination will cover basic language and composition skills. Students with sufficient scores will be placed in the regular ENG 101-102 sequence.

Students whose scores indicate language skill deficiencies that would make it difficult for them to achieve satisfactory progress in ENG 101-102 will be required to take ENG 100 before enrolling in ENG 101-102.

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

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

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

## General curriculum distribution requirements

The University of Tampa requires that each undergraduate student develop, in addition to major requirements, a general curriculum distribution within the broad framework listed below.

**Academic skills component...***Minimum semester hours: 15.* ENG 101 (4 hours), ENG 102 (4 hours) MAT 160, or higher (4 hours), CSC 200 or higher (3 hours).

**Natural Science component...***Minimum semester hours: 6.* One biological and one physical or chemical science course. At least one course taken to fulfill this component must be a laboratory course.

**Humanities/Fine Arts component...***Minimum semester hours: 11.* Composed of courses in the following disciplines: English, philosophy, religion, foreign languages, art, music, speech,

drama, and those writing courses so designated in the catalogue.

**Social Science component...***Minimum semester hours: 11.* Composed of courses in the following disciplines: history, psychology, sociology, economics, geography, political science, urban studies, and those criminology and social work courses so designated in the catalogue.

**Interdisciplinary Studies component...***Minimum semester hours: 4.* Composed of a designated interdisciplinary course (or courses) at the 300- or 400-level, each combining two or more disciplines. Selection may be made from five different interdisciplinary courses offered each semester, including *Ethical and Political Issues* and *International Issues*. **Total hours: 47.**

### Special provisions

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

## The Honors Program

Administered by Francis Gillen, Ph.D., the Honors Program is offered to help outstanding students reach their full potential. This is done by

bringing them together in at least one honors class a year during their freshman and sophomore years; by maintaining close contact with professors during the junior and senior years, when they are asked to take at least three "honors contract" courses; and by creating a sense of pride in academic achievement. The Honors Program offers many enrichment activities to enhance the academic courses.

## Admission to the Honors Program

These students will be invited to join the Honors Program:

1. Incoming freshmen, by invitation;
2. Continuing students who earn a 3.4 grade-point average or better at the end of their first, second, or third semester; juniors who have attained a 3.5 grade-point average or better in course work completed in the previous academic year and who have a minimum overall GPA of 3.3. (Seniors are ineligible to begin participation.)
3. Transfer students who have attained a 3.5 GPA or better after one semester.

### Continuation in the Honors Program

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

### Types of honors courses

1. Special honors courses: Open only to honors students, these limited enrollment courses count as part of the student's general curriculum distribution requirements. These courses are separate from the regular curriculum offerings and are designated "Honors Courses" in the catalogue.
2. Honors contract courses: Courses regularly offered in the Timetable, approved by the Division as "honors contract courses," are so designated in the Timetable. Honors students in each class make them an honors course by entering into a contract with the individual

faculty members to approach the work at a more advanced, individualized level.

3. Honors thesis: Honors students are offered the opportunity to write an honors thesis.

### Course requirements for the Honors Program

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

### Designation of courses in the student's records

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

## Division of Economics and Business

**Faculty:** *Dana Professor Fesmire, Chairman; Professors Cyzewski, Dunham, Hyde, Long, Munyan, Truscott, Vaughn; Associate Professors Hoke, Janssen, Perlow, Phillips, Richards, Shaafi, Squires; Assistant Professors Brust, Heine, Tyson; Instructor Jefferies; Adjunct Instructors Bray, Brown, Cropsey, Cury, Ebra, Fall, Farr, Fisk, Kagamaster, Kane, King, Knight, Macalusco, Magriby, Moore, Morris, Oak, Oswald, Philipose, Pike.*

### Core requirements of the Division of Economics and Business

All students should have a basic set of foundation requirements before entering into a

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

ACC 202 .....	3
ACC 203 .....	3
BUS 210 .....	3
CSC 200 .....	3
ECO 204 .....	3
ECO 205 .....	3
MAT 160 .....	4

Sem. Hrs. 22

## Accounting

Requirements for a major in accounting:

Division Core Requirements .....	22
ACC 250 .....	4
ACC 251 .....	4
ACC 304 .....	3
ACC 401 .....	3
ACC 402 .....	3
BUS 230 .....	3
BUS 231 .....	3
BUS 310 .....	3
From ACC 351, 352, 353, 354, 404, 405, 406, 430, 440, 410 .....	9

Sem. Hrs. 57

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

## Business Management

Requirements for a major in business management:

Division Core Requirements .....	22
BUS 230 .....	3
BUS 310 .....	3
BUS 330 .....	3
BUS 350 .....	3
BUS 431 .....	3

ECO 308 .....	3
From BUS 340, 361, 440, 460, 351, 352, 353 .....	9
ECO 320 or ECO 321 .....	3

Sem. Hrs. 52

Requirements for a minor in business administration:

ACC 202 .....	3
ACC 203 .....	3
ECO 204 or 205 .....	3
BUS 230 .....	3
BUS 330 .....	3
BUS 350 .....	3
From BUS 310, 340, 351, 353, 361 .....	3

Sem. Hrs. 21

Requirements for a minor in sports management:

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

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

Sem. Hrs. 22

## Economics

Requirements for a major in economics:

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

Sem. Hrs. 43

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

**Finance**

Requirements for a major in finance:	
Division core requirements.....	22
ACC 250.....	4
BUS 310.....	3
BUS 440.....	3
BUS 490.....	3
BUS 380 or 460.....	3
BUS 491.....	3
ECO 308 or BUS 450.....	3
Two courses from	
BUS 380 or 460;	
ACC 251 or 353;	
ECO 320, 321, or 430.....	6

Sem. Hrs. 50

Requirements for a minor in finance:*	
BUS 310.....	3
BUS 440.....	3
*BUS 490 or 491.....	3
BUS 450 or ECO 308.....	3

Sem. Hrs. 12

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

**Management Information Systems**

Requirements for a major in management information systems:	
Division core requirements.....	22
CSC 230.....	3
CSC 250.....	3
CSC 350.....	3
CSC 380.....	3
CSC 390.....	3
CSC 408.....	3
CSC 418.....	3
CSC 419.....	3
From CSC 235, 240, 260, 330,	
490, 499, MAT 225,	
ACC 351, BUS 460.....	12

Sem. Hrs. 58

Requirements for a minor in management information systems:	
CSC 200.....	3
CSC 230.....	3
CSC 250.....	3
CSC 380.....	3
CSC 408.....	3
CSC 418.....	3
CSC Elective.....	3

Sem. Hrs. 21

**Mathematical Programming**

Requirements for a major in mathematical programming:	
CSC 200.....	3
SCS 230.....	3
CSC 240.....	4
CSC 260.....	3
CSC 345.....	4
CSC 470.....	3
MAT 260.....	4
MAT 261.....	4
MAT 262.....	4
MAT 301.....	4
MAT 308.....	4
BUS 460.....	3
CSC and /or MAT electives	
(Not lower than CSC 250	
and MAT 307).....	16

Sem. Hrs. 59

Requirements for a minor in mathematical programming:

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

Sem. Hrs. 21

**Quantitative Analysis**

Requirements for a major in quantitative analysis:	
Division core requirements.....	22
CSC 230.....	3
CSC 240.....	4
CSC 470.....	3
BUS 380.....	3
BUS 460.....	3
MAT 225.....	4
From ACC 304, 351,	
BUS 310, 330, CSC 250, 260, 330, 499,	
ECO 320, 440.....	16

Sem. Hrs. 58

Requirements for a minor in quantitative analysis:

CSC 200 .....	3
CSC 230 .....	3
CSC 240 .....	4
CSC 380 .....	3
BUS 460 .....	3
MAT 225 .....	4

Sem. Hrs. 20

## Master of Business Administration Degree Program

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

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

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

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

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

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

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

**Requirements for graduate study:** Potential enrollees and students enrolled in the Master of Business Administration degree program should also read the Graduate Program section and the Academic Policies and Procedures section.

## Division of Education

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

The philosophy of the Division of Education is that a broad liberal arts background with professional preparation, including early and varied clinical experience is of importance in the preparation of teachers.

Satisfactory completion of the prescribed program satisfies the requirements for a temporary teaching certificate in the State of Florida and most other states. Sophomore standing is required for admission to education courses. 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 to a specific University of Tampa course. After graduation, the prospective teacher must successfully complete the Florida Teacher Certification Examination and complete the Beginning Teacher's Program to qualify for a regular Florida teaching certificate.

Students who apply for admission to the teacher education program must submit test scores on either the ACT or the SAT. Florida State Department of Education rules require that students admitted to approved teacher education programs have a minimum composite score of 17 on the ACT or a minimum composite score of 835 on the SAT. Students planning to teach 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.

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

In addition to programs leading to certification, concentrations in adult fitness and sports

management are also offered in the area of physical education.

### **Internship programs**

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

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

Students in EDU 405, 406, 407 are not permitted to enroll in course work other than EDU 488 concurrently with internship without special permission of the Coordinator of Interns.

At the time of application a student must have a 2.00 grade-point average or better on a 4.00 scale. A minimum 2.00 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.

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

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

### Professional courses

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

Sem. Hrs. 72

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

## Secondary Education

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

EDU 200.....	4
EDU 238.....	2
EDU 250.....	4
EDU 306.....	2
EDU 407.....	12
EDU 483.....	3
EDU 488.....	3

Sem. Hrs. 30

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

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

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

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

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

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

## Health Education

To qualify for teacher certification in health education (grades 7–12) in Florida, the following 20 semester hours of professional courses are required in addition to the 23 hours of professional education courses listed above for secondary education.

HEA 230.....	4
PED 460.....	2
HEA 250 or BIO 307.....	3–4
Any BIO course.....	1
HEA 100.....	2
Any 7 hours from:	
HEA 103, 401; PED 150;	
EDU 430; SOC 305.....	7

Sem. Hrs. 19–20

## Physical Education

Requirements for a major in physical education (general professional):

A student may major in general professional physical education with or without teaching certification.

HEA 100.....	2
HEA 230.....	4
PED 105.....	2

PED 110	3
PED 150	2
PED 151	1
PED 200	1
PED 240	2
PED 252	2
PED 312	2
PED 307	2
From PED 320, 321, 322, 323	6
PED 400	2
PED 411	2
PED 412	2
PED 450	2
PED 460	2
EDU 305	4
EDU 423	4

Sem. Hrs. 47

To qualify for teacher certification in physical education in Florida, the following 23 or 24 hours of professional courses are required in addition to major requirements: EDU 238 or PSY 240; EDU 200, 306, 406, and 488.

Requirements for a minor in physical education:

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

Sem. Hrs. 21

Requirements for a major in physical education with a concentration in adult fitness:

The adult fitness concentration is a non-teaching program preparing the student for careers in the corporate/community fitness structure.

HEA 100	2
HEA 103	3
PED 103	4
PED 105	2
PED 110	3
PED 150	2
PED 230	4
PED 270	2
PED 271	3

PED 280	3
PED 312	2
PED 340	2
PED 400	2
PED 411	2
PED 450	2
PED 460	2
Any combination of other activity courses	6

Sem. Hrs. 42

Field work in adult/corporate fitness, PED 480, is highly recommended in the adult fitness concentration. Students interested in registering for PED 480 should contact their advisor for the requirements and further information concerning the field experience.

Requirements for a major in physical education with a concentration in sports management:

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

Physical education courses:

PED 105	2
PED 110	3
PED 150	2
PED 151	1
PED 200	1
PED 240	2
PED 252	2
PED 270	2
PED 280	3
PED 400	2
PED 411	2
PED 412	2
PED 460	2
PED 490	6
HEA 100	2
HEA 230	4

3 courses from the following:

PED 320, 321, 322, and 323	6
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Business-related courses:

ACC 202	4
ACC 203	2
BUS 210	4
BUS 230	3
BUS 310	4

BUS 330.....	4
BUS 350.....	4
ECO 204.....	4
ECO 205.....	2
1 course in computer science.....	3

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Sem. Hrs. 78

Requirements for a minor in sports management:

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

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

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Sem. Hrs. 20

## Recreation

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

Requirements for a minor in recreation:

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

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Sem. Hrs. 25

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

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 University of Tampa does not have an approved NATA athletic training curriculum. The courses listed above are suggested for the potential undergraduate athletic training curriculum.

## Division of Fine Arts

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

### Art (B.F.A. Degree Program)

Requirements for the major:

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

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Sem. Hrs. 72

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

To receive Florida State Teachers Certification, students should consult with the Division of Edu-

cation or the appropriate section of this catalogue for additional course requirements.

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

Requirements for the major:

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

Sem. Hrs. 94

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

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

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

### **Arts Administration/Management**

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

### **Arts Management**

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

### **Business Management**

ACC 202, 203 (Accounting) . . . . .	6
CSC 200 (Computers) . . . . .	3
ECO 204 (Microeconomics) . . . . .	4
ECO 205 (Macroeconomics) . . . . .	2
MAT 160 (College Algebra) . . . . .	4
BUS 210 (Statistics) . . . . .	4
BUS 230 (Business Law) . . . . .	3
BUS 310 (Financial Management) . . . . .	4
BUS 330 (Principles of Management) . . . . .	4
BUS 350 (Marketing) . . . . .	4

Sem. Hrs. 50

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

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

### **Music (B.M. Degree Program)**

Students uncertain about their professional objectives are urged to begin with MUS 100, MUS 122, Studio Lessons, and one ensemble. This schedule will 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	Music Theory	Studio Performance	Music Minor
Basic Theory				
MUS 122, 123	8	8	8	8
MUS 222, 223	8	8	8	—
Advanced Theory				
From MUS 270, 322, 324*, 325**	4	8	2	—
Music History				
MUS 102	4	4	4	4
From MUS 201, 202 203, 204, 208	6	8	8	2
Piano Proficiency	NC	NC	NC	—
Senior Recital				
MUS 246	—	—	1	—
Conducting				
From MUS 236, 315, 316	4	4	2	—
Techniques				
From MUS 225, 226, 227, 228, 229	5	5	3	—
Studio Performance				
On major instrument	12	12	16	5
Ensembles				
From MUS 288, 291, 292, 293, 295, 310	8	8	8	5
Piano/Harpsichord/ Organ***	—	2	2	—
Music electives	6	8	13	—
Sem. Hrs.	65****	75	75	24

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

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

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

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

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

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

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

All students enrolled for studio performance courses (private music lessons) MUS 248

through 267 for 2 credits hours perform before the faculty jury each semester. Those enrolled for one credit hour perform before the faculty jury only in the spring semester. There is a concert attendance requirement for these courses. There may also be a master class attendance requirement. Consult the studio teacher.

The Bachelor of Music degree is accredited by the National Association of Schools of Music. NASM requires that studies in the major area and supportive courses in music total at least 65 percent of the curriculum. Therefore, music majors must take 8 of the 11 hours in the Humanities/Fine Arts component in music courses if they are a theory or performance major (in addition to the 75 hours of the major).

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

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

## Speech and Drama

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

## Division of Humanities

**Faculty:** Dana Professor Saatkamp, *Chairman*; Professors Fernandez, Gillen, Harder, Locke, Mendelsohn, Stewart; *Associate Professors* Cave, Leith, Lohman, Nelson, Schenck, Solomon; *Assistant Professors* Boxill, Breslow, Harris, Van Spanckeren; *Adjunct Instructors* Cummings, DeRose, Groulx, Leahy, Palls, Perrin, Tokley, Wheeler, Wiedeman.

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

## English

Requirements for a major in English are 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 and 102, at least 4 semester hours in fundamentals of speech, and the required professional education courses. (See paragraph on Secondary Education under Division of Education.)

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

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

## French

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

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

Requirements for a minor in Spanish are 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 are 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 are 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 Jackson, *Chairman*; Professors Ellison, Ford, Gude, Smith, Wilde; Associate Professors Garman, Price, Punzo, Schlueter, Snell, Sumner, Winkler; Assistant Professors Bessman, Martin, Spain; Instructor Burroughs.

## Biology

Requirements for a major in biology:

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

Sem. Hrs. 65

All students should have a basic set of foundation courses as a biology major. Accordingly, students are required to take specified courses

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

### Cellular Biology Track

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

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Sem. Hrs. 16

### Pre-Professional Track

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

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Sem. Hrs. 16

### Ecology Track

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

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Sem. Hrs. 16

### General Biology Track

BIO electives	16
(Any combination of BIO courses taken in consultation with the student's advisor.)	

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

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

## Chemistry

Requirements for a major in chemistry:

CHE 150	4
CHE 151	4
CHE 200	4
CHE 230	4
CHE 231	4
CHE 320	4
CHE 350	4
CHE 351	4

CHE 425	4
CHE 430	4
CHE 450	2
CHE 451 or 452	2
PHY 200 or 202	4-5
PHY 201 or 203	4-5
MAT 260	4
MAT 261	4

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Sem. Hrs. 60-62

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

Requirements for a minor in chemistry:

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

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Sem. Hrs. 20

## Biochemistry

Requirements for a major in biochemistry:

CHE 150	4
CHE 151	4
CHE 200	4
CHE 230	4
CHE 231	4
CHE 320	4
CHE 350	4
CHE 351	4
CHE 420	4

CHE 450.....	2
CHE 451 or 452 .....	2
BIO 204.....	4
BIO 330.....	4
BIO 405.....	4
PHY 200 or 202 .....	4-5
PHY 201 or 203 .....	4-5
MAT 260.....	4
MAT 261.....	4

Sem. Hrs. 68-70

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

### Marine Science-Biology

Requirements for a major in marine science-biology:

BIO 203.....	4
BIO 204.....	4
BIO 212.....	4
BIO 224.....	4
BIO 225.....	4
BIO 345.....	4
BIO 405.....	4
BIO 410.....	1
BIO Electives.....	8
MAR 150.....	4
MAR 226.....	4
MAR 301.....	4
MAR 327.....	4
MAR 330.....	4
CHE 150, 151.....	8
CHE 230, 231.....	8
PHY 200, 201.....	8
MAT 170.....	4

Sem. Hrs. 85

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

### Marine Science-Chemistry

Requirements for a major in marine science-chemistry:

BIO 203.....	4
BIO 204.....	4

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

Sem. Hrs. 88

### Marine Science-Biology-Chemistry

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

BIO 203, 204.....	8
BIO 212.....	4
BIO 224.....	4
BIO 225.....	4
BIO 345.....	4
BIO 405.....	4
BIO 410.....	1
BIO electives.....	8
MAR 150.....	4
MAR 226.....	4
MAR 301.....	4
MAR 327.....	4
MAR 330.....	4
CHE 150, 151.....	8
CHE 200.....	4
CHE 230, 231.....	8
CHE 350, 351.....	8
CHE 425.....	4
CHE 449 or 450 .....	2
CHE 451 or 452 .....	2
MAT 260, 261.....	8
PHY 200, 201.....	8

Sem. Hrs. 109

The 8 hours of biology electives are to be selected in consultation with an academic advisor. Those students electing the marine science-

biology-chemistry major should not expect to complete this work in four years.

### Mathematics

Requirements for a major in applied mathematics:

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

Sem. Hrs. 40

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

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

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

### Medical Technology

Requirements for a major in medical technology:

BIO 203 .....	4
BIO 204 .....	4
BIO 307 .....	4
BIO 317 .....	4
BIO 360 .....	4
BIO 405 .....	4
CHE 150 .....	4
CHE 151 .....	4
CHE 200 .....	4
CHE 230 .....	4
CHE 231 .....	4
CHE 320 .....	4
PHY 200 .....	4
PHY 201 .....	4
MAT 170 .....	4
Internship .....	32

Sem. Hrs. 92

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

The medical technology internship and laboratory training is performed at any laboratory or hospital approved by the Council on Medical Education and 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.

### Pre-Engineering

**Administered by:** Professor Garman

Requirements for two-year pre-engineering students:

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

Sem. Hrs. 55

It is recommended that the electives include at least 6 hours of humanities and 6 hours of economics. Students seeking a degree in engineering will normally transfer after two years, but do not usually receive an AA degree from the University of Tampa.

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

**Administered by:** Professor Winkler

Students interested in these areas will usually major in the biology-preprofessional track,

biochemistry or chemistry. Other majors are possible as long as the requirements for the professional school are met. Students should design their academic programs with the advice of their advisors.

## Division of Social Sciences

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

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

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

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

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

### Criminology

Requirements for a major in criminology:

CRM 101.....	4
CRM 102.....	4
CRM Electives .....	19
SOC 100.....	4
From SSC 400, SOC 305, 306, 410.....	8
From PSC, PSY, SWK, UST .....	8

Sem. Hrs. 47

CRM 401 may not count for electives listed above.

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

### History

Requirements for major in history:

American History .....	16
Non-American History .....	16
History electives .....	4

Sem. Hrs. 36

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

### Political Science

Requirements for a major in political science:

PSC 100 .....	4
PSC 200 .....	4
PSC electives .....	28

Sem. Hrs. 36

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

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

### Psychology

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

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

### Social Sciences

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

Requirements for a major in social sciences:

HIS 202 .....	4
HIS 203 .....	4
HIS electives* .....	8
PSC 200 .....	4
PSC elective.....	4
GEO 205 .....	4
GEO elective .....	4

ECO 204. ....	4
SOC elective .....	4
PSY elective .....	4

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Sem. Hrs. 44

\*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 a school social worker by taking additional courses.

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

Requirements for a major in social work:

SWK 201. ....	4
SWK 202. ....	4
SWK 307. ....	4
SWK 401. ....	16
SOC 230 or 306 .....	4
PSC 210, 303, or 304 .....	4
SSC 400 .....	4
From SOC 202, 305, 307, 402	
CRM 212, PSY 303. ....	12

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Sem. Hrs. 52

Requirements for a minor in social work:

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

From the social science

courses listed under

the social work major

(not including SWK 401)..... 8

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Sem. Hrs. 28

### Urban Studies

Requirements for a major in urban studies:

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

From UST 400, ECO 420,

PSC 200, 211, 303, 304

SOC 306, SSC 400, CSC 219, 225 ..... 6

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Sem. Hrs. 36\*

\*The urban studies major may not include UST 440.

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

## Bachelor of Science in Nursing Program

The *Bachelor of Science in Nursing Program* (hereafter referred to as the BSN Program) is designed to enable registered nurses who are employed on a full-time or part-time basis to complete a baccalaureate degree in nursing. The program is designed specifically for the professional nurse-generalist who is skilled in the use of interpersonal and leadership techniques, in principles of research, and in the utilization of the nursing process in various health-care settings.

### Admission to the program

Registered nurses interested in the BSN Program must meet the following criteria to be considered for admission:

1. The applicant must be currently licensed by the State of Florida as a registered nurse. (Evidence of eligibility for licensure may be accepted in lieu of a current State of Florida license.)
2. The applicant must have personal-liability insurance coverage.
3. The applicant must complete a comprehensive physical examination prior to enrollment in the first clinical practicum.

Apart from these basic criteria, applicants to the BSN Program must meet all other admission requirements of The University of Tampa.

### Overview of BSN requirements

The following is a general guide to the credit required for the BSN degree. Because of differences in amounts of transfer credit granted, the actual credit among students may vary slightly. In all cases, however, a total of at least 128 semester hours of credit is required for the degree.

	Sem. Hrs. Credit
General Curriculum Distribution	47
Lower-Division Nursing Credit	32
Upper-Division Nursing Credit	44
Electives — any	1
	<hr/> 124 Total

### General curriculum distribution

The general curriculum distribution requirements are contained earlier in this chapter. Students pursuing the BSN degree program must complete all general curriculum distribution requirements with the following stipulations:

1. As part of the social science component, each nursing student must include credit in a general psychology course and in an introductory sociology course.

2. As part of the natural science component, each nursing student must include credit in a microbiology course and in an anatomy and physiology course. (This does not waive the requirement that one physical or chemical science course be included as part of this component.)

### Lower-division nursing credit

By design, the BSN Program is an *upper-division degree program* — i.e., a program through which the students complete the third and fourth years of a traditional four-year baccalaureate program. Most entering students will have completed their *lower-division requirements* (i.e., first- and second-year credits) in the associate degree program through which they earned their registered-nursing licensure.

Associate-degree applicants will be granted thirty-two (32) semester hours of *lower-division credit* toward the BSN degree.

Graduates of diploma schools of nursing will be required to pass the Nursing Mobility Profile II Tests developed by the National League of Nursing prior to enrolling in University of Tampa nursing courses. These tests encompass three examinations in each of which a minimum percentile of forty-five (45) must be attained.

Upon the successful completion of the Nursing Mobility Profile Tests, the diploma-school applicant will be granted thirty-two (32) semester hours of *lower-division credit* toward the BSN degree.

### Upper-division nursing credit

In order to fulfill *upper-division requirements* for the BSN degree, students must complete the following *required* nursing, education, and mathematics courses. (MAT 302 may not be used in the academic skills component of the general curriculum distribution.)

NUR 301.....	3
NUR 311.....	3
NUR 322.....	3

NUR 332.....	3
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NUR 401.....	5
NUR 412.....	6
NUR 421.....	6
NUR 430.....	6
EDU 325.....	3
EDU 410.....	3
MAT 302.....	3

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Sem. Hrs. 44

## Department of Military Science

**Faculty:** Moffitt, *Professor of Military Science*; Kaub, Landers, *Assistant Professors*.

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

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

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

ROTC students must enroll successively in all

courses included in the Military Science curriculum. If necessary, students may make arrangements to take both the freshman and sophomore curriculum during their sophomore year. Enrollment in an appropriate leadership laboratory is required for cadets and is not available to students who are not cadets.

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

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

Requirements for a minor in military science:

MSC 300.....	3
MSC 403.....	3
MSC 400.....	2
MSC 201/HIS 210 .....	4
One course from BUS 330, PSY 322, PSC 303, PHL 202.....	3-4
From HIS 413, 414, ENG 217 .....	4
From HIS/PSC 406, PSC 313, PSC 314 .....	4
MSC 200.....	1
Leadership Lab .....	4
Modern Foreign Language .....	4
From PSY 200, SOC 100.....	4

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Sem. Hrs. 36-37

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

## Department of Aerospace Studies (AFROTC)

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

The Air Force Reserve Officer Training Corps (AFROTC) is offered under a cross-town agreement with the University of South Florida (USF). The AFROTC courses are offered on the campus of The University of Tampa and full credit is granted by The University of Tampa. The curriculum includes 24 credit hours of instruction by Aerospace Studies Department faculty over a four-year period. It is possible to earn a minor in Aerospace Studies from The University of Tampa.

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

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

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

taught customs and courtesies of the Air Force.

Scholarships (4-, 3½-, 3-, 2½-, and 2-year) are available to qualifying students. These scholarships pay all tuition, books, required fees, and a \$100.00 per month tax-free stipend. In addition, and of special note, is The University of Tampa ROTC scholarship program that provides free room and board scholarships to AFROTC scholarship recipients. All students in the final two years of program, regardless of scholarship status, receive the \$100.00 monthly tax-free stipend.

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

Requirements for a minor in aerospace studies:

AFR 300 .....	3
AFR 301 .....	3
AFR 200 .....	1
AFR 201 .....	1
AFR 400/HIS 210 .....	3-4
One course from BUS 330, PSY 322, PSC 303, PHL 202 .....	3-4
From HIS 413, 414 ENG 217 .....	4
From HIS/PSC 406, PSC 313, PSC 314 .....	4
AFR 100, 101, 401 .....	5
Leadership Lab .....	8
Modern Foreign Language .....	4
From PSY 200, SOC 100 .....	4

Sem. Hrs. 43-45

In addition to the above, the student must successfully complete the AFROTC General Military Course or the AFROTC six-week Field Training Camp, successfully complete the AFROTC four-week Field Training Camp, and be recommended for commission by the Aerospace Studies Department.



*The University Of*  
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*The Graduate Program*

# Graduate Study: The Master of Business Administration Degree

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

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

## Tuition

Graduate students are charged \$143.00 for each credit hour of graduate studies.

## Standards for admission

### Admission as a full degree-seeking student

If you are applying for full graduate-degree-seeking status, you must have earned a Bachelor's degree from a regionally accredited college or university, with a minimum of 2.75 grade-point average (on a 4.00 scale) on the last 60 semester hours of college work attempted, or a quarter-hour equivalent.

It is not necessary to have previous academic work related to the field of business administration in order to apply to the M.B.A. program, but you may be required by your graduate program advisor to take certain undergraduate-level prerequisites, either before taking graduate courses or concurrently with your graduate courses.

As an applicant for full degree-seeking status, you 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 should be 1000 or better on the GRE, or 450 or better on the GMAT. If you are an applicant from another nation, you must present a score of 550 or better on the Test of English as a Foreign Language (T.O.E.F.L.). See the section on requirements for foreign students.

### Admission as a conditional degree-seeking student

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

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

Conditional admission means that at the end of the semester in which you complete the 12th hour (or more) of graduate (600-level) work you must have a "B" average or better. At the end of that semester, your status will be reviewed. If you have met all requirements for full degree-seeking status and you have earned a "B" average, you will become a full degree-seeking student. To stay in the graduate program, you must maintain a "B" average.

## Procedures for admission

Admission as a degree-seeking graduate student requires:

1. Application form, completely filled out;
2. Application fee of \$20.00, unless you are a continuing University of Tampa student;
3. All transcripts of previous college work, received directly from each institution;

4. Entrance examination score report directly from the Educational Testing Service, Princeton, New Jersey.

You should submit your application form to the University no later than 30 days before the official first day of classes for any term. All other official documentation (transcripts, test scores, et cetera) 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, your entrance will be updated to a later term.

### Information for applicants from foreign countries

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

1. Score report on the Test of English as a Foreign Language (T.O.E.F.L.) with a minimum score of 550;
2. Transcripts printed in *English* from *all* previous colleges attended. It is important that transcripts 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 should indicate that you have 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 at the college level.

As a foreign applicant, you must also submit your transcripts and documents from foreign institutions to *World Education Services, Inc.*, for a multi-purpose evaluation of the undergraduate degree earned and the institution granting it. Application forms for evaluation by this service are available through the University's Graduate Admissions office upon request.

## Other important academic rules

### 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. This credit must be evaluated as graduate-level credit by the Registrar and approved by the graduate program advisor.

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. Transfer credit need not correspond with courses available at The University of Tampa, but must be deemed appropriate to the M.B.A. degree.

Credit for work done by correspondence or extension will not be accepted for the graduate degree.

### Program of study and course requirements

You will be assigned an advisor by the graduate program director. After consulting with your advisor, you should plan an academic program that will satisfy degree requirements. See the chapter "Academic Programs" for an outline of the basic course requirements for the Master's degree.

### Residency

The M.B.A. degree requires a minimum of 27 semester hours of credit, which must be earned on the campus of The University of Tampa.

### Time limit

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

**Quality of work**

You 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 you entered the graduate program will be counted in computing the overall grade-point average.

**Repeating courses**

You may repeat graduate courses, but only those courses in which you earned a grade of "C" or less. However, the grades earned each time a course is attempted will be included in your overall grade-point average.

**Graduate retention standards**

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

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

**Admission to candidacy for the Master's degree**

Admission to candidacy for the Master's degree is a separate step from admission to graduate study.

After you have completed 12 semester hours of acceptable graduate work, you should complete an application for degree with your 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. On this application your degree program will be outlined and considered official; it may not be changed with-

out 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 catalogue.

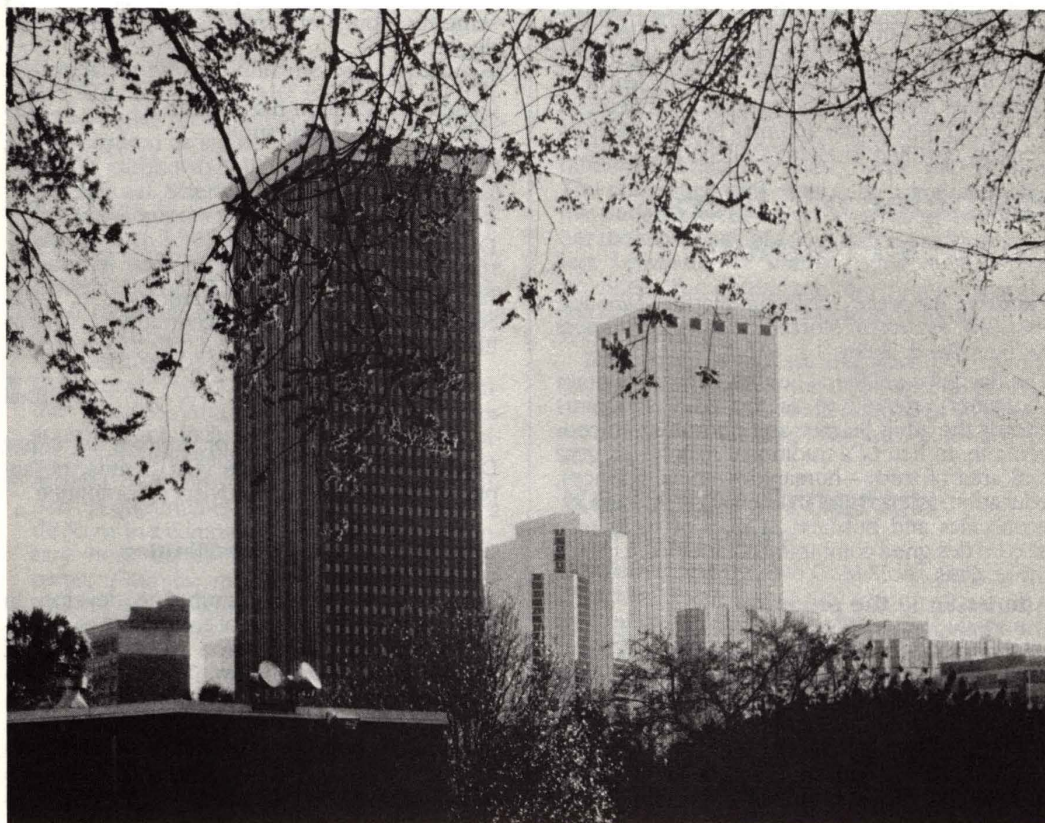
**In addition...**

You should become familiar with the chapter Academic Policies and Procedures, which is applicable for both undergraduate and graduate students.



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*Metro College*

# Metro College

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

## Bachelor of Liberal Studies Program

**Faculty:** Associate Professor Martin, Director; Assistant Professor Morris; Adjunct Instructors Aertker, Reed, Talley.

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

### Admission to the program:

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

- Application form, completely filled out
- Application fee: \$30.00
- Official high school transcript, sent directly from the high school and showing date of graduation
- Official transcript of credits sent directly from each college or university previously attended
- Any other documentation required for the awarding of non-resident credit as out-

lined in the "Transfer Credit Evaluation Policy" section of the University Catalogue

### B.L.S. degree requirements

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

<i>Degree Plan A</i> . . . . .	<i>Sem. Hrs.</i>
General curriculum distribution . . . . .	35
One area of concentration . . . . .	42
Electives . . . . .	47
	<hr/> 124 Total

<i>Degree Plan B</i> . . . . .	<i>Sem. Hrs.</i>
General curriculum distribution . . . . .	35
First of two areas of concentration . . . . .	24
Second of two areas of concentration . . . . .	24
Electives . . . . .	41
	<hr/> 124 Total

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

### General curriculum distribution requirements

Each B.L.S. student is required to develop, in addition to his or her area of concentration, a general curriculum distribution within the broad framework outlined below. These distribution requirements vary from those applying to students in other degree programs.

	Minimum Sem. Hrs.
A. Academic Skills Component . . . . .	16
ENG 101, Composition & Rhetoric I . . . . .	4
ENG 102, Composition & Rhetoric II . . . . .	4
PHL 201, Logic . . . . .	4
Dynamics of Communication . . . . .	4

B. Liberal Studies Component.....	11
One course in each of the following areas:	
Humanities/Fine Arts .....	4
Natural Sciences .....	3
Social Sciences .....	4
C. Interdisciplinary Studies Component .....	8
Ethical and Political Issues.....	4
International Issues .....	4

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Total Hrs. 35

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

**Electives** At least one-half of the credit hours earned in elective courses must be completed outside of the student's chosen area(s) of concentration.

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

**Independent study:** With the express approval of the Learning Advisory Committee,

“readings” courses and/or supervised independent study opportunities are available to adult B.L.S. students whose specific needs cannot be met by an existing course. Qualified B.L.S. students may earn up to 10 semester hours of credit in supervised independent study.

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

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

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

## Re-Entry Program for Women

**Administered by:** Sue G. McCord, PhD.,  
*Director*

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

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

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

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

### **Admission requirements**

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

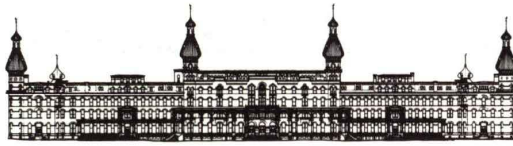
A Re-Entry Program student is classified as a "regular" University of Tampa undergraduate when she schedules her first full-time load; or when she completes a maximum of eight Re-Entry courses; or when she completes two academic years of course work (whichever occurs first).

### **Curricular requirements**

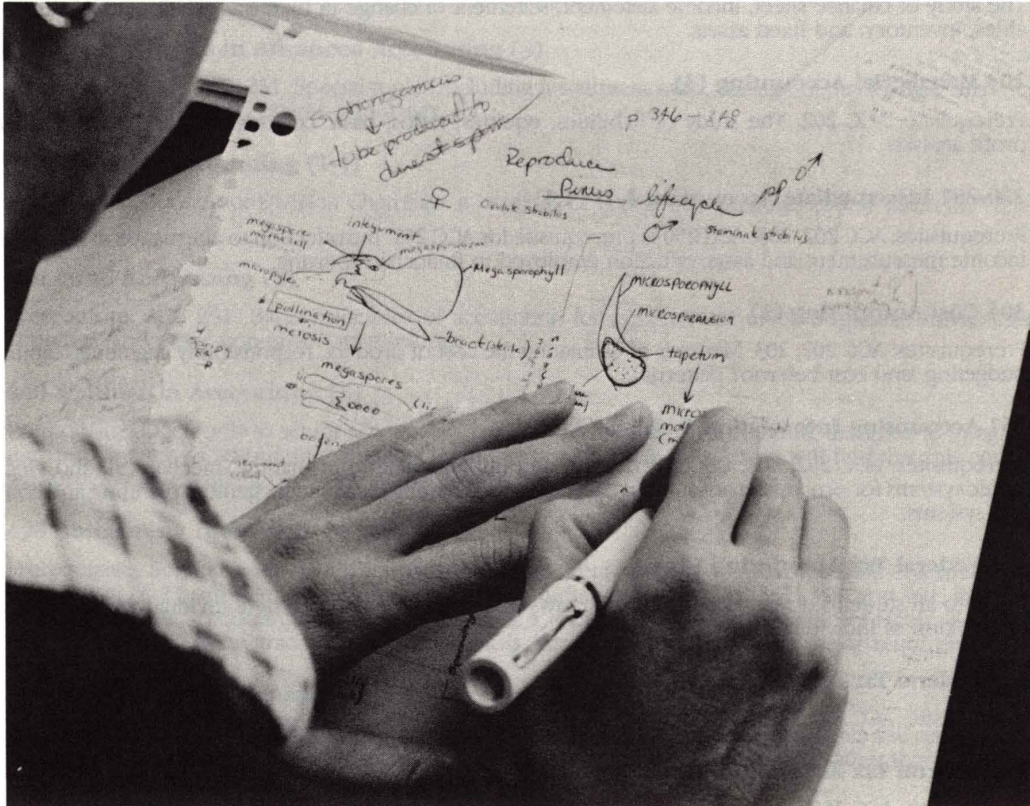
All courses taught within the Re-Entry Program for Women carry full academic credit and may be applied toward an undergraduate degree. Because such courses are designed to facilitate the transition of the re-entering woman student into regular degree programs, further curricular requirements are those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

## **The MacDill Center**

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



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## Course Descriptions

# Course Descriptions

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

## **Accounting Courses (ACC)**

### **202 Financial Accounting (3)**

The study of balance sheet, income statement, statement of change in financial position, cash, receivables, inventory, and fixed assets.

### **203 Managerial Accounting (3)**

Prerequisite: ACC 202. The study of liabilities, equities, ratios, basic cost systems, and cost/volume/profit analysis.

### **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 (3)**

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

### **351 Accounting Information Systems (3)**

Prerequisites: ACC 202, 203; CSC 200. Design and implementation of manual, mechanical, and electronic systems for processing accounting data. Use of accounting data in management planning and control systems.

### **352 Federal Tax Accounting I (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 (3)**

Prerequisite: ACC 352. Laws and regulations governing taxation of corporations and partnerships.

### **354 Federal Tax Accounting III (3)**

Prerequisite: ACC 352. Laws and regulations governing taxation of estates, trusts, and gifts.

### **401 Auditing Theory (3)**

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

**402 Auditing Practice (3)**

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.

**404 Special Topics in Cost Accounting (3)**

Prerequisite: ACC 304. Quantitative aspects of managerial accounting.

**405 Advanced Accounting (3)**

Prerequisites: ACC 250, 251. Home office and branch accounting, preparation of consolidated financial statements for interlocking corporations, and partnerships.

**406 Special Topics in Advanced Accounting (3)**

Prerequisites: ACC 250, 251. Special topics including installment sales, consignments, foreign currency transactions, bankruptcy, estates, and trusts.

**410 Topics in Accounting (1-4)**

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

**430 Fund Accounting (3)**

Prerequisite: ACC 251. Basic principles of accounting for government units, hospitals, universities, churches, and other non-profit organizations.

**440 Seminar in Accounting (3)**

Prerequisite: Open only to senior accounting majors. A final course in accounting designed to integrate the various areas of accounting. Students intending to sit for the C.P.A. exam will find that this course will provide an excellent overview of the various areas in accounting.

**498 Accounting Internship (4-12)**

Prerequisites: Senior standing with at least an overall B average; approval of the Division Chairman; and completion of 21 semester hours of accounting, including ACC 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 M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

**603 Managerial Accounting (3)**

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

**614 Tax Planning and Research (3)**

For graduate students only. Prerequisites: ACC 352, 353, 603. Topics covered include the use of various tax research tools, the minimization of tax liability through proper tax planning, and the management of a company's tax position with frequent reference to court cases and IRS Code.

**620 Advanced Accounting Theory and Practice (3)**

For graduate students only. Prerequisite: ACC 603. A comprehensive study of current pronouncements of the Financial Accounting Standards Board. Areas to be covered include inflation accounting, deferred income, taxes, leases, pension plans, and other relevant topics.

**625 Financial Statement Analysis (3)**

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

**Air Force ROTC Courses (AFR)**

*Air Force ROTC courses are open only to students enrolled in the Air Force ROTC program offered under the cross-town agreement with the University of South Florida.*

**100-101 The Air Force Today I, II (1,1)**

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces.

**200-201 The Development of Air Power I, II (1,1)**

This course is a study of air power from balloons and dirigibles through the jet age; a historical review of air power employment in military and non-military operations in support of national objectives; a look at the evolution of air power concepts and doctrine.

**300-301 Air Force Leadership and Management I, II (3,3)**

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication, and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer (officership). The basic managerial processes involving decision-making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts. Organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes.

**400-401 American Defense Policy I, II (3,3)**

This course is a study of U.S. National Security Policy which examines the formulation, organization, and implementation of national security; context of national security; evolution of strategy; management of conflict; and civil-military interaction. It also includes blocks of instruction on the military profession/officership and the military justice system. The course is designed to provide future Air Force officers with a background of U.S. National Security Policy so they can effectively function in today's Air Force.

**110, 111, 210, 211, 310, 311, 410, 411 Air Force ROTC Leadership Laboratory (1,1,1,1)**

The Air Force ROTC Leadership Laboratory is a one-hour-per-week practicum in leadership and management. Leadership Laboratory allows AFROTC cadets to put to use the leadership and management theories they have learned in their AFROTC academic classes. The Leadership Laboratory is based upon an actual Air Force organization and is completely cadet organized, staffed, and managed.

**Art Courses (ART)**

*Courses offered for 2-6 hours of credit are to be taken on a concentration basis with the consent of the instructor or, for art majors, the instructor or main advisor. Studio courses meet five hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.*

**102 Art Fundamentals (4)**

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

**153 Beginning Drawing (4)**

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

**154 Figure Drawing (4)**

An introduction to problems in pictorial organization, using the human figure and other organic forms as reference.

**200 Beginning Ceramic Design (4)**

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

**201 Beginning Painting (4)**

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

**202 Beginning Sculpture (4)**

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

**203 Beginning Printmaking (4)**

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

**204 Beginning Design (4)**

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

**205 Intermediate Sculpture (4)**

A continuation of ART 202.

**206 Lettering and Layout (4)**

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

**207 Three-Dimensional Drawing (4)**

Problems in draftsmanship relating to three-dimensional form and media utilizing a variety of drawing media.

**208 Beginning Photography (4)**

An introduction to materials and techniques of photography.

**270 History: Primitive Culture (4)**

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

**271 History: Pre-Columbian (4)**

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

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

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

**273 History: Greco-Roman (4)**

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

**274 History: Medieval (4)**

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

**275 History: Renaissance (4)**

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

**276 History: Baroque and Rococo (4)**

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

**277 History: 19th and 20th Centuries (4)**

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

**300 Advanced Ceramic Design (4)**

A continuation of ART 200.

**301 Advanced Painting (4)**

A continuation of ART 201.

**302 Advanced Sculpture (4)**

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

**303 Advanced Printmaking (4)**

A continuation of ART 203.

**304 Advanced Drawing (4)**

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

**308 Advanced Photography (4)**

Designed to increase a student's technical knowledge as well as to increase his ability for individual expression. The problems involve multiple imagery, serial photography, and other exercises to increase a student's creative potential. Experimentation with larger format as well as other aspects of the photographic medium will be encouraged.

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

**400 Special Problems: Ceramics (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of ceramics with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

**401 Special Problems: Painting (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of painting with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

**402 Special Problems: Sculpture (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of sculpture with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

**403 Special Problems: Printmaking (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of printmaking with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

**404 Special Problems: Drawing (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of drawing with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

**408 Special Problems: Photography (2-6)**

Prerequisite: Consent of instructor. Designed for the professionally oriented art student, to allow him to select and explore intensively the area of photography with the guidance of a member of the art faculty. May be repeated for additional credit up to a total of no more than eight hours.

## Arts Management Courses (ARM)

### 200 Introduction to Arts Management (2)

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

### 480 Seminar in Arts Management (2-4)

Prerequisites: Completion of six hours of ARM 200 and 498. Content varies as announced in class timetable. With the approval of the arts management advisor, 480 may be repeated for additional credit if content varies.

### 498 Internship (1-15)

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

## Biology Courses (BIO)

*See also Marine Science Courses.*

*All courses include lecture and laboratory except where noted.*

### 112 Environmental Science (3)

An interdisciplinary study concerned with the historical, ecological, social, political, and economic ramifications of the global environmental crisis. Issues such as demographics, energy, pollution, natural resources, and environmental policy will be addressed. Designed for non-science majors. This course will satisfy general curriculum distribution requirements, but is not applicable towards a biology major or minor.

### 125 Biological Science (3)

Characteristics of life, metabolism, reproduction, genetics, physiology, development, evolution, and ecology, with an emphasis on everyday application to human concerns. Designed for non-science majors. This course will satisfy general curriculum distribution requirements, but is not applicable towards a biology major or minor.

### 130 Pathophysiology (3)

Open only to nursing students. The physiological mechanisms underlying the disease process will be emphasized. Modern concepts of stress and its role in the etiology of disease as well as the interaction of stress with the major regulatory systems will be studied.

### 175 Human Genetics (4)

Open only to nursing students. This course is a basic introduction to the principles of human genetics, including Mendelian, population, and molecular aspects. Topics include pedigree analysis, chromoso-

mal abnormalities and their clinical effects, immunogenetics, pharmacogenetics, genetics of behavior, prenatal and postnatal diagnosis and treatment, and genetic counseling.

**203 Biological Diversity (4)**

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

**204 Biological Unity (4)**

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

**209 Biological Research Methods (2)**

Prerequisites: BIO 203, 204; MAT 170. A course designed to acquaint students with the scientific method, how to access the biological literature, including biological abstracts, index medicus, science citation index and BIOSIS; the fundamentals of science writing; and quantitative analysis, including experimental design, statistical inference and hypothesis testing.

**212 Ecology (4)**

Prerequisite: BIO 203. Major emphasis on the relationships between natural communities and their environment. Final unit concerned with human conditions.

**217 Evolution (4)**

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

**224 Invertebrate Zoology (4)**

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

**225 Vertebrate Zoology (4)**

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

**228 Terrestrial Plants (4)**

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

**250 Comparative Vertebrate Anatomy (4)**

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

**307 Microbiology (4)**

Prerequisites: BIO 203, 204; CHE 151. A study of the structure, function, and taxonomy of microorganisms and their interactions with man and his environment.

**310 Vertebrate Embryology (4)**

Prerequisites: 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)**

Prerequisites: BIO 203, 204. A study of the major groups of parasites emphasizing those affecting humans and domesticated animals. Morphology, life history, ecology, and pathogenicity of each parasite will be studied.

**330 General Physiology (4)**

Prerequisites: BIO 203, 204; CHE 151; MAT 170. The study of major physiological systems of animals from a comparative perspective. Functional anatomy, evolutionary relationships, and regulatory mechanisms will be stressed, as well as environmental physiology.

**345 Advanced Ecology (4)**

Prerequisite: BIO 212. An in-depth study of advanced theoretical and applied branches of ecology, including current topics in evolutionary, behavioral, physiological, population, and community ecology. Field trips to selected habitats.

**350 Cell Biology (4)**

Prerequisites: BIO 203, 204; CHE 231; MAT 170. The study of general cellular organization, evolution, the physico-chemical aspects of living systems and cell activities, energetics, cell division, membranes and membrane phenomena, the molecular basis of excitability, movement, cellular recognition, and biochemistry.

**360 Immunology (4)**

Prerequisites: BIO 204; CHE 230; MAT 170; BIO 307 and 350 are recommended. The study of basic concepts pertaining to immunology, including immunocytology, immunohematology, autoimmune disease and immunobiochemistry.

**405 Genetics (4)**

Prerequisites: BIO 203, 204; MAT 170; CHE 231 recommended. Genetic mechanisms that modify biological form and function, including Mendelian, molecular, and population genetics.

**410 Senior Seminar (1)**

Prerequisite: Senior standing in biology or marine science. An in-depth study of a current topic in biology. Independent study project and presentation required.

**440 Selected Topics in Biology (1-4)**

Prerequisites: At least 16 hours in biology with a grade-point average of 2.75 or better in the major and consent of the faculty. A course designed to provide students with an opportunity to select a topic in biology that they are interested in and explore the subject in depth with a higher level of sophistication than is usually possible in a formal class.

**450 Biological Research (1-4)**

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

**499 Biological Internship (4-8)**

Prerequisites: BIO 203, 204; 56 semester hours of credit with at least a 3.0 average in the major; 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)**

*NOTE: Many BUS courses will be redesignated in the 1985-86 Catalogue with new prefixes, as indicated below in italic and parentheses following the course titles.*

**210 Business Statistics (3)**

Prerequisite: MAT 160 or equivalent. An introductory course in business statistics. Topics covered include descriptive statistics, probability, random variables and probability distributions, the normal distribution, sampling techniques, interval estimation, hypothesis testing, and simple linear regression.

**230 Basic Business Law (3)**

Prerequisite: ECO 204. A study of basic principles of common law, statutes, and administrative law.

**231 Business Law for Management (3)**

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

**310 Financial Management (3) (FIN 310)**

Prerequisites: ACC 202, 203; BUS 210; CSC 200; ECO 204. A study of the processes, institutional framework, and decisions faced by firms in the acquisition and use of funds. Principal emphasis is on corporate entities, including their utilization of capital budgeting in a world of taxes, law, and risks. This is a traditional first course in corporate finance. (Multi-section offering in both fall and spring semesters.)

**330 Principles of Management (3) (MGT 330)**

Prerequisite: ECO 204. The theoretical and practical basis of organization and management.

**340 Human Resource Management (3) (MGT 340)**

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 (3) (MKT 350)**

Prerequisites: BUS 330; ECO 204, 205. An analysis of business functions concerned with building demand and moving goods from producer to consumer.

**351 Promotional Policies (3) (MKT 351)**

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

**352 Principles of Retailing (3) (MKT 352)**

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 (3) (MKT 353)**

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 (3) (MGT 361)**

Prerequisites: ACC 202; BUS 210, 325, 330; ECO 204. An analysis of the functions of management in approaching and solving production problems.

**369 Real Estate Principles and Practices (3) (FIN 269)**

Prerequisite: ECO 204. Development of the fundamental knowledge required to be aware as well as active in the field of real estate. A classic course in principles heavily laced with basic Florida Real Estate Law. The course qualifies students to sit for State of Florida salesman licensing exam if a grade of C or better is achieved. (Offered only during the spring semester.)

**380 Advanced Business Statistics (3)**

Prerequisites: BUS 210; CSC 200. A continuation into the study of business statistics. The course emphasis will be on computer applications in descriptive and predictive statistics. Particular attention will be directed at the application of existing computer packages for the solution of statistical problems.

**410 Topics in Business (1-4) (MGT 410)**

Prerequisite: Consent of division chairman. A readings or independent studies course taken for variable credit.

**431 Business Policy and Environment (3) (MGT 431)**

Prerequisites: BUS 230, 330, 350; ACC 202, 203; ECO 204, 205; and senior standing or instructor permission. Directed to rational or research decisions on problems or issues that confront senior management of large organizations. An integrated course concerned with all business functions and full array of analytical tools applied in reference to the external environmental and internal resources.

**440 Investments (3) (FIN 440)**

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. (Offered during both fall and spring semesters.)

**450 Financial Institutions (3) (FIN 320)**

Management policies of financial institutions, including banks, savings and loan institutions, life and casualty insurance, and pension funds analyzed by their portfolio mix; source of funding; tradition; and legal constraints. Extensive use of current readings is utilized to complement traditional historical view of these institutions. (Offered only during the spring semester.)

**460 Quantitative Analysis for Business Decisions (3)**

Prerequisites: BUS 210; MAT 160. A basic course in the fundamentals of management science. Topics include the scientific method in conceptualizing, structuring, modeling, and resolving problems in business operations. Topics include decisions under uncertainty, inventory control, linear programming, PERT, and simulation.

**489 Small Business Management (3) (MGT 489)**

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

**490 Seminar in Finance and Banking (3) (FIN 490, Seminar in Banking Institutions)**

Prerequisites: BUS 310; BUS 450 or ECO 308. A study of commercial banking activity in the United States, including the activities of the savings and loan movement into the banking area. Emphasis is on commercial lending and portfolio management; trust activities and operations are introduced, but not covered in depth. Heavy use of cases and outside reading is emphasized in the course. (Offered only during the fall semester.)

**491 Readings and Research in Finance (3) (FIN 491, Financial Policies and Strategies)**

Prerequisites: BUS 310; BUS 440 or FIN 606; senior or graduate status. A senior seminar course for finance majors. Principally a case course that explores timely topics in finance in depth, as well as examining financial policies and alternative solutions to financial problems. (Offered only during the spring semester.)

**494 Management Internship (4-12) (MGT 494)**

Prerequisites: Senior standing with an overall 3.0 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) (FIN 495)**

Prerequisites: Senior standing with an overall 3.0 average in courses taken for the finance major to include the following: ACC 202, 203, 250, 251; BUS 210, 310, 440; ECO 308, 321; approval of the division chairman. Graded on a pass-fail basis.

#### **497 Marketing Internship (4-12) (MKT 497)**

Prerequisites: Senior standing with an overall 3.0 average, nine hours of credit in marketing courses with a 3.0 average, and approval of the division chairman. Graded on a pass-fail basis.

### **Chemistry Courses (CHE)**

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

#### **125 Chemical Science (3)**

A non-science majors course in chemistry that will introduce the basic concepts of chemistry and examine these in terms of "real world" examples. Designed for non-science majors, this course will satisfy general curriculum distribution requirements, but is not applicable towards a chemistry major or minor. Laboratory included.

#### **150 General Chemistry I (4)**

Prerequisite: MAT 170 or equivalent. An introduction to the basic concepts of chemistry. Topics include the structure of atoms, periodicity, stoichiometry, gas laws, the physical states of matter and chemical bonding. Laboratory experiments are designed to supplement the lecture material.

#### **151 General Chemistry II (4)**

Prerequisite: CHE 150. A continuation of General Chemistry I. Topics include kinetics, equilibrium, thermodynamics, electrochemistry, and redox reactions. Laboratory experiments are designed to supplement the lecture and include some qualitative analysis.

#### **200 Introduction to Analytical Chemistry (4)**

Prerequisite: CHE 151. 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. Methods of analysis covered include gravimetric, titrimetric, electrochemical, and spectrophotometric methods.

#### **230 Organic Chemistry I (4)**

Prerequisite: CHE 151. A study of the chemical properties and reactions of carbon and its derivatives. Topics include bonding, nomenclature, stereochemistry, substitution, elimination, and free-radical reac-

tions, organometallic compounds, infrared and nuclear magnetic resonance spectroscopy, and the chemistry of alkyl halides, alcohols, ethers, epoxides, glycols, alkenes, and alkynes. Experiments which illustrate organic chemistry techniques and synthetic organic chemistry are emphasized.

### **231 Organic Chemistry II (4)**

Prerequisite: CHE 230. A continuation of Organic Chemistry I. Topics include aromaticity, the chemistry of benzene, aldehydes, ketones, carboxylic acids and their derivatives, amines, polycyclic and heterocyclic aromatic compounds, condensation reactions, carbohydrates, and amino acids and proteins. Experiments involving qualitative organic analysis, IR and NMR spectroscopy, and a synthetic project are emphasized.

### **320 Basic Biochemistry (4)**

Prerequisite: CHE 231 or permission of instructor. A study of the chemical properties and biologic functions of the atoms, molecules, macromolecules, and macromolecular complexes that contribute to living systems. Topics include pH, structure and function of carbohydrates, polysaccharides, lipids, proteins, and nucleic acids, enzyme kinetics, the major metabolic cycles and their cellular control processes, and the mechanisms of hormone action. In addition, the specialized metabolism of several organs and tissues, starvation, diabetes, mellitus, and alcoholism are presented. Lecture only.

### **350 Physical Chemistry I (4)**

Prerequisites: CHE 200; MAT 261; PHY 200, 201; or permission of instructor. An introduction to the fundamental principles that are applicable to physicochemical systems. Topics include gases and kinetic molecular theory, the laws of thermodynamics, phase equilibrium, ideal and nonideal solutions, electrochemistry, and surface phenomena. Laboratory included.

### **351 Physical Chemistry II (4)**

Prerequisite: CHE 350 or permission of the instructor. A continuation of Physical Chemistry I. Topics include kinetics, photochemistry, quantum mechanics, spectroscopy, and X-ray diffraction. Laboratory included.

### **420 Advanced Biochemistry (4)**

Prerequisites: CHE 320, 351; or permission of instructor. A course designed to follow Basic Biochemistry, consisting of selected topics in biochemistry. Topics may include DNA sequencing, nucleic acid, amino acid, protein, collagen, triglyceride, and phospholipid biosynthesis, uric acid metabolism, lipoproteins, atherosclerosis, prostaglandins, photosynthesis, vitamins, trace elements, immunochemistry, and the biochemistry of cancer. Experiments that illustrate biochemical concepts are emphasized. As time permits, the student will carry out experiments in the following areas: biochemical assays, enzymes (isolations, kinetics), chromatography, electrophoresis, clinical chemistry, and the physical chemistry of nucleic acids and/or proteins.

### **425 Advanced Inorganic Chemistry (4)**

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

**430 Advanced Instrumental Chemistry (4)**

Prerequisite: 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. Laboratory included.

**449 Chemical Laboratory Safety (2)**

Prerequisite: CHE 231. A course designed for science majors who are seeking industrial positions. Topics include toxicology, personal protection, corrosive chemical hazards, flammable hazards, explosive hazards, storage and disposal, pressure systems, equipment and radiation, ventilation and monitoring, and the philosophy of laboratory safety.

**450 Scientific Literature (2)**

Prerequisites: CHE 231; CHE 200 or 320. This course covers primary, secondary, and tertiary literature sources and shows the manner in which they interrelate and complement each other. Topics include techniques and sources for retrospective and current awareness searches, the use of chemical abstracts, biological abstracts, Beilstein, and science citation index, compilations of constants and physical data, compendia, and recent developments in chemical abstracts, literature searches via computer. Exercises in scientific information retrieval stimulate the student to apply the concepts being discussed in lecture.

**451 Introduction to Research (1-2)**

Prerequisite: CHE 231, and CHE 200 or 320; or permission of area coordinator. During the junior year, a project subject is chosen by qualified students in consultation with the chemistry staff. Laboratory research and a formal written report are required. The formal report must be presented to and accepted by the chemistry staff. In addition, each student will present an oral report of his or her work. The students who qualify will be selected by the chemistry staff. May be repeated once.

**452 Chemical or Biochemical Literature Survey (2)**

Prerequisite: CHE 450. During the junior year, a project subject is chosen by students in consultation with the chemistry staff. Detailed library research and a formal written report, as well as an oral presentation of the report are required. The formal report must be presented to and accepted by the chemistry staff.

**499 Selected Advanced Topics (1-4)**

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

**Computer Science Courses (CSC)****200 Introduction to Computers (3)**

An introductory course in computer data processing. Topics to be covered include the functions and capabilities of modern computing equipment; uses and application of computers in business, govern-

ment, science and technology, and education; putting computers to work; systems analysis and design and the program development cycle; and ways in which people may be affected, now and in the future, by various computer applications. Program development will be in BASIC.

### **230 Computer Programming Concepts and Techniques (3)**

Prerequisite: CSC 200. A study of the fundamental concepts underlying problem-solving using computer languages. This course will cover efficiency, writability, readability, maintainability, and portability of computer software. The course is built on the principle of structured programming and is a foundation for the study of both high and low level languages and their applications.

### **235 Programming in BASIC (3)**

Prerequisite: CSC 230. A study of the programming techniques used in BASIC with emphasis on solving programming problems using hands-on experience with the University's mainframe and microcomputer equipment.

### **240 FORTRAN (4)**

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

### **250 COBOL (3)**

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

### **260 Assembly Language (3)**

Prerequisite: CSC 230. A study of the basic assembly language for large-scale computers using hands-on experience with the University's NCR computer equipment. Course will emphasize manipulation of internal storage, debugging methods, and programming tools in a laboratory setting.

### **270 RPG Programming (3)**

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

### **330 Operating Systems Programming (3)**

Prerequisite: CSC 260. A study of system software, UNIX, and other operating systems.

### **345 Numerical Methods (4)**

Prerequisites: CSC 240; MAT 261. A computer-oriented course covering numerical solutions to equations and systems of equations, approximation theory, interpolation, numerical integration and differentiation, and numerical solutions to differential equations.

**350 Advanced COBOL (3)**

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

**380 Data Processing Systems (3)**

Prerequisite: CSC 230. A study of the application of data processing hardware and software in data processing systems. Emphasis is placed on equipment capability as integral parts of DP Systems. Course will cover microcomputers, large computers, data entry and output devices, telecommunication, and other data processing system components. Actual systems to process data will be developed and evaluated in a practical context.

**390 Data Processing Administration (3)**

Prerequisite: CSC 230. A study of the administrative functions associated with data processing activity. Course will cover operations management, privacy and security, personnel functions, future trends, and other administrative data processing issues.

**408 Data Base Design and Administration (3)**

Prerequisites: CSC 230, 380. Methodological approaches to the design of data bases for micro-, mini-, and mainframe computers. Construction of schema with implementation on current popular DBMS. Repair conversion, and maintenance of DBMS.

**418 Systems Analysis and Design I (3)**

Prerequisite: CSC 408. A review of the fundamental requirements of analyzing and designing any type of business systems with emphasis on problems and recommended ways of converting from manual to computerized business systems.

**419 System Analysis and Design II (3)**

Prerequisite: CSC 418. A continuation of CSC 418 with emphasis on the concepts of design of outputs, inputs, and files for transaction-oriented and network systems. A practical workshop application will be part of the course requirement.

**470 System Modeling and Application (3)**

Prerequisites: BUS 460; CSC 240. A study of model formulation and implementation related to decision-making situations. Course will include systems theory, mathematical modeling, and computer simulation. Emphasis is placed on modeling as a technique for the analysis of practical decision-making problems.

**490 Internship (4-8)**

Prerequisites: Senior standing with at least an overall 3.0 grade-point average and approval of the division chairman. Special assignment in local industry.

**499 Selected Advanced Topics (1-4)**

Prerequisite: Division approval. Advanced topics in data processing.

## **Criminology Courses (CRM)**

### **101 Introduction to Criminology (4)**

The study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, crime typologies, victims of crime. May be used to satisfy general curriculum distribution requirements if not used in the criminology major or minor.

### **102 Introduction to Criminal Justice (4)**

A study of the overall system of criminal justice from its early historical development to its evolution within the United States. Identification of various sub-systems and components—law enforcement courts and corrections; their role, expectations, and interrelationships. (Replaced CRM 205, Introduction to Law Enforcement.)

### **206 Criminal Investigation (3)**

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

### **210 Criminal Law (4)**

Prerequisites: CRM 101, 102. A study of the goals and purposes of existing law and doctrines as influenced by social, cultural, and political factors. The law as a changing and flexible system of values and principles is addressed. Topics discussed are crimes against the person, crimes against property, economic crimes, judicial crimes, administrative crimes, victimless crimes, parties to a crime, and defenses.

### **211 Criminal and Court Procedure (4)**

Prerequisites: 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)**

Prerequisites: CRM 101, 102; SOC 100. Definitions of delinquent behavior, theories concerning the development of delinquency, characteristics and subculture of the delinquent, the adjudication process for juveniles—practice and treatment procedures. Equivalent to SOC 212.

### **290-299 Special Summer Studies (2-4)**

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

### **309 Police and Community Relations (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.

**310 Deviant Behavior (4)**

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

**313 Introduction to Corrections (4)**

Open only to juniors and seniors. An introduction and overview of fundamental processes, trends, and practices of institutional treatment, parole and probation, and contemporary based correctional programs. Included is a review of the history and philosophy of corrections. Travel fee required. May be used to satisfy the general curriculum distribution requirements if not used in the criminology major or minor.

**401 Internship in Criminology (16)**

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

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

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

**450 Independent Study (4)**

Includes a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. A student may elect an independent study after completion of 20 hours of criminology with a grade-point average of 3.0 or better. Prior permission of the instructor and the area coordinator is necessary. Independent studies can be taken with any full-time professor in the criminology area. The subject matter must be determined through student-faculty consultation.

**451 Senior Thesis (4)**

Involves a major research paper planned and written with possible publication in mind. A student may elect to undertake a senior thesis upon completion of 28 hours of criminology with a grade-point average of 3.25 or better. Prior permission of the instructor and area coordinator is necessary. A senior thesis can be written under any full-time professor in the criminology area. This subject matter must be determined through student-faculty consultation.

**Dance Courses (DAN)**

*All dance courses include physical activities enhanced by the study of history and development of dance — its social function and development as an art form.*

**230 Introduction to Dance (2)**

A general introduction to dance, including experience of a variety of dance techniques such as ballet, modern, and jazz.

**239 Beginning Modern Dance (2)**

May be repeated one time.

**240 Intermediate Modern Dance (2)**

May be repeated for additional credit.

**241 Beginning Ballet (2)**

May be repeated one time.

**242 Intermediate Ballet (2)**

May be repeated for additional credit.

**248 Advanced Dance (2)**

Prerequisite: Consent of the instructor. An applied tuition fee will be charged. Qualified students may perform with The Tampa Ballet.

**Drama Courses (DRA)**

**103 Introduction to the Theatre (4)**

Introduces the beginning student to the art of theatre. Surveys the aesthetics of theatre, plays written for the stage, and responsibilities of the various theatre artists. Attendance at stage productions and backstage work is required.

**204 Beginning Acting (4)**

Introduces the beginning student to the craft of acting. Teaches basic stage technique and skills of relaxation, observation, and concentration. Emphasis is on exercises and improvisations with some scene study.

**205 Oral Performance of Literature (4)**

Offers the beginning student an opportunity to study, perform, and evaluate the reading of prose, poetry, and drama. Develops the student's interpretive skills: vocal range and flexibility, understanding of language, and expressiveness of voice and body.

**245 Special Projects in Theatre (1)**

Provides practical onstage and backstage experience for any interested students. Audition and/or interview required.

**280-281 Drama in the Making (4)**

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

**282 Survey of Modern Drama (4)**

See description for ENG 282. Equivalent to ENG 282.

**283-289 Modern Drama (4)**

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

**290 Theatre New York (4)**

See description for ENG 290. Equivalent to ENG 290.

**303 Seminar in Public Performance (4)**

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

**304 Intermediate Acting (4)**

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)****204 Principles of Microeconomics (3)**

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

**205 Principles of Macroeconomics (3)**

An introduction to aggregate economic analysis, including modern employment theory, inflation, and the U.S. monetary system.

**240 History of Economic Theory (3)**

Prerequisites: ECO 204, 205. A study of the main lines of development in the history of economic thought.

**308 Money and Banking (3)**

Prerequisite: ECO 205. Financial institutions, money supply, credit expansion, central banking, and monetary policy.

**320 Managerial Economics (3)**

Prerequisites: ECO 204, 205; MAT 160 or equivalent. An analysis of the theories of consumer behavior, production, costs, and distribution.

**321 Intermediate Macroeconomic Analysis (3)**

Prerequisites: ECO 204, 205; MAT 160 or equivalent. An analysis of the determination of national income, employment, prices, and the balance of payments, with particular emphasis on monetary and fiscal policies.

**370 Environmental Economics (3)**

Prerequisites: ECO 204, 205. A study of the economic impact of environmental degradation and the economic policies dealing with environmental problems.

**410 Topics in Economics (1-4)**

Prerequisite: Consent of division chairman. A readings or independent study course taken for variable credit.

**421 Urban and Public Sector Economics (3)**

Prerequisites: ECO 204, 205. An introduction to the economic processes that govern the central city. The course also includes an analysis of fiscal institutions, fiscal policy, and the public finances on a national scale.

**430 International Economics and Finance (3)**

Prerequisites: ECO 204, 205. An analysis of international economic and financial developments. Emphasis is on current issues in the operation of the international financial system.

**440 Mathematical Economics (3)**

Prerequisites: ECO 320, 321; MAT 160 or equivalent. An introduction to the use of mathematical tools in the analysis and solution of economic and business problems.

**450 Economic Development (3)**

Prerequisites: ECO 204, 205. Theories of growth: analysis of economic and cultural factors constituting the critical growth variables that affect attempts to raise living standards of less developed nations.

**461 Seminar in Economics (3)**

Prerequisites: ECO 204, 205, and either 320 or 321. A capstone course in economics. An analysis of contemporary domestic and international problems.

**496 Economics Internship (4-12)**

Prerequisites: Senior standing, an overall 3.0 grade-point average in courses taken for the economics major, and the following: ACC 202, 203; BUS 210; ECO 204, 205, 308, 320, 321. In exceptional circumstances, portions of these requirements may be waived by the coordinator with the division chairman's approval. Graded on a pass-fail basis.

**500 Economics for Management (3)**

For graduate students only. This is an introductory course in macro- and microeconomics for M.B.A. students, to include problems of inflation and unemployment and an introduction to the theory 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)**

For graduate students only. Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

**605 Managerial Economics (3)**

For graduate students only. Prerequisite: ECO 500 or equivalent. A study of the principles and concepts of microeconomic theory and their application to the solution of current business problems. The emphasis is upon the practical application of economic tools and techniques to the solution and evaluation of real world problems.

**610 Macroeconomic Theory and Policy (3)**

For graduate students only. Prerequisite: ECO 500 or equivalent. A study of the structure and operation of the economy, its cyclical behavior, and its impact upon the operation of a business.

**615 Monetary Policy (3)**

For graduate students only. Prerequisite: ECO 610. A study of monetary policy and its impact upon financial markets and the economy.

## Education Courses (EDU)

### **200 Foundations of American Education (4)**

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

### **204 Teaching Art in the Elementary School (2)**

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

### **230 Teaching Music in the Elementary School (4)**

Prerequisite: Intended major in music or elementary education. Covers materials, methods, and activities; demonstrations with class participation; and rhythm and preorchestral instruments. Basic music theory included.

### **238 Learning Theories and Individual Differences in Education (2)**

An examination of theories of child development and learning, and their influence on teaching and motivation.

### **250 Teaching the Exceptional Child in the Regular Classroom (4)**

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

### **300 Teaching Language Arts in the Secondary School (4)**

A specialized methods course for secondary English majors. Topics include the teaching and evaluation of writing, grammar, oral communication, and spelling. Students will be involved in studying teaching methods specific to the junior and senior high school and will conduct simulated teachings.

### **301 Teaching Language Arts in the Elementary School (4) (Formerly 202)**

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

### **302 Introduction to the Teaching of Reading (4)**

For elementary education majors only. Prerequisites: EDU 200; ENG 101-102. Comprehensive survey of the basic methods of teaching reading in the elementary school. Extensive examination of methods, materials, and basic skills. Simulated teaching and observation in the schools required.

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

Prerequisites: EDU 302; approval of instructor; declared major in elementary teaching; professional program acceptance. Study and practice in diagnosing reading status of individuals and prescribing ap-

appropriate reading methods and materials to improve reading performance. Instruments and other evaluative materials and practices are emphasized. Clinical experience required.

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

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

### **306 Teaching Reading in Secondary Content Areas (2)**

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

### **307 Teaching Social Studies in the Elementary School (4)**

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

### **308 Teaching Social Studies in the Secondary School (4)**

A specialized methods course for secondary social studies majors. Topics include teaching methods and content of social studies courses in the junior and senior high schools. Students will conduct simulated teachings.

### **309 Teaching Science and Health in the Elementary School (4)** (Formerly 208)

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

### **310 Teaching Science and Health in the Secondary School (4)**

A specialized methods course for secondary science majors. Topics include teaching methods and processes, methods of evaluation in the secondary school, and curriculum of the secondary school. Students will conduct simulated teachings.

### **311 Teaching Mathematics in the Secondary School (4)**

A specialized methods course for secondary mathematics majors. Topics include teaching, diagnosing, and evaluating of basic math skills taught in the junior and senior high schools. Students will conduct simulated teachings.

### **312 Teaching Mathematics in the Elementary School (4)**

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

**319 Microcomputers in Education (2)**

A computer literacy course in which students will engage in problem solving, evaluate hardware and software, examine applications of microcomputers in an educational setting, and discuss technology in education.

**320 Literature for Children (4)**

Prerequisites: EDU 200; ENG 101-102. Acquaintance and analysis of prose and poetry suitable for elementary and secondary students, including historical development. Discussion of outstanding authors. Simulated teaching experiences included.

**321 Special Methods in Early Childhood Education (3)**

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

**322 Observation and Participation in Early Childhood Education (3)**

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.

**325 Principles of Teaching and Learning (3)**

Examination of learning theory, including atomistic, condition, wholistic, Gestalt, and creative problem-solving approaches to learning and teaching. Explores the nature of human learning and environmental as well as human factors affecting its success.

**401 Curriculum and Observation in the Secondary School (4)**

Study of classroom preparation and practice in grades 7-12. Lectures and seminars related to curriculum and the role of the teacher. Required observation experience in an assigned school. Must consult with Internship Director. Graded on a pass-fail basis.

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

Prerequisites: EDU 200, 238; 12 hours in the major. Study of current teaching methods and curriculum through campus seminars and required observation experiences in an assigned school. To be taken in the pre-internship semester. Graded on a pass-fail basis.

**405 Elementary Internship Program (12)**

Prerequisite: Final approval of the application for internship. Study of classroom preparation and practice in grades 1-6. Lectures and seminars related to curriculum and the role of the teacher. Approximately 12 weeks of field teaching experience under the direction of a certified teacher. Co-requisites: EDU 483 and 488. Graded on a pass-fail basis.

**406 Elementary and Secondary Internship Program (12)**

Prerequisite: Final approval of the application for internship. Study of classroom preparation and prac-

tice in grades 1–12. Designed for majors in physical education, art, and music. Lectures and seminars related to curriculum and the role of the teacher. Approximately six weeks of field teaching at the elementary level and six weeks at the secondary level under the direction of certified teachers. Prerequisite: EDU 488. Graded on a pass-fail basis.

#### **407 Secondary Internship Program (12)**

Prerequisites: EDU 401; final approval of the application for internship. Study of classroom preparation and practice in grades 7–12. Lectures and seminars related to curriculum and the role of the teacher. Approximately 12 weeks of field teaching experience under the direction of a certified teacher. Co-requisites: EDU 483, 488. Graded on a pass-fail basis.

#### **408 Student Teaching (6)**

Intensive field experience at the elementary or secondary level. Enrollment is limited to students holding a bachelor's degree, who have not satisfied the practical experience requirements for certification. Admission to student teaching is by approval of the Education Committee. Undergraduate credit only. Graded on a pass-fail basis.

#### **410 Theory of Supervision (3)**

Introduction to, and analysis of, supervisory functions and practices. Five components of supervision are emphasized: leadership theory, organization theory, communications theory, decision theory, and change theory.

#### **419 Audio-Visual Aids (2)**

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

#### **423 Special Methods of Secondary Teaching (4)**

Prerequisites: EDU 200, 238; 20 hours in the major field. Study and practice in methods common to all secondary school subjects. Specific study of methods and materials pertinent to the area of the major subject. Required observation in secondary schools.

#### **430 Principles of Safety Education (4)**

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

#### **483 Educational Measurements (3)**

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

#### **485 Group Processes and Human Awareness (2)**

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

**488 Educational Leadership and Law (3)**

For senior-level students only. An examination of contemporary issues in education as they relate to the rights and responsibilities of teachers, administrators, and students.

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

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

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

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

**110-111 English as a Second Language I, II (4,4)**

Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English language difficulties are required to take at least ENG 110 before taking ENG 101-102 (see statement on Diagnostic and Placement Testing in English); the professor may also recommend that a student take ENG 111 before taking the ENG 101-102 sequence. Neither ENG 110 nor ENG 111 meets the requirements for ENG 101-102 or for any other requirement of the general curriculum distribution. Neither of the courses counts toward the English major or minor.

**201 World Literature I (4)**

A survey of major world authors up to the 18th century.

**202 World Literature II (4)**

A survey of major world authors from the 18th century to the present. ENG 201 is not a prerequisite for ENG 202.

**204 Advanced Composition (4)**

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

**205 Advanced English Grammar (4)**

Modern English usage with historical background.

**206 British Literature I (4)**

A survey of major authors and literary trends up to the 18th century.

**207 British Literature II (4)**

A survey of major authors and trends from the 19th century to the present. ENG 206 is not a prerequisite for ENG 207.

**208 American Literature I (4)**

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

**209 American Literature II (4)**

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

*NOTE: Each semester the English area offers courses that examine contemporary issues and values and their backgrounds. The following courses (ENG 215-249) are offered on a rotating basis. New courses may be added and old ones dropped as concerns change.*

**215 Contemporary Themes in Literature: Women (4)**

A study through short stories, novels, and plays of the nature and effects of sexual role-playing.

**217 Contemporary Themes in Literature: Warfare (4)**

The vicarious experience of warfare, and the practical and moral problems associated with command.

**219 Contemporary Themes in Literature: Love and Sensuality (4)**

The male-female erotic encounter examined from varying perspectives, particularly those found in the works of D.H. Lawrence.

**220 Contemporary Themes in Literature: Politics (4)**

A study of the nature, use and abuse of power in the political arena, as treated in quality works of fiction.

**221 Contemporary Themes in Literature: Counter Culture (4)**

A study of recurring patterns in social, cultural, and artistic revolution of the last 100 years. Includes the Decadents, the Lost Generation, the Beats, and the Hippies.

**222 Contemporary Themes in Literature: Science Fiction (4)**

The study of the definition and characteristics of science fiction, a review of the historical development of the genre, and analysis of quality science fiction authors and their works.

**223 Contemporary Themes in Literature: Morality in Detective and Spy Fiction (4)**

A study of two popular and related genres, focusing on historical development, the agent and detective as hero, and emphasizing issues of morality in the spy novels of Buckley, LeCarre, and others.

**224 Contemporary Themes in Literature: Best Sellers (4)**

Covers ten paperbacks that are presently selling at the top of the charts. The books cover many different areas, such as history, biography, fiction, and sociology. Students evaluate critically for style and content. Assignments include seven critical essays.

**226 Contemporary Themes in Literature: Film Classics (4)**

The study of film techniques, review of history and development of film, and analysis of selected film classics.

**228 Contemporary Themes in Literature: The Occult and the Supernatural (4)**

Spirit communication, out-of-body experiences, spirit manifestation, and other psychic phenomena studied in non-fiction accounts and in two or three works of Herman Hesse.

**229 Contemporary Themes in Literature: Contemporary African and Third World Literature (4)**

A study of the contemporary world scene as perceived by the authors of African and Third World literature.

**230 Contemporary Themes in Literature: The American Adolescent Experience (4)**

A study of approximately 10 major novels, plus short fiction treating the problem of growing up in America. Authors explore such questions as self-discovery, initiation, moral dilemma, and sexual fantasizing.

**231 Contemporary Themes in Literature: Visual Arts and Literature (4)**

The relationship of painting, sculpture, and architecture to literary works.

**232 Contemporary Themes in Literature: Ecology and Literature (4)**

A study of literary works related to ecology.

**237 Contemporary Themes in Literature: Comedy and Absurdity (4)**

A study of comedy in all its genres — fiction, film, play — as a response to the absurdities of our human existence.

**239 Contemporary Themes in Literature: The Aged in Literature (4)**

An exploration through literature of the problems and opportunities, needs and expectations of age.

**240 Contemporary Themes in Literature: Introduction to Black Literature (4)**

Survey of Afro-American literature from 1740 to the present.

**280-281 Drama in the Making (4)**

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

**282 Survey of Modern Drama (4)**

Introduction to the themes and techniques in modern drama from Ibsen to the present. Equivalent to DRA 282.

**283-289 Modern Drama (4)**

May be tragedy and absurdity in modern drama, contemporary British drama, contemporary American drama, or modern Continental drama. May be repeated if content varies. Equivalent to DRA 283-289.

**290 Theatre New York (4)**

A yearly trip to see the Broadway and off-Broadway theatre from both sides of the footlights. Includes six plays, seminar with *Time* theatre critic, postperformance interviews with actors and actresses.

**300 The Romantic Writers (4)**

Prerequisites: ENG 101-102. From Blake to Keats.

**301 The Victorian Writers (4)**

Prerequisites: ENG 101-102. From Carlyle to Kipling.

**307 Shakespeare's Romances and Tragedies (4)**

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

**308 Shakespeare's Comedies and Histories (4)**

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

**309-311 Advanced Drama (4)**

Prerequisites: ENG 101-102. May be Elizabethan, Restoration, or contemporary. May be repeated if content varies. Equivalent to DRA 309-311.

**312 Contemporary World Literature (4)**

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

**318-322 Fiction (4)**

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

**323 The Seventeenth Century (4)**

Prerequisites: ENG 101-102. From Donne to Marvell.

**325 The Eighteenth Century (4)**

Prerequisites: ENG 101-102. Major authors of the neoclassical period.

**335 English Renaissance Literature (4)**

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

**340-344 Major Poets (4)**

Prerequisites: ENG 101-102. Close reading and analysis of one or more major poets. May be repeated if content varies.

**360-364 Major Authors (4)**

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

**430 Criticisms and Appreciations (4)**

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

**450-454 Topics in English (4)**

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

**460-465 English Studies: Career Internship for English Majors (4-8)**

An internship program to acquaint English majors with the business world and to show them how their special skills can be used in that environment. Open only to juniors and seniors with a 3.0 or better grade-point average. May not count toward the requirements for the major.

**495-499 Directed Reading (1-3)**

Prerequisites: ENG 101-102; permission of the instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

**Finance Courses (FIN)**

**600 Topics in Finance (1-3)**

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

**606 Financial Management (3)**

Open only to graduate students. Prerequisites: ACC 603 and MGT 612. A study of the financial aspects of business operation with emphasis on analysis, forecasting, and control of the firm's financial structure. The course will emphasize a case method analysis of selected real life financial problems.

**620 Money and Capital Markets (3)**

Open only to graduate students. Prerequisite: FIN 606. A study of the various financial markets in the

economy. Topics included are the commodity futures market, foreign exchange markets, corporate and government bond markets, the stock market, the Eurodollar market, and international bond markets.

## **French Courses (FRE)**

*Students who have had one or more years of French in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300- and 400-level courses.*

### **101-102 Elementary French I, II (4,4)**

FRE 101 is prerequisite for FRE 102. Audio-lingual method with emphasis on understanding, speaking, and reading.

### **201-202 Intermediate French I, II (4,4)**

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

### **300-301 Advanced French Conversation I, II (4,4)**

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 20th-century French ballads by artists such as Trenet, Chevalier, Piaf, Becaude, Brel, Moustaki, Dassin, Brassens, etc. The sociological content of the songs is used for developing conversational skills, and the song texts as a basis for learning the rudiments of French prosody.

### **400 French Drama (4)**

Prerequisite: Any one 300-level course or consent of the instructor. A study of French drama from the 17th century to the present. May be repeated for credit, if content varies.

**402-403 French Fiction I, II (4,4)**

Prerequisite: 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)**

Prerequisite: 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)**

Prerequisite: Any one 300-level course or consent of the instructor. A survey of French poetry from the earliest times to the present, including many poems set to music. May be repeated for credit if content varies.

**450-454 Topics in French (1-4)**

Prerequisite: Permission of the instructor. The content of this course is variable, and it may be repeated for additional credit.

**Geography Courses (GEO)**

**102 World Geographical Problems (4)**

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

**205 Principles of Resource Utilization (4)**

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

**207 Economic Geography (4)**

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

**German Courses (GER)**

**101-102 Elementary German I, II (4,4)**

GER 101 is prerequisite to GER 102. The course is taught by the audio-lingual method and the four basic skills of understanding, speaking, reading, and writing are emphasized.

**201-202 Intermediate German I, II (4,4)**

Prerequisite: GER 102. GER 201 is prerequisite for GER 202. Continued practice in the four basic skills.

**300 Advanced German Conversation (4)**

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, relating to the individual, the family, and the community.

**103 Nutrition (3)**

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

**230 Human Anatomy, 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.

**250 Microbiology for the Health Science (3)**

Structure, physiology, development, isolation, cultivation of bacteria and study of the relation of bacteria to human affairs.

**401 School Health Education (2)**

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

**History Courses (HIS)****100 Issues in Western Civilization I (4)**

Selected issues in Western culture from the ancient world to 1648.

**101 Issues in Western Civilization II (4)**

Selected issues in Western culture from 1648 to the present.

**202 The United States to 1877 (4)**

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

**203 The United States Since 1877 (4)**

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

**204 The History of Florida (4)**

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

**205 Indians of the United States (4)**

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

**210 American Military History (4)**

A study of the development of American military institutions, policies, experience, and traditions in peace and war from colonial times to the present. (Also listed as MSC 201.)

**213 Topics in Social History: Immigration in American History (4)**

Patterns of immigration, adjustments to American life by immigrants and the attitudes of Americans toward them.

**214 Topics in Social History: Sex in History (4)**

An analysis of the origins and nature of society's attitudes towards sexuality from Greco-Roman times to the present.

**215 Topics in Social History: Women in History (4)**

A survey of the accomplishments, lifestyles, changing image, and struggle for equality and recognition for women since ancient times.

**216 Topics in Social History: Economic History of the United States (4)**

American economic developments and their impact upon social and political conditions.

**219 Topics in Social History: The American Presidents (4)**

Study of the personalities, politics, and programs of Presidents and their influence upon American society.

**222 Topics in Social History: Fascism and Nazi Germany (4)**

Rise and fall of the Third Reich and the legacy of Hitlerism.

**223 Topics in Social History: Victorian Countercultures (4)**

A view of the "underside" of Victorian society in relationship to established institutions and values.

**224 Topics in Social History: Communes and Utopias, American Style (4)**

An historical examination of American religious and secular communes and literary utopias from the 18th to 20th centuries.

**290-299 Special Summer Studies (2-4)**

Each year special courses are offered during the summer session. Course descriptions for these special courses are published annually in a special bulletin.

**300 The Middle East (4)**

Islamic tradition and the challenge of modernization. Arab nationalism, Zionism, Pan-Arabism, Imperialism, OPEC: origins and development to the present. Middle Eastern lifestyles, values, and economic relations are also examined.

**302 Constitutional History of the United States (4)**

The origin and formulation of the Constitution and its evolution to contemporary times. (Also listed as PSC 302.)

**303 American Urban History (4)**

A study of the growth of American cities and their role in the history of the nation. (Also listed as UST 303.)

**305 The Ancient World (4)**

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

**306 The Middle Ages (4)**

European society from the fall of Rome to the Renaissance.

**307 Modern Far East (4)**

A study of Asiatic man with emphasis on the modern Far East.

**308 Renaissance and Reformation (4)**

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

**309 History of England (4)**

A survey of English political, cultural, and economic development with emphasis on the Tudor-Stuart era and the British Empire.

**311 Absolutism and Revolution (4)**

European society from Louis XIV through the revolutions of 1848.

**312 Modern Europe (4)**

Nationalism, industrialization, and other European developments since the middle of the 19th century.

**313 Latin America (4)**

A study of Latin American history from the colonial period to the present.

**401 Field Work (3-4)**

Practical work in museums, historical preservation, and historical archives. Permission of area coordinator required. Graded only on a pass-fail basis.

**403 The Civil War and Reconstruction (4)**

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

**406 United States Foreign Policy (4)**

The formulation of American foreign policy and issues in American diplomatic history. (Also listed as PSC 406.)

**409 Soviet Russia (4)**

Russian society under Communism, including comparison and contrast with the Tsarist past.

**413 Topics in History: The Era of World War I (4)**

Integration of the political, social, economic, and military aspects of World War I.

**414 Topics in History: The Era of World War II (4)**

Integration of the political, social, economic, and military aspects of World War II.

**450 Independent Study (2-4)**

Prerequisites: Grade-point average of 3.0 or better; 12 hours of history; permission of the area coordinator. Guided readings, research, and criticism. May be repeated for credit as long as the subject matter is not repeated.

**451 Senior Thesis (4)**

Prerequisites: Senior standing; grade-point average of 3.0 or better; membership in the Honors Program; permission of area coordinator. Substantial research and writing project.

## Italian Courses (ITA)

### 101-102 Elementary Italian I, II (4,4)

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

### 201-202 Intermediate Italian I, II (4,4)

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

## Management Courses (MGT)

*The following courses are open only to graduate students.*

### 500 Algebra and Statistics for Management (3)

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)

Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

### 602 Labor Law and Arbitration (3)

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)

Prerequisite: BUS 330 or equivalent. A comprehensive review of existing literature starting with an examination of various organizational systems. Organization design, change, and potential future developments are considered. Emphasis is on the dynamics of change. Current research findings supplement established concepts.

### 610 Management Information Systems (3)

Prerequisite: ACC 603. A study of information systems in a computerized environment. Emphasis is on the generation and use of information from all functional subsystems of a company. Further, the course covers development and control of MIS.

### 612 Quantitative Methods (3)

Prerequisite: MGT 500 or equivalent. A survey of statistical procedures applicable to management decisions. Topics included are decision theory, analysis of variance, regression analysis, and non-parametric inference.

**615 Seminar in Business Policy (3)**

Prerequisites: FIN 606; MKT 609. Strategy and policy from the executive point of view. A study of objectives, environmental forces, institutional resources, and social values as they are related to the determination and implementation of strategy and policy.

**617 Forecasting for Management (3)**

A study of forecasting techniques and applications for managers.

**622 Psychology of Human Management (3)**

An analysis of human behavior in organizations, emphasizing those areas of individual and group behavior that are most directly relevant to management.

**624 Business Ethics and Social Responsibility (3)**

Analysis of principles applicable to managerial decisions involving business ethics and social responsibility.

**Marine Science Courses (MAR)****100 Underwater Techniques I (2)**

A basic SCUBA course emphasizing safe diving procedures and equipment, diving physiology and medicine, and life in aquatic environments. Satisfactory completion results in NAUI certification. Laboratory fee required. Open water dives necessitate two weekend trips. This course will not satisfy general curriculum distribution requirements.

**101 Underwater Techniques II (2)**

Prerequisites: BIO 203, 204; nationally recognized SCUBA certification. Provides an opportunity to learn techniques of surface and underwater navigation, underwater photography, and collection techniques. Laboratory fee required. Some Saturday field trips are necessary.

**126 Marine Biology (3)**

A survey of marine biology including a discussion of the basic marine environments, natural history of marine animals, special adaptations of marine mammals, elementary marine chemistry, survey of marine plants and their economic importance, and a discussion of the impact of pollution on marine ecosystems. Designed for non-science majors, this will satisfy general curriculum distribution requirements, but is not applicable toward a marine science or biology major or minor.

**150 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 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. An emphasis is placed on the study of local fauna and habitats through field-oriented studies.

**301 Physical Oceanography (4)**

Prerequisites or co-requisites: CHE 151; PHY 201. A study of ocean currents, tides, wave action, and the properties of sea water. Emphasis will be placed on the physical processes underlying such phenomena.

**322 Marine Ecology (4)**

Prerequisites: BIO 203, 204; MAR 226; or special permission. Ecology of selected marine habitats in shallow marine waters. SCUBA diving will be used as a technique to allow the student to study selected marine environments. Offered only in early summer.

**327 Marine Botany (4)**

Prerequisites: BIO 203, 204. A study of the taxonomy, morphology, ecology, and physiology of marine plants with emphasis on the marine algae of Tampa Bay and the Gulf of Mexico. Two Saturday field trips required.

**330 Aquatic Chemistry (4)**

Prerequisite: MAR 301. A study of the chemical parameters in ocean waters, estuaries, rivers, lakes, and ground waters.

*The University of Tampa is affiliated with the Gulf Coast Research Laboratory, an educational and research institute located in Ocean Springs, Mississippi. The courses listed below, with GCRL numbers in parentheses, are offered to University of Tampa students at GCRL during the summer. Students may apply these courses toward majors in biology and marine science combinations. All courses except MAR 226 and MAR 302 require junior rank or above. Grades and credits earned automatically become part of a student's University of Tampa academic record. More information about the program is available in the Division of Science and Mathematics.*

**227 Marine Zoology (5) (OCE 252)**

Prerequisites: BIO 203, 204. A general introduction to marine biology with emphasis on local fauna and flora. (Will satisfy MAR 226 requirements.)

**228 Marine Invertebrate Zoology (6) (ZO 361)**

Prerequisite: 16 hours of biology. A concentrated study of the important free-living marine and estuarine invertebrates of the Mississippi Sound and adjacent continental shelf of the northeastern Gulf of Mexico. Emphasis on structure, classification, phylogenetic relationships, larval development, and functional processes. (Will satisfy BIO 224 requirements.)

**302 Oceanography I: Physical, Chemical, Geological (5) (OCE 251)**

Prerequisites: CHE 151; MAT 170. This introductory course in oceanography includes chemical, geolog-

ical, and physical oceanography to provide a multidisciplinary approach to the fundamentals of oceanography. (Will satisfy MAR 301 requirements.)

**323 Marine Ecology (5) (ZO 452)**

Prerequisite: 16 hours of biology, including BIO 224. A consideration of the relationship of marine organisms to their environment. The effects of salinity, light nutrient concentration, currents, food, predation, and competition on the abundance and distribution of marine organisms are considered. (Will satisfy MAR 322 requirement.)

**327 Marine Botany (4) (BOT 341)**

Prerequisite: 10 hours of biology. A survey, based upon local examples, of the principle groups of marine algae and marine flowering plants, treating structure, reproduction, distribution, identification, and ecology.

**331 Coastal Vegetation (3) (BOT 331)**

Prerequisite: BIO 228. A study of general and specific aspects of coastal vegetation, with emphasis on local examples.

**332 Marine Chemistry (6) (CHE 461)**

Prerequisites: CHE 231; BIO 203, 204; MAR 150. A study of the chemical aspects of the oceans and the interactions of chemistry, biology, and geology in the marine environment. (Will satisfy MAR 330 requirement.)

**362 Marine Vertebrate Zoology and Ichthyology (6) (ZO 362)**

Prerequisite: 16 hours of biology, including BIO 250. A general study of marine chordata, including lower groups and the mammals and birds, with most emphasis on the fish.

**441 Salt Marsh Plant Ecology (4) (BOT 441)**

Prerequisites: BIO 203, 204; consent of instructor. A study with emphasis on the botanical aspects of local marshes. Plant identification, composition, structure, distribution, and development of coastal marshes. Biological and physical interrelationships.

**442 Marine Fisheries Management (4) (ZO 442)**

Prerequisite: Consent of instructor. An overview of practical marine fishery management problems.

**443 Behavior and Neurobiology of Marine Animals (4) (ZO 443)**

Prerequisites: 16 hours of biology and/or psychology; consent of instructor. Survey of behavior, neuroanatomy, and neurophysiology of marine animals with emphasis on the neural mechanisms underlying the behavior of selected invertebrates, fishes, birds, and mammals.

**447 Fauna and Faunistic Ecology of Tidal Marshes (4) (ZO 447)**

Prerequisite: 16 hours of biology or consent of instructor. Survey and description of the taxonomy, dis-

tribution, trophic relationships, reproductive strategies, and adaptations of tidal marsh animals with emphasis on those occurring in the northern Gulf of Mexico marshes.

#### **452 Marine Microbiology (5) (MIC 452)**

Prerequisites: BIO 307; consent of instructor. Microbiology and advanced biology students are introduced to the role of microorganisms in the overall ecology of the oceans and estuaries.

#### **461 Parasites of Marine Animals (4) (ZO 461)**

Prerequisite: BIO 317 or consent of instructor. Study of the parasites of marine and estuarine animals with emphasis on morphology, taxonomy, life histories, and host-parasite relationships.

#### **464 Aquaculture (6) (ZO 464)**

Prerequisites: BIO 224, 225. A review of the technology, principles, and problems relating to the science of aquaculture with emphasis on the culture of a marine species.

#### **499 Special Problems in Marine Science (1-4) (MS 400)**

Prerequisites: 56 hours of credit and consent of division chairman. Research projects and internships directed by GCRL staff. (Will satisfy BIO 450 and BIO 499 requirements.)

### **Marketing Courses (MKT)**

*The following courses are open only to graduate students.*

#### **600 Topics in Marketing (1-3)**

Requires written permission of the M.B.A. Director. A rigorous program of selected readings or independent research project taken for variable credit.

#### **609 Marketing Management (3)**

Prerequisite: BUS 350 or equivalent. The development and evaluation of marketing, planning, and strategy is considered from a managerial perspective. Decision theory and quantitative aids to decision-making are stressed where appropriate. Applicable research techniques as well as contributions from other disciplines are considered within a marketing management context.

#### **618 Consumer Behavior (3)**

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)**

New developments in the ever-changing world of marketing. The student is responsible for researching the literature on a current problem, organizing pertinent materials, and presenting them in a seminar; he serves as a reporter and discussant.

**Mathematics Courses (MAT)**

*Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.*

**104 Modern Elementary Mathematics I (4)**

Prerequisites: One unit each of high school algebra and plane geometry. The basic concepts of arithmetic and number theory for prospective teachers. Open only to freshmen and sophomore education majors or by special permission of the division chairman.

**150 Introductory Algebra (4)**

A study of the basic concepts of algebra, e.g., first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents, and radicals.

**160 College Algebra (4)**

Prerequisite: MAT 150 or equivalent. Topics include rational exponents, equations and inequalities, functions and their operations, polynomials, and rational functions, systems of equations, inequalities, and matrices.

**170 Precalculus (4)**

Prerequisite: MAT 160 or equivalent. Rational functions, logarithms, trigonometry, analytic geometry, complex numbers, theory of equations.

**201 Introduction to Statistics (4)**

Prerequisite: MAT 160 or equivalent. An introduction to descriptive and inferential statistics, with applications in various disciplines.

**225 Calculus with Business Applications (4)**

Prerequisite: MAT 160 or equivalent. A course designed for students of business and economics, including the basic concepts of calculus: differentiation and integration. Note: Students may not receive credit for both MAT 225 and MAT 260.

**260 Calculus I (4)**

Prerequisite: MAT 170 or equivalent. Limits, continuity, differentiation, and its application, integration.

**261 Calculus II (4)**

Prerequisite: MAT 260. Integration techniques and applications, the calculus of logarithmic, exponential, and trigonometric functions, polar coordinates, parametric equations.

**627 Marketing Seminar (3)**

New developments in the ever-changing world of marketing. The student is responsible for researching the literature on a current problem, organizing pertinent materials, and presenting them in a seminar; he serves as a reporter and discussant.

**Mathematics Courses (MAT)**

*Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.*

**104 Modern Elementary Mathematics I (4)**

Prerequisites: One unit each of high school algebra and plane geometry. The basic concepts of arithmetic and number theory for prospective teachers. Open only to freshmen and sophomore education majors or by special permission of the division chairman.

**150 Introductory Algebra (4)**

A study of the basic concepts of algebra, e.g., first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents, and radicals.

**160 College Algebra (4)**

Prerequisite: MAT 150 or equivalent. Topics include rational exponents, equations and inequalities, functions and their operations, polynomials, and rational functions, systems of equations, inequalities, and matrices.

**170 Precalculus (4)**

Prerequisite: MAT 160 or equivalent. Rational functions, logarithms, trigonometry, analytic geometry, complex numbers, theory of equations.

**201 Introduction to Statistics (4)**

Prerequisite: MAT 160 or equivalent. An introduction to descriptive and inferential statistics, with applications in various disciplines.

**225 Calculus with Business Applications (4)**

Prerequisite: MAT 160 or equivalent. A course designed for students of business and economics, including the basic concepts of calculus: differentiation and integration. Note: Students may not receive credit for both MAT 225 and MAT 260.

**260 Calculus I (4)**

Prerequisite: MAT 170 or equivalent. Limits, continuity, differentiation, and its application, integration.

**261 Calculus II (4)**

Prerequisite: MAT 260. Integration techniques and applications, the calculus of logarithmic, exponential, and trigonometric functions, polar coordinates, parametric equations.

**262 Calculus III (4)**

Prerequisite: MAT 261. Partial differentiation, multiple integration, space vectors, infinite series.

**301 Discrete Mathematics (4)**

Prerequisite: MAT 261. Sets, induction, algorithms, recursion, matrices, relations, functions, digraphs, partially ordered sets, lattices, Boolean algebra, switching circuits, trees, combinatorial analysis.

**302 Basic Statistics (3)**

Open only to Nursing students. Statistical data and its preparation and presentation (statistical tables, charts, graphs), sampling methodology and models, distributions, simple correlations, and regression, with emphasis on medical/nursing contexts.

**307 Modern Abstract Algebra (4)**

Prerequisite: MAT 261. Introduction to the theory of groups, rings, and fields.

**308 Linear Algebra (4)**

Prerequisite: MAT 261. Vectors and vector spaces, matrices, linear transformations on a vector space.

**309 Complex Analysis (4)**

Prerequisite: MAT 263. An elementary course in complex analysis including complex numbers, analytic functions, elementary functions, integrals, series, residues, and poles.

**310 Probability and Mathematical Statistics (4)**

Prerequisite: MAT 261. Probability, descriptive statistics, and inferential statistics.

**401 Real Analysis (4)**

(Formerly Advanced Calculus)

Prerequisite: MAT 262. Theories of limits, continuity, differentiation, and integration.

**405 Differential Equations (4)**

Prerequisite: MAT 262. An introductory course in ordinary differential equations.

**499 Selected Topics (1-4)**

The subject may be chosen from point set topology, partial differential equations, combinatorics, graph theory, and other topics.

**Military Science Courses (MSC)****100 Introduction to Military Science (3)**

History, organization, and mission of the ROTC program. Discussion of contemporary military issues, in-

dividual 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 (1)**

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 (1)**

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.

**200 Orienteering (1)**

Developed principally are map-reading skills and compass proficiency to permit navigating cross-country over unfamiliar terrain. Also involved are environmental awareness, physical fitness, and competitiveness.

**201 American Military History (4)**

A study of the development of American military institutions, policies, experience, and traditions in peace and war from colonial times to the present. (Also listed as HIS 210.)

**210 Leadership Laboratory (1)**

ROTC students only. Study and practical exercises in the mission, organization, and composition of military teams to include the use of communications equipment and an introduction to troop-leading procedures.

**211 Leadership Laboratory (1)**

ROTC students only. Study and practical exercises at the military team level emphasizing the functions, duties, and responsibilities of junior leaders. Students are evaluated for acceptance into the Advanced Course.

**300 Fundamentals of Leadership (3)**

Prerequisite: Completion of the ROTC basic course or permission of instructor. 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 that affect human behavior. Students are given the opportunity to develop speaking and writing techniques.

**310 Leadership Laboratory (1)**

ROTC students only. Study and practical exercise to emphasize the leader's role for directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions.

**311 Leadership Laboratory (1)**

ROTC students only. Study and practical exercises that emphasize the duties and responsibilities of junior leaders in a garrison or field environment in the various branches of the Army. Instruction is oriented toward preparation of students for attendance at a six-week ROTC Advanced Camp.

**400 Military Tactical Operations (2)**

Prerequisite: MSC 300. Analysis of selected leadership and management problems in the organization for, training for, and conduct of military tactical operations.

**403 Seminar in Leadership and Management (3)**

Prerequisite: MSC 300. Analysis of selected leadership and management problems of Army unit administration, military justice, ethics, and logistics. Discussion of officer-enlisted relationships and the obligations and responsibilities of an officer on active duty. Discussions on preparation of personal affairs for transition to active duty.

**410 Leadership Laboratory (1)**

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 (1)**

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.

**102 Introduction to Music (4)**

A survey of Western musical thought with emphasis upon the evolution of musical forms and style.

**110-111 Elementary Piano Class Instruction (1,1)****122-123 Music Theory I, II (4,4)**

Comprehensive musicianship approached through notation: listening, writing, analytic, and performing skills, including sight singing and ear training. Laboratory required for keyboard and aural techniques.

**201 Music History: Greek Through the Renaissance (2)**

Prerequisites: MUS 102, 122, 123.

**202 Music History: Baroque and Classic (2)**

Prerequisites: MUS 102, 122, 123.

**203 Music History: Romantic and Post-Romantic (2)**

Prerequisites: MUS 102, 122, 123.

**204 Music History: The 20th Century (2)**

Prerequisites: MUS 102, 122, 123.

**208 Topics in Music (2)**

The topic varies as announced in the class timetable. May be repeated if the content is different.

**220 Music and Dance (2)**

Musical organization, oral differentiation of musical texture, timbre, phrasings, style, and tension-resolution. Practical application of music/dance relationships.

**222-223 Music Theory III, IV (4,4)**

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

**224 Piano Pedagogy (2)**

May be repeated for credit.

**225 Voice Techniques (1)**

A pragmatic study of the singing voice with special attention given to choral techniques. Course includes both elementary and secondary methods and representative repertoire.

**226 String Techniques (1)****227 Woodwind Techniques (1)****228 Brass Techniques (1)****229 Percussion Techniques (1)****236 Conducting: Basic Techniques (2)**

Prerequisites: MUS 122, 123.

**245 Special Project in Music (1)**

Prerequisite: Consent of project director

**246 Senior Recital (1)****247-267 Studio Lessons (1, 2)**

The following studio courses 247-266 may be repeated for credit. In the Timetable, ZA1 indicates one credit hour (half-hour weekly lesson). ZA2 indicates two credit hours (one-hour weekly lesson). All instruments may be studied for one or two credit hours, with the exception of organ and dance, which may be taken for two credit hours only.

**247 Organ (2)****255 Bassoon (1, 2)****262 Percussion (1, 2)****249 Harpsichord (1, 2)****256 Saxophone (1, 2)****263 Violin (1, 2)****250 Piano (1, 2)****257 Trumpet (1, 2)****262 Viola (1, 2)****251 Voice (1, 2)****258 French Horn (1, 2)****265 Cello (1, 2)****252 Flute (1, 2)****259 Trombone (1, 2)****266 String Bass (1, 2)****253 Oboe (1, 2)****260 Baritone (1, 2)****267 Classical Guitar (1, 2)****254 Clarinet (1, 2)****261 Tuba (1, 2)****270 Composition-Arranging (2)**

Prerequisites: MUS 222-223. May be repeated for additional credit.

*Note: The following ensembles (MUS 288 through 310) are by audition only and may be repeated for additional credit. Upon successful completion of the audition, students are graded largely on attendance and participation.*

**288 Orchestra (1)**

(Ensemble)

**291 Concert Band (1)**

(Ensemble)

**292 Jazz Lab (1)**

(Ensemble)

**293 Collegiate Chorale (1)**

(Ensemble)

**295 Show Chorus (1)**

(Ensemble)

**310 Piano/String Ensemble (1)**

**315 Choral Conducting (2)**

Prerequisite: MUS 236.

**316 Instrumental Conducting (2)**

Prerequisite: MUS 236.

**322 Counterpoint (2)**

Prerequisites: MUS 222-223. Free counterpoint practice of the 17th and 18th centuries.

**324 Form and Analysis (2)**

Prerequisites: MUS 222-223.

**325 Orchestration (2)**

Prerequisites: MUS 222-223. A study of the string, woodwind, brass, and percussion instruments — their characteristics, ranges, and the techniques required to play them. Many short written examples in various mediums will be required. Final project is the arranging of a specified piece for the Concert Band. Students will prepare score, parts, and conduct their own works.

**Nursing Courses (NUR)****301 Concepts in Professional Nursing (Seminar) (3)**

Selected concepts and theories of nursing, along with the philosophical aspects of professional nursing, and emphasis upon the nursing process are presented.

**311 Nursing Leadership and Group Dynamics (3)**

The theory and practice of nursing leadership in group settings in health-care systems is presented.

**322 Legal Aspects and Contemporary Issues in Health Care (3)**

The legal process and the legal basis of nursing practice is presented, along with contemporary health-care and nursing issues.

**332 Research Process in Nursing (3)**

Prerequisite: MAT 302 or its equivalent. Introduction to basic methods and principles of the research process as it applies to clinical nursing practice.

**401 Nursing Process with the Individual (5)**

Prerequisites: NUR 301 and Anatomy and Physiology (lower-division credits). Development of the assessment phase of the nursing process. Considers the integration of the physical and psycho-social needs of the individual. Includes a laboratory practicum.

**412 Nursing Process with the Family (6)**

Prerequisites: NUR 332, 401; EDU 325. The nursing process in a clinical health care setting, integrating medical—surgical and maternal—child nursing care. Includes clinical practicum.

**421 Nursing Process in the Community (6)**

Prerequisites: NUR 332, 401; EDU 325. Survey of selected major health issues in community settings. Application of the nursing process to community and mental health nursing care. Includes clinical practicum.

**431 Senior Practicum in Nursing (6)**

Prerequisites: NUR 412, 421, 311; EDU 410. The role of the professional nurse in health care planning and implementation. Emphasis is on the knowledge, attitude, and range of skills necessary for effective functioning in a leadership setting. Includes the opportunity for increased self-direction in the assessment, planning, implementation, and evaluation of health care in a clinical setting.

**450 Independent Study in Nursing (1-4)**

Directed research in the theory and/or practice of professional nursing. By permission of the instructor and the Director of the BSN program.

**Philosophy Courses (PHL)****200 Introduction to Philosophy (4)**

A study of philosophical methods and concepts via selected philosophical systems and problems.

**201 Logic (4)**

Principles of correct reasoning: formal and informal arguments.

**202 Ethics (4)**

Major systems of thought regarding problems of moral value and the good life.

**203 Contemporary Philosophy (4)**

Major concepts and methods of the 20th century.

**204 Aesthetics (4)**

Problems surrounding aesthetic experience and the aesthetic object.

**205 Philosophy of Science (4)**

A study of the origins and implications of the ideas that generate scientific world views and scientific paradigm change.

**206 Philosophy of Religion (4)**

Examination of the nature and validity of religious beliefs.

**210 American Philosophy (4)**

A study of major philosophical approaches and philosophers in American thought.

**215 Problems in Philosophy of Science (4)**

A study of methods, problems, and issues relevant to the scientific enterprise.

**217 Social and Political Philosophy (4)**

A study of major social and political systems and issues from Plato to the 20th century.

**218 Symbolic Logic (4)**

Prerequisite: PHL 201 or permission of instructor. An in-depth study of principles of formal deductive reasoning including formal proofs in propositional and quantificational logic.

**219 Philosophy of Economics (4)**

A study of major philosophical principles in economic thought and their implications for economic practice and theory. Emphasis is on the comparative study of capitalism and socialism.

**220 Problems of Philosophy (4)**

Completion of PHL 200 recommended. A study in considerable depth of selected philosophers or philosophical problems. May be repeated if content varies.

**300 History of Philosophy: Thales to Aquinas (4)**

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of 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 instructor. From Aquinas to Kant.

**305 Philosophy of Mind (4)**

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of instructor. A study of the concept of self and its implications for scientific research and everyday activities.

**306 Existentialism (4)**

Prerequisite: Any 200-level philosophy course (except PHL 201) or permission of instructor. A study of central themes in existential philosophy and literature.

**450 Independent Study (1-4)**

Prerequisite: Permission of instructor. The course consists of a program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

**499 Senior Thesis (4)**

Prerequisites: Senior standing and approval of area coordinator.

**Physical Education Courses (PED)****105 Bio-Kinetics and Conditioning (2)**

The emphasis is upon understanding and conditioning the human body.

**110 Principles of Physical Education (3)**

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

**150 First Aid (2)**

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 that occur in sports.

**271 Advanced Athletic Training (3)**

Prerequisites: HEA 100, 230; PED 150, 270. The refined knowledge of the care and prevention of sports injuries with a special emphasis on practical applications of techniques.

**280 Corporate Fitness (3)**

Comprehensive discussion of corporate fitness, stressing the study and development of fitness testing, prescriptive fitness programs, and the role of fitness centers in the corporate/community structure.

**307 Movement Education (2)**

Prerequisites: EDU 200, 305. Comprehensive discussion of movement education stressing the study and development of the individual approach to teaching basic movement skills, and teaching methods of folk and square dance.

**312 Rhythmic Activities (2)**

Teaching methods of folk, square, and aerobic dance.

**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, basketball, and softball.

**322 Coaching and Teaching 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.

**401 Recreation and Special Populations (4)**

The organization, philosophy, program, and leadership in recreation for the special population are examined. Emphasis is placed on leadership, responsibilities, and practical activities for these groups.

**411 Recreation Leadership and Administration (2)**

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

**412 Organization and Administration of Physical Education (2)**

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

**434 Psychology of Sport (3)**

Comprehensive discussion of the psychology of personality, motivation, small group behavior, psychomotor activity, and reference group influence related to participation in sport.

**450 Physical Education Tests and Measurements (2)**

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

**451 Sociology of Sport (3)**

A study of sport based on the sociological perspective. This course will include an overview of the theoretical framework of the study of sport sociology and the related literature. An emphasis will be placed upon implications and applications to physical education athletics.

**460 Physiology of Exercise (2)**

Prerequisite: HEA 230. Knowledge and understanding of the function and limitations of the organism during exercise.

**470 Field Work in Recreation (4)**

Prerequisite: Completion of six semester hours of professional courses. Field work is an instructional program that includes supervised pre-professional practice in approved recreational service agencies. The practical experience of the program involves observation and participation in planning, conducting, and evaluating at the face-to-face supervisory and executive level of leadership responsibility. Graded on a pass-fail basis.

**480 Field Work in Industrial/Corporate Fitness Programs (4,6)**

Practical experience in Health and Fitness Center programming. Admission by application to the Physical Education area coordinator. Graded on a pass-fail basis.

**490 Field Work in Sports Management (6)**

Practical experience in sports management within the local business community. Admission by application to the Physical Education area coordinator. Graded on a pass-fail basis.

**Physics Courses (PHY)****125 Physical Science (4)**

Designed for non-science majors; not open to those students having previously taken a course in college physics or chemistry. The basic concepts of astronomy, electricity, energy, and motion. Lecture and laboratory.

**200-201 General Physics (4,4)**

Prerequisite or co-requisite: MAT 170 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.

**202-203 Physics with Calculus (5,5)**

Prerequisite: MAT 261. A calculus-based course primarily for science and pre-engineering students. Classical mechanics, thermodynamics, kinetic theory, waves and oscillations, sound, electricity, magnetism, optics, special relativity, atomic structure, the nucleus.

**Political Science Courses (PSC)**

*Either PSC 100 or PSC 200 is a prerequisite for all other political science courses.*

**100 Introduction to Political Science (4)**

Essential elements of political science.

**200 The National Government of the United States (4)**

Political processes, institutions, and policies of the national political system of the United States.

**203 Political Parties and Interest Groups (4)**

Organization and functions of political parties and interest groups, primarily in the political system of the United States.

**210 Urban Politics and Policy (4)**

Political processes, institutions, and policies of urban political systems in the United States.

**211 Intergovernmental Relations in the United States (4)**

Relations among state and local governments and among the state, local, and national governments.

**220 The Congress and the Presidency (4)**

Legislative and executive roles and interactions in the national government of the United States.

**240 Comparative Politics: Western European Systems (4)**

Political cultures, processes, institutions, and policies in Britain, France, West Germany, and selected other western European political systems.

**241 Comparative Politics: Communist Systems (4)**

Political cultures, processes, institutions, and policies in the Soviet Union, People's Republic of China, and selected other Communist political systems.

**242 Comparative Politics: Latin American Systems (4)**

Political cultures, processes, institutions, and policies in selected Latin American political systems.

**290-299 Special Summer Studies (2-4)**

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

**301 Urban Planning and Development (4)**

History, methods, processes, and problems of urban planning and development. Equivalent to UST 301.

**302 Constitutional History of the United States (4)**

Origin and formulation of the Constitution and its evolution to contemporary times. Equivalent to HIS 302

**303 Public Administration (4)**

Theory and practice of administrative organization and the control of administrative action.

**304 Public Policy Analysis (4)**

Formulation, implementation, and evaluation of public policies.

**313 International Relations (4)**

Nature and history of relations among nation-states.

**314 National Security Policy (4)**

The process and substance of American, Soviet, and Chinese national security policies, including institutional settings and specific policy problems.

**401 Modern Political Thought (4)**

Major political ideas that have shaped the contemporary world, including democracy, classical, and 20th-century liberalism, socialism, and communism.

**406 United States Foreign Policy (4)**

Study of the formulation of American foreign policy and issues in American diplomatic history. Equivalent to HIS 406.

**413-425 Topics in Political Science (2-4)**

Selected topics in political science. May be repeated for credit if the subject matter is not repeated. Content varies as announced in the class timetable.

**440 Field Work Intern Program (4-16)**

Admission by application to the area coordinator. Practical experience in government or politics at the local, state, or national level. Internship fee required. Graded on a pass-fail basis.

**450 Independent Study (2-4)**

Prerequisites: 12 hours of political science; grade-point average of 3.0 or better; permission of the area coordinator. Guided readings, research, and criticism. May be repeated for credit if the subject matter varies.

**451 Senior Thesis (4)**

Prerequisites: Senior standing and a grade-point average of 3.25 or better, or membership in the Honors Program; permission of area coordinator. A substantial research and writing project.

**460 Seminar in American Government (4)**

Current themes in the analysis of government and politics in the United States.

**Psychology Courses (PSY)**

*PSY 200 is a prerequisite for all advanced courses in psychology.*

**200 General Psychology (4)**

Introduction to the basic principles of psychology.

**202 Industrial Psychology (4)**

A study of the application of psychological principles to business and industry.

**203 Social Psychology (4)**

The psychological processes: values, attitude, communication, and social adjustment arising from the interaction of human beings.

**209 Psychology of Exceptional Children and Youth (4)**

Understanding of the characteristics and needs of exceptional children and youth.

**210 Human Development (4)**

Genetic, maturational, and environmental factors are integrated to account for behavior at various levels in the life span of human beings.

**230 Theories of Personality (4)**

Theoretical approaches to the study of human personality including psychoanalytic, behavioral, and phenomenological conceptions.

**240 Educational Psychology (4)**

The nature and conditions for effective human learning and its evaluation in the areas of intellectual, emotional, and social growth.

**280 Clinical and Counseling Psychology (4)**

A comprehensive survey of techniques used by the clinical psychologist with opportunity for limited practicum work using the Binet and Wechsler individual intelligence tests. Special fields of psychology are integrated as a basis for effective guidance in personal adjustment, vocational selection, and interpersonal skills.

**290-299 Special Summer Studies (2-4)**

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

**301 Psychological Assessment (4)**

Psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests.

**303 Abnormal Psychology (4)**

A systematic presentation of concepts related to the etiology, symptoms, and treatment of behavior disorders.

**305 Physiological Psychology (4)**

An introduction to the study of the correlation of physiological processes with behavior.

**311 Psychological Statistics and Experimental Design (4)**

An introduction to statistical methods of determining outcome probabilities for several psychological research designs.

**312 Experimental Psychology: Methods (4)**

Laboratory course. Basic experimental methods of psychological research.

**313 Experimental Psychology: Theories (4)**

Laboratory course. Major theories based on contemporary psychological research.

**314 Cognitive Psychology and Perception (4)**

The survey deals with the processes that lead to perception, remembering, and thought. Topics include perceptual processes, human information processing, and attention.

**315 Human Learning and Memory (4)**

Empirical research and findings of human memory and learning, including verbal learning, mnemonic devices, and memory organization.

**322 Psychology of Human Management (4)**

A study of the contributions of psychology to human management, providing both theoretical and practical resources for improving our effectiveness in human management relationships in various settings.

**400 History and Systems of Psychology: Seminar (4)**

A survey of the history of systematic psychology from ancient to modern times. Independent study project and seminar presentation required.

**404 Human Sexual Behavior: Seminar (4)**

A survey of the physiological, sociological, and psychological aspects of human sexuality. Independent study project and seminar presentation required.

**405 Field Work in Psychology (4)**

Open only to psychology majors. Prerequisites: PSY 200, 301, 303, and either 402 or 403. Students receive supervised practicum in community agencies. Laboratory fee required. Admission by application to the Psychology area coordinator. Graded on a pass-fail basis.

**420 Neuropsychology (4)**

A study of how the brain supports the knowledge process and the various forms of learning. An investigation of various related brain pathologies will be included as well as an examination of what may be done to improve brain function.

**421 The Psychodynamics of the Helping Relationship (4)**

An examination of the psycho-socius dynamics at work in the helping relationship, focusing on the question: When is help helpful?

**450 Independent Study (2-4)**

Prerequisite: Permission of area coordinator. Independent study and honors research on individual problems in psychology. May be repeated for credit if the subject matter varies.

**451 Senior Thesis (3-4)**

Prerequisites: senior standing; grade-point average of 3.5 or better; completion of 24 hours in psychology; permission of instructor and area coordinator. A substantial research and writing project expected to yield a journal-ready manuscript.

**Religion Courses (REL)****203 The Old Testament (4)**

Hebrew history and literature with emphasis on historical, prophetic, and wisdom writings.

**204 The New Testament (4)**

The origin of early Christianity with emphasis on the canonical Gospels and Epistles.

**205 World Religions (4)**

A survey of the religions of the world, excluding Judaism and Christianity. Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto, Taoism.

**210 Judaism (4)**

An 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 an historical and theological survey beginning with the French Revolution.

**212 Christianity (4)**

An historical and theological survey of the Christian Church beginning with the post-Apostolic age up through the Protestant Reformation.

**213 Religion in America (4)**

A survey of the place of religion in America, beginning with its European background. Attention is given to the movements that lead to religious freedom, pluralism, and legal problems.

**214 Magic, Witchcraft, and Other Occult Sciences (4)**

A survey showing the evolving relationship between magic and religion, the practice of witchcraft, and a consideration of the occult with emphasis on the Magus tradition.

**216 Psychology of Religion (4)**

An examination of religious experience and behavior from a psychological point of view, without reference to revelation or theological doctrine. Topics include faith, doubt, conflict, religious bigotry, and personal religious growth.

**217 Eastern Thought (4)**

The emphasis will be on the Indian concept of *Darsana* and the five Hindu philosophical systems as appropriate to human experience. As time permits, Chinese thought will also be examined.

**220 Problems of Religious Thought (4)**

A selected topics course with varying subject matter.

**Social Science Course (SSC)****400 Research Methods in the Social Sciences (4)**

The application of the scientific method to the analysis of society. Includes elements in scientific logic, problem formation, research designs, methods of data collection, and analysis and interpretation of data.

**Social Work Courses (SWK)****201 Introduction to Social Work (4)**

An overview of the history and philosophy of social work and social welfare. The course will introduce the major fields of practice (casework, groupwork, and community organization), and examine the themes underlying the programs and auspices where social work is practiced. May be used to satisfy general curriculum distribution requirements if not used in the social work major.

**202 Perspectives on Human Behavior and the Social Environment (4)**

This course will emphasize the dynamics of individual and environmental factors as they relate to social work practice. It will examine various psychodynamic and phenomenological theories of personality as well as symbolic interactionism, social learning theory, role theory, and reference group behavior in order to understand social behavior.

**307 Social Work Methods (4)**

The course will explore the methods of social work practice (casework, groupwork, marital and family counseling) utilized within social work agencies.

**401 Internship in Social Work (16)**

Prerequisite: Completion of all social work courses. Restricted to social work majors in senior year. A supervised field placement in a social welfare organization.

**450 Independent Study (4)**

Prerequisites: Senior standing; grade-point average of 3.0 or better; prior permission of instructor or area coordinator. Included is a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. Independent studies may be taken with any full-time professor in the social work area. The subject matter must be determined through student-faculty consultation.

**451 Senior Thesis (4)**

Prerequisites: Senior standing; 28 hours of social work; grade-point average of 3.25 or better. Involves a

major research paper planned and written with possible publication in mind. A senior thesis may be written under any full-time professor in the social work area. This subject matter must be determined through student-faculty consultation.

## **Sociology Courses (SOC)**

*SOC 100 is a prerequisite for all other courses in sociology.*

### **100 Introduction to Sociology (4)**

An introduction to the structure, functioning, and development of human societies. The nature and meaning of culture, socialization, personality, social organizations, and social change will be emphasized.

### **101 Contemporary Social Problems (4)**

A survey of selected areas of conflict and disorganization accompanying social change in contemporary American society.

### **202 Marriage and Family (4)**

Emphasizes mate selection and marriage in the United States. Includes the processes of family formation, maintenance, and dissolution as well as alternative family forms.

### **203 Urban Sociology (4)**

A survey of the relationship between the growth of modern cities and basic societal institutions and values. Equivalent to UST 203.

### **212 Juvenile Delinquency (4)**

Prerequisites: CRM 101, 102; SOC 100. Definitions of delinquent behavior, theories concerning the development of delinquency, characteristics and subculture of the delinquent, the adjudication process for juveniles — practice and treatment procedures.

### **220 Sociology of Sex Roles (4)**

Theoretical and empirical bases for prescriptions of masculinity and femininity. The effect of sex role differentiation on the social institutions, including the family, politics, and the economy. The impact of social change and the woman's movement on sex roles in contemporary society.

### **226 Third World Development (4)**

An analysis of the current socio-cultural transformations taking place in Third World nations, especially the effects of mechanization, urbanization, and Westernization on economic development, political control, cultural viability, and international peace.

**230 Social Stratification (4)**

Analysis of social structure and stratification in terms of class, status, and prestige. Attention is given to the social role of the elite, bureaucracies, and the professional and middle classes.

**290-299 Special Summer Studies (2-4)**

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

**305 Drug and Alcohol Dependency (4)**

Contemporary theory and research in the use and abuse of drugs and alcohol; includes a consideration of the cultural and lifestyle implications.

**306 Racial and Ethnic Relations (4)**

Comparative study of intergroup relations, social conflict, and modes of adjustment in the United States and elsewhere. Prejudice and discrimination, their sources, their consequences, and potentials for change.

**307 The Family (4)**

An examination of the family as a universal social institution. Variations in family behavior will be analyzed by class and culture.

**401 Field Work in Sociology (4)**

Consists of a placement within a community agency. This course will enable the student to gain meaningful field experience related to future careers. Admission by application to the area coordinator. Field work fee required. Graded on a pass-fail basis.

**402 Gerontology: Aging and Society (4)**

A theoretical and practical examination of the sociological implications of aging for the individual and society.

**410 Social Thought and Sociological Theory (4)**

A survey of major trends in social thought with emphasis on work of modern social theorists.

**450 Independent Study (4)**

Prerequisites: Completion of 20 hours of sociology; grade-point average of 3.0 or better; permission of instructor or area coordinator. Included is a series of directed readings as short research projects on a topic of interest to the student. The materials covered must be different from those included in current courses. Independent studies can be taken with any full-time professor in the sociology area. The subject matter must be determined through student-faculty consultation.

**451 Senior Thesis (4)**

Prerequisites: Completion of 28 hours of sociology; grade-point average of 3.25 or better; prior permis-

sion of instructor and area coordinator. Involves a major research paper planned and written with possible publication in mind. A senior thesis may be written under any full-time professor in the sociology department. The subject matter must be determined through student-faculty consultation.

## **Spanish Courses (SPA)**

### **101-102 Elementary Spanish I, II (4,4)**

SPA 101 is prerequisite for SPA 102. The course is taught by the audio-lingual method and the four basic skills of understanding, speaking, reading, and writing are emphasized.

### **201-202 Intermediate Spanish I, II (4,4)**

Prerequisite: SPA 102. SPA 201 is prerequisite to SPA 202. Continued practice in the four basic skills.

### **300-301 Advanced Spanish I, II (4,4)**

Prerequisite: SPA 202. Emphasis on oral expression, reading, composition, vocabulary building, and grammar.

### **302-303 Introduction to Spanish Literature I, II (4,4)**

Prerequisite: SPA 301 or consent of instructor. A study of Spanish literature from the 12th century to the contemporary period.

### **304-305 Advanced Spanish Translation I, II (4,4)**

Prerequisite: SPA 202 or permission of instructor. SPA 304 places emphasis on translation of material from current periodicals and business materials. SPA 305 places emphasis on literary translation.

### **404-405 Hispanic Culture and Civilization I, II (4,4)**

Prerequisite: SPA 301 or consent of instructor. An integrated picture of the political, economic, social, geographical, and cultural forces that have shaped Spain and Latin America. First semester, Spain; second semester, Latin America.

### **406-407 The Modern Spanish Novel I, II (4,4)**

Prerequisite: SPA 301 or consent of instructor. A study of the Spanish novelists of the 19th and 20th centuries. First semester, 19th century; second semester, 20th century.

### **450-454 Topics in Spanish (1-4)**

Prerequisite: Permission of instructor. The content in this course is variable and it may be repeated for additional credit.

## **Speech Courses (SPE)**

### **100 Voice and Diction (4)**

Instructs the student in voice production, enunciation, pronunciation, and elementary phonetics.

**200 Oral Communication (4)**

Develops and improves the student's skills in speech composition and delivery by exposure to various speech types and situations. Aids in achieving poise when speaking to groups.

**205 Oral Interpretation of Literature (4)**

Offers the beginning student an opportunity to study, perform, and evaluate the reading of prose, poetry, and drama. Develops the student's interpretive skills, vocal range and flexibility, understanding of language, and expressiveness of voice and body.

**208 Business Speech (4)**

Techniques of, and practice in, participation in speaking situations commonly encountered in business and the professions; briefing, interviewing, problem-solving conferences, and communication management.

**303 Seminar in Public Performance (4)**

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

**Urban Studies Courses (UST)**

**200 Introduction to Urban Studies (4)**

Comprehensive overview of urban studies, integrating economic, geographical, historical, political, and sociological perspectives.

**203 Urban Sociology (4)**

A survey of the relationship between the growth of modern cities and basic societal institutions and values. Equivalent to SOC 203.

**210 Urban Politics and Policy (4)**

Political processes, institutions, and problems of urban political systems in the United States. Equivalent to PSC 210.

**301 Urban Planning and Development (4)**

History, methods, processes, and 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.)

**304 Public Policy Analysis (4)**

Formulation, implementation, and evaluation of public policies.

**400 Seminar in Urban Studies (4)**

Current themes and issues in the analysis of urban areas and the integration of interdisciplinary perspectives on urban studies.

**440 Field Work Intern Program (4-16)**

Practical experience in an agency or agencies dealing with urban policies or problems. Admission by permission of the area coordinator.

**450 Independent Study (2-4)**

Prerequisites: 12 hours of urban studies; grade-point average of 3.0 or better; permission of the area coordinator. Guided readings, research, and criticism. May be repeated for credit if the subject matter varies.

**451 Senior Thesis (4)**

Prerequisites: Senior standing and a grade-point average of 3.25 or better, or membership in the Honors Program; permission of area coordinator. A substantial research and writing project.

**Writing Courses (WRI)****210 Writing as a Means of Self-Discovery (4)**

A beginning creative writing course that emphasizes the requisite nature of a probing self-examination as preparation for writing stories, poems, or plays that can authentically convey the sense of felt life. May be used to satisfy general curriculum distribution requirements if not used 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. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor.

**250-251 Poetry Writing I, II (4,4)**

Poetry writing and reading of related works. WRI 250 is not a prerequisite for WRI 251. May be used to satisfy general curriculum distribution requirements if not used in the writing major or minor.

**260 Beginning Fiction Writing (4)**

Techniques of writing imaginative fiction. May be used to satisfy general curriculum distribution requirements if not used in the writing major or minor.

**270 Writing the Magazine Article (4)**

Prerequisite: ENG 101. Techniques of writing creative non-fiction prose for publication. May be used

to satisfy general curriculum distribution requirements if not used in the writing major or minor.

### **271 Journalism I (4)**

Prerequisite: ENG 101. The elements of news, the style and structure of news and feature stories, methods of gathering and evaluating news, copyreading, and editing. Preparation of copy for publication and laboratory assignments to the campus newspaper are included. May *not* be used to satisfy general curriculum distribution requirements.

### **272 Journalism II (4)**

Prerequisite: ENG 101. 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 chair is obtained. May *not* be used to satisfy general curriculum distribution requirements.

### **280 Introduction to Career Writing (4)**

Prerequisite: ENG 101 or permission of instructor. Fundamental principles of advertising, public relations, and technical writing. May *not* be used to satisfy general curriculum distribution requirements.

### **352 Poetry Writing Workshop (4)**

Prerequisite: Either WRI 250 or 251; or permission of instructor. Advanced training in poetry writing. Directed reading in recent world poetry to aid in expanding and developing the individual sensibility.

### **362 Seminar in Creative Writing (4)**

Prerequisite: WRI 260 or permission of instructor. A seminar for the advanced creative writing student in which students and instructor examine and constructively criticize seminar members' work in progress. May be repeated for credit.

### **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. May *not* be used to satisfy general curriculum distribution requirements.

### **381 Technical Writing for Science (4)**

Prerequisite: ENG 101. Principles of technical research and writing for majors in science. May *not* be used to satisfy general curriculum distribution requirements.

### **382-383 Writing for Advertising and Public Relations (4,4)**

Prerequisite: ENG 101 or WRI 280. Advanced training in writing advertising and public relations mate-

rial. Evaluation of professional samples with attention given to market analysis and outlining an original detailed media campaign. May *not* be used to satisfy general curriculum distribution requirements.

**384 Business Writing (4)**

Prerequisite: ENG 101. Principles of business writing for majors within the Division of Economics and Business. May *not* be used to satisfy general curriculum distribution requirements.

**455-459 Directed Poetry Writing (4)**

Prerequisites: WRI 250-251, 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.

**465-469 Directed Fiction Writing (4)**

Prerequisites: WRI 260, 362, or permission of the instructor. Individual advanced training and supervision of fiction writing.

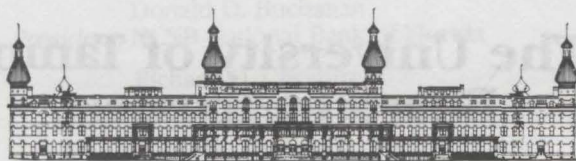
**485-489 Directed Career Writing (4)**

Prerequisites: ENG 101 and WRI 270. Advanced training in writing for magazine publication, with emphasis on flexibility and practicality of topic and style. May *not* be used to satisfy general curriculum distribution requirements.

Curriculum Distribution.

**495 Writing Internship (2-10)**

Prerequisites: Junior or senior standing; permission of full-time member of writing faculty and division chairman. Closely supervised on-the-job training in career writing. May be repeated to a maximum of 10 semester hours of credit. Students should apply for the internship one semester in advance. May *not* be used to satisfy general curriculum distribution requirements.



*The University Of*  
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*The Register*

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*This listing is current as of May 15, 1984.*

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## The Faculty

The faculty is listed below in alphabetical order. This listing is current as of May 1, 1984. Date in parentheses shows initial appointment at The University of Tampa.

- Marcelle Bessman, B.S., M.S., Ph.D. (1983), Assistant Professor of Mathematics; B.S., Seton Hall University, 1961; M.S., New York University, 1963; Ph.D., *ibid.*, 1965.
- Robert M. Birrenkott, B.S., M.S., Ph.D. (1974), 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., Ph.D. (1962), Professor of History; B.S., New York University, 1959; M.A., *ibid.*, 1961; Ph.D., Florida State University, 1973.
- Jeanette Boxill, A.A., B.A., M.A., C.Phil., Ph.D. (1981), Assistant Professor of Philosophy; A.A., Long Beach City College, 1964; B.A., University of California at Los Angeles, 1967; M.A., *ibid.*, 1972; C.Phil., *ibid.*, 1975; Ph.D., *ibid.*, 1981.
- Ruth C. Bragg, B.S., M.Ed. (1962), Associate Professor of Physical Education; B.S., University of Tampa, 1958; M.Ed., West Chester State College, 1963.
- Stephen Breslow, B.A., M.A., Ph.D. (1982), Assistant Professor of English; B.A., Reed College, 1967; M.A., Columbia University, 1969; Ph.D., *ibid.*, 1978.
- Peter J. Brust, B.A., M.A., Ph.D. (1981), Assistant Professor of Economics; B.A., St. Ambrose College, 1967; M.A., Marquette University, 1969; Ph.D., Indiana University, 1980.
- Stephen Maynard Burroughs, B.S., M.A.T. (1981), Instructor of Physics; B.S., University of Massachusetts, 1971; M.A.T., *ibid.*, 1980.
- George H. Cave, Jr., B.A., S.T.B., S.T.M. (1969), Associate Professor of Philosophy and Religion; B.A., The University of the South, 1956; S.T.B., Berkeley Divinity School, 1959; S.T.M., The University of the South, 1964.
- 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), *Associate Professor of Art*; B.A., University of Tampa, 1965; M.F.A., University of Georgia, 1967.
- Martin S. Denoff, B.A., M.S.W., Ph.D. (1981), *Assistant Professor of Social Work*; B.A., California State University at Los Angeles, 1971; M.S.W., University of Southern California, 1973; Ph.D., University of Pittsburgh, 1981.
- 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), *Professor of Finance*; B.B.A., Ohio University, 1964; M.B.A., University of Michigan, 1966; Ph.D., Michigan State University, 1975.
- Judith Edberg, B.M., M.M. (1972), *Professor of Music*; B.M., Wayne State University, 1950; M.M., *ibid.*, 1971.
- Marlon L. Ellison, B.S., M.S., Ph.D. (1964), *Professor of Biology*; B.S., Iowa State University, 1940; M.S., Trinity University, 1961; Ph.D., University of Kansas, 1964.
- Eustasio Fernandez, B.S., M.A.E., M.A., Doctor en Letras. (1951), *Professor of Modern Languages*; B.S., University of Florida, 1941; M.A.E., University of Maryland, 1947; M.A., Middlebury College, 1950; Doctor en Letras, National University of Mexico, 1960.
- James M. Fesmire, A.A., B.A., Ph.D. (1973), *Dana Professor of Economics and Business*; A.A., Daytona Beach Junior College, 1967; B.A., University of South Florida, 1968; Ph.D., University of Florida, 1973.
- David B. Ford, B.S., M.S., M.S., Ph.D. (1969), *Professor of Chemistry*; B.S., Kansas State College, 1961; M.S., Kansas State Teachers College, 1965; M.S., Syracuse University, 1969; Ph.D., *ibid.*, 1969.
- Brian L. Garman, A.B., M.A., Sp.A., Ph.D. (1980), *Associate Professor of Mathematics*; A.B., Cornell University, 1967; M.A., Western Michigan University, 1973; Sp.A., *ibid.*, 1974; Ph.D., *ibid.*, 1976.
- John Giancola, A.B. (1984), *Associate Professor of Telecommunication*, A.B., Oklahoma State University, 1966; Post-graduate work, Chicago Theological Seminary, New York University, New School for Social Research, Parsons School of Design, Renhagen Studios.
- Francis X. Gillen, B.S., M.A., Ph.D. (1971), *Professor of English, Director of Honors Program*; B.S., Canisius College, 1959; M.A., Fordham University, 1964; Ph.D., *ibid.*, 1969.
- Richard H. Gude, B.S., M.S., Ph.D. (1968), *Professor of Biology*; B.S., Wisconsin State College, 1960; M.S., Michigan State University, 1962; Ph.D., *ibid.*, 1965.
- Robert L. Harder, B.S., B.A., A.M., Ph.D. (1969), *Professor of Philosophy*; B.S., Pennsylvania State University, 1942; B.A., *ibid.*, 1947; A.M., Columbia University, 1949; Ph.D., *ibid.*, 1956.
- Irmgard Harris, Dip., Adv. Dip., B.A., M.A. (1980), *Assistant Professor of 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), *Associate Professor of Art*; B.F.A., University of Illinois, 1966; M.A., University of Florida, 1968.
- R. Peter Heine Jr., B.A., M.A., D.B.A. (1983), *Assistant Professor of Management and Marketing*; B.A., Loyola University, 1967; M.A., University of New Orleans, 1969; D.B.A., Memphis State University, 1983.
- Steve T. Hekkanen, B.S., M.A., Ph.D. (1980), *Assistant Professor of Psychology*; B.S., University of Washington, 1975; M.A., University of South Florida, 1977; Ph.D., *ibid.*, 1981.
- Leon R. Hoke Jr., A.B., M.A., Ph.D. (1981), *Associate Professor of Economics*; A.B., Grove City College, 1968; M.A., Duquesne University, 1970; Ph.D., University of Pittsburgh, 1979.
- 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), *Associate Professor of Music*; B.M., Oberlin College, 1968; M.M., Southern Methodist University, 1970; M.S.M., *ibid.*, 1970; D.M.A., Eastman School of Music, 1973.
- George F. Jackson, B.A., Ph.D. (1973), *Professor of Chemistry*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Duane H. Janssen, B.S., M.A., C.P.A. (1976), *Associate Professor of Accounting*; B.S., Marion College, 1970; M.A., Ball State University, 1978; C.P.A., 1978.
- Michael Jeffries, B.A., M.Ed. (1983), *Instructor of Computer Science*; B.A., University of South Florida, 1969; M.Ed., *ibid.*, 1983.
- Theodore W. Jennings, A.B., B.D., M.S., Ph.D. (1965), *Professor of Psychology*; A.B., University of Florida, 1946; B.D., Emory University, 1948; M.S., University of Miami, 1962; Ph.D., *ibid.*, 1963.
- Arthur G. Kaub, B.S., M.S.Ed. (1982), *Assistant Professor of Military Science*; B.S., United States Military Academy, 1979; M.S.Ed., University of Southern California, 1983.
- Robert Kerstein, B.A., M.A., Ph.D. (1977), *Associate Professor of Political Science*; B.A., Pennsylvania State University, 1969; M.A., *ibid.*, 1972; Ph.D., Washington University, 1975.
- Marcy L. Kittner, A.A., B.A., M.S., Ph.D. (1984), *Associate Professor of Computer Science*; A.A., University of Florida, 1967; B.A., University of Maryland, 1970; M.S., University of Southern California at Los Angeles, 1971; Ph.D., University of South Florida, 1982.
- David Knottnerus, B.A., M.A., Ph.D. (1981), *Assistant Professor of Sociology*; B.A., Beloit College, 1969; M.A., Southern Illinois University, 1975; Ph.D., *ibid.*, 1981.
- Paul W. Landers, B.S., M.S., M.A. (1983), *Assistant Professor of Military Science*; B.S., Middle Tennessee State University, 1967; M.S., University of Southern California, 1976; M.A., Western Kentucky University, 1977.
- William D. Leith, B.S., M.A., Ph.D. (1961), *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.
- Clayton S. Long, B.S., M.S., Ph.D. (1982), *Professor of Computer Science*; B.S., East Carolina University, 1968; M.S., *ibid.*, 1971; Ph.D., University of South Carolina, 1975.
- Gary S. Luter, B.A., M.S., M.A., Ph.D. (1977), *Assistant Professor of Speech*; B.A., University of South Florida, 1967; M.S., University of Wisconsin, 1968; M.A., University of Akron, 1973; Ph.D., University of Florida, 1981.
- Larry D. Martin, B.S., Ph.D. (1984), *Assistant Professor of Chemistry*; B.S., University of Louisville, 1972; Ph.D., University of Illinois, 1979.
- Mary M. Martin, R.N., B.S.N., M.S.N., D.N.S. (1984), *Associate Professor of Nursing*; R.N., St. Mary's Hospital School of Nursing, 1965; B.S.N., Medical College of Georgia, 1975; M.S.N., *ibid.*, 1977; D.N.S., Indiana University School of Nursing, 1982.
- Sue Gordon McCord, B.A., M.A., M.A., Ph.D. (1967), *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.
- William T. McReynolds, B.A., Ph.D. (1981), *Professor of Psychology*; B.A., The University of Texas at Austin, 1965; Ph.D., *ibid.*, 1969.
- Michael J. Mendelsohn, B.A., M.A., Ph.D. (1972), *Professor of English*; B.A., University of Pittsburgh, 1951; M.A., Trinity University, 1954; Ph.D., University of Colorado, 1962.
- Terry L. Mohn, B.M., M.M., D.M.A. (1976), *Associate Professor of Music*; B.M., Bradley University, 1968; M.M., University of Illinois, 1974; D.M.A., *ibid.*, 1976.
- Anne C. Morris, B.S.N., M.S. (1983), *Assistant Professor of Nursing*; B.S.N., University of Florida, 1975; M.S., Northern Illinois University, 1980.

- R. Jack Munyan, B.S., M.B.A., Ph.D. (1979), *Professor of Finance*; B.S., University of Pennsylvania, 1951; M.B.A., Drexel University, 1956; Ph.D., Temple University, 1977.
- Linda Musante, B.A., M.A., Ph.D. (1982), *Assistant Professor of Psychology*; B.A., Eckerd College, 1976; M.A., University of North Carolina, 1979; Ph.D., *ibid.*, 1981.
- Suzanne Nelson, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., Wheaton College, 1963; M.A., University of Kentucky, 1966; Ph.D., *ibid.*, 1970.
- Harold Nosti, B.A. (1963), *Associate Professor of Art*; B.A., University of Washington, 1955.
- Morris Robert Perlow, A.B., M.A., C.P.A. (1980), *Associate Professor of Accounting*; A.B., Tufts College, 1955; M.A., University of Rhode Island, 1966; C.P.A., 1966.
- Richard Piper, B.A., M.A., Ph.D. (1976), *Associate Professor of History and Political Science*; B.A., Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., *ibid.*, 1972.
- Steven M. Platau, B.A., M.A., C.P.A. (1984), *Assistant Professor of Accounting*; B.A., Ohio State University, 1978; M.A., *ibid.*, 1980.
- William Wayne Price, B.S., Ph.D. (1976), *Associate Professor of Biology*; B.S., Southwestern University, 1969; Ph.D., Texas A&M, 1976.
- Fred Punzo, B.S., Ph.D. (1981), *Associate Professor of Biology*; B.S., St. Francis College, 1968; Ph.D., Iowa State University, 1975.
- Philip F. Quinn, A.B., M.A., Ph.D. (1976), *Associate Professor of Sociology and Criminology*; A.B., Xavier University, 1955; M.A., Loyola University, 1960; Ph.D., *ibid.*, 1971.
- Stanley A. Rice, B.S., M.A., Ph.D. (1984), *Assistant Professor of Biology*; B.S., California State University, 1973; M.A., *ibid.*, 1975; Ph.D., University of South Florida, 1978.
- Everett D. Richards, B.S., M.S., M.B.A. (1975), *Associate Professor of Business and Economics*; B.S., United States Military Academy, 1952; M.S., University of Virginia, 1959; M.B.A., University of Tampa, 1974.
- Alice Rodriguez, B.S., M.P.H., Ed.D. (1960), *Professor of Physical Education*; B.S., University of Tampa, 1952; M.P.H., University of Florida, 1956; Ed.D., University of Alabama, 1972.
- Constance B. Rynder, B.A., M.A., Ph.D. (1972), *Professor of History*; B.A., University of Toledo, 1967; M.A., University of Nebraska, 1970; Ph.D., *ibid.*, 1973.
- 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), *Associate Professor of English*; B.A., Eckerd College, 1966; M.A., University of North Carolina, 1968; Ph.D., Pennsylvania State University, 1973.
- Raymond A. Schlueter, B.S., M.A., Ph.D. (1975), *Associate Professor of Biology*; B.S., University of Illinois, 1965; M.A., Southern Illinois University, 1970; Ph.D., Indiana State University, 1975.
- Donald E. Schulz, B.A., Ph.D. (1982), *Assistant Professor of Political Science*; B.A., Wake Forest College, 1964; Ph.D., Ohio State University, 1977.
- Hamid Shaafi, B.S., M.S., Ph.D. (1981), *Associate Professor of Finance*; B.S., Iranian Military Academy, 1959; M.S., University of Tehran, 1967; Ph.D., Syracuse University, 1970.
- Helene Silverman, B.A., M.A., Ph.D. (1981), *Assistant Professor of Education*; B.A., College of the City of New York, 1965; M.A., *ibid.*, 1968; Ph.D., University of South Florida, 1977.
- Wayne L. Smith, B.S., M.S.T., Ph.D. (1972), *Professor of Biology*; B.S., Michigan State University, 1959; M.S.T., University of Montana, 1964; Ph.D., Michigan State University, 1972.
- Terry W. Snell, B.S., M.S., Ph.D. (1978), *Associate Professor of Biology*; B.S., Florida Southern College, 1970; M.S., University of South Florida, 1973; Ph.D., *ibid.*, 1977.
- Andrew Solomon, B.A., M.A., Ph.D. (1976), *Associate Professor of English*; B.A., University of Pittsburgh, 1966; M.A., *ibid.*, 1970; Ph.D., *ibid.*, 1974.
- Karen D. Squires, B.S., M.B.A., C.P.A. (1978), *Associate Professor of Accounting*; B.S., Washington University, 1974; M.B.A., University of Alabama, 1976; C.P.A., 1979.

- Rick M. Steinmann, B.S., M.S., J.D. (1980), *Assistant Professor of Criminology*; B.S., Brockport State College, 1973; M.S., Youngstown State University, 1975; J.D., Hamline University School of Law, 1979.
- William D. Stewart, A.B., M.A., B.Ed., Ph.D. (1964), *Professor of English*; A.B., University of Puget Sound, 1942; M.A., *ibid.*, 1950; B.Ed., *ibid.*, 1951; Ph.D., University of Mainz, 1953.
- John S. Sumner, B.S., M.S., Ph.D. (1979), *Associate Professor of Mathematics*; B.S., Georgia Institute of Technology, 1975; M.S., University of Miami, 1976; Ph.D., *ibid.*, 1980.
- Joe Testa-Secca, B.S., M.F.A. (1965), *Dana Professor of Art and Artist-in-Residence*; B.S., University of Tampa, 1950; M.F.A., University of Georgia, 1956.
- Michael Hugh Truscott, B.A., M.B.A., Ph.D. (1971), *Professor of Economics and Business*; B.A., Southwestern at Memphis, 1962; M.B.A., Memphis State University, 1966; Ph.D., Louisiana State University, 1971.
- Thomas Tyson, B.A., M.Ed., M.B.A., C.M.A. (1981), *Assistant Professor of Accounting*; B.A., Northwestern University, 1970; M.Ed., University of Pittsburgh, 1976; M.B.A., New Mexico State University, 1974; C.M.A., 1982.
- Jo Ann Valenti, B.S.J., M.A., Ph.D. (1982), *Assistant Professor of English*; B.S.J., University of Florida, 1967; M.A., *ibid.*, 1969; Ph.D., University of Michigan, 1983.
- Kathryn Van Spanckeren, B.A., M.A., M.A., Ph.D. (1982), *Assistant Professor of English*; B.A., University of California, 1967; M.A., Brandeis University, 1968; M.A., Harvard University, 1969; Ph.D., *ibid.*, 1976.
- Ronald L. Vaughn, B.S., M.B.A., Ph.D. (1984), *Professor of Marketing, Max Hollingsworth Chair of American Enterprise*; B.S., Indiana State University, 1968; M.B.A., *ibid.*, 1970; Ph.D., University of Georgia, 1975.
- Eric Vlahov, B.A., M.A., Ph.D. (1977), *Assistant Professor of Physical Education*; B.A., Duke University, 1970; M.A., University of Maryland, 1974; Ph.D., *ibid.*, 1977.
- Malcolm Westly, B.A., M.A. (1962), *Associate Professor of Music*; B.A., State University of Iowa, 1953; M.A., *ibid.*, 1954.
- D. Richard White Jr., B.S., Ph.D. (1984), *Assistant Professor of Chemistry*; B.S., Stetson University, 1975; Ph.D., University of Florida, 1979.
- Edwin F. Wilde, B.S., M.S., M.A., Ph.D. (1980), *Professor of Mathematics*; B.S., Illinois State University, 1952; M.S., *ibid.*, 1953; M.A., University of Illinois, 1955; Ph.D., *ibid.*, 1959.
- Bruce C. Winkler, B.A., M.S., Ph.D. (1978), *Associate Professor of Chemistry*; B.S., Valparaiso University, 1959; M.S., Iowa State College, 1962; Ph.D., University of Oklahoma, 1967.
- Norma A. Winston, B.A., M.A., Ph.D. (1977), *Associate Professor of Sociology*; B.A., University of Otago, New Zealand, 1965; M.A., Washington State University, 1971; Ph.D., *ibid.*, 1979.

## Artists-in-Residence

- Esther Glazer (1971), *Artist-in-Residence*; Diploma, Juilliard School of Music, 1949.
- Julius D. Locke, A.B., M.A., Ph.D. (1958), *Professor of English and Poet-in-Residence*, A.B., University of Tampa, 1949; M.A., University of Florida, 1955; Ph.D., *ibid.*, 1958.
- Joe Testa-Secca, B.S., M.F.A. (1965), *Dana Professor of Art and Artist-in-Residence*, B.S. University of Tampa 1950; M.F.A.; University of Georgia, 1956.

## Professors Emeriti

- Miller K. Adams, B.S., M.A., Ed.D. (1935-1973), *Professor of Physical Education, Emeritus*; B.S., University of Tampa, 1935; M.A., New York University, 1946; Ed.D., *ibid.*, 1960.
- Patricia Wall Benz, B.S., M.A. (1968-1981), *Associate Professor of Education, Emeritus*; B.S., University of Tampa, 1960; M.A., University of Florida, 1966.
- James Bignell, B.S., M.A. (1948-1973), *Professor of Industrial Arts, Emeritus*; B.S., Midland College, 1932; M.A., Nebraska State University, 1936.

- Samuel E. Brick, A.B., M.S., Ph.D. (1968-1981), *Professor of Education, Emeritus*; A.B., Kansas Wesleyan, 1939; M.S., University of Kansas, 1947; Ph.D., *ibid.*, 1952.
- Zoe Cowen, B.S., M.A., Ph.D. (1947-1960), *Professor of Elementary Education, Emeritus*; B.S., George Peabody College for Teachers, 1928; M.A., *ibid.*, 1929; Ph.D., *ibid.*, 1941.
- Stella M. Cox, B.S., M.A. (1946-1964), *Associate Professor of Home Economics, Emeritus*; B.S., Tennessee State College, 1927; M.A., George Peabody College for Teachers, 1934.
- Thomas Jeff Davis, B.A., Ph.D. (1966-1976), *Professor of Economics and Business, Emeritus*; B.A., University of Mississippi, 1927; Ph.D., American University, 1955.
- Willis J. Dunn, A.B., M.A., Ph.D. (1958-1976), *Professor of Sociology, Emeritus*; A.B., Asbury College, 1935; M.A., Michigan State University, 1937; Ph.D., *ibid.*, 1955.
- Curtis A. Gilgash, A.B., M.A., Ph.D. (1962-1981), *Dana Professor of Psychology, Emeritus*; A.B., Washington College, 1949; M.A., American University, 1953; Ph.D., *ibid.*, 1956.
- Kenneth W. Haney, B.Ed., M.A., Ph.D. (1966-1973), *Professor of Sociology, Emeritus*; B.Ed., Illinois State University, 1944; M.A., University of Chicago, 1945; Ph.D., *ibid.*, 1962.
- Miles C. Hartley, A.B., A.M., B.S., Ph.D., B.Mus. (1962-1972), *Professor of Mathematics, Emeritus*; A.B., University of Illinois, 1923; A.M., *ibid.*, 1924; B.S., *ibid.*, 1926; Ph.D., *ibid.*, 1932; B.Mus., *ibid.*, 1939.
- 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.
- John I. Hopf, B.S., M.Ed. (1968-1981), *Associate Professor of Education, Emeritus*; B.S., University of Cincinnati, 1950; M.Ed., University of Florida, 1955.
- A.J. Kainen, A.B., M.A. (1959-1973), *Professor of Mathematics, Emeritus*; A.B., University of Missouri, 1934; M.A., University of Texas, 1952.
- Jesse L. Keene, A.B., M.A., Ph.D. (1936-1974), *Professor of History and Political Science, Emeritus*; A.B., Vanderbilt University, 1927; M.A., George Peabody College for Teachers, 1937; Ph.D., University of Florida, 1955.
- John H. Lindenmeyer, B.S., M.A. (1963-1976), *Associate Professor of Political Science, Emeritus*; B.A., State University of Iowa, 1936; M.A., *ibid.*, 1946.
- Stephen Park, A.B., M.M. (1939-1977), *Dana Professor of Music and Composer-in-Residence, Emeritus*; A.B., University of Nebraska, 1929; M.M., University of Michigan, 1937.
- Clyde T. Reed, A.B., M.S., M.S. (1944-1962), *Associate Professor of Biology, Emeritus*; A.B., Campbell College, 1914; M.S., Washington College, 1918; M.S., Cornell University, 1937.
- M.C. Rhodes, B.S., M.A., Ph.D., Sc.D. (1937-1968), *Professor of Mathematics, Emeritus*; B.S., Mississippi Southern College, 1923; M.A., George Peabody College for Teachers, 1927; Ph.D., *ibid.*, 1930; Sc.D., University of Tampa, 1954.
- G. Lawrence Roberts Jr., B.S., M.Ed. (1948-1981), *Professor of Economics, Emeritus*; B.S., Boston University, 1942; M.Ed., *ibid.*, 1948.
- Elyse B. Sheppard, A.B., M.A. (1946-1976), *Associate Professor of Mathematics, Emeritus*; A.B., Florida State University, 1930; M.A., University of Michigan, 1946.
- Herman H. Siemers, A.B., M.S. (1968-1975), *Professor of Physics, Emeritus*; A.B., Northern Iowa University, 1925; M.A., University of Michigan, 1941.
- Stephen L. Speronis, B.A., M.A., Ph.D. (1956-1981), *Professor of History and Political Science, Emeritus*; B.A., Boston University, 1947; M.A., *ibid.*, 1948; Ph.D., University of Michigan, 1956.
- Francis J. Thompson, A.B., M.A., Ph.D. (1955-1976), *Professor of English, Emeritus*; A.B., Columbia College, 1930; M.A., Columbia University, 1931; Ph.D., New York University, 1941.
- Charles R. Walker Jr., B.A., B.S., B.S.Ed., M.A., M.S., Ph.D., Sc.D. (1956-1983), *Professor of Biology, Emeritus*; B.A., Marshall College, 1942; B.S., Union College, 1943; B.S.Ed., *ibid.*, 1943; M.A., West Virginia University, 1944; M.S. University of Kentucky, 1946; Ph.D., *ibid.*, 1948; Sc.D., Union College, 1967.
- Lloyd M. Wolfe, A.B., M.A., Ed.D. (1966-1973), *Professor of Education, Emeritus*; A.B., Hillsdale College, 1924; M.A., University of Michigan, 1939; Ed.D., *ibid.*, 1962.

Robbie E. Wooten, B.S., M.A. (1946-1981), *Professor of Economics and Business, Emeritus*; B.S., Murray State Teachers College, 1941; M.A., University of Florida, 1957.

## Affiliated Faculty

Margaret C. Schmidt, MT (ASCP) SH, CLS (NCA), M.A. (1983), *Associate in Pathology*, Program Director, Medical Technology Program. (Duke University)

Francis K. Widmann, M.D. (1983), *Associate Professor of Pathology*, Medical Director, Medical Technology Program. (Duke University)

## President Emeritus

David M. Delo, A.B., M.A. Ph.D., *Doctor of Science, Doctor of Laws, Doctor of Humanities, Doctor of Laws, Doctor of Humane Letters* (1958-1971); *Chancellor* (1971-1973); *President, Emeritus*; A.B., Miami University, 1926; M.A., University of Kansas, 1928; Ph.D., Harvard University, 1935; Doctor of Science, Hartwick College, 1955; Doctor of Laws, Miami University, 1956; Doctor of Humanities, Rollins College, 1968; Doctor of Laws, University of South Florida, 1969; Doctor of Humane Letters, University of Tampa, 1975.

## Vice President Emeritus

Edmund P. Sliz, B.S., M.S. (1961-1979), *Vice President, Emeritus*; B.S., University of Alabama, 1939; M.S., University of Massachusetts, 1946.

## Librarian Emeritus

Charlotte A. Thompson, A.B., A.B. in L.S., M.S. in L.S. (1933-1977), *Librarian Emeritus*; A.B., University of Michigan, 1931; A.B. in L.S., *ibid.*, 1932; M.S. in L.S., Columbia University, 1955.

## Officers of Administration

*This listing is current as of May 15, 1984.*

## President's Office

*President* ..... Richard D. Cheshire, Ph.D.  
*Secretary of the University* ..... Rodney J. Plowman, M.A.

## Educational Affairs

*Provost and Dean of the Faculty* ..... Edwin F. Wilde, Ph.D.  
*Associate Provost* ..... David B. Ford, Ph.D.  
*Assistant Provost* ..... James A. Drake, Ph.D.  
*Registrar & Director of Graduate Admissions* ..... Eugene H. Cropsey, M.A.  
*Dean of Students* ..... Suzanne Nelson, Ph.D.  
*Director of the Counseling Center* ..... Daniel E. Shaw, Ph.D.  
*Director of Health Center* ..... Frances J. Provenzano, R.N.  
*Director of Residence Life* ..... Janice M. Jardieu, M.A.  
*Director of Student Activities* ..... Linda Voegel, M.A.  
*Director of Athletics* ..... Robert M. Birrenkott, Ph.D.

Director of the Library .....	Lydia M. Acosta, M.A.
Director of the Nursing Program .....	Mary M. Martin, D.N.S.
Acting Director of Safety and Police .....	Linda L. Hicks

## Business Affairs

Vice President for Business and Finance .....	Richard N. Lane, M.B.A.
Director of Administrative Services .....	TBA
Director of Computer and Information Systems .....	Stephen F. Magriby, M.B.A.
Director for Financial Management .....	David W. Devine, M.B.A.
Director of Personnel Administration .....	Marilyn V. Thompson, B.A.
Director of Plant Management .....	TBA

## Public Affairs

Vice President for Public Affairs .....	J. Mark Lono, Ph.D.
Director of Admissions .....	Walter M. Turner, M.A.
Associate Director of Admissions .....	Robert W. Cook, B.A.
Director of Alumni Affairs .....	Thomas E. Feaster, M.Ed.
Director of Career Opportunities .....	Willi Cunningham, B.A.
Director of Communications .....	Cynthia Furlong Reynolds, A.B.
Director of Community Relations .....	Gary Smith, B.S.
Director of Development .....	Thomas Godfrey, B.A.
Director of Financial Aid .....	David M. Bodwell, M.A.
Estate Planning Counselor .....	Robert H. Grimsley, C.L.U.
Executive Director of Sword and Shield .....	Hance McCain, M.Ed.

## University Library Staff

*This listing is current as of May 1, 1984.*

Director of Merl Kelce Library .....	Lydia M. Acosta, M.A.
Head of Acquisitions .....	Gloria Runton, M.A.
Head of Cataloguing .....	Guillermina J. Gonzalez, M.S. in L.S.
Head of Public Services .....	Marlyn Cook Pethe, M.A.
Periodicals Librarian .....	Dorothy Iorio, M.A.
General Librarian .....	A. Louis Paolilli, M.A.

## The University of Tampa National Alumni Association

The National Alumni Association of The University of Tampa was officially organized in the fall of 1969. The purposes of the association are to encourage and promote the interests, welfare, ideals, and progress of The University of Tampa and to cultivate and enhance good fellowship among the alumni of the University. Its Board of Directors, in conjunction with the Alumni Affairs Office, is responsible for planning alumni events and assisting in student recruitment, career counseling, and University fund raising.

Membership in the National Alumni Association is automatic for all individuals who have attended The University of Tampa. At present the total membership in the association is 12,000.

**1983-1984 Officers of the National Alumni Association**

Outgoing President .....	Alice Carter Lawton '64
Vice President .....	Cary Singletary '68
Secretary-Treasurer .....	Vincent Tata '58
Executive Director .....	Thomas E. Feaster, M.Ed. '76

**Organizations affiliated with The University of Tampa**

American Language Academy  
 Roberta G. Dever, *Director*

Florida Orchestra  
 James Erb, *Chairman*

Henry B. Plant Museum  
 Emily Brownold, *Director*  
 Leslie J. Kramer, *Chairman of the Board*

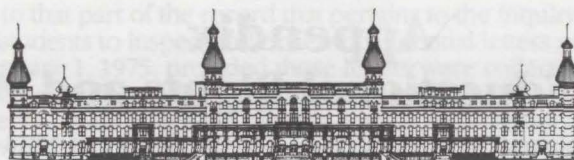
Spanish Little Theatre  
 Rene Gonzalez, *Director*

Tampa Ballet Arts  
 Anzia Arsenault, *Director*

The Tampa Ballet  
 David C. Park, *President*

Tampa Players  
 William Lebach, *Director*

Tampa Preparatory School  
 Laurence Laird Davis, *Headmaster*



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*The University Of*  
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*The Appendix*

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## Appendix

### The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law that states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

The University accords all the rights under the law to students who are declared "independent." No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students, except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students with financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

The University will also, upon request, disclose any information to parents of students who are "dependent" as defined by the Internal Revenue Code of 1954, Section 152.

Within the University community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Admissions, the Provost, Student Affairs, and Financial Aid, and academic personnel within the limitations of their need to know.

At its discretion, the University may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Registrar in writing within five days after the first day of class for the fall semester.

Requests for non-disclosure will be honored by the institution for *only* one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at the University has been designated to coordinate the inspection and review procedures for student education records, which include admissions, personnel, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies would be made at the students' expense at 10 cents for each sheet. Education records do not include records of instructional, administrative, and educational personnel which are in the sole possession of the maker and are not accessible or revealed to any individual, records of the University Police, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the University

will permit access *only* to that part of the record that pertains to the inquiring student. The University is *not* required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Provost, who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Provost, Dean of Students, and other representatives of the Office of Student Affairs.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the University. Further, students who believe that their rights have been abridged may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington, D.C. 20201, concerning the alleged failures of the University to comply with the Act.

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

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Financial Aid Information ☐

Student Life Brochure ☐

Catalogue ☐

Athletic Information ☐

Other \_\_\_\_\_

MR. ☐  
MS. ☐  
MRS. ☐  
MISS ☐

Name

LAST

FIRST

MIDDLE INITIAL

Address

STREET #

STREET NAME

CITY

STATE

ZIP CODE

Phone Number

()  
AREA CODE

-

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SOCIAL SECURITY NUMBER

High School Name

Graduation Date

MO

YR

High School Address

CITY

STATE

Probable Major

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High School Name

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MO

YR

High School Address

CITY

STATE

Probable Major

### Athletic & Recreational Facilities

- 19. Athletic Offices
- 25. Baseball Field
- 41. Boat Dock
- 27. Intramural Field
- 22. McNiff Activity Center
- 23. Pepin/Rood Stadium
- 26. Soccer Field & Running Track
- 19. Sports Center
- 34. Swimming Pool
- 24. Tennis Courts

### Residence Halls

- 37. Delo Hall
- 13. Howell Hall
- 40. McKay Hall
- 16. Pershing Rifle House
- 43. Rivershore Tower
- 38. Smiley Hall
- 12. Spartan Arms
- 14. University East
- 17. University North
- 15. University South
- 18. University West

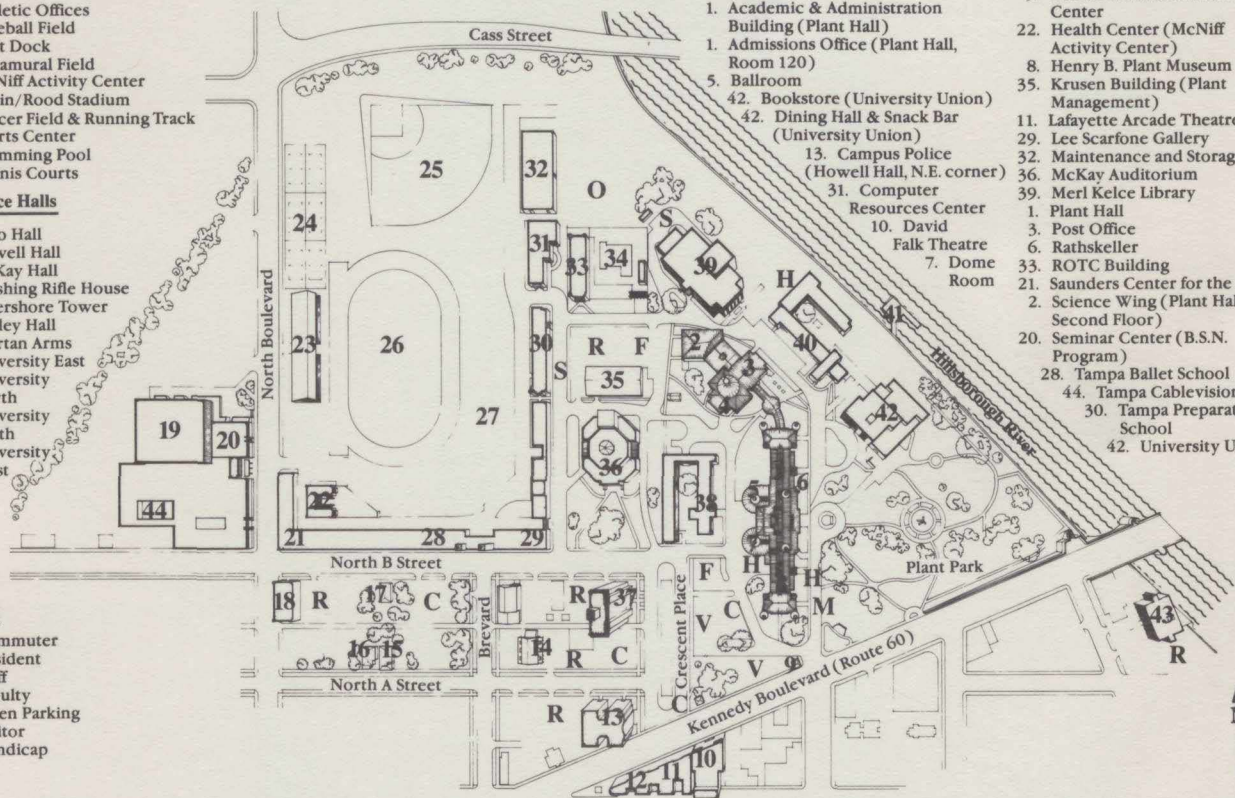
### Parking

- C — Commuter
- R — Resident
- S — Staff
- F — Faculty
- O — Open Parking
- V — Visitor
- H — Handicap

### Academic & Administrative Facilities

- 1. Academic & Administration Building (Plant Hall)
- 1. Admissions Office (Plant Hall, Room 120)
- 5. Ballroom
- 42. Bookstore (University Union)
- 42. Dining Hall & Snack Bar (University Union)
- 13. Campus Police (Howell Hall, N.E. corner)
- 31. Computer Resources Center
- 10. David Falk Theatre
- 7. Dome Room

- 4. Fletcher Lounge
- 9. Gatehouse Information Center
- 22. Health Center (McNiff Activity Center)
- 8. Henry B. Plant Museum
- 35. Krusen Building (Plant Management)
- 11. Lafayette Arcade Theatre
- 29. Lee Scarfone Gallery
- 32. Maintenance and Storage
- 36. McKay Auditorium
- 39. Merl Kelce Library
- 1. Plant Hall
- 3. Post Office
- 6. Rathskeller
- 33. ROTC Building
- 21. Saunders Center for the Arts
- 2. Science Wing (Plant Hall, Second Floor)
- 20. Seminar Center (B.S.N. Program)
- 28. Tampa Ballet School
- 44. Tampa Cablevision
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The University Of Tampa Campus Map

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