



THE UNIVERSITY  
OF TAMPA

2010-2011

# catalog

UNDERGRADUATE AND GRADUATE PROGRAMS

VOL. XXVI

## The Mission

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

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

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

## Accreditation

The University of Tampa is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and master's degrees. Questions regarding accreditation status may be directed to:

Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033  
Telephone: (404) 679-4500

Other accreditations include:

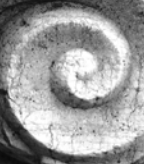
- AACSB International - The Association to Advance Collegiate Schools of Business: The John H. Sykes College of Business;
- ACS - American Chemical Society;

- Commission on Accreditation of Athletic Training Education (CAATE): Athletic Training;
- Florida State Board of Education: Teacher Education Programs;
- National Association of Schools of Music: Music Program;
- National League for Nursing Accrediting Commission Inc.: BSN, RN to BSN Completion, MSN Programs; and
- American Association of Museums; The Henry B. Plant Museum.

The Florida Board of nursing approves the University's Nursing Program.

The Florida State Approving Agency for Veterans' Training authorizes the University to administer Veterans' Educational Benefits.





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# Academic Calendar

## 2010-11 University Year

### Fall 2010 Semester

April 1 through Aug. 30	Fall registration.
Aug. 23, Monday	International students arrive. Check-in begins at 9 a.m.
Aug. 24, Tuesday	Residence halls open for new residential freshmen and new residential transfer students, 2-5 p.m. Drop-off of personal items only. No keys issued on this date.
	Faculty Workshop.
Aug. 25, Wednesday	Check-in for new residential freshmen and new residential transfer students, 10 a.m.-4 p.m. Final registration and payment for new students, 10 a.m.-6 p.m.
	Check-in for new commuter freshmen and new commuter transfers, 2-4 p.m.
Aug. 26, Thursday	Final registration and payment for continuing students, 9 a.m.-6 p.m.
	Opening Convocation, Falk Theatre.
Aug. 27, Friday	Residence halls open for continuing students, 9 a.m.
	Final registration and payment for continuing students, 9 a.m.-3:30 p.m.
Aug. 30, Monday	Classes begin.
Sept. 1, Wednesday	Last day of drop/add for first 7-week classes.
	Last day to drop first 7-week classes with 100% tuition credit. Last day to declare pass/fail or audit for first 7-week classes.
Sept. 2, Thursday	Schedule change fee (\$25) instituted for first 7-week classes. Withdrawals (“W”) appear on transcripts.
Sept. 3, Friday	Drop/add for 14-week classes ends at 3 p.m. Last day to drop 14-week classes with 100% tuition credit. Last day to declare pass/fail or audit for 14-week classes.
Sept. 6, Monday	No classes, Labor Day.
Sept. 7, Tuesday	Schedule change fee (\$25) instituted for 14-week classes; withdrawals (“W”) appear on transcript.
Sept. 17, Friday	Last day to withdraw from 7- and 14-week classes with 50% tuition credit (fees nonrefundable).
Sept. 28, Tuesday	Last day to withdraw from first 7-week classes.
Oct. 1, Friday	Family Weekend.
Oct. 15-17	Homecoming Weekend.
Oct. 18, Monday	First 7-week classes end.
Oct. 20, Wednesday	Second 7-week classes begin for undergraduate students.
Oct. 22, Friday	Spring and summer “I” grades not resolved become “F”s. Last day to drop second 7-week undergraduate classes with 100% tuition and fee credit. Last day to add second 7-week undergraduate classes. Last day to declare pass/fail or audit for second 7-week undergraduate classes.
Oct. 26, Tuesday	Second 7-week graduate courses begin.
Nov. 1, Monday	Last day to drop/add from second 7-week graduate classes with 100% tuition and fee credit. Last day for federal financial aid return of funds.
Nov. 2, Tuesday	Last day to withdraw from second 7-week undergraduate classes with 50% tuition and fee credit.
Nov. 4, Thursday	Online pre-registration for spring/summer 2011 begins for continuing students.
Nov. 8, Monday	Last day to withdraw from 14-week classes.

Nov. 9, Tuesday	Last day to withdraw from second 7-week graduate classes with 50% tuition and fee credit.
Nov. 16, Tuesday	Last day to withdraw from second 7-week classes, graduate and undergraduate.
Nov. 24-28, Wednesday-Sunday	Thanksgiving vacation (begins after last class on Tuesday).
Nov. 29, Monday	Classes resume.
Dec. 11, Saturday	Last day of classes.
Dec. 13-16, Monday-Thursday	Final exams.
Dec. 16, Thursday	Semester ends.
	Deadline to apply for December 2011 graduation.
Dec. 17, Friday	Residence halls close for all students except graduating seniors, 11 a.m.
Dec. 18, Saturday	Commencement.
Dec. 19, Sunday	Residence halls close for graduating seniors, 11 a.m.
<b>Winter 2011 Academic Inter-Session</b>	
Jan. 3, Monday	Classes begin.
Jan. 4, Tuesday	Last day to drop classes with 100% tuition credit.
Jan. 5, Wednesday	Schedule change fee (\$25) instituted; "W" on transcript.
Jan. 14, Friday	Classes end.
<b>Spring 2011 Semester</b>	
Jan. 12, Wednesday	International students arrive. Check-in begins at 9 a.m.
Jan. 13, Thursday	Final registration for new students, 10 a.m.-6 p.m. Residence halls open for new students, 10 a.m.
Jan. 14, Friday	Orientation begins for new students. Residence halls open for continuing students, 9 a.m. Final registration and payment.
Jan. 17, Monday	No classes, Dr. Martin Luther King Jr. Day.
Jan. 18, Tuesday	Classes begin.
Jan. 20, Thursday	Last day of drop/add for first 7-week classes. Last day to drop first 7-week classes with 100% tuition credit. Last day to declare pass/fail or audit for first 7-week classes.
Jan. 21, Friday	Schedule change fee (\$25) instituted for first 7-week classes; "W" on transcript.
Jan. 24, Monday	Drop/add for 14-week classes ends at 3 p.m. Last day to drop 14-week classes with 100% tuition credit. Last day to declare pass/fail or audit for 14-week classes.
Jan. 25, Tuesday	Schedule change fee (\$25) instituted for 14-week classes; "W" on transcript.
Feb. 7, Monday	Last day to withdraw from classes with 50% tuition credit (fees non-refundable).
Feb. 21, Monday	Last day to withdraw from first 7-week classes.
March 6-13, Sunday-Sunday	Spring break (begins after last class on Saturday, March 5).
March 14, Monday	Classes resume. 7-week classes end.
March 15, Tuesday	Second 7-week classes begin for undergraduate students.
March 17, Thursday	Last day to drop/add second 7-week undergraduate classes at 100% tuition credit. Last day to declare pass/fail or audit for second 7-week classes. Faculty Tenure and Promotion Reception.
March 18, Friday	Fall "I" grades not resolved become "F"s.
March 21, Monday	Second 7-week classes begin for graduate students.
March 23, Wednesday	Last day to drop/add second 7-week graduate classes with 100% tuition and fee credit.

March 28, Monday	Last day to withdraw from 14-week classes. Last day for 50% tuition credit on second 7-week undergraduate classes.
March 31-Aug. 29	Last day for federal financial aid return of funds.
April 1, Friday	Online preregistration for fall continuing students.
April 11, Monday	Last day to withdraw from second 7-week graduate classes with 50% refund.
April 20, Wednesday	Last day to withdraw from second 7-week classes, graduate or undergraduate.
May 2, Monday	Academic Awards Ceremony, Fletcher Lounge, 3 p.m.
May 3-6, Tuesday-Friday	Last day of classes.
May 6, Friday	Final exams.
	Semester ends.
May 7, Saturday	Deadline to apply for May or August 2012 graduation.
	Commencement.
May 8, Sunday	Residence halls close for all students except graduating seniors, 11 a.m.
	Residence halls close for graduating seniors, 11 a.m.
	<b>May Term 2011</b>
May 9, Monday	Classes begin.
May 10, Tuesday	Last day to drop classes with 100% tuition credit.
May 11, Wednesday	Schedule change fee (\$25) instituted; "W" on transcript.
May 20, Friday	Classes end.
	<b>Summer 2011 Session I</b>
May 19, Thursday	Final registration and final payment for all students, 8:30 a.m.-6 p.m.
May 23, Monday	Classes begin (summer session I and 12-week session).
May 25, Wednesday	Last day to drop classes with 100% tuition credit. Last day to declare pass/fail or audit.
May 26, Thursday	Schedule change fee (\$25) instituted; "W" on transcript.
	Last day to withdraw from classes with 50% tuition credit (fees non-refundable).
May 30, Monday	No classes, Memorial Day.
June 3, Friday	Monday classes meet to make up for Memorial Day holiday.
June 13, Monday	Last day to withdraw from classes.
June 30, Thursday	Classes end.
	<b>Summer 2011 Session II</b>
June 30, Thursday	Final registration and final payment for all students, 8:30 a.m.-6 p.m.
July 4, Monday	No classes for July 4 holiday.
July 5, Tuesday	Classes begin.
July 7, Thursday	Last day to drop classes with 100% tuition credit.
July 8, Friday	Monday classes meet to make up for July 4 holiday.
	Schedule change fee (\$25) instituted; "W" on transcript.
July 11, Monday	Last day to withdraw from classes with 50% tuition credit (fees non-refundable).
July 25, Monday	Last day to withdraw from classes.
Aug. 11, Thursday	Classes end.



May 19, Thursday

May 23, Monday

May 30, Monday

May 31, Tuesday

June 1, Wednesday

June 3, Friday

June 13, Monday

July 4, Monday

July 8, Friday

July 11, Monday

July 18, Monday

Aug. 11, Thursday

Aug. 13, Saturday

May 14, Saturday

May 19, Thursday

May 20, Friday

June 2, Thursday

Aug. 6, Saturday

## Summer 2011 12-Week Session

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

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

No classes, Memorial Day.

Last day to drop classes with 100% tuition credit.

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

Monday classes meet to make up for Memorial Day holiday.

Last day to withdraw from classes with 50% tuition credit (fees nonrefundable).

No classes for July 4 holiday.

Monday classes meet to make up for July 4 holiday.

Last day for federal financial aid return of funds.

Last day to withdraw from classes.

Classes end.

Degree conferral.

## Summer 2011 Professional Saturday MBA Term

Saturday classes begin. Meeting dates: 5/14, 21; 6/4, 18, 25; 7/9, 23; 8/6.

Last day to drop classes with 100% tuition credit.

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

Last day to withdraw with 50% tuition credit.

Last day of term.

# Undergraduate Admission

## Admission Policy

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

## New Freshmen and First-Year Students

### Requirements for Admission to the University

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

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

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

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

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

Students may earn advanced placement credits by taking advanced placement tests and CLEP exams administered by the College Board, and by earning an international baccalaureate diploma or certificate. More information about scores required to earn college credits at UT is posted at [www.ut.edu/admissions](http://www.ut.edu/admissions).

## Transfer Students

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

### Requirements for Admission

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

### How to Apply as a Transfer Student

Submit the following:

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

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

### Transfer Credit Acceptance Policy

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

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

The University of Tampa has articulation agreements with all community colleges in Florida, as well as community colleges in other states. For a complete list, visit the Transfer Admissions page on the website at [www.ut.edu/admissions](http://www.ut.edu/admissions).

### How to Apply as an International Student

International students are encouraged to apply for admission. The requirements are the same as for American high school or transfer students, except that results of the Test of English as a Foreign Language (TOEFL) examination are used in place of the SAT or ACT for non-English speakers. The University of Tampa accepts the paper-based TOEFL exam with a minimum score of 550, the computer-based TOEFL with a minimum score of 213, and the Internet-based TOEFL with a minimum score of 79-80. Students with lower TOEFL scores may be admitted conditionally pending satisfactory completion of a UT-approved ESL program. UT also accepts Cambridge examinations, such as the IELTS exam with a grade of 6.0; the Cambridge Certificate of Advanced English with a grade of "C" or better; the Pearson Test of English (PTE) with a grade of 58 or better; or ELS Language Center completion of the English 112 Certificate with a grade of 79 or higher on the Michigan Test of English.

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

1. Completed application form.
2. Nonrefundable application fee.
3. Official high school (secondary school) transcript (in English).
4. Standardized English as a Second Language Exam.
5. SAT or ACT score (if English is your native language).
6. Evidence of appropriate financial support.
7. Complete official transcripts from all colleges and universities attended (transfer students and postbaccalaureate students).
8. One letter of recommendation.
9. A copy of the biographical page of passport (if available).
10. Transfer Student Clearance Form if transferring from a U.S. school.
11. A personal statement or essay (freshmen only).

### **Nursing Students**

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

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

### **Transient (Visiting) Students**

Students who regularly attend another institution and have never been denied admission to UT may register as visiting students for up to two consecutive semesters. Please refer to the *Office of Graduate and Continuing Studies* chapter of the catalog for more information.

### **Continuing Studies Students**

UT's Continuing Studies provides educational opportunities to students desiring to pursue undergraduate degrees by attending classes part time during evening hours only. Please refer to the *Office of Graduate and Continuing Studies* chapter of the catalog for more information.

### **Non Degree-Seeking Students**

Undergraduate students may enroll as non degree-seeking students on a space-available basis for up to three terms by filing an application with a nonrefundable application fee. Please refer to the *Office of Graduate and Continuing Studies* section of the catalog for more information.

### **Auditing Classes**

A student may register as an auditing student by submitting an application form and a nonrefundable application fee. Please refer to the *Office of Graduate and Continuing Studies* section of the catalog for more information.

### **Elementary and Secondary School Teachers**

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

### **Post Baccalaureate Degree Students**

In addition to the application form and a nonrefundable application fee, these students submit transcripts from regionally accredited colleges or universities showing all baccalaureate degrees earned and the dates granted. Those seeking second baccalaureate degrees should refer to the *Second Bachelor's Degree Requirement* section of this catalog in the *UT Academic Experience* chapter.

### **Veterans**

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

### **Former Student Returning (Readmit)**

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

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

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

Students who were dismissed by the Academic Appeals Committee for academic reasons may apply for readmission only after one academic year (two regular semesters) or more time has elapsed. The application should include a personal statement discussing the student's activities since dismissal and why he/she believes he/she will be more successful if readmitted. Those applications will be referred to the Academic Appeals Committee for a decision. The student also must provide evidence of scholarship after dismissal. Courses taken at another university would also be considered as evidence of scholarship and would be weighed, according to their rigor and final grading, in the committee's decision. The deadline for petitioning for readmission is June 1 for the fall term, Dec. 1 for the spring term, and April 1 for summer terms.

## General Information about Admission

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

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

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

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

## Admission Appeals

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

# Costs and Financial Information

The University of Tampa believes that educational costs to students must remain reasonable and consistent with excellence in instruction and support facilities. The University's calendar allows students to take 7- and 14-week courses concurrently during a semester. In reference to the payment of tuition and fees, the University defines the term "semester" as consisting of 14 weeks.

The tuition and fees shown in this section apply to the total number of semester hours of credit taken during the course of a semester, whether the student takes 7-week courses, 14-week courses or both. The tuition also applies to the total number of credit hours taken during any combination of offerings during each summer session.

## Payment of Accounts

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

The University of Tampa reserves the right to revise a student's financial aid award. Revision may result because of a change in the student's enrollment or housing status, or because of new information, including outside awards. Federal or state awards may change if the expected appropriations are not received. Awards are contingent upon maintenance of satisfactory academic progress. Should a student's award be revised for any reason resulting in a balance owed to the University, the student must settle his or her financial obligation with the Bursar's Office.

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

The University holds the student responsible for auditing the information recorded on accounts and billing statements. If there are omissions, the student must contact the office responsible for the entry. The University also holds the student responsible for account balances. Likewise, the student is responsible for ensuring that scholarships, grants, loans or payments from parents, guardians, trustees or outside sources are applied to accounts as requested. Should there be any outstanding debts owed to the

University, services such as issuance of official transcripts and diploma or participation in preregistration will be withheld.

## Application Fees

Undergraduate application fee .....	\$40
Postbaccalaureate application fee.....	\$40
Graduate application fee.....	\$40

## Undergraduate Tuition and Fees (per semester)

The following tuition and fees, including room and board fees, are applicable to the 2010-11 academic year. The University of Tampa, however, reserves the right to make changes in costs at the beginning of any term as circumstances may require.

Credit Hours Enrolled	Tuition
1.....	\$470
2.....	\$940
3.....	\$1,410
4.....	\$1,880
5.....	\$2,350
6.....	\$2,820
7.....	\$3,290
8.....	\$3,760
9.....	\$5,690
10.....	\$7,228
11.....	\$8,786
12-18 .....	\$11,609*

\*For full-time students only (12 credit hours or more), the amount shown includes a mandatory student government fee of \$96 and a mandatory student service fee of \$455.

Special permission is required to register for more than 18 hours per semester. The tuition charge for an overload (more than 18 credit hours) will be \$470 per credit hour, plus mandatory fees.

## Student Government Fee

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

## Student Service Fee (UG Full Time)

The \$455 student service fee is assessed during the fall and spring semesters to all full-time undergraduate students taking 12 or more credit hours. The fee provides support for a number of student services, programs and activities, including the provision of the supplemental student health insurance, computing labs, tutoring and other academic career support services, free admission to on-campus athletic events, and recreational and intramural use of athletic facilities.

### **Student Service Fee (UG Part Time and Graduate)**

A \$40 student service fee is assessed during the fall and spring semesters to all part-time, graduate, and Continuing Studies students. During the summer sessions, this fee will be assessed to all students from all disciplines. The fee provides support for a number of student and academic support programs, as well as activities and services available to all students. This \$40 fee does not include the supplemental student health insurance nor does it provide students with medical services.

### **Tuition for Bachelor of Science in Nursing Completion Program**

Bachelor of Science in Nursing (RN-BSN) students pay \$470 per credit hour.

### **Auditor Student Tuition (Undergraduate)**

For 2010-11, the rate auditors are charged is \$235 per credit hour. If, in addition to the audited courses, an undergraduate is taking 12 to 18 hours of courses for graded credit, and the audited courses do not bring the total hours taken to more than 18, the regular full-time tuition covers the charge for the audited courses. If the audited courses bring the total hours taken to more than 18, the audit rate will apply for those hours beyond 18. If the undergraduate is taking fewer than 12 hours of courses for graded credit and wishes to add an audit course, the audit rate will apply to the course.

## **Graduate Tuition**

Graduate tuition is \$504 per credit hour. Qualified graduate students may audit courses. Auditors are charged \$252 per credit hour.

Professional Saturday MBA Program tuition is \$615 per credit hour.

Saturday MBA Program for Business Leaders is \$38,000 (cohort beginning fall 2009 — total for two years) and \$39,600 (cohort beginning fall 2010 — total for two years) and includes books, meals and a substantial portion of an international study trip. Saturday program tuition is payable in six equal installments due at the beginning of each academic term.

## **International Medical Insurance**

All international students on F or J visas are required to have primary health insurance coverage in accordance with U.S. immigration regulations. UT has contracted with United Healthcare Student Resources to offer a group health plan. The projected rate for 2010-11 is \$490 for full-time undergraduate students and \$550 for graduate students and part-time undergraduate students. Half the annual rate will be added to the fall bill for coverage from Aug. 1 to Dec. 31, and half will be added to the spring bill for coverage from Jan. 1 through July 31. Students are billed automatically for this insurance unless proof of adequate coverage is given to the Office of International Programs on or before the last day of the first week of the fall or spring semester.

## **Deposits**

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

### **Housing Deposit**

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

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

### **Housing Damage Deposit**

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

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

## **Room and Board Costs**

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

### **Rooms**

Single (includes average board plan).....	\$5,065-5,440
Double (includes average board plan) .....	\$3,940-4,295
Triple (includes average board plan).....	\$3,660-4,030
Quad (includes average board plan) .....	\$3,660
Apartments (includes 7-meal plan).....	\$4,175-5,640

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

### **Board**

<b>Carte Blanche Plan</b> plus 75 Spartan Dollars.....	\$2,060
<b>The Favorite:</b> 15 meals plus 100 Spartan Dollars .....	\$2,000
<b>The Ultimate:</b> 12 meals plus 150 Spartan Dollars .....	\$1,965
<b>The Express:</b> 7 meals plus 75 Spartan Dollars .....	\$1,110*

\*Available to on-campus apartment residents only.

Meals in 2010-11 will be served on the student meal contract at the University dining hall throughout the academic year, except during the following vacation periods: Thanksgiving, between fall and spring terms, and spring vacation.

### **Casual Meals and Other Meal Services**

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

### **UT Dollars Card**

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

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

## **Other Expenses**

Books and supplies will cost approximately \$1,086 each year.

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

### Miscellaneous Fees

Applied music fee (per credit hour).....	\$100
Communication film lab fee.....	\$75
Marine science lab fee (each course).....	\$150-\$260
Course withdrawal fee after drop/add.....	\$25
Vehicle registration fee.....	\$50
Transcript fee (each).....	\$6
Fall orientation fee.....	\$85
Spring orientation fee.....	\$55
Service charge for NSF checks.....	\$25

### Total Costs

The basic semester costs for a full-time undergraduate resident student in 2010-11:

Tuition (12-18 credit hours).....	\$11,058
Student Government Fee (required).....	\$96
Student Service Fee (required).....	\$455
Room (average double per semester).....	\$2,295
Board (average 15 Meal Plan per semester).....	\$2,000
Total.....	\$15,904

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

The University's tuition payment plan (TPP) offers a financial planning option that gives students a line of credit to pay tuition, residence hall charges and meal costs in monthly installments. Through TPP, the student receives the benefit of not making a lump sum payment at the beginning of each semester. There are no interest or finance charges, but there is a nonrefundable contract fee of \$65. The application filing date closes Aug. 2 for the fall 2010 semester and Jan. 3 for the spring 2011 semester.

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

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

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

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

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

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

New undergraduate students wishing to enroll in the installment plan should consult the orientation information on SpartanWeb. Continuing students may contact the Bursar's Office or visit [www.ut.edu/financialaid](http://www.ut.edu/financialaid) for additional information.

### Dropping Courses, Withdrawals and Refunds

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

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

#### Fall and Spring Semesters

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

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

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

*Example:* A student enrolled for full-time tuition is charged \$11,058, mandatory fees of \$551 and the \$85 orientation fee (new students). The student drops enrollment from 12 to 9 hours. The account will be adjusted in the amount of \$5,690 in tuition and will incur a \$40 student service fee. The mandatory fees of \$551 will be reversed. The student remains responsible for the orientation fee.

	Full-Time Status	9 Credit Hours	Account is Credited
Tuition	\$11,058	\$5,690	\$5,368
Mandatory Fees	\$551	\$40	\$511
Orientation Fee (New Student)	\$85	\$85	\$0

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

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

*Example:* A student enrolled for full-time tuition is charged \$11,058, mandatory fees of \$551 and the \$85 orientation fee (new students).

The student will be held responsible for \$5,529 (half of the tuition charge) and all fees.

A student who officially drops credit hours from Sept. 7 through Sept. 17 for the fall semester or Jan. 25 through Feb. 7 for the spring semester will be held financially responsible for half of the drop in enrollment hours, in addition to the charges for the hours maintained.

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

Full-time status .....	\$11,058
9 credit hours .....	\$5,690
Responsible for half of drop .....	\$5,368/2 = 2,684
Adjusted balance.....	\$8,374 = \$5,690+2,684

Specific refund dates are indicated in the academic calendar.

**Intersession**

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

**Summer Sessions**

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

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

**Policy for Return of Federal Funds**

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

Federal policy dictates that the Financial Aid Office is required to recalculate federal financial aid\* eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of the semester. This review is to determine the amount of unearned funds that must be returned to the federal government. Faculty will award the grade of “NF” to any student who has not officially withdrawn, yet has stopped participating at this point in the semester. The “NF” grade is equivalent to an “F.”

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

**Step 1:**

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

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

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

Example:

Percent =	Days Completed	Total Days in Semester
43	30	70

**Step 2:**

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

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

Example:

Unearned Percent  
(100 – 43) = 57

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

\*\*\*This award consists of:

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

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

The process in step 2 then involves:

- A. return of the Student Loan in the amount of \$1,313.
- B. return of the portion of the PLUS Loan in the amount of \$1,430.41

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

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

**Refunds**

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

**Withdrawal or dropping a course(s):**

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

**Federal financial aid:**

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



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

### **International Check Policy**

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

### **Delinquent Accounts**

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

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

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

# Financial Aid

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

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

## How Financial Need Is Determined

Need is the difference between UT's cost of attendance and the expected family contribution (EFC). The Free Application for Federal Student Aid (FAFSA) is used to determine the amount that a family is expected to contribute.

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

UT will send a financial aid award notice to students regarding their financial aid eligibility as soon as possible after receiving the FAFSA results. New students must be admitted for an award to be calculated. The financial aid award will include a student's federal, state (for Florida residents only) and UT aid eligibility. Students must notify the Financial Aid Office if they are awarded funds from other resources.

## The Cost of Attendance

In addition to tuition, fees, room and board, consider books, transportation and other personal expenses. The average annual cost for books and supplies for undergraduate students is \$1,054.

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

## Undergraduate Full Time

### How to Apply

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

- For an estimate of financial aid eligibility, new students may use the financial aid calculator at [www.ut.edu/financialaid](http://www.ut.edu/financialaid).

- To file an official application for financial aid, new and returning students should complete the FAFSA on the Web at [www.fafsa.gov](http://www.fafsa.gov). Federal Student Aid PINs are required for students, as well as parents of dependent students, and may be obtained (or duplicate PIN retrieved) at [www.pin.ed.gov](http://www.pin.ed.gov).
- The FAFSA is required to determine eligibility for all federal financial aid programs, including the Pell Grant, as well as all need-based aid awarded by UT. In addition to filing the FAFSA, students who reside in a state other than Florida should check with their guidance office about how to apply for their home state grant program.
- "The University of Tampa, Tampa, FL" must be listed on the FAFSA for the University to receive your results. **The FAFSA code for UT is 001538.**
- A few weeks after the FAFSA is submitted, applicants who provided an e-mail address will receive an e-mail with a link to a Student Aid Report (SAR). If no e-mail address was provided, applicants will receive paper SAR documents. Students should review the SAR for accuracy, and submit corrections online, if necessary.
- Students selected for verification by the federal processor may be asked to submit additional documents to the Financial Aid Office, such as copies of tax forms, Social Security or VA statements confirming benefits, etc. Eligible non-citizens may be asked to provide copies of their Resident Alien Cards or other citizenship documentation.

### Outside Scholarships

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

### Special Circumstances

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

### How Students Are Notified

New students may receive notification of their estimated aid eligibility by using the financial aid calculator at [www.ut.edu/financialaid](http://www.ut.edu/financialaid). Official financial aid award notices are sent via regular mail or e-mail, and you can view them by logging into SpartanWeb as soon as possible after receiving the results of your FAFSA. It may take several weeks for UT to receive need analysis results from the FAFSA processing center.

Need-based aid is awarded in a package usually consisting of grants and scholarships (which do not have to be repaid), low-interest student loans (which are repaid after the student graduates or leaves school), and student employment (through which students can earn money for college expenses).

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

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

### MERIT SCHOLARSHIPS AND NON NEED-BASED ASSISTANCE FOR FIRST-TIME FRESHMEN

#### Presidential Scholarship

A high school applicant\* who plans to attend full time and has an average unweighted 3.7 GPA (as calculated by UT policies) and 1250 SAT (or 28 ACT) score can qualify for up to \$11,000 per year. A minimum 3.0 cumulative GPA is required for renewal of the scholarship.

#### Dean's Scholarship

A high school applicant\* who plans to attend full time and has an average unweighted GPA of 3.5 (as calculated by UT policies) and 1135 SAT (or 25 ACT) score can qualify for up to \$9,000 per year. A minimum 2.8 cumulative GPA is required for renewal of the scholarship.

#### Minaret Scholarship

A high school applicant\* who plans to attend full time and has an average unweighted GPA of 3.27 (as calculated by UT policies) and 1070 SAT (or 23 ACT) score can qualify for up to \$7,000 per year. A minimum 2.5 cumulative GPA is required for renewal of the scholarship.

#### Spartan Scholarship

A high school applicant\* who plans to attend full time and has an average unweighted GPA of 3.0 (as calculated by UT policies) and 1040 SAT (or 22 ACT) score can qualify for up to \$4,000 per year. A minimum 2.5 cumulative GPA is required for renewal of the scholarship.

#### Achievement Award

A high school applicant\* who plans to attend full time and demonstrates strong leadership or community service can qualify for up to \$2,000 per year. A minimum 2.3 cumulative GPA is required for renewal of the scholarship.

*\*High school applicants may qualify for either the Presidential, Dean's, Minaret, Spartan or Achievement scholarships, but not more than one. Scholarships are awarded to new students at the time of admission on a funds-available basis. Eligibility is based on a sliding scale combining GPA and test scores. Unweighted GPA is the average of class grades based on a 4.0 scale as calculated by UT. SAT scores are combined critical reading and math scores only. ACT scores are composite scores.*

#### The President's Leadership Fellows

The President's Leadership Fellows is a competitive four-year, cohort-based, scholarship program. Twenty-five fall incoming high school students with unweighted cumulative GPAs of 3.3 and SAT scores of >1100 (not including the writing section) or >24 composite ACT scores who are active leaders and volunteers in their high schools or communities are selected to receive the \$1,000 award. A minimum 3.0 cumulative GPA is required for renewal of the scholarship. The application may be found online at [www.ut.edu/leadership](http://www.ut.edu/leadership). Deadline is Feb. 15.

#### International Baccalaureate (IB) Scholarship

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

### MERIT SCHOLARSHIPS AND NON NEED-BASED ASSISTANCE FOR NEW TRANSFER STUDENTS (COMPLETED AT LEAST 17 COLLEGE CREDITS AT THE TIME OF APPLICATION)

#### Transfer Scholarship

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

#### Phi Theta Kappa Scholarship

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

### OTHER SCHOLARSHIP OPPORTUNITIES

#### ROTC Scholarships

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

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

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

ROTC students must complete the FAFSA. Florida residents must satisfy all annual renewal requirements for state funded awards. The amount of the UT ROTC incentive is reduced by the amount of other awards that students receive. These include, but are not limited to, the Florida Bright Futures Scholarships, the Florida Resident Access Grant and the Federal Pell Grant. Average room and board benefits are awarded to students living on campus. Students are required to purchase a meal plan to receive this benefit. Students may not receive more than the actual cost of attendance from all sources of aid. Total gift aid may not exceed total direct costs (tuition, fees, room and board). ROTC scholarships will supersede/replace any previously awarded UT scholarships or grants.

#### Athletic Grant

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

#### Departmental Scholarship

Academic departments may recommend new full-time undergraduate students for departmental scholarship recognition.

Awards are limited, vary in amount, and are based on academic ability, talent and commitment to a specific academic major. A minimum 3.0 cumulative GPA generally is required for renewal, as well as maintaining the designated major. Application requirements and deadlines are available online at [www.ut.edu/scholarships](http://www.ut.edu/scholarships).

#### **Florida Resident Access Grant (FRAG)**

This is a no-need grant for Florida residents attending a private college or university full time in Florida. The grant is \$2,425 for 2010-11. Proof of residency for one year prior to enrollment is required.

#### **Florida Bright Futures Scholarship Program**

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

Bright Futures award amounts beginning in 2010-11 are determined by the number of credits in which a student is enrolled each term. As a result, awards may vary from one term to the next. Students who drop classes during a term will be required to repay any unearned funds to UT to be eligible for Bright Futures awards in the next academic year. The Financial Aid Office will send updated award notices to affected students as changes occur.

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

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

**Florida Gold Seal Vocational Scholars:** This award is designed to recognize Florida's best vocational students. High school guidance counselors can advise students about the very specific criteria and application procedures. A minimum 2.75 GPA is required for renewal.

#### **Florida Minority Teacher Scholarship**

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

Fund for Minority Teachers will notify all nominated applicants of their application status.

#### **Florida Teacher Scholarship and Forgivable Loan Program**

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

#### **NEED-BASED ASSISTANCE FOR UNDERGRADUATES**

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

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

##### **Pell Grant**

This is a federal grant awarded on the basis of need and the cost of the individual institution. The maximum award is \$5,550 for the 2010-11 award year. Pell Grants are available to students enrolled for at least three credits per semester. Students apply by completing the FAFSA.

##### **Supplemental Education Opportunity Grant (SEOG)**

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

##### **Federal Academic Competitiveness Grant**

This federal grant is available to students who are eligible full-time undergraduates in the first and second years of study. Students also must have completed a rigorous course of study in high school. Students apply by completing the FAFSA. For more information, see [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

##### **Federal SMART Grant**

This federal grant is for full-time undergraduates in the third and fourth years of study with a designated major. Students apply by completing the FAFSA. For more information, see [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

##### **Florida Student Assistance Grant (FSAG)**

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

##### **Other State Grants**

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

#### **LOANS FOR UNDERGRADUATES**

##### **Perkins Loan**

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

completing the FAFSA, students are applying for Perkins Loan consideration.

#### **Federal Subsidized Student Loan (Stafford)**

This is a federally subsidized loan based on need. The repayment plan is the same as that of the Perkins Loan above. The loan limit for freshmen is \$3,500; sophomores may borrow \$4,500; and juniors and seniors may borrow \$5,500 per year. The interest rate is 4.5 percent (2010-11). Students must complete the FAFSA, a Loan Promissory Note and entrance counseling.

#### **Federal Unsubsidized Student Loan (Stafford)**

This loan is available to students regardless of need. The interest rate is 6.8 percent for the Unsubsidized Student Loan program. Students are eligible to borrow up to \$2,000 per year, in addition to their subsidized loan eligibility. Interest begins to accrue immediately after disbursement. Independent students (as determined by the FAFSA) may borrow additional unsubsidized Stafford loan funds, up to \$4,000 for freshmen and sophomores and \$5,000 for juniors and seniors. Students must complete the FAFSA, a Loan Promissory Note and entrance counseling.

#### **Parent Loan for Undergraduate Students (PLUS)**

This is a credit-based federal loan made to parents. Parents may apply to borrow an amount up to the student's cost of education, minus financial aid. The interest rate is 8.5 percent, and repayment starts 60 days after disbursement. Parents may request deferment on repayment of their PLUS loan from their lender. Such requests must be made annually, so long as the student on whose behalf the loan is taken remains enrolled half-time. Applications are available through the UT Financial Aid Office and online at [www.ut.edu/financialaid](http://www.ut.edu/financialaid) under Financial Aid Forms.

### **OTHER TYPES OF ASSISTANCE FOR UNDERGRADUATES**

#### **Student Employment/Federal Work-Study**

Work study funds may be awarded to full-time students as part of their financial aid packages to help meet need. Students must apply for positions and be hired to begin earning a paycheck. Typically, students work an average of 10 hours per week and earn minimum wage. Openings are listed by the Financial Aid Office online at [www.ut.edu/financialaid](http://www.ut.edu/financialaid) on the Student Employment page.

#### **Florida Work Experience Program (FWEP)**

FWEP funds may be awarded to full-time Florida residents as part of their financial aid packages to help meet need. Students must apply for positions and be hired to begin earning a paycheck. Typically, students work an average of 10 hours per week and earn minimum wage. Openings are listed by the Financial Aid Office online at [www.ut.edu/financialaid](http://www.ut.edu/financialaid) on the Student Employment page.

#### **Institutional Employment**

Jobs are available on campus for students who do not qualify for need-based aid. Many off-campus employment opportunities also are available. Openings are listed by the Financial Aid Office online at [www.ut.edu/financialaid](http://www.ut.edu/financialaid) on the Student Employment page.

#### **State Prepaid College Program**

Funds paid into the State Prepaid College Program can be withdrawn and used for private institutions without penalty. To access these funds, students should contact the Bursar's Office. Participants in the Florida Prepaid Program may use the transfer form (PDF) available at [www.ut.edu/tuition-payment-options](http://www.ut.edu/tuition-payment-options).

#### **UT Tuition Payment Plan**

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

#### **Tuition Exchange Program**

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

#### **Medical Disability Benefits**

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

#### **Veterans Benefits**

Veterans and children of deceased or disabled veterans may be eligible for educational benefits from the Veterans Administration. UT also participates in the Yellow Ribbon program. For further details see [www.gibill.va.gov](http://www.gibill.va.gov) or the University webpage at [www.ut.edu/veterans](http://www.ut.edu/veterans).

Veterans should first be accepted for admission to UT, then submit their Certificate of Eligibility from the VA to UT's VA Certifying Official. The VA benefits on-campus representative is located in the Registrar's Office, (813) 253-6251.

Veterans' benefits are no longer administered through the Financial Aid Office. Instead, these benefits are administered in close coordination between the VA Certifying Official and UT's Bursar's Office.

## **Undergraduate Part Time**

### **How to Apply**

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

- To file an official application for financial aid, students should complete the FAFSA on the Web at [www.fafsa.gov](http://www.fafsa.gov). Federal Student Aid PINs are required for students, as well as parents of dependent students, and may be obtained (or duplicate PIN retrieved) at [www.pin.ed.gov](http://www.pin.ed.gov).
- This application determines eligibility for all federal, state and institutional need-based financial aid programs, including the Pell Grant and student loans.
- "The University of Tampa, Tampa, FL" must be listed on the FAFSA for the University to receive information. **The FAFSA code for UT is 001538.**
- A few weeks after the FAFSA is submitted, applicants who provided an e-mail address will receive a message with a link to a Student Aid Report (SAR). If no e-mail address was provided, applicants will receive paper SAR documents. Students should review the SAR for accuracy and submit corrections, if necessary.

## Types of Assistance for Undergraduate Part Time Students

### Pell Grant

This is a federal grant awarded on the basis of need and the cost of the individual institution. The maximum award is \$5,550 for the 2010-11 aid year. Pell Grants are available to students enrolled for at least three credits per semester.

### Florida Bright Futures Scholarship Program

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

### Scholarships

Scholarships are available to part-time students. Criteria for the awards are admission to UT as a part-time Continuing Studies student, high academic performance or potential, and financial need. Students who wish to be considered for these scholarships should complete the FAFSA and contact the Office of Admissions for Graduate and Continuing Studies for more information.

### Student Loans

Student loans are available to students registered for a minimum of 6 credit hours per semester. Federal Subsidized Student Loans (Stafford) are based on need. Students make no payments while they are enrolled in school, and they will have up to 10 years to repay the loan after they leave school. The loan limit for freshmen is \$3,500; sophomores may borrow \$4,500; and juniors and seniors may borrow \$5,500 per year. The interest rate is 4.5 percent (2010-11). Federal Unsubsidized Student Loans (Stafford) are available to students regardless of need. The interest rate is 6.8 percent for the Unsubsidized Student Loan Program. Interest begins to accrue immediately after disbursement. Students are eligible to borrow up to \$2,000 per year, in addition to their subsidized loan eligibility. Independent students (as determined by the FAFSA) may borrow additional unsubsidized Stafford loan funds, up to \$4,000 for freshmen and sophomores and \$5,000 for juniors and seniors. An applicant must complete the FAFSA, a Loan Promissory Note and entrance counseling for either loan program.

### Employee Tuition Benefits

Many companies support employee education with tuition assistance plans. The student must complete the Employee Reimbursement Payment Plan contract verifying employment and the terms of the company's tuition reimbursement plan. The University requires payment on half the tuition cost at the beginning of each term. The Tuition Reimbursement Payment Plan contract is available through the Bursar's Office, or online at [www.ut.edu/tuition-payment-options](http://www.ut.edu/tuition-payment-options).

### Veterans Benefits

Veterans and children of deceased or disabled veterans may be eligible for education benefits from the Veterans Administration. UT also participates in the Yellow Ribbon program. For further details see [www.gibill.va.gov](http://www.gibill.va.gov) or the University webpage at [www.ut.edu/veterans](http://www.ut.edu/veterans).

Veterans should first be accepted for admission to UT, then submit their Certificate of Eligibility from the VA to UT's VA Certifying Official. The VA benefits on-campus representative is located in the Registrar's Office, (813) 253-6251.

Veterans' benefits are no longer administered through the Financial Aid Office. Instead, your benefits are administered in close coordination between the VA Certifying Official and UT's Bursar's Office.

## Graduate Students

### How to Apply

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

- To file an official application for financial aid, applicants should complete the FAFSA on the Web at [www.fafsa.gov](http://www.fafsa.gov). Federal Student Aid PINs are required for students and may be obtained (or duplicate PIN retrieved) at [www.pin.ed.gov](http://www.pin.ed.gov).
- The FAFSA is required to determine eligibility for all federal financial aid programs, including student loans.
- "The University of Tampa, Tampa, FL" must be listed on the FAFSA for the University to receive information. **The FAFSA code for UT is 001538.**
- A few weeks after the FAFSA is submitted, applicants who provided an e-mail address will receive a message with a link to a Student Aid Report (SAR). If no e-mail address was provided, applicants will receive paper SAR documents. Students should review the SAR for accuracy and submit corrections, if necessary.
- Graduate students taking at least 8 hours per semester are considered full time. To be eligible for financial aid, graduate students must be U.S. citizens or permanent residents and must be enrolled for a minimum of 4 credits per term.

### Types of Assistance for Graduate Students

#### Student Loans

Student loans are available to graduate students registered for a minimum of 4 credits per term. Federal Subsidized Student Loans (Stafford) are loans based on need. Students make no payments while they are enrolled in school, and they have up to 10 years to repay the loan after they leave school. The loan limit for graduate students is \$8,500 per year. Federal Unsubsidized Student Loans (Stafford) are available to students regardless of need. The interest rate is 6.8 percent for both student loan programs. Interest begins to accrue immediately after disbursement on the unsubsidized loan; interest accrues on the subsidized portion when the loan goes into repayment. The annual unsubsidized loan limit is \$12,000 per academic year, up to the student's cost of attendance (most students' cost of attendance is less than the annual loan maximum). An applicant must complete the FAFSA and a loan promissory note for either loan program.

#### Employee Tuition Benefits

Many companies support employee education with tuition assistance plans. The student must complete the Employee Reimbursement Payment Plan contract verifying employment and the terms of the company's tuition reimbursement plan. The University requires payment on half the tuition cost at the beginning of each term. The Tuition Reimbursement Payment

Plan contract is available through the Bursar’s Office, or online at [www.ut.edu/tuition-payment-options](http://www.ut.edu/tuition-payment-options).

## General Information for All Students

### Privately Funded Outside Programs

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

- [www.fastweb.com](http://www.fastweb.com)
- [www.finaid.org](http://www.finaid.org)
- [www.collegenet.com](http://www.collegenet.com)
- [www.collegeboard.com](http://www.collegeboard.com)

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

### Education Abroad Scholarships

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

### Will Awards Be Renewed Every Year?

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

### Excessive Awards

Students who receive financial assistance awards or scholarships from outside sources may not receive funding from such sources that in combination with University assistance exceed the direct cost of education as determined by the Financial Aid Office.

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

### Disbursement of Financial Aid

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

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

## Undergraduate Academic Eligibility for Financial Aid

The grade point average (GPA) requirements to meet satisfactory academic progress for federal and UT financial aid coincide with the University’s Undergraduate Retention Standards (see Regulations on Academic Warning and Dismissal in the *Academic Policies and Procedures* chapter). To maintain eligibility, a student must earn a minimum GPA based on the number of credit hours attempted. In addition to GPA requirements, students must meet completion standards to remain eligible for federal and UT financial aid.

**Federal financial aid recipients are reviewed for compliance with these standards at least once a year.**

### Grade Point Average Criteria

Up to 27 hours.....	no GPA requirement
28-59 hours attempted .....	1.75 or higher
60-93 hours attempted .....	1.95 or higher
94 or more hours attempted .....	2.0 or higher

### Successful Completion Percentage Criteria

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

Undergraduate students are ineligible for federal aid once they have attempted 186 hours (193 for the Bachelor of Music) or 12 semesters. Graduate students are ineligible after attempting 48 credit hours or 12 semesters. Federal regulations do not allow for the exclusion of grades or hours attempted through the University’s academic amnesty program.

For transfer students, the GPA calculation includes not only the student’s grades earned at UT, but also the grades earned at other institutions. Hours attempted at institutions other than UT are also used to determine the successful completion percentage.

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

1. Credit hours attempted are defined as those credits for which the student is enrolled at the expiration of the tuition refund period.
2. Satisfactory academic progress in any or all of the optional summer sessions is determined after the last summer session in which the student takes courses.
3. Courses may be repeated. GPA and credits will be calculated in accordance with repeat course policies found under the *Academic Policies and Procedures* chapter in the catalog. Once a student has repeated three courses at UT, further course repetition will be disregarded in enrollment-status determination and GPA calculations.
4. A grade of “I” (incomplete) is considered unsuccessful, and the attempted credit hours are attributed to the successful completion percentage criterion.
5. The credit hours for course withdrawal (W) will be attributable to the successful percentage completion criterion, except for semesters in which the student successfully completes 12 credit hours.

Student eligibility for University merit-based aid follows more stringent eligibility criteria stipulated at the time of the award (3.0 GPA for renewal of President’s Scholarship and Departmental Scholarships, 2.8 for renewal of Dean’s Scholarship, 2.5 for Spartan and Minaret Scholarships, 2.3 for the Achievement

Award, 2.8 for Transfer Scholarship and 3.0 for the International Grant).

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

1. Undergraduate students must be enrolled full time (at least 12 credit hours).
2. A student must have been a Florida resident for 12 months prior to the first day of class for the first academic term in which funds are received.

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

Conditions of renewal for some Florida state awards:

1. Minimum cumulative GPA of 2.0.
2. Minimum of 12 credit hours earned each term.

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

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

Students may appeal the loss of financial aid (federal, University or state) if extenuating circumstances (such as illness or accident) apply. A written appeal must be made to the Director of Financial Aid within 30 days of the date of written notice of ineligibility. The appeal must include a description and documentation of the circumstances. Although many aid programs may be reinstated based on extenuating circumstances, there are some aid programs which are prohibited from reinstatement until the required standards are met and/or a period of time has passed.

### Leave of Absence Policy

In any 12-month period, the University may grant a single leave of absence to a student. The leave of absence must not exceed 180 days. A leave of absence must be requested by the student in writing and submitted to the Advising Office. During an approved leave of absence, a student loan borrower is eligible to maintain in-school deferment status. A leave is treated as a total withdrawal for all other purposes. If a student fails to return at the end of 180 days, his or her last date of at least half-time attendance will be considered the withdrawal date for loan reporting purposes.

## Withdrawals

### Return of Title IV (Federal) Funds Policy

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

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

Federal financial aid is returned to the federal government based on the percentage of *unearned* aid using the following formula: Aid to be returned equals 100 percent, minus the per-

cent earned, multiplied by the amount of aid disbursed toward institutional charges.

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

\*Federal financial aid includes the Pell Grant, SEOG Grant, Academic Competitiveness Grant, SMART Grant, TEACH Grant, Perkins Loan, Student Loans (Stafford, PLUS and Grad PLUS) and Work-Study programs.

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

## Federal Drug Conviction Policy

Students who are convicted of violating any federal or state drug possession or sale law during a period of enrollment for which the student was receiving Title IV aid will become ineligible for Title IV federal financial aid under the following circumstances:

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

- one year for the first offense
- two years for the second offense
- indefinitely for the third offense.

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

- two years for the first offense
- indefinitely for the second offense.

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

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

Title IV federal financial aid includes the Pell Grant, Academic Competitiveness Grant, SMART Grant, SEOG Grant, TEACH Grant, Student Loans (Stafford, PLUS and Grad PLUS), Perkins Loan and Work-Study programs.

## Caveat

This information is accurate as of May 2010, and future federal or state legislation may alter program requirements or University policy. The University of Tampa reserves the right to cancel or amend any portion of financial aid awarded at any time.



# Student Life and Services

The Division of Student Affairs is responsible for many of the services, facilities, programs and activities that enhance the quality of life on campus and a student's overall University experience. These include leadership development, Greek life, residence life, student government, health and personal counseling, faith and values, career services, commuter student support and many others.

Participating in campus life ensures a truly enriching campus experience and helps students acquire the skills they need to be successful after graduation.

## Life on Campus

### Student Development

To encourage student development, the University created and enforces the Student Rights and Responsibilities, the student code of conduct. This document can be found at [www.ut.edu/studentconduct](http://www.ut.edu/studentconduct), in the Gateways student planner, and in the offices of the Dean of Students and Student Conduct.

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

### Spartan Code

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

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

- promote and practice academic and personal honesty.
- commit to actions that benefit the community, as well as engage in activities that better others.
- discourage intolerance and acknowledge that diversity in our community shapes our learning and development.
- conduct myself in a manner that makes me worthy of the trust of others.
- recognize the ideas and contributions of all persons, allowing for an environment of sharing and learning.
- accept full responsibility and be held accountable for all of my decisions and actions.

### Shared Responsibility

The trustees, faculty and administration of The University of Tampa are determined that this campus community be a place of shared responsibility, personal freedom, and collective safety and harmony. They are eager to make every effort to ensure the best possible quality of life for everyone at the University. Accordingly, it is imperative that the University be able to remove from the campus any person or any circumstance that is detrimental to the University community.

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

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

### Student Participation in University Governance

The primary vehicle for student participation in University governance is Student Government, which is regulated by its constitution. The president of Student Government is invited to attend Board of Trustees' meetings, which are held quarterly, as well as to participate on the Board committee.

Copies of the Student Government constitution and more information regarding participation in Student Government may be found in the Office of Student Leadership and Engagement, Vaughn Center Room 215, or at [www.utampasg.org](http://www.utampasg.org).

### Student Government

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

### Student Productions

Student Productions is the University's student programming board that provides many high-caliber social, educational, recreational and cultural programs throughout the year. For more information, go to [www.utstudentproductions.com](http://www.utstudentproductions.com).

### Spartan Leadership Connection

The Office of Student Leadership and Engagement encourages all undergraduates, regardless of major or level of experience, to take advantage of a wide range of leadership programs and activities. New students are invited to participate in a two-day retreat, ELITE (Educating Leaders in Today's Environment), held just prior to orientation, or the President's Leadership Fellows program, an intensive four-year leadership scholarship experience. Unique team-building leadership excursions such as sailing and swimming with the manatees also help students learn more about the Tampa Bay region. For more in-depth experiences students may also participate in other leadership retreats, leadership workshops, a leadership challenge course (low ropes course), individual leadership coaching and student organization consulting. Information on all leadership programs can be found at [www.ut.edu/leadership](http://www.ut.edu/leadership).

### Civic Engagement/Community Service

Seventy percent of the students participate in community service activities. Students, faculty and staff volunteer approximately 100,000 hours at more than 200 local organizations each year. Many campus organizations including fraternities and sororities, athletic teams, the Spartan Mentors, Relay for Life, Circle K International and the March of Dimes sponsor service projects. Students can also earn academic credit in select courses that

incorporate a volunteer or community service project. Projects vary depending on the course and student interests.

PEACE (People Exploring Active Community Experiences), UT's student-run volunteer center, coordinates many service activities and programs. Some of the most popular programs include alternative breaks, weekend service trips, and the Into the Streets and Martin Luther King Jr. Day of Service programs. The center employs student assistants and operates under the supervision of the Office of Student Leadership and Engagement. Students interested in volunteering can stop by the PEACE Volunteer Center located in Vaughn Center, Room 206, call the PEACE office at (813) 253-6263, e-mail [peace@ut.edu](mailto:peace@ut.edu), or visit [www.ut.edu/peace](http://www.ut.edu/peace).

### **Greek Life**

The University of Tampa's fraternity and sorority community consists of a diverse group of men and women within nine fraternities and nine sororities. Greek letter social organizations create smaller communities within the larger university environment for the purposes of facilitating growth in areas of scholarship, community service, leadership, diversity, and community involvement. Building lifelong friendships through collaborative and meaningful relationships is a key component to the fraternal experience. UT's fraternity and sorority community's core values include academic excellence, leadership, social responsibility, integrity, inclusion and lifelong friendships. Learn more at [www.ut.edu/greeklife](http://www.ut.edu/greeklife).

### **Residence Life**

The residence life program is dedicated to providing students with a safe, comfortable, affordable and stimulating living environment where residents can explore value structures, personal responsibility, interpersonal relationships, and community development and awareness. Students are offered various opportunities to interact with faculty, staff and peers in order to promote well-rounded, holistic development on an individual and community basis. UT believes that residential living is an integral part of the collegiate experience and should not be neglected.

Campus housing is offered in 10 state-of-the-art residence halls to full-time students only. They feature pass card security, are co-ed, air-conditioned, and wired for phones, cable and free access to the Internet. Most have private bathrooms. First-year students are assigned to alcohol-free residence halls. Housing agreements are valid for a full academic year. For additional information, go to [www.ut.edu/residencelife](http://www.ut.edu/residencelife).

Resident Assistants (RAs) are student paraprofessional staff members. One RA is assigned to live on each floor or wing of every residence hall. For more information, visit [www.ut.edu/residencelife](http://www.ut.edu/residencelife) and select Leadership Opportunities.

### **Vaughn Center**

This nine-story, 254,000-square-foot building serves as the social hub of campus life. Floors one and two house student dining facilities, a cyber café, a Barnes & Noble Campus Store, a computer lab, student services offices, the Reeves Theatre and plenty of active recreational space. Students live on floors three through eight, while the ninth floor serves as a conference center with magnificent views of campus and downtown Tampa. For further information, go to [www.ut.edu/studentengagement](http://www.ut.edu/studentengagement).

### **Sykes Chapel and Center for Faith and Values**

Although the University is independent and nonsectarian, religious/spiritual beliefs and practices are respected and encouraged. The University has a thriving faith community composed of spiritual student organizations and community partnerships with many local places of worship. For more information, go to [www.ut.edu/studentengagement](http://www.ut.edu/studentengagement).

The Sykes Chapel and Center for Faith and Values promises to further strengthen UT students' academic and personal development through character-building, spiritual development and enhancing their understanding of world cultures and religions. Programs such as book clubs, conversation groups, values-based leadership retreats, and spirituality through film series are coordinated through the Resource Team for Faith, Values and Spirituality. The team is an interdisciplinary group of faculty, staff and students who develop programs to address the mission of the Sykes Chapel and Center for Faith and Values. For a full calendar of events, go to [www.ut.edu/spiritual](http://www.ut.edu/spiritual).

The Sykes Chapel and Center for Faith and Values is a 12,750-square-foot building that includes a main hall, meeting rooms, two meditation rooms and a foyer. It seats 280 people in moveable seating for spiritual programs, speaking engagements, seminars, ceremonies, meetings and concerts. An adjacent meditation garden will eventually be constructed. A 3,184-pipe, 45-foot mechanical action pipe organ will anchor the west end of the Chapel/Center and will be one of the largest of its kind in the southern U.S. The Sykes Chapel and Center for Faith and Values is scheduled to open in 2011. For more information, go to [www.ut.edu/sykeschapel](http://www.ut.edu/sykeschapel).

### **Arts and Culture**

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

### **Musical Activities at the University**

Musical studies are conducted at the Ferman Music Center. The 16,000-square-foot facility was designed by the music faculty to incorporate contemporary features for training musicians.

Two electronic music labs, "smart" classrooms, and a recording studio are available, along with the traditional band, orchestra and choral rehearsal rooms and Wenger practice modules. Music administration and faculty offices also are located in the Ferman Center.

The University has outstanding concert venues: The David Falk Theatre, which seats 835; the Vaughn Center Reeves Theater, which seats 180; and three ballrooms inside Plant Hall: the Music Room, Grand Salon and Fletcher Lounge.

Filling these halls with music are the numerous student ensembles: Collegiate Chorale, Opus, Women's Chorus, Orchestra, Wind Ensemble, Jazz Ensemble, Guitar Ensemble and various chamber ensembles. The premier student ensembles tour during spring semester each year, carrying on a tradition of bringing UT music to out-of-town audiences.

The Minaret Concert Series presents faculty and visiting guest artists in free concerts of world-class quality.

Piano study, along with organ and harpsichord, give keyboard students the opportunity to explore their potential on all three instruments. Piano majors appear annually in the spring concerto recital. For more information, go to [www.ut.edu/music](http://www.ut.edu/music).

## Dance at the University

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

## The Henry B. Plant Museum

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

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

Visitors enjoy the 14-minute video, *The Tampa Bay Hotel: Florida's First Magic Kingdom*. The permanent exhibit of the Spanish-American War shows archival photographs of Teddy Roosevelt and the Rough Riders in Tampa when this building was Army headquarters. Then, patrons can glimpse the lifestyle of the early Florida tourist and marvel at the magnificent original furnishings from the hotel's heyday. A hand-held audio tour wand is also available for a small rental fee.

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

## The Scarfone/Hartley Gallery

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

The purpose of the Scarfone/Hartley Gallery is to exhibit works of art and to have visiting artists as an extension of the classroom, providing an opportunity to meet artists and view and study significant original artwork created by contemporary national, international and regional artists. Included are fine arts faculty, alumni and annual juried student exhibitions, receptions, lectures and performances. In addition to the annual juried student art exhibition, all graduating art students culminate their art experience in a BFA exhibition at the end of each semester (December and May). Events, lectures and performances intrinsic to the arts are included in the schedule.

The gallery is located on the UT campus in the R.K. Bailey Art Studios at 310 N. Blvd., and is open 10 a.m.-4 p.m. Tuesday-Friday and 1-4 p.m. Saturday. For further information, visit [www.ut.edu/scarfone-hartley-gallery](http://www.ut.edu/scarfone-hartley-gallery).

## Theatre Productions

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

## Writers at the University

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

## Campus Organizations

### Student Organizations

There are endless opportunities to get involved — right from the moment students arrive on campus. With more than 140 registered organizations from which to choose, students easily find groups that pique their interests.

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

### Reserve Officers Training Corps

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

UT also has an intercampus agreement with the University of South Florida Air Force and Naval ROTC programs.

## University of Tampa Diplomats

The Diplomat program is a student organization that promotes service within the University and between the University and the community. The Diplomat program creates opportunities for students to interact with alumni, local businesses and civic leaders. For information on how to join the UT Diplomats, visit the Office of Student Leadership and Engagement, Vaughn Center, Room 215. For more information visit [www.ut.edu/studentorgs/utdiplomats](http://www.ut.edu/studentorgs/utdiplomats).

## Co-Curricular Transcripts

The co-curricular transcript is a student's self-reported document that lists activities the student has participated in while at The University of Tampa. It also shows participation in the developmental areas under which activities fall. It can be sent to prospective employers and graduate schools in addition to academic transcripts and other credentials. More information can be found at [www.ut.edu/studentengagement](http://www.ut.edu/studentengagement).

## Athletics

New students, whether they are sports participants or spectators, will be impressed with the opportunities and activities available in Spartan athletics. The Spartans field 16 NCAA Division II athletic teams and compete in the Sunshine State Conference (SSC), called the "Conference of National Champions."

Tampa has won NCAA II National Championships in baseball (1992, '93, '98, '06, '07), men's soccer (1981, '94, and '01), men's golf (1987 and '88), women's volleyball (2006) and women's soccer (2007).

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

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

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

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

The lighted baseball field is home to the five-time national champion Spartan baseball team, while the softball team plays on its own top-notch, lighted, newly renovated field.

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

## University Services

### Intramural Sports and Campus Recreation

The Department of Campus Recreation provides a myriad of activities in five program areas: intramural sports, fitness, club sports, informal recreation and off-campus recreation.

The intramural sports program gives students, faculty and staff the opportunity to participate in organized, non-varsity team and individual sports. A dozen structured intramural leagues and five one-day tournaments are offered annually in a wide variety of sports. Club Sports are expanding at UT. They provide students competitive and instructional activity as well as a sense of community in a team setting.

The McNiff Fitness Center, a fully equipped 6,000-sq.-ft. campus fitness facility, offers personal training, group fitness classes and an assortment of wellness programs.

The Cass Gym and four outdoor courts (2 basketball and 2 volleyball) are available for open recreation. The gym offers students the opportunity to play basketball, volleyball, and other indoor sports Monday through Saturday. The outdoor courts are open and lighted 24 hours a day.

A variety of off-campus recreation activities including canoeing, beach excursions, deep sea fishing, indoor rock climbing and paintball are held throughout the academic year to provide students the opportunity to participate in leisure experiences in the surrounding community. For more information, go to [www.ut.edu/recreation](http://www.ut.edu/recreation).

### International Student Services

The Office of International Programs advises international students on immigration issues related to their educational status in the United States. Designated school officials are available to assist students and sign documents that are necessary to maintain that status.

The Office of International Programs also helps with cultural adjustments and personal concerns, and serves as a liaison between students, faculty and administrative offices. A special international new student orientation is held at the beginning of the fall and spring terms for new international students and their parents. For assistance, go to the Office of International Programs. More information is available at [www.ut.edu/international](http://www.ut.edu/international).

### Education Abroad Advising

In fields varying from business to foreign languages, approximately 120 UT students study annually in semester or year-abroad programs, often in less traditional locations such as India, China, Japan, South Africa, Dubai, Cyprus, Brazil, Costa Rica, Hungary and Russia. Nearly 300 students participate each year in faculty-led travel courses, including Honors Abroad courses. Select students can spend their first semester living and studying in London in one of the few freshmen study-abroad programs in the U.S. The Honors Program also sends six students annually to study for a semester at Oxford University in England. The University enjoys partnerships with universities in Mexico, China and the U.K. as well.

Information on education abroad opportunities can be obtained in the Office of International Programs. In addition to program information, services include academic assistance concerning proper registration and transfer credit procedures, as well as preregistration assistance for subsequent terms while abroad. Students also receive basic information on passports and visas, cultural issues, international health insurance coverage and practical travel tips. All students considering an international

educational experience should consult with an education abroad advisor. More information and forms are available at [www.ut.edu/international](http://www.ut.edu/international).

### Office of Career Services

From freshmen year through graduation, the Office of Career Services offers a full range of career planning and development programs and resources: counseling and assessments, advice on crafting résumés, building a contact network, and executing job search strategies. HIRE-UT, an innovative online career management system, gives students access to thousands of employer contacts. It also allows students and alumni to seek internships and jobs, post online résumés and receive career advice and notifications.

A full-time internship coordinator offers internship prep workshops and works closely with students and academic advisors to assist students in finding appropriate internships. Over 425 internships in the Tampa Bay area or elsewhere are available annually. Students can earn academic credit for internships and many are paid. Approximately 700 of the Tampa Bay's most successful business leaders serve on UT boards, advisory councils and other groups giving students a world of professional connections to explore.

For additional information and listings of job fairs, seminars, on-campus recruiting opportunities and other special Career Services sponsored events, visit Riverside Room 116, call (813) 253-6236, or go to [www.ut.edu/career](http://www.ut.edu/career).

### Institutional Testing Services

To receive testing information about CLEP exams and distance-learning proctoring, contact the Academic Center for Excellence at (813) 258-7251.

### Disabilities

The Office of Student Disability Services coordinates assistance for students with disabilities. It is the responsibility of the student to request accommodations for each term. Documentation is required. Please contact the Office of Student Disability Services at (813) 257-3266 for more information. The complete policy for requesting accommodations is available at [www.ut.edu/disabilities](http://www.ut.edu/disabilities).

### Dining Services

The University offers a variety of meal plans and more than 20 different dining venues to meet the varied needs of today's student. These include Ultimate Dining and Spartan Club in the Vaughn Center, the Rathskeller in Plant Hall, and the food court and Panache restaurant in Stadium Center. UT dining offers restaurant quality food focusing on variety, healthy eating and fun. For descriptions and locations, go to [dining.ut.edu](http://dining.ut.edu).

### Campus Store

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

### Lost and Found

The Lost and Found is located in the Office of Campus Safety and Security. Students are encouraged to check with the Security Office for assistance at (813) 251-5133 or x3333.

## Health and Safety

### Health and Counseling Services

The Health and Counseling Center staff provides on-campus consultation to students for minor illness, injuries and short-term mental health concerns. Laboratory testing is available through the Health Center. Insurance is included for full-time undergraduate students in the Student Service fee. The insurance policy is supplemental, and the benefits are limited; students are strongly encouraged to maintain primary coverage with their parents. For more information, go to [www.ut.edu/healthcenter](http://www.ut.edu/healthcenter).

### LASER Team

The LASER (Law Abiding Students Ever Ready) Team provides a safe escort for students during the evening hours to and from classes and other facilities on campus. Call (813) 257-4515 for pick-up or for more information, go to [www.ut.edu/safety](http://www.ut.edu/safety) and click on the Safe Escort Service link.

### Campus Safety and Security

The University of Tampa considers the safety and security of all University community members integral to its educational mission. Campus Safety and Security works closely with the Dean of Students to ensure that guidelines, rules and procedures are properly communicated and executed. Security officers also coordinate with Facilities Management to provide a clean and safe environment.

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

Campus Safety and Security maintains a close working relationship with both the Tampa Police Department and the Hillsborough County Sheriff's Office. By law, officers from both agencies may enforce laws on campus, including traffic regulations. Numerous educational programs are in place and programs such as the campus Silent Witness and Student of Concern programs help to raise awareness. All University community members are reminded to be alert and assume responsibility for their personal safety by applying common sense and using services offered. For more information see [www.ut.edu/safety](http://www.ut.edu/safety).

### Campus Security Report

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

### Drug Free Schools and Community Act

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

## Vehicles on Campus

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

## Sustainability

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

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

As founding members of U.S. Green Building Council (US-GBC) Gulfcoast Chapter, UT has sought in its recent building phase to recycle demolished materials, and use recycled or earth-friendly materials for construction. In every phase of construction, the administration has looked at environmental options and upgrades.

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

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

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

## Communication/Technology Services

### Post Office

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

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

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

#### Please DO NOT:

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

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

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

## Telephone Service

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

## SpartanWeb

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

## Blackboard

Blackboard courseware is an online class learning system used at The University of Tampa to add further dimension to the traditional classroom. The system can be accessed at [ut.blackboard.com](http://ut.blackboard.com) by both guests and members of the UT community. Many instructors at UT supplement their courses with Blackboard content to conveniently provide course materials online, as well as class discussion boards, supplemental readings, grade checking, group communication and electronic submission of homework. Campus organizations also are available through Blackboard.

## E-mail

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

## Faxes

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

## Computer Labs (Noninstructional)

There are a variety of computer labs available throughout the campus for use by students, staff and faculty. Many of the labs contain PCs, one lab contains both PCs and Mac computers, and another lab contains all Mac computers. All of the labs offer laser printing and a direct high-speed connection to the Internet. The labs vary in size and hours of availability. Visit [www.ut.edu/technology](http://www.ut.edu/technology) for details on the number of computers, software and hours for each computer lab.

## Internet Access

All campus buildings, including residence hall rooms, are wired and connected via fiber optic cable. Most public areas and classrooms are wireless zones providing internet access throughout campus.

## Technology Acceptable-Use Policy

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

### **Purpose**

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

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

### **Scope**

This policy applies to any individual/organization/group/entity using University of Tampa computing, or communications resources for voice, data and video transmissions from on or off campus. It encompasses all University wired and wireless networks, telecommunications and audio/video equipment, e-mail services, Internet access, academic systems (e.g., Blackboard), faxed messages, and the phone system, as well as University and personal computers, cell phones, smartphones and other handheld devices.

### **Policy/Guidelines**

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

#### **AUTHORIZED ACCESS**

##### **Users should:**

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

##### **Users should not:**

- Attempt to decode passwords or access control information.
- Use another person's system user ID, password, files or data.

#### **SECURITY AND MALWARE PROTECTION**

Each system user is responsible for the security of any system he/she connects to the network and the information contained therein including confidential University information stored on their computer hard drive in databases, files, word documents, spreadsheets, etc. It is the users' responsibility to not disseminate University information without proper authorization.

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

##### **Users should not:**

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

#### **PRIVACY**

The University reserves the right to copy and examine any files or information resident on University systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. Information may be disclosed as required by law to regulators, the courts, law enforcement, and other third parties without the user's consent.

#### **EXCESSIVE USAGE**

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

#### **COPYRIGHT AND INTELLECTUAL PROPERTY**

##### **Users should:**

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

##### **Users should not:**

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

#### **HARASSMENT**

##### **Users should:**

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

##### **Users should not:**

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

#### **SPOOFING/FRAUD**

##### **Users should not:**

- Use University systems or network as a vehicle to gain unauthorized access to other systems.
- For purposes of deception, transmit any electronic communications using a name or address of someone other than the assigned computer or account user name or address.

#### **OTHER PROHIBITED ACTIVITIES**

##### **Users should not:**

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

### Reporting Suspected Acceptable Use Policy Violations

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

### Enforcement/Consequences

Violators may have their electronic access revoked and may be subject to disciplinary action as prescribed in University Policies, the Student Handbook and the Employee Handbook. Offenders also may be prosecuted under laws including, but not limited to, the Communications Act of 1934 (amended), the Family Education Rights and Privacy Act of 1974, the Computer Fraud and Abuse Act of 1986, the Computer Virus Eradication Act of 1989, interstate transportation of stolen property, the Digital Millennium Copyright Act of 1998, and the Electronic Communications Privacy Act.

### Information Disclaimer

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

### Recommended Computing Standards for UT Students

#### COMPUTER HARDWARE

- Windows-compatible computer or Apple iMac / MacBook / MacBook Pro / Mac Windows compatible or Apple G4
- Core2 duo or newer processor (dual core processor preferred) or Intel Core 2 (minimum) for Apple Core2 duo
- 2 GB of RAM (minimum)
- 120 GB hard drive (minimum)
- 10/100 Ethernet network interface connection
- 256 Mb video memory (minimum)
- 56.6 baud V92 modem (only for students living off campus without high-speed Internet — not needed for students living on campus)
- DVD/CD-RW Player and burner
- Cable lock for laptop
- Ethernet Network cable
- Wireless network capability supporting 802.11b/g
- USB thumb drive — 1 GB minimum

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

#### OPTIONAL HARDWARE ITEMS

- Sound card with integrated speakers
- Any compatible printer
- Printer cable (connects printer to computer)
- Bluetooth connector
- External Hard Drive (USB 2.0 / Firewire 400 or 800) / minimum 250 GB)

#### SOFTWARE (MINIMUM STANDARDS)

- Microsoft Windows XP or Vista Operating System or Apple OS X (or higher)
- Microsoft Office Pro (XP or 2007) or 2008 for Apple.
- Anti-virus software — *required to connect to UT network* (Antivirus software is provided by UT at no charge)
- Spyware removal software such as SpySweeper, Spybot or Ad-Aware
- Adobe Acrobat Reader (free via Internet)

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

#### Please Note:

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

Check course requirements before purchasing.



# Academic Policies and Procedures

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

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

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

## Frequency of Course Offerings

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

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

## The Calendar

The University's academic year is divided into two semesters, a two-week May Term, several summer sessions, a Professional MBA summer session and graduate intersessions. The calendar, however, permits students to enroll in any of several combinations of 7-week and 14-week classes during the course of each semester. The 14-week classes span the entire length of the semester, whereas the 7-week classes are conducted during the first or second half of each semester.

The appropriate beginning and ending dates applicable to the 7 and 14-week classes are indicated in the *Academic Calendar*

found in this catalog and on [www.ut.edu/academic-calendar](http://www.ut.edu/academic-calendar). The class schedule has a complete listing of 7 and 14-week classes. The class schedule is available at [www.ut.edu/schedule](http://www.ut.edu/schedule).

## Semester-Hour Credits and Honor Points

A semester hour is the unit of credit earned for the completion of a subject that normally meets one hour each week for 14 weeks or two hours each week for 7 weeks.

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

## Grading

Grades have the following honor-point values:

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

Faculty will award the grade of "NF" to any student who has not officially withdrawn, yet has stopped participating by the 60 percent point in the semester. The "NF" grade is equivalent to an "F." Other marks given are "I" for incomplete, "W" for withdrawal within the first 10 weeks of a 14-week class or the first five weeks of a 7-week class, "S" (satisfactory) and "U" (unsatisfactory), given for internship programs and for all courses taken on a satisfactory/unsatisfactory basis.

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

Grading is the prerogative of the instructor. In the case of a disputed grade, an undergraduate student must first contact the instructor whose grade he or she is appealing and request reconsideration. The student may also contact his or her academic advisor. If the matter remains unresolved, the student must notify, in writing, the chair of the department in which the instructor is a member. Written notification must be received no later than the completion of the seventh week of the term following the semester in which the grade was awarded. If the contested grade was awarded in the fall semester, this appeal procedure must be initiated no later than the end of the seventh week of the following spring semester. If the contested grade was awarded for the spring semester, intersession, or summer session, this appeal procedure

must be initiated no later than the end of the seventh week of the following fall semester. No course grades will be subject to change after final graduation certification. See *Office of Graduate and Continuing Studies* chapter for the policy on academic appeals for graduate students. If the student remains dissatisfied, he or she should contact the dean of the college in which the instructor is a member for information or advice on possible resolution of the dispute. The above described channels of resolution must be exhausted before the student may submit his or her grade-related dispute to the Academic Appeals Committee.

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

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

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

Prior to graduation, the student must complete any course with an incomplete ("I") grade, and retake for a passing grade any required courses in which the student earned a failing grade ("F" or "NF"). (See section on incomplete work in this chapter.) A degree will not be conferred for any student with an outstanding "I" grade.

## Course Load/Credit-Hour Overload

A student taking at least 12 semester hours of undergraduate work during the course of a regular fall or spring semester will be considered a full-time student. The normal load for undergraduates is 15 to 18 hours. Graduate students taking at least 8 semester hours per semester are considered full time. Full time for undergraduates during summer session is considered 5 credits per each of the summer 1 or 2 sessions, or 10 hours for the summer 12-week term. Graduate students are considered full time at 3.25 credits per each of the summer 1 or sessions, or 6.5 hours for the summer 12-week term.

To be eligible for a course overload (more than 18 hours in a regular term or 8 hours in a summer term), a student must have a "B" average (3.0) cumulative GPA and a "B" average (3.0) in the term immediately preceding the term for which the credit overload is requested. Students taking a minimum of 12 semester hours in fall or spring and making a "B" average (3.0 GPA) or better will be permitted to register for an overload (no more than 21 hours) the next regular term with appropriate approval. If the "B" average is maintained, that student may then register for a maximum of 21 hours the following regular semester, and may continue to do so as long as the "B" average is maintained. Credit hours taken over 18 during a regular term will be charged at the per credit rate.

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

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

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

## Student Classification

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

The minimum qualifications for each classification are as follows:

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

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

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

## Electing Courses Graded Satisfactory/Unsatisfactory (S/U)

Juniors, seniors and post-baccalaureate students in good standing may elect up to a total of 8 semester hours graded on a satisfactory/unsatisfactory (S/U) basis. This would not include courses that are offered only on a satisfactory/unsatisfactory basis and that are available to the entire student body. Credit will be granted for satisfactory performance, and no credit will be granted for unsatisfactory performance. In either case, no honor points will be granted. The student's overall grade point average will be computed independently of the results from courses graded on a satisfactory/unsatisfactory basis.

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

Students must elect the S/U option before the end of the first week of classes by filling out the S/U form available in the Registrar's Office or the Academic Advising Office. This form must be signed by the instructor and an advisor in the Academic Advising Office, and then delivered to the Registrar's Office. Courses may be changed to the S/U option or back to the regular grading system only during the initial drop-add period for each semester or summer term — the first five days of a 14-week class, the first three days of a 7-week class, or the first three days of a summer term class.

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

## Electing Courses on an Audit (No-Credit) Basis

To audit an undergraduate class, a student registers by submitting an application form and application fee. No records of previous academic work need to be submitted. Auditors may register after students taking the course for credit have been accommodated. Auditing requires both availability of space and

permission of the instructor of the class. Graduate classes may be audited only with prior approval from the Office of Graduate and Continuing Studies, and academic records will be required prior to registration. Auditing students are subject to any classroom rules or policies of the instructor, including absence rules.

See Auditor Student Tuition in the *Costs and Financial Information* chapter of this catalog.

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

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

While the course is in progress, an auditor who decides to change his or her registration to full credit must make arrangements at the Registrar’s Office no later than the fifth day of class and pay the full tuition charge(s) for the course(s).

## Dropping and Adding Courses

Students who drop a 14-week course or withdraw from the University within the first five days of the semester, or who drop a 7-week class within the first three days, will have no record of registration in that course on their permanent records and will not be charged drop fees. A student must obtain approval from the instructor to withdraw from a course after the drop/add period.

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

The Academic Calendar indicates the last day a withdrawal is allowed for the seven-week and 14-week terms. First-year students may not drop or withdraw from Gateways sections.

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

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

## Cancelled Classes

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

## Repeating Courses/Forgiveness Policy

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

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

1. The student must complete and submit to the Academic Advising Office a “Special Petition to Repeat a Course Under the Forgiveness Policy” form. If the form is properly completed and all requirements for the grade forgiveness are satisfied, the Academic Advising Office will approve the petition, and the student will file the form in the Registrar’s Office.
2. All grades remain on the student’s transcript. The original course attempt will have an annotation indicating that the course has been repeated for forgiveness.
3. Both the forgiven course and the repeated course must be taken at The University of Tampa under the standard grading system (A-F); forgiveness of S/U courses is not permitted.
4. During a student’s academic career, he or she may petition to have up to three grades forgiven under this policy. The student may not repeat the same course, for purposes of grade forgiveness, more than two times. If the student withdraws from a course being repeated under this policy, the withdrawn attempt will nonetheless be considered as one of his or her three petitions.
5. If a student repeats a course without following these procedures, the student will receive credit only once for the course, and all grades in the course will be averaged into the student’s cumulative grade point average. Prior to spring 2005, the original attempt was marked with an “R” next to the grade to indicate that the course was repeated but the grade was not forgiven.
6. Prior to spring 2005 a forgiven course was noted with a “Z” next to the original grade.
7. The forgiveness policy may be applied only to a specific course that a student wishes to repeat. Under unusual circumstances, a different but similar course may be used if the Academic Appeals Committee approves the substitute course and the approval is on file in the Registrar’s Office. With prior approval of the Academic Appeals Committee, a course different from the original course may be substituted in the following cases:

- a. The substitute course differs in prefix, number, hours or title, but does not differ substantially in content from the original course.
- b. The substitute course replaces a course no longer offered by the institution.

## Academic Amnesty

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

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

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

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

## Incomplete Work

When a student is doing satisfactory work in a course, but has been unable to complete the required work and the reasons given are acceptable to the instructor, a grade of "I" is given. When a student's situation warrants that an "I" grade be given, the faculty member must complete a "Request for an Incomplete ('I') Grade" form. The form is available in the Registrar's Office.

Incomplete grades must be resolved no later than mid-term of the fall or spring semester that follows the scheduled completion of the course or internship. Failure of the student to complete work within the time limit will result in an "F" being recorded as the final grade. No extensions will be allowed unless the student can submit a verifiable medical reason why an extension should be granted. The Academic Appeals Committee will consider the granting of extensions on a case-by-case basis.

## Independent Study Courses

Students in good standing who are unable to take a course specifically required for their major or who are interested in supplementing the general curriculum with independent work in their major may, under the circumstances outlined below, earn academic credit by taking an independent study course under the supervision of a University faculty member. Independent study courses are available only to juniors and seniors except by special permission.

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

Students should take a course required for their major as an independent study course only when it is clearly a necessity, or

when the experience gained will be extremely valuable to their career path.

If an independent study course is offered to a student not as a substitute for a specific course carrying a catalog number, or if the independent study course does not carry its own catalog number, the course will carry one of the following five alphanumeric course numbers, depending on level:

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

Each of the five courses above may be taken on a variable-credit basis, i.e., for 1, 2, 3, 4 or 5 semester hours of credit. If the independent study is substituting a course carrying a catalog number, then the independent study must have an equal number of credits.

Before a student may register for an independent study course, an "Independent Study Contract" needs to be submitted to the Registrar's Office. The student is responsible for making sure that the contract is dropped off at the Registrar's Office and later checking on SpartanWeb that the registration in the course has been completed.

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

## Class Attendance and Participation

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

## Declaring/Changing Your Advisor or Major

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

## Dean's List

The dean's list is composed of undergraduate students who have achieved a grade point average of 3.75 or better during the semester, while taking at least 12 semester hours of graded work. Students remain on the list as long as they maintain an average of 3.75 or better. Students who have received an incomplete grade for the given semester will not be named on the dean's list until a grade confirming dean's list honors has been recorded by the registrar. The dean's list is compiled at the conclusion of each term. No student who has been disciplined or found guilty of

a breach of conduct during the semester will be named to the dean's list.

## Final Grades

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

Once a degree is conferred, all work toward that degree is considered complete and no grade changes are permitted.

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

## Regulations on Academic Warning and Dismissal

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

### Undergraduate Retention Standards

#### Up to 16 hours attempted\*

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

#### 17-59 hours attempted\*

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

#### 60-93 hours attempted\*

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

#### 94 or more hours attempted\*

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

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

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

## Academic Warning

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

## Academic Dismissal

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

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

1. The student's cumulative GPA has reached the minimum required 2.0 to graduate.
2. The student's major GPA has reached the higher of 2.0 or the minimum required by the student's major.
3. Any prescribed remedial action is accomplished to the committee's satisfaction. For transfer students, transfer credit is not included in computation of cumulative grade point averages. For these students, the record always shows earned hours in excess of attempted hours. In such cases, dismissal decisions are based on total credits attempted including all transfer and externally earned credit granted to the student. The actual grade point average earned, however, will be computed on hours attempted at The University of Tampa only. Students eligible for veterans' benefits who are placed on academic warning and then fail to attain good academic standing at the completion of the next academic semester will no longer be eligible for veterans' benefits.
4. Students dismissed by the Academic Appeals Committee for academic reasons may apply for readmission after one academic year (two regular semesters) has elapsed. Application should be made through the Office of Admissions. Those applications will be referred to the Academic Appeals Committee for a decision. The deadline for petitioning for readmission is June 1 for the fall term, Dec. 1 for the spring term, and April 1 for the summer terms. All applications for readmission from dismissal must include a letter to the committee written by the student describing activities since dismissal and supporting documentation. Transcripts of any coursework completed at another institution since dismissal also should be sent to the Admissions Office.

## Graduate Retention Standards

See *Office of Graduate and Continuing Studies* chapter for Graduate Retention Standards.

## Academic Integrity Policy

The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect and responsibility. The scholarly community at The University of

Tampa strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. Violation of academic integrity and academic misconduct tarnish the reputation of the University and discredit the accomplishments of past and present students. Sanctions for violation of academic integrity and academic misconduct include a failing grade in an assignment or in the course, suspension or expulsion from the University. **Students are held responsible for knowing and observing the University's Academic Integrity Policy** posted at: [www.ut.edu/provost](http://www.ut.edu/provost).

## Policy on Academic Appeals

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

1. Requests for exceptions to the academic policies and procedures described in this chapter begin as petitions filed in the Academic Advising office and are decided by the Dean of Academic Services. If a petition is not answered in a way that satisfies the student, s/he may advance an appeal to the Academic Appeals Committee. The dean reserves the right to refer petitions to the Academic Appeals Committee for disposition as academic appeals.
2. All student appeals on academic issues, up to and including academic dismissal, must be filed in the Academic Advising Office, whereupon cases will be processed by the Academic Appeals Committee. It is the student's responsibility to provide all necessary documentation to the committee for review. The committee will take into account information from the instructor, as well as information from any other source the committee deems appropriate. The committee will render a decision in the case.
3. The student may request that the case be reconsidered by the Academic Appeals Committee only in the event that new information is available after the committee has rendered its decision.
4. The decision of the Academic Appeals Committee is considered final. If the student believes that due process was not followed, he or she may file an appeal with the Executive Committee of the Faculty Senate, which will render a decision as to whether the Academic Appeals Committee afforded due process to the student in its consideration of his or her appeal.

## Withdrawal from the University

Any student who desires to leave the University prior to the end of a current session must follow prescribed withdrawal procedures. Failure to withdraw officially or withdrawing after published withdrawal deadlines will result in a failing grade in each course for which the student is registered, jeopardizing his or her chances of being readmitted to the University or transferring to another institution. Official withdrawals are initiated in the Academic Advising Office.

## Requirements for Graduating Seniors

It is the personal responsibility of each student anticipating graduation to ensure all graduation requirements have been met, and to apply for graduation candidacy by requesting the degree audit in Academic Advising. Application deadlines are published

in the class schedule instruction booklet. The University assumes no responsibility for a student's failure to be familiar with the general and specific requirements for graduation.

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

## Application for Degree

### The Degree Audit Form

Each degree-seeking student must, at least one year in advance of his or her intended graduation date, request a degree audit. (May graduation candidates must request the audit by May of the previous year, August candidates by August of the previous year, and December candidates by December of the previous year.) The "Request for Degree Audit" form is available in the Academic Advising Office. When the request is made, the student must specify the catalog year in which he or she intends to graduate. Once the request has been made, a University advisor will audit the student's transcript and complete the official "Degree Audit" form. The student will be contacted to review the form with a University advisor. After that meeting, the student must submit the form to his or her assigned faculty advisor. Once the form has been approved and signed by the faculty advisor, the student must bring the form back to the Academic Advising Office to be processed.

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

## General Degree Requirements

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

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

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

All students must take at least three writing intensive courses (W) at UT before they graduate. Students are strongly encouraged to take these courses after their first-year English composition sequence is completed. Students entering as juniors (transferring in 60 or more credit hours) must take two writing intensive courses at UT before graduation. Those entering as seniors (transferring in 90 or more credit hours) must complete one writing intensive course at UT. Students returning to UT who left prior to 1995 will be held to the same writing intensive requirement as a transfer student.

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

General requirements for the master's degree are detailed in the *Office of Graduate and Continuing Studies* chapter of this catalog.

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

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

### **31-Hour Residence Requirement**

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

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

Up to 9 semester hours of transfer credit, however, may apply toward the master's degree with the approval of the director of graduate studies.

See *Office of Graduate and Continuing Studies* chapter for residence requirements applicable to graduate students.

### **Commencement**

Degrees are granted in December, May and August of each academic year. The degree-conferral dates are indicated in the academic calendar. All academic requirements must be satisfied and all debts to the University must be cleared before the degree can be granted. No degrees will be awarded if "I"s remain on the transcript. Once a degree is conferred, no further work towards the degree can be submitted, either to change a grade, or to add majors, minors, concentrations or certificates.

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

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

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

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

## **Graduation Honors**

The names of students receiving bachelor's degrees who are candidates to receive graduation honors are announced at commencement if they have completed all degree requirements by that day, and if, at the conclusion of the prior semester, they have achieved minimum GPAs as described below. Upon completion, the honors are inscribed on their diplomas. Candidates pursuing a second bachelor's degree will be held to the same standards for achieving graduation honors as candidates pursuing their first bachelor's degree. August degree candidates participating in the May commencement will not be recognized for graduation honors. They will, however, have appropriate honors recorded on their official transcript and diploma.

The three levels of honors are:

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

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

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

See the *Office of Graduate and Continuing Studies* chapter for a description of graduation honors for graduate students.

## **Transfer Credit Evaluation**

### **Resident Transfer Credit**

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

Credit is transferred for only those courses completed with a grade equivalent to a "C" or higher. Students who earn credit on a satisfactory/unsatisfactory basis may not transfer those credits unless documentation is received stating that the grade is equivalent to a "C" or higher.

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

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

The acceptance of credit is limited to that of a liberal arts nature. Credit earned in vocational, technical or terminal-type courses is not acceptable, unless the equivalents of such courses are offered at UT. Supporting documentation may be required by the Registrar to facilitate the transfer of credits.

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

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

All courses must satisfy the requirements of the UT Academic Experience set forth in the UT catalog. The decisions for transferring courses and credit hours to the University are made by the transfer coordinator in consultation with the Baccalaureate Experience Office and the appropriate academic department chair(s).

### **International Student Transfer Credit Evaluation**

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

See the *Office of Graduate and Continuing Studies* chapter for a description of the transfer credit policy for graduate students.

### **Transient Credit from Other Institutions**

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

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

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

Approved transient credit may be earned concurrently with UT credit.

### **Education Abroad Transfer Credit Policy**

Prior to studying abroad, students must obtain approval for their selected program from the Office of International Programs. An education abroad advisor will verify that the student's university of choice has the appropriate accreditation standard so that the University can transfer academic work back to UT. An education abroad advisor will facilitate a Transient Student Status form with the necessary signatures to ensure the transferability of coursework. In addition, the following provisions must be satisfied:

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

See the *Office of Graduate and Continuing Studies* chapter for policy on graduate credit earned on a transient basis.

### **Nonresident Transfer Credit**

A maximum of 60 semester hours of nonresident credit may be granted to undergraduate students. Nonresident credit is defined as all academic credit earned through means other than regular classroom courses conducted on the main campus of an accredited institution.

Documentation of satisfactory completion of this credit is required prior to the granting of credit. In addition, supporting documentation may be required by the Registrar prior to evaluation of this credit.

No credit is granted for Extension Course Institute (ECI) courses or other military educational sources not listed in the current edition of the *Guide to the Evaluation of Educational Experience* published by the American Council on Education.

### **Advanced Placement**

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

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



**International Baccalaureate**

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

**CLEP Examinations**

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

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

Additional CLEP information and the minimum score requirements may be viewed at [www.ut.edu/freshman](http://www.ut.edu/freshman).

**Correspondence Courses**

Academic credit up to a total of 30 semester hours may be granted for the completion of correspondence courses taken through the correspondence divisions of regionally accredited colleges or universities. The amount of credit allowed for each course will be the amount granted by the correspondence institution.

See the *Office of Graduate and Continuing Studies* chapter for policy on graduate credit for correspondence courses.

**Extension Courses**

Extension credit may be earned in locations designated as extension centers or in any other off-campus location where courses not carrying “residence credit” are conducted by an institution. Total extension course credit is limited to 30 semester hours.

See the *Office of Graduate and Continuing Studies* chapter for policy on graduate credit for extension courses.

**Credit Earned Through USAFI and DANTES**

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

**Military Service Credit**

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

**Service School Credit**

Students may receive academic credit, up to a total of 30 semester hours, for the successful completion of courses taken at military service schools. The amount of credit granted will be that recommended by the American Council on Education in its *Guide to the Evaluation of Educational Experiences in the Armed Forces*.

No credit is granted for training programs designated as “technical and vocational in nature.”

**Veterans**

Students who are separated or discharged from the Armed Forces must submit an Armed Forces of the United States Report

of Discharge (DD Form 214) as documentation of credit for health education and credit for service school training.

**Military Personnel on Active Duty**

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

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

# The UT Academic Experience

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

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

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

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

II. To examine issues rationally, logically and coherently.

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

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

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

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

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

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

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

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

Every undergraduate candidate for a degree must declare a major. Students are required to declare a major by the time they have completed 60 hours of course credit and should do

so in consultation with their faculty advisors or the University Academic Advising Office. The student may also, if desired, complete the requirements for more than one major or minor. The completion of such majors or minors will be noted on the student's permanent academic record. An additional major will not be officially noted unless at least 24 hours of credit apply independently to that major and do not count toward the hours required by the primary major. A minor will be noted only if there is additional coursework required outside of the major(s). Some part of the minor must be earned in residency at UT. A minor may not be earned in biochemistry, elementary education, social sciences, marine science or nursing, or if the student is pursuing the Bachelor of Liberal Studies degree.

## Undergraduate Degree Requirements

### *Associate of Arts*

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

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

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

### *Bachelor of Arts*

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

### *Bachelor of Science*

Students majoring in accounting, art (arts administration/management concentration only), biochemistry, biology, chemistry, criminology, economics, elementary education, entrepreneurship, environmental science, exercise science and sport studies, finance, financial services operations and systems, forensic science, international business/accounting, international business/economics, international business/entrepreneurship, international business/finance, international business/manage-

ment, international business/management information systems, international business/marketing, management, management information systems, marine science (biology or chemistry), marketing, mathematical programming, mathematics, psychology, public health, secondary biology education, secondary English education, secondary mathematics education, secondary social science education, or sport management will be awarded the bachelor of science degree.

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

### **Bachelor of Fine Arts**

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

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

### **Bachelor of Music**

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

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

### **Bachelor of Science in Athletic Training**

Students majoring in athletic training will be awarded the Bachelor of Science in Athletic Training degree.

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

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

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

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

### **Bachelor of Liberal Studies**

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

## **Graduate Degree Requirements**

Graduate programs offered at The University of Tampa include the Master of Business Administration, Master of Science in Accounting (MS-ACC), Master of Science in Finance (MS-FIN), Master of Science in Marketing (MS-MKT), Master of Education (M.Ed.) and Master of Science in Nursing. See the *Office of Graduate and Continuing Studies* chapter for degree requirements.

## **Second Bachelor's Degree Requirements**

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

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

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

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

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

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

Graduation Honors will be calculated as usual for the continuing undergraduate student earning two bachelor's degrees concurrently. For details, please refer to the section on *Graduation Honors* in the chapter titled *Academic Policies and Procedures*.

## **Baccalaureate Experience**

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

### **Summary of the Baccalaureate Experience Requirements**

<b>A. Two-Year Learning Community</b>	<b>13-19 semester hours</b>
FYW 101	(4)
FYW 102	(4)
MAT 155, MAT 160 or higher	(4)
ITM 200	(1)
Gateways 100 and 102 (first-year students only) or Pathways to Honors 100 and 102 (first-year Honors Program students only)	(2)
<b>B. Natural Science Component</b>	<b>6 semester hours</b>
Biological Science	(3)
Physical/Chemical Science	(3)
<b>C. Humanities/Fine Arts Component</b>	<b>11 semester hours</b>
<b>D. Social Science Component</b>	<b>11 semester hours</b>
<b>E. Writing Intensive</b>	<b>9-12 semester hours</b>
<b>F. Art/Aesthetic</b>	<b>3-4 semester hours-</b>
<b>G. Non-Western and International/Global Awareness</b>	<b>9-12 semester hours</b>

## Detailed Explanation of Baccalaureate Experience Requirements

### A. Two-Year Learning Community

Transfer students must enroll in appropriate first-year writing courses from their first semester of enrollment at UT. They must then maintain continuous enrollment in first-year writing courses until completing FYW 102. Students with prior FYW 101 credit pending upon entry may be allowed to defer FYW 102 to the second semester of enrollment. It is recommended that students complete the ITM 200 and MAT requirements within the first two years.

#### Special Provisions:

##### *First Year Writing Requirement*

- All students are required to complete FYW 101 and 102 or their equivalents as part of the Baccalaureate Experience. As a rule, first-year and transfer students who do not already have credit for FYW 101 will be placed in FYW 101 in their first semester. However, students whose SAT or ACT scores, high school transcripts or admissions files indicate that it may be difficult for them to achieve satisfactory progress in FYW 101 will be required to complete FYW 100 successfully before enrolling in FYW 101. Regardless of initial placement, students must complete FYW 102 or the equivalent.
- Non-native speakers of English whose writing indicates that it may be difficult to achieve satisfactory progress in FYW 101 will be required to complete either FYW 100 or FYW 110 successfully before enrolling in FYW 101. (For students who need additional practice after FYW 110, the professor may also recommend FYW 111 or FYW 100 as a prerequisite to FYW 101.) Regardless of initial placement, students must complete FYW 102 or the equivalent.

##### *Math Requirement*

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

##### *First-Year Students*

- All first-year students are expected to participate in the Gateways or Pathways to Honors programs each of their first two semesters. Students may not withdraw from Gateways or Pathways to Honors courses. Exceptions, which are rare, must be approved by the associate dean of the Baccalaureate Experience (Gateways) or the director of the Honors Program (Pathways to Honors).

##### *Education majors*

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

### B. Natural Science Component 6 semester hours

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

### C. Humanities/Fine Arts Component 11 semester hours

Composed of courses in the following disciplines: art, dance, drama, English, foreign languages, linguistics, music, philosophy, religion, speech, theatre and those communication, writing and women's studies courses so designated in the *Course Descriptions* section of the catalog. Courses taken to fulfill this requirement must be selected from at least two different disciplines. Students may apply up to 4 credit hours in studio/performance-oriented

courses toward this requirement. *To qualify for the Studio/Performance designation, the majority of the course must focus on the students' creation or performance of works (see Course Descriptions).* Courses used to satisfy requirements in the humanities/fine arts component cannot be used to satisfy requirements in any major, but may be used to satisfy requirements in a minor.

### D. Social Science Component 11 semester hours

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

### E. Writing Intensive Component 9-12 semester hours

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

### F. Art/Aesthetic Component 3-4 semester hours

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

### G. Non-Western and International/Global Awareness Component 9-12 semester hours

To fulfill these requirements, a student entering as a freshman or sophomore must take at least three courses. Students entering as freshmen must take a minimum of one of these courses before they complete 60 hours of credit.

A minimum of one course (designated by an "NW" following the course title) must deal either in a direct or in a comparative way with contemporary non-Western or Third World concerns. Each non-Western course is at least 3 credit hours. Courses

designated non-Western are found across the disciplines, including art, Chinese, communication, dance, education, English, geography, government and world affairs, history, international business, international studies, Japanese, music, nursing, philosophy, religion, sociology, Spanish, theatre and urban studies. Where appropriate, a non-Western course may be used to satisfy both the non-Western requirement and other requirements of the Baccalaureate Experience (including major and minor requirements).

A minimum of one course (designated by an “IG” following the course title) must deal in a direct or comparative way with political, social, cultural or economic issues impacting the international and/or global arena. Each international/global awareness course is at least 3 credit hours. For business majors, BUS 101 meets this requirement. Courses designated international/global awareness are found across the disciplines, including art, biology, Chinese, communication, criminology, cross-cultural studies, dance, education, English, French, geography, German, government and world affairs, history, international business, international studies, Italian, Japanese, language, Latin, music, philosophy, religion, sociology, Spanish, theatre, urban studies and women’s studies. Where appropriate, an international/global awareness course may be used to satisfy both the international/global awareness requirement and other requirements of the Baccalaureate Experience (including major and minor requirements).

Transfer students entering as juniors need to complete two IG or NW courses before graduating with a minimum of one course designated NW. Those entering as seniors need to complete one course designated IG or NW.

## First-Year Student Programs

### *Gateways — An Academic/Career/Personal Exploration Program*

Gateways is a two-semester, 2-credit course designed for and required of all first-year students. In the first semester, students learn about the Baccalaureate Experience, academic policies and regulations, lifestyle issues, health matters and other aspects related to adjusting to life in college. During the second semester, students take part in activities and class experiences designed to introduce them to a systematic exploration of their educational goals, interests and values as they become part of the UT community of learners. Students examine their interests and talents as they relate to their choice of major, future career interests, and opportunities for personal growth. Students earn one satisfactory/unsatisfactory credit hour for successful completion of each course.

### *Pathways to Honors — An Exploration of Excellence/Leadership/Service*

First-year Honors students must take Pathways to Honors. In the first semester, students are introduced to the Honors Program and to the Excellence in Leadership and Service (EXCELS) program. EXCELS is designed to develop leadership skills and a commitment to community service among Honors Program students. The focus is on active learning through outside-the-classroom experiences, such as community outreach and the Honors Symposia series. In the second semester, students explore the philosophical underpinnings of the Honors Program — “Challenging Mindsets” — and students continue their pursuit of experiential learning and their development of leadership skills.

Students earn 1 credit hour for the successful completion of each course. These are graded courses.

## Office of International Programs

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

### *International Education*

The University’s Quality Enhancement Plan (QEP) outlines the enhancement of international education efforts at UT and is titled “Building International Competence: An Integrated Approach to International Education.” The University is committed to providing a learning environment that promotes international competency and prepares students to become global citizens. As the world becomes increasingly interconnected, a person with a multicultural education has a leading edge in the workplace.

Students in all programs can enhance their majors or degrees by earning a Certificate of International Studies (CIS). University of Tampa students can also choose from a number of international/global courses throughout their degree programs or pursue a major in international business, international and cultural studies or a foreign language. With more than 625 international students on campus representing more than 100 countries, there are ample social and academic opportunities to interact with people from many different cultures.

Strong University ties with the multicultural Tampa Bay community provide another valuable resource for students. International internship opportunities are available for students in many majors. The community, as well as the University, benefits from many international events initiated and hosted on campus.

### *Education Abroad*

Today’s employers seek graduates who are able to communicate in at least one foreign language, have multicultural knowledge, can negotiate with people from different cultures and have the basic skills to work outside the United States. Students anticipating an education abroad experience should consult with an education abroad advisor early in their college careers to learn about the programs, procedures and opportunities. Some types of financial aid and scholarships are available for education abroad programs. More information and forms are available at [www.ut.edu/international](http://www.ut.edu/international).

### *UT Travel Courses*

Students can earn UT academic credit while seeing the world with their UT classmates and faculty. Students enroll in an on-campus course with a travel component that usually occurs immediately following the end of the term. The travel component may last from seven days to four weeks. Students pay regular tuition for a 3-4 credit hour course. Travel costs vary according to destination, length of stay and type of program. Students typically receive academic credit in the same semester as the pre-departure course. Destinations vary and have included locations within Africa, Australia, New Zealand, Europe, Central and South America and Asia.

## Semester/Year Abroad Programs

Students study at a foreign institution and acquire educational experience in fields varying from business to foreign languages. Students may take courses in English and/or in the language of the host country. Many programs are offered in less traditional locations such as China, Japan, South Africa, Dubai, Cyprus, Brazil, Costa Rica, Hungary and Russia. An education abroad advisor works with students to ensure appropriate academic credit is awarded. Costs vary according to destination, length of stay and type of program. Application deadlines are March 1 for summer and fall semesters, and Oct. 1 for spring semester.

The University enjoys tuition exchange benefits with two international institutions: ITESM Mexico and University of Westminster, England. UT also works closely with a number of affiliate universities and program providers that make it easier for students to register at other institutions abroad.

### UT Summer Abroad

Students may study Spanish language, culture and literature in Seville, Spain, at the Centro Internacional de Estudios Culturales. Classes are taught by professors from the University of Seville and UT and students are housed with Spanish families. Similar programs are being developed in other countries.

### UT Freshmen Abroad

This program gives selected students the opportunity to spend their first semester living and studying in Europe and is one of the few freshmen study-abroad programs in the country. Located at Roehampton University in southwest London, students enjoy the benefits of a large cosmopolitan city while being part of a collegiate community.

### International University Partnerships

UT enjoys partnerships with three Chinese Universities: University of International Business and Economics in Beijing (UIBE), Sias International University in Xinzheng, and Shandong University of Finance in Jinan.

## International Internships

Gaining valuable career experience and becoming more inter-culturally aware are just a few of the benefits of doing an international internship. In addition to résumé building opportunities, students can also receive UT academic credit.

## Service-Learning Abroad

Volunteer service and travel can be combined through academic service-learning experiences in communities outside the United States. Students receive a notation on their co-curricular transcript and/or academic credits depending on the program.

## Honors Program Education Abroad

**Oxford Semester** — Each year six students are subsidized by the Honors Program to study for a semester under the unique tutorial system in a college of Oxford University while continuing their enrollment at UT.

**Honors Abroad Summer Program** — The Honors Program sponsors UT travel courses each year to various international sites.

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

## Experiential Education

Whether through participating in internships, conducting research, serving in the community, studying abroad or leading campus organizations — students who learn by doing learn more effectively. The University of Tampa has a long history of valuing experiential education. Our balanced approach toward theory and practice starts at new student orientation and extends beyond graduation. UT keeps classes small, fosters individual attention from faculty and emphasizes active learning in the classroom and field research outside it, creating an environment where education through application thrives. Visit [www.ut.edu/experiential](http://www.ut.edu/experiential) for more information.

## Internships and Practicum

Every academic discipline has internship opportunities available for eligible students. In fact, some majors require an internship, practicum or clinical experiences. More than 425 internships in the Tampa Bay area or elsewhere are available annually. Many of the internships are paid and some students participate in multiple internships. Most students earn academic credit for their internships or practicum experiences, but non-credit experiences are also available.

A full-time internship coordinator offers internship prep workshops and department-specific workshops to all students throughout the year. Students have access to a student internship guide and HIRE-UT, a list of internships and jobs posted by community partners online. Additionally, 700 of the Tampa Bay area's most successful business leaders are involved at UT on various boards, advisory councils and support groups giving students a world of professional connections to explore.

The University of Tampa also partners with The Washington Center, a leading educational institution headquartered in Washington, D.C., for internships and academic seminars. The center provides internship-centered academic terms tailored to a student's academic and civic interests.

Students should plan to discuss internship opportunities with their advisor and the internship coordinator at the Office of Career Services as soon as they choose a major area of study. They can help students plan how to best fit an internship experience into their four-year course schedule plan. Eligibility criteria vary by college and discipline, so students are advised to plan ahead as far as possible.

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

## Undergraduate Faculty Mentored Research

Research allows students to delve into subjects that they are passionate about while developing important analytical skills and learning to collaborate with others. UT offers both credit and non-credit research opportunities in outstanding facilities equipped with the latest tools and technology. Faculty members in all colleges engage in research, some sponsored by outside grants.

Students are often invited to assist faculty members with their research, and it is not unusual for students to co-author and present papers with faculty members at regional and national conferences. Each year, Honors students compete for eight University sponsored \$1,000 fellowships to conduct research on a specific project with a faculty member, and approximately 75 students receive academic credit for research-oriented Honors Enrichment Tutorials. With permission, students can also register to do an

independent study with a faculty member. Capstone courses in many majors also require students to do research projects and present their findings to peers or outside audiences.

### Performance and Exhibitions

Performance courses and exhibitions of work allow students the opportunity to develop professional skills. Disciplines such as art, communication, dance, music, musical theatre (performing arts) and theatre all provide venues for students to create and showcase their talents. Students in the arts work with experienced and talented faculty to develop their creativity in varied ways that help to expand their professional development. Hundreds of performance and exhibit opportunities are available on campus and in the community each year.

### Academic Service-Learning

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

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

## Honors Program

The Honors Program seeks to challenge the University's most academically gifted students. It offers an introductory Pathways to Honors seminar and special Honors classes that are developed to enhance creative thinking processes while meeting general curriculum distribution requirements of the Baccalaureate Experience.

In the junior and senior years, when students may be carrying heavy course loads in their major fields, students may, with their professors' permission, create Honors enrichment tutorials for any upper-level course, thereby earning additional Honors credit.

In addition, the program offers Undergraduate Research Fellowship stipends for all disciplines, an Honors Symposia series, special events sponsored by the student Honors Council, "Inspiration through Exploration" awards for travel abroad, scholarships for Honors education abroad, funding for student/scholar presentations at state, regional and national conferences, an Oxford University semester program, internships in Washington, D.C., a Harvard Model United Nations program, Honors independent study, an Honors lounge, special Honors floors in the residence halls and detailed narrative assessment of Honors achievements. Information on the Honors Program is available at [www.ut.edu/honors](http://www.ut.edu/honors).

### Admission to the Honors Program

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

1. An incoming first-year student who has earned a high school unweighted grade point average of 3.5 or better or an SAT score of 1200 or above. Writing test scores are not considered. GPA must be at least 3.4, and SAT must be at least 1140.
2. A continuing student who earns a 3.5 GPA or better at the end of the first, second or third semester.
3. A junior who has attained a 3.5 GPA or better in coursework completed in the previous academic year, and who has a minimum overall GPA of 3.5. (Seniors are ineligible to begin participation.)
4. A transfer student who has a 3.5 or higher GPA, is a graduate of a junior or community college Honors program or, in the case of a student returning to school, has very strong recommendations describing recent academic achievement.

### Continuation in the Honors Program

Participation in the program is voluntary. Students must demonstrate normal progress in fulfilling program requirements and have at least a 3.0 GPA at the end of the freshman year and a 3.2 thereafter, or the permission of the director.

### Graduating with Honors Distinction

Seniors in the Honors Program with a minimum cumulative GPA of 3.5 for all work attempted at the University graduate with Honors Program distinction. This accomplishment is recognized during commencement, and the student is awarded the prestigious Honors Distinction medallion and ribbon at a special Honors ceremony and is given special recognition at the time of commencement.

### Types of Honors Courses

1. A two-semester Pathways to Honors experience is required of all incoming first-year Honors students.
2. Special Honors courses open only to Honors students count as part of the student's Baccalaureate Experience requirements. These limited-enrollment courses are separate from the regular curriculum offerings, and are designated "Honors Courses" in the class schedule.  
Honors courses are designed to explore one of the following themes: Changing Mindsets through the Revolution of Thought, through the Clash of Conflict, through the Roots and Contexts of Ideas, and through New Cutting-Edge Academics.
3. Honors enrichment tutorials for juniors and seniors are regular classes, usually in the student's major, that become tutorials through an agreement with the professor. In addition to regular class attendance, the student will meet on a weekly or bi-weekly basis in the professor's office to discuss the enriched learning component one on one.
4. Each Honors student is offered the opportunity to create an Honors Independent Study course, which may serve as preparation for an Honors Senior Thesis or which may augment an Honors Undergraduate Research Fellowship.
5. Honors students may receive credit for Oxford University semesters, Honors Abroad, and Washington internships and seminars.

### Honors Undergraduate Fellowships

Honors Undergraduate Fellowships provide Honors students with up to \$1,000 per year in their junior or senior year for the pursuit of original research and scholarship under the tutelage of an Honors faculty member.

The work is intended to lead to student publication or conference presentation.

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

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

### **Course Requirements for the Honors Program**

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

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

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

- regular Honors courses
- Honors enrichment tutorials
- Honors independent study
- Honors education abroad
- Honors Oxford semester
- Washington Center internships

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

### **Designation of Courses in Student Records**

Honors courses will be designated “Honors” on the student’s permanent record.

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

## **Academic Support Services**

### **Academic Advising Office**

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

UT faculty members are the foundation upon which the academic advising program is built. Each student is assigned, through the Academic Advising Office, to a faculty advisor from the student’s major field of study. Students are encouraged to meet with their faculty advisors several times during each semester

to discuss educational goals, to map out academic programs, and to explore career options.

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

Questions concerning the academic advising program should be directed to Director, UT Academic Advising Office, [advising@ut.edu](mailto:advising@ut.edu). For more information visit [www.ut.edu/academic-advising](http://www.ut.edu/academic-advising).

### **Saunders Writing Center**

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

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

Help is available on a walk-in basis or by appointment. The center is a place for students to share their writing and to receive feedback, individualized assistance and encouragement. For more information visit [www.ut.edu/academic-support](http://www.ut.edu/academic-support).

### **Academic Center for Excellence**

The Academic Center for Excellence is a multi-faceted center designed to assist students in learning and in strengthening academic skills. The Center serves the needs of all students in traditionally challenging courses across the colleges. Tutoring is provided individually or in small group settings by trained peer tutors who have met the center’s academic criteria. Under the direction of a full-time director, the knowledge and competencies of this elite group of peer tutors help students at UT ensure their academic success. Tutoring is done on a walk-in basis and is free to all UT students.

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

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



# Areas of Study

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

## *Alphabetical Listing of All Departments:*

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

## Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department
Accounting	•		•			COB	ACCT
Adult Fitness				•		CNHS	EXER
Advertising			•			CAL	COMM
Advertising and Public Relations	•					CAL	COMM
Aerospace Studies			•				MILI
Allied Health		•		•		CNHS	EXER
Art	•		•			CAL	ART
Art History				•		CAL	ART
Art Therapy		•		•		CAL	ART
Asian Studies			•			CAL/ CSSME	GOHS/ PHRE
Athletic Training	•					CNHS	EXER
Biochemistry	•					CNHS	CHPH
Biology	•		•			CNHS	BIOL
Biology–Business				•		CNHS	BIOL
Biology–General				•		CNHS	BIOL
Biology–Molecular				•		CNHS	BIOL
Biology–Organismal/Evolutionary				•		CNHS	BIOL
Biology–Pre-Professional		•		•		CNHS	BIOL
Business Administration			•			COB	MGMT
Chemistry	•		•			CNHS	CHPH
Communication	•		•			CAL	COMM
Criminal Investigation			•			CSSME	CRIM
Criminology and Criminal Justice	•		•			CSSME	CRIM
Dance–Applied Dance			•			CAL	SPTD
Dance–Dance/Theatre			•			CAL	SPTD
Digital Arts	•					CAL	ART
Economics	•		•			COB	ECON
Education			•			CSSME	EDUC
Education–Early Childhood					•	CSSME	EDUC
Education–Elementary (K-6)	•					CSSME	EDUC
Education–Secondary Biology	•					CSSME	EDUC
Education–Secondary English	•					CSSME	EDUC
Education–Secondary Mathematics	•					CSSME	EDUC
Education–Secondary Social Science	•					CSSME	EDUC
Electronic Media Art and Technology	•		•			CAL	
English	•		•			CAL	ENWR

## Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department
Entrepreneurship	•		•			COB	MGMT
Environmental Science	•		•			CNHS	BIOL
European Studies					•	CSSME	GOHS
Exercise Science and Sport Studies	•		•			CNHS	EXER
Film and Media Arts	•		•			CAL	COMM
Finance	•		•			COB	FINA
Financial Services Operations and Systems	•		•			COB	ITM
Forensic Science	•					CNHS/ CSSME	CHPH/ CRIM
French			•		•	CAL	LANG
German					•	CAL	LANG
Gerontology					•	CSSME	GOHS
Government and World Affairs	•		•	•		CSSME	GOHS
Government and World Affairs–American Government				•		CSSME	GOHS
Government and World Affairs–Law and Government				•		CSSME	GOHS
Government and World Affairs–World Affairs				•		CSSME	GOHS
Graphic Design	•					CAL	ART
History	•		•			CSSME	GOHS
Humanities				•		CAL	
Information Design					•	CAL	ENWR
Interdisciplinary Studies				•			
International and Cultural Studies	•					CSSME	GOHS
International Business–Accounting	•					COB	
International Business–Economics	•					COB	
International Business–Entrepreneurship	•					COB	
International Business–Finance	•					COB	
International Business–Management	•					COB	
International Business–Management Information Sys.	•					COB	
International Business–Marketing	•					COB	
International Studies			•		•	CSSME	GOHS
Italian					•	CAL	LANG
Journalism			•			CAL	ENWR
Latin American Studies					•	CSSME	GOHS
Law and Justice			•			CSSME	CRIM/ GOHS
Leadership and Management in Health Care					•	CNHS	NURS
Leadership Studies			•				

## Undergraduate Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department
Legal Nurse Consulting					•	CNHS	NURS
Liberal Studies	•						
Management	•					COB	MGMT
Management Information Systems	•		•			COB	ITM
Marine Science–Biology	•		•			CNHS	BIOL
Marine Science–Chemistry	•					CNHS	BIOL
Marketing	•		•			COB	MRKT
Mathematical Programming	•		•			CSSME	MATH
Mathematics	•		•			CSSME	MATH
Music	•		•			CAL	MUSI
Music Education (K-12)	•					CAL	MUSI
Music Performance	•					CAL	MUSI
Naval Science			•				MILI
Nursing	•					CNHS	NURS
Performing Arts (Musical Theatre)	•					CAL	SPTD
Philosophy	•		•			CAL	PHRE
Physical Education (K-12)				•		CNHS	EXER
Pre-Dentistry		•				CNHS	
Pre-Law		•				CSSME	GOHS
Pre-Medicine		•				CNHS	
Pre-Veterinary Science		•				CNHS	
Psychology	•		•			CSSME	PSYC
Public Health	•					CNHS	EXER
Recreation			•			CNHS	EXER
Social Sciences				•		CSSME	
Sociology	•		•			CSSME	GOHS
Sociology–Applied Sociology				•		CSSME	GOHS
Spanish	•		•		•	CAL	LANG
Speech			•			CAL	SPTD
Speech/Theatre			•			CAL	SPTD
Sport Management	•		•			CNHS	EXER
TESOL–Teaching English to Speakers of Other Lang.					•	CAL	ENWR
Theatre	•					CAL	SPTD
Urban Studies			•			CSSME	GOHS
Women’s Studies			•			CAL	
Writing	•		•			CAL	ENWR

**Graduate Areas of Study**

	Master's	Concentration
Bachelor of Science in Chemistry/MBA Joint Program	•	
Bachelor of Science in Biochemistry/MBA Joint Program	•	
Master of Business Administration	•	
Business Administration–Entrepreneurship		•
Business Administration–Finance		•
Business Administration–Innovation Management		•
Business Administration–International Business		•
Business Administration–Information Systems Management		•
Business Administration–Marketing		•
Business Administration–Nonprofit Management		•
Master of Education	•	
Master of Science in Accounting	•	
Master of Science in Finance	•	
Master of Science in Marketing	•	
Master of Science in Nursing	•	
Nursing–Adult Practitioner		•
Nursing–Family Practitioner		•

# College of Arts and Letters

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Humans are, most of all, symbol-making beings. Civilization itself is a symbolic arrangement, and the arts and letters thrive at its very heart. There is no more sophisticated and far-reaching invention, for instance, than language and the written word. And the image possesses a primal sway that has been with us since our species began representing reality on cave walls. We sing, we play music, we dance, we envision, we translate, we reason, we discover. The seven departments of UT's College of Arts and Letters offer 20 major degree programs, 17 minors and six certificate programs that engage students in the rigors and powers of devising such vital forms, of making and reshaping meaning, and understanding that meaning. These programs cultivate the inner resources most necessary for the truly good and creative life: physical and emotional discipline, moral imagination, practiced memory, broad sympathy, and intellectual courage.

## Department of Art

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

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

### EMAT: Electronic Media Art and Technology Major

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

### Upon Entry into the Junior Year

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

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

Students majoring in art with a concentration in art history will submit a writing portfolio consisting of research papers and other written work completed in each art history class taken at The University of Tampa, as well as any from any college or university from which UT has accepted credits. Using specific recommendations made by the faculty reviewer, unacceptable portfolios must be edited and resubmitted no later than the end of the following semester.

## Senior Project

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

Also through ART 498, students concentrating in art history will prepare a senior thesis paper based on research completed in a prior class, and will take a short comprehensive exam tailored to their disciplinary strengths.

### Requirements for a minor in art or art history:

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

## Art — BFA Degree Program

### Requirements for a major in studio art:

ART	153	Beginning Drawing	4
ART	154	Figure Drawing	4
		One of the following:	4
ART	200	Handbuilding	
ART	221	Ceramic Sculpture	
ART	222	Wheel Throwing	
ART	223	Terra Cotta and Raku	
ART	224	Murals, Tiles, and Mosaics	
		One of the following:	4
ART	201	Introduction to Painting	
ART	250	Observational Painting	
ART	251	Mixed-Media Painting	
ART	252	Experimental Painting	
ART	202	Beginning Sculpture	4
ART	203	Beginning Printmaking	4
ART/	204	Beginning Design	4
COM			
ART/	210	Beginning Digital Arts	4
COM			
ART	304	Advanced Drawing	4
		Three of the following:	12
ART	268	History Survey I	
ART	269	History Survey II	
ART	270	Primitive	
ART	271	Pre-Colombian	
ART	272	Near East	
ART	273	Greco-Roman	
ART	274	Medieval	
ART	275	Renaissance	
ART	276	Baroque-Rococo	
ART	277	Modern Art	
ART	278	Far East	

ART 279	Neo-Classical to Modern Origins	
Additional ART course in concentration area*		12
ART	Electives	10
ART 298	Junior Seminar: Portfolio and Professional Practices	1
ART 398	Junior Review	0
ART 498	Senior Seminar	1

Total Semester Hours: 72

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

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

Art history is the study of cultural artifacts across time. The University of Tampa offers a variety of art history classes that span the development of human existence. The BFA degree, with a concentration in art history, is unique in that it affords the student a strong visual understanding of media, technique and process in addition to an in-depth study of how these have been utilized in our collective cultural heritage.

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

**Requirements for a concentration in art history:**

ART 153	Beginning Drawing	4
ART 154	Figure Drawing	4
One of the following:		4
ART 200	Handbuilding	
ART 221	Ceramic Sculpture	
ART 222	Wheel Throwing	
ART 223	Terra Cotta and Raku	
ART 224	Murals, Tiles, and Mosaics	
One of the following:		4
ART 201	Introduction to Painting	
ART 250	Observational Painting	
ART 251	Mixed-Media Painting	
ART 252	Experimental Painting	
ART 202	Beginning Sculpture	4
ART 203	Beginning Printmaking	4
ART/ 204	Beginning Design	4
COM		
ART/ 210	Beginning Digital Arts	4
COM		
ART 304	Advanced Drawing	4
ART 268	History Survey I	4
ART 269	History Survey II	4
Four of the following:		16
ART 270	Primitive	
ART 271	Pre-Colombian	
ART 272	Near East	
ART 273	Greco-Roman	
ART 274	Medieval	
ART 275	Renaissance	
ART 276	Baroque-Rococo	
ART 277	Modern Art	
ART 278	Far East	
ART 279	Neo-Classical to Modern Origins	

ART 470	Special Problems in Art History	11
ART and ARM Electives		11
ART 398	Junior Review	0
ART 498	Senior Seminar	1

Total Semester Hours: 72

**Digital Arts and Graphic Design Major**

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

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

**BFA Degree Program (Digital Arts)**

**Requirements for a major in digital arts:**

ART 153	Beginning Drawing	4
One of the following:		4
ART 201	Introduction to Painting	
ART 250	Observational Painting	
ART 251	Mixed-Media Painting	
ART 252	Experimental Painting	
ART 202	Beginning Sculpture	4
ART/ 204	Beginning Design	4
COM		
ART/ 210	Beginning Digital Arts	4
COM		
ART/ 211	Art and Technology	4
COM		
ART/ 217	Beginning 3-D Animation	4
COM		
ART/ 241	Introduction to Sound, Image and Motion	4
COM		
ART/ 310	Advanced Digital Arts	4
COM		
One of the following:		4
ART/ 311	Online Production	
COM		
ART/ 317	Advanced 3-D Animation	
COM		
Three of the following:		12
ART 268	History Survey I	
ART 269	History Survey II	
ART 270	Primitive	
ART 271	Pre-Colombian	
ART 272	Near East	
ART 273	Greco-Roman	
ART 274	Medieval	
ART 275	Renaissance	
ART 276	Baroque-Rococo	
ART 277	Modern Art	

ART 278	Far East	
ART 279	Neo-Classical to Modern Origins	
One of the following:		7
ART 410	Special Problems in Digital Art	
ART 417	Special Problems in 3-D Animation	
ART 298	Junior Seminar: Portfolio and Professional Practices	1
ART 398	Junior Review	0
ART 498	Senior Seminar	1
Art Electives <sup>†</sup>		11

Total Semester Hours: 72

\*If desired, students may choose to focus on one of the following sub-areas: 3-D Animation, Web Production or Interactive Animation.

<sup>†</sup>Up to 8 hours may be replaced with computer science courses beyond ITM 200 and/or electronic music courses such as MUS 108 and MUS 109.

### **BFA Degree Program (Graphic Design)**

#### **Requirements for a major in graphic design:**

One of the following:		4
ART 153	Beginning Drawing	
ART 154	Figure Drawing	
One of the following:		4
ART 200	Handbuilding	
ART 202	Beginning Sculpture	
ART 221	Ceramic Sculpture	
ART 222	Wheel Throwing	
ART 223	Terra Cotta and Raku	
ART 224	Murals, Tiles and Mosaics	
One of the following:		4
ART 201	Introduction to Painting	
ART 250	Observational Painting	
ART 251	Mixed-Media Painting	
ART 252	Experimental Painting	
ART 203	Beginning Printmaking	4
ART/ 204	Beginning Design	4
COM		
ART/ 208	Beginning Photography	4
COM		
ART/ 210	Beginning Digital Arts	4
COM		
ART 304	Advanced Drawing	4
Three of the following:		12
ART 268	History Survey I	
ART 269	History Survey II	
ART 270	Primitive	
ART 271	Pre-Colombian	
ART 272	Near East	
ART 273	Greco-Roman	
ART 274	Medieval	
ART 275	Renaissance	
ART 276	Baroque-Rococo	
ART 277	Modern Art	
ART 278	Far East	
ART 279	Neo-Classical to Modern Origins	
ART/ 305	Introduction to Graphic Design	4
COM		
ART/ 306	Graphic Design II	4
COM		
Additional ART courses in concentration area		7

Additional ART electives*		11
ART 298	Junior Seminar: Portfolio and Professional Practices	1
ART 398	Junior Review	0
ART 498	Senior Seminar	1

Total Semester Hours: 72

\*Up to 8 hours of electives may be replaced with writing or marketing courses.

### **B.A. in Art with a Pre-Professional Concentration in Art Therapy**

Art therapy is an interdisciplinary human service profession that employs the creation of art as a means of resolving emotional conflicts, fostering self-awareness and personal growth in education, rehabilitation and psychotherapy. It incorporates psychology, art and therapeutic techniques to provide a creative alternative to conventional therapies.

To become a Registered Art Therapist, the American Art Therapy Association (AATA) has determined that one must possess a master's degree from an AATA-accredited program. Entry into such a graduate program is normally based upon three criteria: (1) art skills evidenced by studio coursework and portfolio, (2) coursework in the behavioral sciences, particularly psychology, (3) clinical or community experience such as internships, volunteer work or professional work in the social sciences.

The Pre-Professional Concentration in Art Therapy is designed to prepare students to enter an accredited master's degree program.

#### **Art Courses**

ART 153	Beginning Drawing	4
ART 154	Figure Drawing	4
One of the following:		4
ART 200	Handbuilding	
ART 221	Ceramic Sculpture	
ART 222	Wheel Throwing	
ART 223	Terra Cotta and Raku	
ART 224	Murals, Tiles and Mosaics	
One of the following:		4
ART 201	Introduction to Painting	
ART 250	Observational Painting	
ART 251	Mixed Media Painting	
ART 252	Experimental Painting	
ART 202	Beginning Sculpture	4
ART 203	Beginning Printmaking	4
ART/ 204	Beginning Design	4
COM		
ART 268	History Survey I	4
ART 269	History Survey II	4
ART 330	Children's Art	4
ART 331	Adolescent/Adult Art	4
	Art Electives (300 level or above)	4
ART 411	Internship in Applied Arts (Art Therapy)	4
Art Hours:		52

#### **Psychology Courses**

PSY 200	General Psychology	4
PSY 210	Development I: Child Psychology	4
PSY 211	Statistics and Experimental Methods I	4
PSY 230	Theories of Personality	4
PSY 303	Abnormal Psychology	4



Psychology Hours: 20

Total Semester Hours: 72

Note: Art therapy majors must complete the Junior Review.  
See Upon Entry into the Junior Year above.

## Department of Communication

**Faculty:** Associate Professor Paine, Chair; Professors Bachman, Kennedy, Plays; Associate Professor Emeritus Giancola; Associate Professor Davis,; Assistant Professors Eschenfelder, Garrett, Hillier, McAlister, Perkins, Scremin, Tripp; Visiting Assistant Professor Cohen; Instructor Myrie; Visiting Instructor Whelihan.

**Instructional staff:** Lecturers George, Piercy.

The mission of the Department of Communication is to advance the knowledge and understanding of the communication processes that occur among individuals, groups, organizations and societies. The program emphasizes the theoretical and applied dimensions of human communication. The curriculum provides knowledge of a range of scientific and aesthetic theories, research methods and practical tools enabling students to confront major communication challenges facing society. Courses emphasize human values, appropriate uses of communication media, historical perspectives and critical thinking.

There are three majors within the department: communication, advertising and public relations, and film and media arts. The Department of Communication also participates in the Electronic Media Art and Technology interdisciplinary program.

### Communication Major (COM)

Requirements for a major in communication: the student must take a total of 51 semester hours of credit, which may include a maximum of 8 credit hours in a related discipline, to complete the major.

The curriculum for the communication major is divided into two main components; each component in turn has two categories of available courses. The Theory and Methods component contains the Culture and Society and Visual Aesthetics courses; the Practicum component contains the Writing and Sound, Image and Motion courses. Students must take courses in each of these four areas (minimum credits and prerequisites for each area are identified later in this section).

All cross-listed courses should be taken with a COM designation. Foundation courses (\*) are required courses. All COM majors must take a minimum of 16 COM hours at the 300 level or above. At least one of those courses must be at the 400 level.

### Theory and Methods Component

#### *Culture and Society*

(Students must take a minimum of 8 credit hours, 4 of which must be at the 300 level or above.)

COM 224	Mass Media and Society*	4
COM 282	Survey of Advertising and Public Relations	4
COM 301	Introduction to Organizational Communication	4
COM 323	Frontiers of Communication	4
COM 326	Political Campaigns and Electoral Politics	4
COM 327	Communication and Law	4
COM 334	Information and the New World Order	4
COM 365	Critical Analysis of Media Events	4

COM 380	Culture, Society and Computing Technology	4
COM 401	Intercultural Communication	4
COM 425	Information Technology and Human Values	4
COM 426	Public Opinion, the Media and Power	4
COM 436	Critical Studies in Public Communication	4
COM 443	Communication and Cultural Studies	4
COM 444	Wordimagebookscreen	4
COM 470	Communication Research Methods	4

#### *Visual Aesthetics*

(Students must take a minimum of 8 credit hours.)

COM 211	Art and Technology	4
COM 232	Visual Literacy*	4
COM 249	Transformation from Fiction to Screen	4
COM 260	American Cinema	4
COM 261	World Cinema	4
COM 277	Modern Art	4
COM 300	The Documentary Tradition	4
COM 308	Film Aesthetics	4
COM 335	Survey of Independent Video and Film	4
COM 360	Film Directors	4
COM 370	Women, Film and Popular Culture	4
COM 390	Ethnicity in Film and Literature (Honors)	4
COM 435	Women Directors: Theory and Criticism	4
COM 445	The Image and Reality	4
COM 465	Senior Seminar in Cinema Studies	4

### Practicum Component

#### *Writing*

(Students must take a minimum of 8 credit hours.)

COM 225	Media Writing**	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television**	4
COM 240	Writing Drama	4
COM 247	Writing for Radio and Alternative Performance	4
COM 271	Journalism I	4
COM 285	Information Design	4
COM 325	Writing for Broadcast News	4
COM 337	Corporate Uses of Media	4
COM 340	Screenwriting I	4
COM 346	Writing for Interactive Media	4
COM 348	Writing the Situation Comedy	4
COM 371	Journalism II	4
COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
COM 440	Screenwriting II	4

#### *Sound, Image and Motion*

(Students must take a minimum of 8 credit hours.)

COM 204	Beginning Design	4
COM 208	Beginning Photography	4
COM 210	Beginning Digital Arts	4
COM 217	Beginning 3-D Animation	4
COM 238	Animation I	4
COM 241	Introduction to Sound, Image and Motion*	4
COM 263	Web Design	4
COM 280	Digital Imaging	4
COM 303	Studio Television I	4

COM 305	Introduction to Graphic Design	4
COM 306	Graphic Design II	4
COM 307	Advanced Photography	4
COM 310	Advanced Digital Arts	4
COM 311	Online Production	4
COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4
COM 317	Advanced 3-D Animation	4
COM 331	The Creative Triangle	4
COM 333	Studio Television II	4
COM 338	Animation II	4
COM 342	Producing for Motion Picture and Digital Media	4
COM 343	Advanced Post-Production Techniques	4
COM 363	CD/DVD Design and Production	4
COM 373	Interactive Journalism Production	4
COM 460	Senior Seminar in Film and Digital Production	4

**Other Courses**

COM 250	Practicum in Broadcast Management	1-4
WRI 273	Practicum in Student Publications	1-4
COM 354	Internship in Communication	1-4
COM 399	Independent Study in Communication	1-4
COM 446	Advanced Topics in Communication	4
COM 499	Senior Project	1-4
COM 452	Advanced Producing and the International Film Market	4
COM 583	Advertising Campaigns	4
COM 584	Public Relations Campaigns	4

Total Semester Hours: 57

\*Foundation course, required

\*\*Foundation course, option; students must take one and may take both

Prerequisites for individual courses are listed in the course descriptions.

A maximum of 8 credit hours in related courses outside the major may be applied to the total of 51 required credit hours to complete department requirements. To meet the requirements of the major, students may take two courses outside of the Department of Communication. These courses should closely coincide with the student's scholarly or career interests, and should be chosen with the advice of a communication faculty advisor.

Credit hours earned in COM 354 Internship in Communication cannot be used to meet the 300-level or above requirement in the major. Students may take a maximum of 8 credit hours in COM 354.

Students may take two Sound, Image and Motion courses in the same semester, but *only* with the written approval of the faculty members teaching those two courses and the chair of the department.

A student who wishes to enroll in COM 499 Senior Project should secure a faculty sponsor the semester preceding the semester in which he or she plans to enroll.

The program provides individual access to production equipment in several courses. Students will be required to sign financial responsibility statements to gain access to the equipment.

**Communication Minor (COM)**

Twenty-four semester hours in communication courses, including COM 224, 225 or 226, 232, 241 and one 300-or 400-level course from the communication curriculum are required for the communication minor. Advertising and Public Relations (ADPR) majors who are minoring in communication must include one COM course that does not count toward the ADPR major for a total of 28 credit hours.

**Film and Media Arts Major (FMA)**

The film and media arts major combines critical studies with production experiences and provides students with a foundation of theory and application. Blending creative expression with technology, students study critical perspectives and practice implementing techniques in traditional (16 mm), as well as emerging (digital) formats. Courses cover narrative, documentary and experimental forms and utilize both single and multiple-camera approaches. Students must take a minimum of 60 semester hours to fulfill the requirements of the major.

The FMA curriculum is divided into five categories. (1) In the Core, students must take all listed courses (12 credit hours); (2) in Production, students will select 16 credit hours as described below; (3) in Cinema Studies students will take both American Cinema and World Cinema along with two more courses, for 16 credit hours; (4) a Capstone Senior Seminar is required in either Film and Digital Production or Cinema Studies (4 credit hours); and (5) students select 12 credit hours of FMA Electives, as described later in this section, with the advice of his or her faculty advisor.

**Core (12 credit hours)**

COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 232	Visual Literacy	4
COM 241	Introduction to Sound, Image and Motion	4

**Production (16 credit hours):**

Two of the following courses:	8	
COM 312	Narrative Production	
COM 313	Documentary Production	
COM 314	Experimental Filmmaking	
Two of the following courses:	8	
COM 331	The Creative Triangle	
COM 340	Screenwriting I	
COM 342	Producing for Motion Picture and Digital Media	
COM 343	Advanced Post-Production Techniques	

**Critical Studies (16 credit hours):**

BOTH:	8	
COM 260	American Cinema	
COM 261	World Cinema	
Two of the following courses:	8	
COM 300	The Documentary Tradition	
COM 335	Survey of Independent Video and Film	
COM 360	Film Directors	
COM 370	Women, Film and Popular Culture	
COM 390	Ethnicity in Film and Literature (Honors)	
COM 435	Women Directors: Theory and Criticism	
COM 445	The Image and the Reality	

**Capstone Senior Seminar (4 credit hours)**

Students must take one capstone course that involves either a film or digital production or a paper in cinema studies.

COM 460	Senior Seminar in Film and Digital Production	4
COM 465	Senior Seminar in Cinema Studies	4

**FMA Electives (12 credit hours): Students must select at least three electives from Production or Cinema Studies categories listed above or from the following courses:**

COM 240	Writing Drama	4
COM 263	Web Design	4
COM 303	Studio Television I	4
COM 308	Film Aesthetics	4
COM 333	Studio Television II	4
COM 348	Writing the Situation Comedy	4
COM 363	CD/DVD Design and Production	4
COM 440	Screenwriting II	4
COM 452	Advanced Producing and the International Film Market	4
MUS 108	Introduction to Recording and Electronic Music	3
MUS 109	Recording and Synthesis Techniques	3
MUS 330	Audio in Media	3

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Total Semester Hours: 60

**Film and Media Arts Minor (FMA)**

The film and media arts minor requires a minimum of 24 credit hours. Communication and advertising and public relations majors must complete all requirements in the minor, with at least 4 credit hours of courses that meet requirements beyond the courses for their major.

**Foundation (12 credit hours):**

ART/ 241	Introduction to Sound,	4
COM	Image and Motion	
WRI/ 226	Screenwriting for Motion	4
COM	Picture and Television	
And one of the following courses:		4
ART/ 260	American Cinema	
COM		
ART/ 261	World Cinema	0
COM		

**Production (12 credit hours):**

One of the following courses:		4
ART/ 312	Narrative Production	
COM		
ART/ 313	Documentary Production	
COM		
ART/ 314	Experimental Filmmaking	
COM		
And one of the following courses:		4
ART/ 331	The Creative Triangle	
COM		
COM 342	Producing for Motion Picture and Digital Media	
COM 399	Independent Study	

And the following (in senior year only)		4
COM 460	Senior Seminar in Film and Digital Production	

**Cinema Studies (12 Credit hours)**

Two of the following courses:		8
COM 300	The Documentary Tradition	
COM 335	Survey of Independent Video and Film	
COM 360	Film Directors	
WST/ 370	Women, Film and Popular Culture	
COM		
COM 390	Ethnicity in Film and Literature	
WST/ 435	Women Directors: Theory and Criticism	
COM		
COM 445	The Image and Reality	

And the following (in senior year only):		4
COM 465	Senior Seminar in Cinema Studies	

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Total Semester Hours: 24

**Advertising and Public Relations (ADPR)**

The major in advertising and public relations is designed to prepare students for professional and academic opportunities in strategic communications, as well as for the pursuit of advanced degrees. Students will have the opportunity to develop critical thinking capabilities, specialized knowledge, practical skills, technical competencies and the theoretical framework necessary to conceptualize and produce creative work that can be applied to real-world communication problems in advertising and public relations.

Core courses provide foundations in advertising, marketing, public relations, culture and society, visual aesthetics, writing, research, design, production and strategic problem-solving. In addition, students choose electives to develop their individual interests. Students must take a minimum of 68 credit hours to fulfill the requirements of the major.

The ADPR major is divided into two specific areas: Core (48 credit hours) and advertising and public relations electives (20 credit hours). Advertising and public relations electives are grouped into the following eight categories: communication, design, marketing, media writing, moving image, government and world affairs, internships/independent studies and other suggested electives.

A student can achieve a concentration in any one of the first six aforementioned elective categories by completing four classes in that area. Each graduating advertising and public relations major must submit a portfolio of work for evaluation by faculty. In addition, a minimum of two classes of ADPR electives must be taken at the 300, 400 or 500 level. A maximum of 8 credit hours of internship credit may count toward completion of the major. Credit hours earned in COM 354 Internship in Communication cannot be used to meet the 300-level or above requirement in the major. Core requirements and electives are as follows:

**Core (48 credit hours):***Culture and Society Courses*

COM 224	Mass Media and Society	4
COM 282	Survey of Advertising and Public Relations	4
COM 436	Critical Studies in Public Communication	4

COM 470	Communication Research Methods	4	<i>Design Electives</i>		
	<i>Visual Aesthetics Course</i>		ART 153	Beginning Drawing	4
COM 232	Visual Literacy	4	COM 204	Beginning Design	4
	<i>Writing Courses</i>		ART 208	Beginning Photography	4
COM 225	Media Writing	4	ART 211	Art and Technology	4
§COM 383	Writing for Advertising	4	COM 217	Beginning 3-D Animation	4
§COM 384	Writing for Public Relations	4	COM 263	Web Design	4
	§(These courses replace COM 382, Writing for Advertising and Public Relations.)		COM 277	Modern Art	4
	<i>Sound, Image and Motion Courses</i>		COM 280	Digital Imaging	4
COM 210	Beginning Digital Arts	4	COM 306	Graphic Design II	4
COM 305	Intro Graphic Design	4	ART 308	Advanced Photography	4
One of the following courses:		4	COM 310	Advanced Digital Arts	4
COM 241	Introduction to Sound, Image and Motion		COM 363	CD/DVD Design and Production	4
COM 263	Web Design		ART 410	Special Problems in Digital Art	4
	<i>Other Advertising and Public Relations Courses</i>			<i>Government and World Affairs Electives</i>	
†COM 583	Advertising Campaigns	4	GWA 100	Introduction to Government and World Affairs	4
or			GWA 200	American Government	4
†COM 584	Public Relations Campaigns	4	GWA 201	World Affairs	4
	†(These courses replace COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication.)		GWA 202	International Political Economy	4
	<b>Electives (20 credit hours):</b>		GWA 203	Political Parties and Interest Groups	4
	<i>Marketing Electives†</i>		GWA 204	Introduction to Law and the Legal System	4
MKT 300	Principles of Marketing	4	GWA 210	Urban Politics and Policy	4
MKT 354	Buyer Behavior	4	GWA 220	The Congress and the Presidency	4
MKT 371	Personal Selling and Sales Management	4	GWA 270	Research Methods for Government and World Affairs	4
MKT 410	Global Marketing	4	GWA 302	Modern Legal and Political Thought	4
MKT 411	Promotion and Branding Strategies	4	GWA 304	Public Policy Analysis	4
MKT 450	Marketing Strategy	4	COM/326	Political Campaigns and Electoral Politics	4
	†Note: Prerequisites for MKT 300 are ECO 204, ENG 101, junior standing and an overall "C" average or better. Other "lower core" COB prerequisites are waived for advertising and public relations majors.		GWA		
	<i>Communication Electives</i>		COM/426	Public Opinion, the Media and Power	4
COM 301	Introduction to Organizational Communication	4	GWA		
COM 323	Frontiers of Communication	4		<i>Media Writing Electives</i>	
COM 326	Political Campaigns and Electoral Politics	4	COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 327	Communication and Law	4	COM/234	Topics in Communication/Writing	4
COM 334	Information and the New World Order	4	WRI		
COM 337	Corporate Uses of Media	4	COM 271	Journalism I	4
COM 365	Critical Analysis of Media Events	4	COM 325	Writing for Broadcast News	4
COM 380	Culture, Society and Computing Technology	4	COM 346	Writing for Interactive Media	4
COM 401	Intercultural Communication	4	COM 371	Journalism II	4
COM 425	Information Technology and Human Values	4	ENG 204	Advanced Composition	4
COM 426	Public Opinion, the Media and Power	4	WRI 200	Introduction to Creative Writing	4
COM 443	Communication and Cultural Studies	4	WRI 273	Practicum in Student Publications	4
COM 583	Advertising Campaigns	4	WRI 274	Creative Nonfiction	4
COM 584	Public Relations Campaigns	4	WRI 280	Business Writing	4
			WRI 281	Technical Writing	4
			WRI 285	Information Design	4
				<i>Moving Image Electives</i>	
			COM 241	Introduction to Sound, Image and Motion	4
			COM 263	Web Design	4
			COM 303	Studio Television I	4
			COM 312	Narrative Production	4
			COM 313	Documentary Production	4
			COM 314	Experimental Filmmaking	4
			COM 331	The Creative Triangle	4

COM 333	Studio Television II	4
COM 342	Producing for Motion Picture and Digital Media	4
COM 343	Advanced Post-Production Techniques	4

*Internships/Independent Study Electives*

COM 354	Internship in Communication	1-4
(Students may register for multiple internships, up to a maximum of 8 credit hours total.)		
COM 399	Independent Study in Comm.	1-4
COM 499	Senior Project	1-4

*Other Suggested Electives*

SPE 200	Oral Communication	4
SPE 208	Speech for Business and the Professions	4

Total Semester Hours: 68

**Advertising Minor**

The advertising minor is an interdisciplinary program requiring a minimum of 25-26 credit hours as follows:

Students must take the following: . . . . . 12

ART/ 210	Beginning Digital Arts	4
COM		
COM 282	Survey of Advertising and Public Relations	4
ART/ 383	Writing for Advertising	4
COM		

One of the following courses: . . . . . 4

ART/ 241	Introduction to Sound, Image and Motion	
COM		
ART/ 263	Web Design	
COM		
ART/ 305	Intro Graphic Design	
COM		

Students must take the following two non-COM courses: . . . 7

ECO 204	Principles of Microeconomics	3
MKT 300	Principles of Marketing	4

One of the following courses: . . . . . 4:

MKT 411	Promotion and Branding Strategies	
COM 583	Advertising Campaigns	

In addition to the courses listed above, the faculty RECOMMENDS that a student take at least two practicum courses from the following list:

ART/ 208	Beginning Photography	4
COM		
COM/225	Media Writing	4
WRI		
COM 280	Digital Imaging	4
COM 303	Studio Television I	4
ART/ 306	Graphic Design II	4
COM		

Total Semester Hours: 25-26

**EMAT: Electronic Media Art and Technology Degree Program**

**Faculty:** Art, communication, English and writing, information technology management and music faculty participate in the delivery of this degree program. Associate Professor Santiago Echeverry, Coordinator.

EMAT is an interdisciplinary program including courses offered in art, communication, information and technology management, music and writing, and is administered collaboratively by these departments. The program emphasizes designing and producing for interactive media and Web-based products for both commercial and artistic intent. It reflects the convergence between these areas in academic scholarship, aesthetic exploration and technical applications. The history, theory and mythologies of interactivity, new media and the Internet are explored in order to provide a context for the projects the students produce both individually and collaboratively.

All students are required to take 16 core courses, totaling 59 credits, and designated elective courses offered within the participating programs, for a minimum of 74-75 total credits.

**Interdisciplinary Core (16 courses/59 credits):**

ART/ 210	Beginning Digital Arts	4
COM		
ART/ 211	Art and Technology	4
COM		
ART/ 217	Beginning 3-D Animation	4
COM		
COM 224	Mass Media and Society	4
ART/ 241	Introduction to Sound, Image and Motion	4
COM		
ART/ 280	Digital Imaging	4
COM		
ART/ 310	Advanced Digital Arts	4
COM		
COM 380*	Culture, Society and Computing Technology	4

or

COM 323*	Frontiers of Communication	4
ITM 251	Application Development	4
ITM 360	Advanced Application Development	4
MUS 108	Introduction to Recording and Electronic Music	3
MUS 109	Recording and Synthesis Techniques	3
WRI 200	Introduction to Creative Writing	4
WRI 346	Writing for Interactive Media	4
ART/ 499†	Senior Project	4

COM/  
MUS/  
ITM/  
WRI

\*Can take COM 380 or COM 323 to satisfy core. If both are taken, one will count toward a COM elective.

†The senior project is discipline-specific, so only one of the 499s is taken, depending on the student's area of interest and expertise, and requires a faculty advisor for the project.

**Interdisciplinary Concentration Electives (15-16 credits):**

- Minimum of 15-16 additional credits from the following list of classes
- See specific areas for details on concentrations and minors.

- No concentration must be fulfilled; any grouping of courses can be taken according to student interests and needs.

*Art*

ART 153	Beginning Drawing	4
ART 154	Figure Drawing	4
ART 200	Handbuilding	4
ART 201	Introduction to Painting	4
ART 202	Beginning Sculpture	4
ART 203	Beginning Printmaking	4
ART 204	Beginning Design	4
ART 207	Beginning Illustration	4
ART 208	Beginning Photography	4
ART 221	Ceramic Sculpture	4
ART 222	Wheel Throwing	4
ART 223	Terra Cotta and Raku	4
ART 224	Murals, Tiles and Mosaics	4
ART 250	Observational Painting	4
ART 251	Mixed-Media Painting	4
ART 252	Experimental Painting	4
ART 277	Modern Art	4
ART 300	Advanced Ceramics	4
ART 301	Advanced Painting	4
ART 302	Advanced Sculpture	4
ART 303	Advanced Printmaking	4
ART 304	Advanced Drawing	4
ART 305	Intro Graphic Design	4
ART 306	Graphic Design II	4
ART 308	Advanced Photography	4
ART 311	Online Production	4
ART 317	Advanced 3-D Animation	4
ART 400*	Special Problems in Ceramics	1-4
ART 401*	Special Problems in Painting	1-4
ART 402*	Special Problems in Sculpture	1-4
ART 403*	Special Problems in Printmaking	1-4
ART 404*	Special Problems in Drawing	1-4
ART 408*	Special Problems in Photography	1-4
ART 410*	Special Problems in Digital Arts	1-4
ART 415*	Special Problems in Graphic Design	1-4
ART 417*	Special Problems in 3-D Animation	1-4

\*Combined Special Problems classes can add up to a maximum of 4 credits total

*Communication*

COM 232	Visual Literacy	4
COM 238	Animation I	4
COM 263	Web Design	4
COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4
COM 323*	Frontiers of Communication	4
COM 343	Advanced Post-Production Techniques	4
COM 363	CD/DVD Design and Production	4

or

COM 380*	Culture, Society and Computing Technology	4
COM 425	Information Technology and Human Values	4

\*May use one of these courses as an elective if the other one is used in the core

*Information Technology Management\**

ITM 220	Information Systems	4
ITM 280	IT Infrastructure	4
ITM 318	Systems Analysis, Design, and Project Management I	4
ITM 408	Data and Information Management	4
ITM 410	Advanced IT Infrastructure	4
ITM 419	Enterprise Architecture and Systems Design	4

\*The student may choose to minor in management information systems (MIS) if the following courses are selected: ITM 220/ITM 280/ITM 318 in conjunction with the required ITM core courses for EMAT.

*English and Writing*

Requires 16 ENG/WRI credits beyond WRI 200  
8 of these credits must be must be WRI courses

ENG 201	World Literature I	4
ENG 202	World Literature II	4
ENG 214	Introduction to Literature and Interpretation	4
ENG 312	Contemporary World Literature	4
ENG 324	Post-Colonial Literature and Theory	4
ENG 337	Multiethnic U.S. Literature and Film	4
WRI 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
WRI 240	Writing Drama	4
WRI 250	Poetry Writing I	4
WRI 260	Fiction Writing I	4
WRI 271	Journalism I	4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4
WRI 285	Information Design	4
WRI 351	Poetry Writing II	4
WRI 361	Fiction Writing II	4
WRI 362	Seminar in Creative Writing	4
WRI 371	Journalism II	4
WRI 383	Writing for Advertising	4
WRI 384	Writing for Public Relations	4

*Music*

MUS 100	Music Fundamentals	3
MUS 102	Music for Life	3
MUS 110	Piano Class I	1
MUS 111	Piano Class II	1
MUS 112	Musicianship I	1
MUS 113	Musicianship II	1
MUS 122	Music Theory I	3
MUS 123	Music Theory II	3
MUS 191	World Music	3
MUS 192	World Music Drumming Ensemble	1
MUS 330	Audio in Media	3

**EMAT: Electronic Media Art and Technology Minor**

**Requirements for minor in EMAT (25 credits):**

ART/COM	210*	Beginning Digital Arts	4
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or

ART/ 241*	Introduction to Sound,	4	ENG 301	The Victorian Writers
COM	Image and Motion		ENG 303	Modern Poetry
ART/ 280†	Digital Imaging	4	ENG 307	Shakespeare's Romances and Tragedies
COM			ENG 308	Shakespeare's Comedies and Histories
or			ENG 309-	Advanced Drama
ART/ 310†	Advanced Digital Arts	4	ENG 311	
COM			ENG 318-	Fiction
WRI 200	Introduction to Creative Writing	4	ENG 322	
COM 224	Mass Media and Society	4	ENG 324	Post-Colonial Literature and Theory
ITM 251	Application Development	4	ENG 325	The Eighteenth Century
MUS 108	Introduction to Recording and Electronic Music	3	ENG 334	The Medieval Vision
			ENG 335	English Renaissance Literature
			ENG 340-	Major Poets
			344	
			ENG 360-	Major Authors
			365	

\*ART/COM 210 is a prerequisite for ART/COM 310

†ART/COM 241 is a prerequisite for ART/COM 280

Plus 24 credit hours of Electives

Total Semester Hours: 44

## Department of English and Writing

**Faculty:** Associate Professor Hayden, Chair; Distinguished Professor Mendelsohn; Dana Professors Gillen, Mathews, Morrill; Professors Ochshorn, Schenck, Solomon, VanSpanckeren, E. Winston; Associate Professors Birnbaum, Colombe, Hollist, Putnam; Assistant Professors Capouya, Dawson, Doyle, Morse, Reamer, Reimold, Tillman; Visiting Assistant Professors Suter, Sylvester, Tilley; Visiting Instructor Meany.

The major in English acquaints students with historical and contemporary literary traditions in courses that enhance reading, writing and interpretive skills. The department fosters the ability to enjoy and understand literature and cultivates the knowledge and sensitivity needed to explore great texts — from ancient literature through film and multimedia forms.

The major in writing educates students in the art and craft of written communication, combining liberal arts ideals with practical, real-world applications. Students in the program can concentrate on creative writing (fiction, poetry and other imaginative forms), professional writing (journalism, public relations, advertising and business communications), and writing for the media.

English and writing majors pursue both breadth and depth of study in the literary tradition, and students are encouraged to become familiar with more than the mainstream, including multiethnic literature, oral traditions, avant-garde and counter-cultural expression, and major contemporary voices in creative and professional writing.

Courses taken as part of a student's designated major in the Department of English and Writing may not be used to satisfy requirements for the general curriculum distribution. Occasional exceptions to this policy may be granted by the department chair to individuals earning double majors.

### English

#### Requirements for a major in English:

ENG 201	World Literature I	4
	Three of the following survey courses:	12
ENG 206	British Literature I	
ENG 207	British Literature II	
ENG 208	American Literature I	
ENG 209	American Literature II	
	One of the following major authors courses or specific period or genre courses	4
ENG 300	The Romantic Writers	

#### Portfolio:

In the final semester of study, graduating English majors will submit to the department a portfolio of their best writing from each year of study. A preface should include a discussion of the student's growth as a writer. Department faculty members evaluate portfolios and select the most distinguished for awards.

At least 20 semester hours of credit must be completed in English courses numbered 300 or above. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required to take 300- or 400-level courses. One appropriate writing class (WRI 200, 210, 240, 247, 250, 255, 260, 351, 361, 362, 427, 450 or 460) may be used to count toward the English major or minor. One 100-level literature course (ENG 117, 121, 126, 140, 150, 170, or 175) also may be used to count toward the major or minor. A writing course used to fulfill the English major or minor also may count toward a writing major or minor. FYW 100, 110, 111, 101 and 102 may not count toward the major.

The department recommends that all students include in their program at least one non-Western, multiethnic or women's literature course.

#### Requirements for a minor in English:

Students seeking minors in English should work with advisors to plan an appropriate program of 20 semester hours of credit in English courses. At least 8 semester hours must be in courses numbered 300 or above. Note: At least one survey course (ENG 201, 202, 206, 207, 208 or 209) or permission of instructor is required to take ENG courses at the 300- or 400- level. One writing course (as listed above) also may be counted toward the minor. FYW 100, 101, 102, 110 and 111 may not count toward the minor.

#### Teacher certification in English:

Students who are pursuing education degrees must consult the *Department of Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses. \*At catalog press time, there was new state legislation pending that may affect certification requirements for English majors. For up-to-date information, contact the Department of Education office in Plant Hall 439.

**TESOL Certificate Information:**

A TESOL Certificate is a widely accepted and recognized term to reflect a student's initial academic and practical preparation in the teaching of English as a second language (ESL) or English as a foreign language (EFL). (Though it has a similar name, it should not be confused with state Teacher Certification which is necessary to teach in the public school system.) Students who may want to pursue the TESOL Certificate would typically be interested in living, teaching and traveling abroad after graduation. In some locations at language schools abroad, a TESOL Certificate or its equivalent may be a requirement for entry level employment as a language instructor. Other students who may have interest in the certificate may want to pursue graduate studies in linguistics, TESOL or foreign languages. For more specific information, see Dr. Mark Putnam.

**Required Course Work for a TESOL Certificate at UT:***Required Courses:*

ENG 205	Advanced English Grammar	4
ENG/ 210	Basic Linguistics	4
LIN		
ENG/ 343	Approaches to TESOL and Teaching	4
LIN	Second and Foreign Languages	
	Supervised Internship in TESOL	4
(Internship should be taken after other required courses have been completed.)		
	Choose one of the following electives:	4
CST 201	Cross-Cultural Studies	
ENG 202	World Literature II	
ENG 204	Advanced Composition	
ENG 345	Composition Pedagogy	
LIN 310	Applied Linguistics	
WRI 274	Creative Nonfiction	

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Total semester hours: 20

**Other requirements:**

A 3.0 grade point average in the courses above.

At least two semesters of a foreign language or equivalent. (Students may select two different languages.)

**Writing****Requirements for a major in writing:**

Forty-eight semester hours of credit consisting of 32 semester hours in writing courses (16 hours at the 300 level or above) and 16 semester hours in literature courses (8 hours at the 200 level and 8 hours at the 300 level or above) with one studio arts course (4 hours) outside the writing major recommended. Note: At least one survey course (ENG 201, 202, 206, 207, 208 or 209) or permission of instructor is required to take ENG courses at the 300 or 400 level.

Within the required WRI courses, one of the following sequences must be completed:

- WRI 250 and 351 Poetry Writing I and Poetry Writing II
- WRI 260 and 361 Fiction Writing I and Fiction Writing II
- WRI 271 and 371 Journalism I and Journalism II

**Portfolios:**

In the final semester of study, writing majors will submit to the department a portfolio of their best writing from each year of study. A preface should include discussion of the student's growth as a writer. Department faculty members evaluate portfolios and select the most distinguished for awards.

Writing majors emphasizing creative writing should build individual programs from the courses listed below, and are encouraged to include at least one course from the professional writing group.

WRI 200	Introduction to Creative Writing
WRI 210	Writing as a Means of Self-Discovery
WRI 240	Writing Drama
WRI 247	Dramatic Writing for Radio & Alternative Performance
WRI 250	Poetry Writing I
WRI 255	Poetic Forms
WRI 260	Fiction Writing I
WRI 274	Creative Nonfiction
WRI 351	Poetry Writing II
WRI 361	Fiction Writing II
WRI 362	Multigenre Creative Writing Seminar
WRI 427	Practicum in Teaching Creative Writing to Children
WRI 450	Seminar in Poetry Writing
WRI 460	Seminar in Fiction Writing

Writing majors emphasizing professional writing should build individual programs from the courses listed below and are encouraged to include at least one course from the creative writing group.

WRI 225	Media Writing
WRI 234	Topics in Communication/Writing
WRI 271	Journalism I
WRI 371	Journalism II
WRI 280	Business Writing
WRI 281	Technical Writing
WRI 285	Information Design
WRI 325	Writing for Broadcast News
WRI 340	Screenwriting
WRI 346	Writing for Interactive Media
WRI 383	Writing for Advertising
WRI 384	Writing for Public Relations
WRI 485-	Directed Professional Writing
489	
WRI 495	Writing Internship

**Requirements for a minor in writing:**

Twenty-eight semester hours of credit consisting of 20 credit hours in writing courses and 8 hours in literature courses (4 hours at the 200 level and 4 hours at the 300 level or above). Note: At least one survey course (ENG 201, 202, 206, 207, 208 or 209) or permission of instructor is required to take ENG courses at the 300- or 400- level.

Courses will be selected in consultation with the writing advisor.

Literature courses used to fulfill the writing major or minor also may count toward an English major or minor. Writing courses cross-listed (or equivalent) with communication courses may count toward the writing major or minor and the communication major or minor. FYW 101 and 102 may not count toward the writing major or minor.

One designated writing course (as listed under "English" above) also may be used to satisfy the English major or minor.

**Requirements for a minor in journalism:**

COM 224	Mass Media and Society	4
WRI 271	Journalism I	4
One of the following courses:		4



WRI 325	Writing for Broadcast News	
WRI 371	Journalism II	
	Elective from WRI or COM must be outside of student's major and with consent of minor adviser	4
	Capstone Experience: Internship, <i>The Minaret</i> or Senior Project	4
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Total semester hours:		20

## Department of Languages and Linguistics

**Faculty:** Associate Professor López, Chair; Professor Favata; Associate Professors Hidalgo-Calle, Taylor; Assistant Professor Aubry.

The mission of the Department of Languages and Linguistics is to foster the foreign language proficiency and cultural awareness required for well-rounded individuals prepared to succeed in an increasingly integrated world community.

The department strives for excellence in instruction through an eclectic yet integrated variety of pedagogical methods, including classroom and independent study, individualized learning and research projects, field experiences and opportunities for service learning, innovative use of technology in the Language Learning Center, campus programs, internships and opportunities to study abroad. Foreign language courses, by virtue of their cultural content and communicative focus, broaden the career possibilities open to students, and are especially beneficial for those who are interested in graduate study or employment in an increasingly global economy. Therefore, we encourage combining language study with coursework in other disciplines.

Through its course offerings, the department assists students in realizing the following objectives, which reflect the University-wide goal of fostering greater international competency as embodied in the Quality Enhancement Plan and Certificate of International Studies:

- To attain proficiency in one or more foreign languages and develop the ability to function successfully in other cultures while traveling, studying, living or working abroad, through the study of conversation, composition, language structure, phonetics, literature, civilization and culture.
- To conduct independent research in a second language, demonstrate comparative knowledge of different cultures and cultural variations within language groups, and understand the import of geography, politics and history in the acquisition of both verbal and non-verbal communicative competency.
- To arrive at a better and more profound understanding of one's culture through a greater awareness and understanding of other cultures.

A number of options for both introductory and advanced study are available to students, including a major in Spanish, a minor in Spanish and French, certificate programs in Spanish, French, Italian and German, and coursework in other foreign languages, linguistics and language for special purposes.

### Major in Spanish

A major in Spanish at UT is designed to give students flexible options as liberal arts graduates, including graduate or professional schools and a variety of career opportunities. Spanish majors are required to take a yearly proficiency exam designed

to assess the progression of their listening, speaking, reading and writing skills, as well as their cultural awareness.

### Requirements for a major in Spanish (40 hours):

Electives must be at the 300 level or higher.		
Yearly proficiency exam is required.		
SPA 306	Phonetics and Phonology	4
SPA 307	The Structure of Modern Spanish	4
SPA 421	Hispanic Culture and Civilization I (Spain)	4
SPA 422	Hispanic Culture and Civilization II (LA)	4
SPA 431	General Spanish Literature I	4
SPA 432	General Spanish Literature II	4
SPA 435	Latin American Literature	4
LIN 210	Basic Linguistics	4
SPA	Electives (300 or above)	8

Total Semester Hours: 40

SPT 250/251 may not be counted toward the major. Spanish majors are encouraged to pursue the study of another foreign language. Students whose native language is Spanish may not enroll in courses below the 300 level. To understand further the nature of language, LIN 210 should be taken early in the major.

### Minor in Spanish

#### Requirements for the minor in Spanish:

Twenty-four semester hours of credit at the 200 level or higher are required for a minor in Spanish. At least twelve of the 24 credits must be earned at The University of Tampa. SPT 250/251 may not be counted toward the minor. Students whose native language is Spanish may not enroll in courses below the 300 level.

### Minor in French

#### Requirements for the minor in French:

Twenty-four semester hours of credit at the 200 level or higher are required for a minor in French. At least twelve of the 24 credits must be earned at The University of Tampa. FRT 250 may not be counted toward the minor. Students whose native language is French may not enroll in courses below the 300 level.

### Certificate Programs

A certificate in Spanish, French, Italian or German may be obtained by successful completion of 20 semester hours of credit in the language at the 100 level or higher. Students who wish to pursue a certificate in their native language may not enroll in courses below the 300 level. The certificate program allows students the option of gaining academic recognition for their foreign language work short of completing a major or minor. It also is meant to complement the Certificate of International Studies by providing a vehicle for students of any discipline to acquire the foreign language proficiency required by this program.

### Languages and Linguistics

A variety of language courses is available to the University and community-at-large to provide language training for specific purposes, such as language for travel or language for special purposes (legal, medical, business). Coursework in other languages such as Chinese, Japanese and Latin also is offered.

Although courses in language and linguistics are offered, no major or minor is available.

## Department of Music

**Faculty:** Professor Traster, Chair; Professor Isele; Assistant Professors Blackburn, Jung, Ondras, Zamparas.

### Accreditation

The University of Tampa is an accredited institutional member of the National Association of Schools of Music.

### Mission

The mission of the Department of Music has these purposes:

1. To prepare music majors for successful careers or for graduate study in teaching, performing and related areas.
2. To prepare the non-music-major student for lifelong participation in the enjoyment of music.
3. To provide music training for those students who need musical skills, understanding and appreciation in their chosen fields such as performing arts, elementary education, media, or communication.
4. To enrich the academic and cultural life of the University community and the Baccalaureate Experience through:
  - music course offerings intended for any student.
  - course development such as Honors, Global Issues, etc.
  - performance opportunities in musical organizations for students requiring professional training, as well as those seeking avocation outlets.
  - the presentation of a diverse music concert series.
5. To serve the Tampa Bay and greater community through:
  - the availability of music consultants and clinicians to the public schools and arts organizations.
  - voluntary outreach presentation of off-campus recitals and performances.
6. To provide opportunities for professionals in the field to return to school to refresh and sharpen their skills, to update their credentials, and to take advantage of workshops for themselves and their students.

### Degrees Offered

1. Bachelor of Arts in Music
2. Bachelor of Music in Performance
3. Bachelor of Music in Music Education  
(For Musical Theatre, see Performing Arts heading in this section and program details under Department of Speech, Theatre and Dance.)

### Admission Requirements

Admission to all music degree programs and the minor in music requires:

1. a successful music audition/interview. (Contact the Department of Music Office for an appointment and for specific audition requirements; also available at [www.ut.edu/music](http://www.ut.edu/music).)
2. a music theory placement test to be taken at the time of audition or the beginning of the first term.
3. a piano placement test to be taken at the time of audition or the beginning of the first term.  
Transfer students bringing in 60 or more credits who plan to enter Bachelor of Music programs in performance or music

education must meet audition requirements equivalent to the requirements of the Sophomore Evaluation (see below).

### Music Opportunities for the Non-Music Major

All students are encouraged to perform in ensembles, to enroll in music courses, and to take applied music (studio lessons — see details below). Music courses may be used to fulfill the humanities/fine arts component of the general curriculum distribution requirements. Any music class may be used, although a maximum of four studio/performance-oriented courses may be used to satisfy this requirement.

#### Studio/performance-oriented courses in music:

MUS 147-168	Studio Lessons ( <i>see concurrents</i> )
MUS 192	World Music Drumming Ensemble
MUS 245	Special Project in Music (when the project listed in the specific class schedule offering is an ensemble).
MUS 246	Camerata
MUS 247-268	Studio Lessons ( <i>see concurrents</i> )
MUS 289	Orchestra
MUS 290	Spartan Band
MUS 291	Wind Ensemble
MUS 292	Jazz Ensemble
MUS 293	Collegiate Chorale
MUS 294	Opus
MUS 295	UT Women's Glee Club
MUS 296	Tampa Oratorio Society
MUS 301	Interactive Arts Ensemble
MUS 307	Opera Workshop
MUS 309	Performance Class
MUS 310	String Ensemble
MUS 311	Classical Guitar Ensemble
MUS 312	Woodwind Ensemble
MUS 313	Brass Ensemble
MUS 314	Percussion Ensemble

### Applied Music (Studio Lessons)

1. Private lessons offered by the department are open to all students with prior musical experience, but enrollment is limited to available staff. Accordingly, priority is given on the following basis: (1) music majors, (2) music minors, (3) other full-time University students, (4) part-time University students.
2. An additional fee is charged for private lessons, which includes the use of a practice room.
3. Participation in a department ensemble is a corequisite for private lessons.
4. Beginners enroll in class instruction instead of private lessons. Music majors/minors whose secondary instrument is piano must pass the Piano Proficiency Exam prior to taking piano studio lessons or demonstrate equivalent skills in an audition with the head of the piano area.
5. All students enrolled in Applied Music are automatically enrolled in corequisite course MUS 269, Recital/Concert Attendance (0 credit).
6. Applied Music students taking 200-level courses are required to perform in at least one student recital each semester. Junior and Senior Showcase recital performances replace the

Wednesday afternoon recital performance requirement for that semester.

7. Students enrolled in applied music are expected to practice for one hour a day for each hour of credit being received.
8. Private lessons are not given during final exam periods.
9. Individual lessons missed during the semester will not be made up unless satisfactory notice is given to the instructor at least 24 hours before the absence.
10. Private lessons are 25 minutes per week for 1 credit hour or 50 minutes per week for 2 credit hours. Students must contact their instructors during the first week of the semester to arrange for lesson times. Lessons begin the second week of each semester.
11. Jury Exams (graded performance exam before collected music faculty).
  - a. Jury Exams at the end of every semester are required of all students enrolled in Applied Music. See the Studio Lessons Syllabus for details. Exception: A student giving a junior or senior recital/showcase normally is excused from the jury exam in the term of his or her degree recital or showcase.
  - b. All jury exams must be passed with a recommendation from the jury for having achieved the appropriate level of technical and musical mastery on the chosen instrument or voice for continuation in Applied Music.
  - c. All students enrolled in Applied Music must complete the studio performance record form and submit it to the faculty at the time of their jury exam. Students excused from jury exams must submit this form to the music office prior to the date for jury exams.
12. Second Year (Sophomore) Evaluations
  - a. The Second Year Evaluation will be administered in March of a student's fourth semester of applied music study and replaces the Jury Exam for that semester.
  - b. Expectations and procedures for Second Year Evaluations are available in the Music Office.
  - c. Successfully passing the Second Year Evaluation is prerequisite to registration for MUS 346 Junior Recital and MUS 446 Senior Recital/Showcase
  - d. Students who are not advanced to the next level are placed on probation and will retake the Second Year Evaluation in November of the following fall semester. Students who are not advanced for the second time may not continue in the Bachelor of Music program.

### General Degree Requirements

1. Every full-time music major and minor must register for MUS 269 Recital/Concert Attendance each semester of residence.
2. Every full-time music major and minor must participate in an assigned ensemble in his or her primary performance area each semester. (Ensembles may be taken for 0 credit if the student's total semester load is 18 credits or more.) Music scholarship recipients have additional ensemble participation requirements.

### \*Definition of Ensemble Sizes by Course Number and Title:

#### Large Ensembles

MUS 289	Orchestra
MUS 290	Spartan Band
MUS 291	Wind Ensemble
MUS 293	Collegiate Chorale
MUS 295	UT Women's Glee Club
MUS 296	Tampa Oratorio Society

#### Small Ensembles

MUS 192	World Music Drumming Ensemble
MUS 239	Jazz Improvisation
MUS 245	Special Project in Music (When described as an ensemble course)
MUS 246	Camerata
MUS 292	Jazz Ensemble
MUS 294	Opus
MUS 301	Interactive Arts Ensemble
MUS 307	Opera Workshop
MUS 309	Performance Class
MUS 310	String Ensemble
MUS 311	Classical Guitar Ensemble
MUS 312	Woodwind Ensemble
MUS 313	Brass Ensemble
MUS 314	Percussion Ensemble

3. Every Bachelor of Arts in Music degree candidate must pass a comprehensive exit exam in music history and theory.
4. Every Bachelor of Music degree candidate must pass the piano proficiency examination.
5. Music majors take MUS 102 Music for Life in the humanities/fine arts component.
6. Bachelor of Music candidates in voice performance are required to take courses in two different foreign languages, selected from German, Italian or French.
7. Bachelor of Music in Performance candidates must take all 4 applied credits of their minor instrument or voice in one area of concentration.

### Piano Proficiency Exam

The Piano Proficiency Exam includes scales, sight-reading, harmonization, rhythm execution and an assigned, memorized selection. Upon registering for class or studio piano, all Bachelor of Music candidates will be provided materials and a plan to guide them through the semesters of piano training for this evaluation.

Beginning in their freshman year, Bachelor of Music majors who have no prior piano study should enroll in MUS 110, 111 and then 211. Bachelor of Music majors who have prior piano study should schedule an appointment in the music office for a piano-placement hearing.

Bachelor of Music students who are in the spring semester of their sophomore year will appear before the full-time music faculty and piano instructors for piano proficiency examinations.

The Piano Proficiency Examination will determine areas in which the student needs further piano study, or will deem the student qualified to pass the examination. The entire evaluation will be repeated each semester until the student fulfills this skills requirement.

**Course Requirements**

**Bachelor of Arts Degree**

*Theory and Musicianship:*

MUS 108	Introduction to Recording and Electronic Music	3
MUS 112-113	Musicianship I-II	2
MUS 122-123	Music Theory I-II	6
MUS 212-213	Musicianship III-IV	2
MUS 222-223	Music Theory III-IV	6

*History:*

MUS 191	World Music	3
MUS 319	Music History: Greek through Classic	4
MUS 320	Music History: Romantic through Contemporary	4

*Performance:*

MUS 247-268	Applied Music on Major Instrument or Voice	6
MUS 269	Recital/Concert Attendance each semester	0
MUS 289-314	Ensembles (minimum 1 each semester)	8
	Music Electives: any MUS courses	2

Total Semester Hours: 46

**Bachelor of Music Degree – Music Performance Major**

*Theory and Musicianship:*

All of these:

MUS 112-113	Musicianship I-II	2
MUS 122-123	Music Theory I-II	6
MUS 212-213	Musicianship III-IV	2
MUS 222-223	Music Theory III-IV	6
MUS 324	Form and Analysis	3

One of the following:

MUS 315	Choral Conducting	3
MUS 316	Instrumental Conducting	3

*Music History:*

MUS 191	World Music	3
MUS 319	Music History: Greek through Classic	4
MUS 320	Music History: Romantic through Contemporary	4

*Performance:*

MUS 147-168	Applied Music on Minor Instrument or Voice	4
MUS 225-229	Techniques courses ( <i>select three</i> )	3
MUS 247-267	Applied Music on Major Instrument or Voice	16

MUS 269	Recital/Concert Attendance each semester	0
MUS 224	Pedagogy	2
MUS 289-314	Ensembles (each semester)	12

Ensemble credit hours specified as follows for vocalists, wind instrumentalists and percussionists:  
 8 credits of large ensemble\*  
 2 credits of small ensemble\*  
 2 credits of elective ensemble (large or small)  
 Piano majors will take 8 credits of MUS 309, 2 credits of large vocal ensemble, and 2 credits of elective ensemble.  
 Guitar majors will take 8 credits of MUS 311, 2 credits of large vocal ensemble, and 2 credits of elective ensemble.

MUS 346	Junior Recital	1
MUS 446	Senior Recital/Showcase	1
	Music electives: any MUS courses	9

Total Semester Hours: 81

**Bachelor of Music Degree — Music Education Major**

*Theory and Musicianship*

MUS 112-113	Musicianship I-II	2
MUS 122-123	Music Theory I-II	6
MUS 212-213	Musicianship III-IV	2
MUS 222-223	Music Theory III-IV	6
MUS 324	Form and Analysis	3
MUS 325	Orchestration	3

One of the following:

MUS 315	Choral Conducting	3
MUS 316	Instrumental Conducting	3

*Music History*

MUS 191	World Music	3
MUS 319	Music History: Greek through Classic	4
MUS 320	Music History: Romantic through Contemporary	4

*Performance*

MUS 225-229	Techniques Courses	5
MUS 247-267	Applied Music on Major Instrument or Voice	12
MUS 269	Recital/Concert Attendance (each semester)	0
MUS 289-314	Ensembles (each semester)	8

Ensemble credit hours specified as follows for vocalists, wind instrumentalists and percussionists:  
 6 credits of large ensemble\*  
 2 credits of small ensemble\*  
 Piano majors will take 6 credits of MUS 309 and 2 credits of large vocal ensemble. Guitar majors will take 6 credits of MUS 311 and 2 credits of large vocal ensemble.

MUS 346	Junior Recital	1
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*Music Pedagogy*

EDU 328	Teaching Music in the Elementary School	2
EDU 424	Secondary Music Education	3
		Total Semester Hours: 67

**Teacher Certification**

Music students desiring to teach in the public schools must complete the B.M. in music education, the Department of Education requirements, and the state of Florida general education requirements for teacher certification.

To meet the state of Florida general education requirements for certification, music education majors must complete the UT Baccalaureate core and MAT 153 Geometry in addition to the UT math requirement of 155, 160 or higher.

Department of Education course requirements for Music Education certification (K-12) include all of the following courses:

EDU 200	Foundations of American Education	3
EDU 201	Learning Theories and Individual Differences in Education	3
EDU 304	Teaching English to Speakers of Other Languages-Elementary (TESOL I)	3
EDU 306	Teaching Reading in the Secondary Content Areas	3
EDU 326	Elementary Educational Assessment	3
EDU 333	Teaching in the Inclusive Elementary Classroom	3
EDU 441	Elementary Classroom Management	3
EDU 442	Learner Diversity and Cross-Cultural Understanding	3
EDU 444	Teaching Practicum III: Seminar Final Internship	2
EDU 406	Teaching Practicum III: Elementary and Secondary Final Internship (Music K-12)	10
		Total Semester Hours: 36

At the time the catalog went to press, state legislation was pending that may affect certification requirements for education majors. For up-to-date information, contact the Department of Education office in Plant Hall, Room 439.

**Summary for Bachelor of Music in Music Education:**

<i>Semester Hours in Music Education Major</i>	67
<i>Semester Hours in Baccalaureate Core (includes MAT 153)</i>	45
<i>Semester Hours in Teacher Certification</i>	36

Total BME Degree Hours: 148

**Music Minor**

MUS 102	Music for Life	3
MUS 122-123, 112-113	Music Theory I-II and Musicianship I-II	8
MUS 247-268	Applied Music	5
MUS 269	Recital/ Concert Attendance each semester of Applied Music	0
MUS 289-314	Ensembles (each semester)	8
		Total Semester Hours: 24

**Performing Arts (Musical Theatre)**

This Bachelor of Arts degree program is offered cooperatively by the Department of Music and the Department of Speech, Theatre and Dance. Students receive balanced training and experience in these three performance areas associated with musical theatre. See degree program details under Department of Speech, Theatre and Dance.

**Department of Philosophy and Religion**

**Faculty:** Associate Professor Geisz, Chair; Professor Sweeney; Assistant Professor Arvan.

The Department of Philosophy and Religion offers programs that emphasize critical thinking and logical reasoning and introduce students to a wide variety of philosophical traditions and issues. These programs can be especially helpful to students considering law school, medical school, or graduate school, as well as to students looking for a strong foundation in a core liberal arts discipline that will enrich their lives and contribute to their future success in a variety of professions.

The department offers a philosophy major and a minor, and it contributes key courses to the Asian studies minor. The department also offers courses in religion.

The philosophy major at UT can be a stand-alone major, but we encourage students to consider completing the philosophy major as part of a double major.

**Philosophy**

**The Department of Philosophy and Religion offers both a major and a minor in philosophy.**

**Major in Philosophy**

The philosophy major offers courses that develop and hone skills of critical thinking and logic. It gives students a solid background in both the history of philosophy and contemporary philosophical debates, introducing them to a variety of issues in ethical theory, applied ethics (e.g., environmental ethics, business ethics, biomedical ethics, etc.), social and political philosophy, aesthetics and philosophy of art, philosophy of mind, metaphysics, epistemology, philosophy of film, philosophy of language, philosophy of science, existentialism, philosophy of religion and Asian philosophy.

Philosophy majors may choose to complete a Research Track capstone experience as part of the required 16 credit hours of electives at the 300-level or above. Any student interested in completing this Research Track should consult with a full-time faculty member in the department during her or his junior year to map out a possible senior-year research project in philosophy. Then, during the senior year, students completing the Research Track sign up for PHL 450 Independent Study (4 credits) in the first semester and PHL 499 Senior Thesis (4 credits) in the second semester. In the process of completing this Research Track, students learn how to do research in academic philosophy and they produce original contributions to scholarly discussions about classic or current philosophical issues.

**Requirements for a major in philosophy:**

36 credit hours of PHL courses, distributed as follows:

PHL 201	Logic	4
Two of the following courses:		8
PHL 215	Ancient Philosophy: Plato and Aristotle	
PHL 225	Modern Philosophy: Descartes to Kant	
PHL 203	Contemporary Philosophy	

*Philosophy electives (at least 16 credit hours of which must be at the 300 level or above and which may include the Research Track option consisting of PHL 450 Independent Study followed by PHL 499 Senior Thesis)* 24

Total Semester Hours: 36

### Minor in Philosophy

#### Requirements for the minor in philosophy:

20 credit hours of PHL courses, distributed as follows:

PHL 200	Introduction to Philosophy	4
PHL 201	Logic	4
<i>Philosophy electives (at least 4 credit hours of which must be at the 300 level or above)</i>		12

Total Semester Hours: 20

### Religion

Courses in religion are offered through the Department of Philosophy and Religion. A major or minor in religion is not offered.

### Asian Studies

**Faculty:** Associate Professor Geisz (Philosophy and Religion), Co-Coordinator; Assistant Professor Littell-Lamb (History), Co-Coordinator; Assistant Professor Coleman (Government and World Affairs).

The Department of Philosophy and Religion contributes key courses to the Asian studies minor.

#### Minor in Asian Studies

The minor in Asian studies focuses on the history, culture, and politics of East Asia, Southeast Asia and the Indian Subcontinent. It provides students with an understanding of the interdisciplinary field of Asian studies. Students take 24 credit hours of courses from lists of eligible electives. The minor helps prepare students for careers in business, government, and nonprofit/non-governmental organizations, and is designed to enhance the marketability of those applying to law schools, MBA programs and graduate schools in various disciplines.

#### Requirements for the minor in Asian studies:

24 credit hours, distributed as follows from lists (A) through (E):

**A. Asian History Foundation Requirement (at least 4 credit hours). Students must take one or more of the following courses:**

HIS 217	China's Modern Centuries	4
HIS 221	Japan's Modern Centuries	4
HISH/317	China's Revolutionary	4
GWAH	Twentieth Century	

**B. Asian Philosophy/Religion Foundation Requirement (at least 4 credit hours). Students must take one or more of the following courses:**

PHL 237/	Indian and Asian Philosophy	4
REL 217		
PHL 320	Chinese Philosophy	4
PHL 330	Asian Philosophy Special Topics (may be taken and counted toward the minor more than once, if the particular topic varies)	4

### C. Asian Language Requirement (8 or more credit hours):

Students must either (i) successfully complete at least 8 hours of the following courses, (ii) demonstrate proficiency in an approved Asian language by attaining the "novice advanced" level on the Oral Proficiency Interview (OPI) administered by the American Council of Teaching Foreign Languages (ACTFL) or (iii) receive an official waiver for this requirement by being determined to be a native speaker of an approved Asian language by the chair of the Department of Languages and Linguistics. (Students who take options (ii) or (iii) must take the 8 or more credit hours they would otherwise have taken to meet the Asian Language requirement by taking additional courses from lists (A) [above], (B) [above], or (D) [below]):

CHI 101	Elementary Chinese I	4
CHI 102	Elementary Chinese II	4
CHI 201	Intermediate Chinese I	4
CHI 202	Intermediate Chinese II	4
CHI 351-359	Topics in Chinese	8
JPN 101	Elementary Japanese I	4
JPN 102	Elementary Japanese II	4
JPN 201	Intermediate Japanese I	4
JPN 202	Intermediate Japanese II	4
JPN 351-359	Topics in Japanese	8

### D. Asia-Focused Electives:

Students may count up to 8 credit hours of coursework from the following list toward the 24 credit hours required for the Asian studies minor. (However, those students who complete the Asian language requirement by demonstrating proficiency via an OPI interview or by receiving an official "native speaker" waiver may count up to 16 credit hours from the following list.)

ART 278	Far East	4
ENG 324	Post-Colonial Literature and Theory	4
ENG 326	Buddhism and Literature	4
THR 330	Special Topics in Theatre: Asian Theatre	4
GWA 365	Politics of East Asia	4
HIS/296	America and Vietnam	4
GWA		
HIS 227	Traditional China	4
HIS 293	Special Topics: Traditional Japan	4
HIS 327	Women and Gender in East Asia	4
LAN 100	Language and Culture (only if the language/culture is Chinese, Japanese, or some other language/culture of East Asia, Southeast Asia, or the Indian Subcontinent)	4
LAN 105	Language for Travel (only if the language/culture is Chinese, Japanese, or some other language/culture of East Asia, Southeast Asia, or the Indian Subcontinent)	4

### E. Asia-In-Comparison Electives (up to 4 credit hours):

Students may count up to 4 credit hours of coursework from the following list of eligible electives toward the minor.

COM 261	World Cinema	4
COM 401	Intercultural Communication	4
COM 443	Communication and Cultural Studies	4
ENG 312	Contemporary World Literature	4
ENG 337	Multi-Ethnic U.S. Literature and Film	4

GWAH/ 232	Imperialism and Nationalism	4
HISH	in Asia and Africa	
HIS 102	World History to 1500	4
HIS 103	World History from 1500 to the present	4

## Department of Speech, Theatre and Dance

**Faculty:** Professor Taylor Lennon, Chair; Professor Luter; Associate Professors Bennett, Staczar; Assistant Professors Gurrie and Gonzalez; Visiting Assistant Professor Coats.

The mission of the department is to enable students to explore their talents and creativity within a framework of professional discipline and development. Classes and practical stage experiences are designed to nurture the student’s creative expression, to enhance verbal and physical communication, and to master performance skills necessary for success in the performing arts.

The University of Tampa offers a variety of courses in speech, theatre and dance. These courses range from beginning to advanced levels, and afford students the opportunity to choose the appropriate level of study suited to their technical proficiency and performance technique. Many of these courses are required for the majors in performing arts (musical theatre) and theatre. Such courses are so designated in the course descriptions.

### Performing Arts (Musical Theatre)

Students majoring in this Bachelor of Arts degree program receive balanced training and experience in the three performance areas associated with musical theatre: music, drama and dance. They develop performance skills and repertoire, and participate in staged productions and concert cabarets, as well as excerpts and scenes. Highlights of the program are in-residence workshops with established music theatre artists and internship opportunities with local theme parks, theatre companies or other venues deemed appropriate by the faculty and program director. An audition is required for admission to the program. Contact either of the program co-directors, Dr. David Isele or Associate Professor Michael Staczar, to schedule an appointment for more specific details.

Students accepted into the program must successfully pass a second-year evaluation review, which is administered in the spring semester of the second year of study (or, for transfer students, after 60 hours are earned). Transfer students who are admitted with junior status are exempt from the evaluation. The evaluation process encompasses performance in all three areas of the performing arts major (singing, acting and dance/stage movement). *Students who do not successfully complete the second-year evaluation review will not be allowed to continue in the PAR program.*

#### Requirements for the performing arts major:

##### Theory and Musicianship

MUS 127-128	Music Theory for Performing Arts I-II	6
MUS 117-118	Musicianship for Performing Arts I-II	2
MUS 217	Musicianship for Performing Arts III	1

##### Music Theatre Performance Area

MUS 251	Voice (minimum credits required)	6
MUS 269	Recital/Concert Attendance (must receive “satisfactory” every term)	0

MUS	Ensembles (or one each semester for transfer students)	8
MUS 242	Career Development and Audition Seminar	3
MUS 243	Performance Internship (optional elective)	1
MUS 446	Senior/Recital Showcase	1

##### Performance/Production Techniques

MUS 238	Music Theater Workshop	1
THR 240	Special Project: Theatre Participation	0-1
THR 241*	Special Project: Musical Participation	0-1
THR 242	Special Project: Cabaret/ Studio Theatre Participation	0-1
THR 245	Special Project: Technical Theatre (Required)	1

\*Performing Arts majors are *required* to audition for ALL University musical theatre productions. Without prior consultation with the department chair or the director of the production, your participation in the audition process constitutes your agreement to accept any role offered. *If cast in a part, the student must accept the role or risk losing his or her scholarship.* Students who do not adhere to this policy will not be allowed to audition for any productions or participate in departmental events for the remainder of that academic year.

##### Actor Training Sequence

SPE 100	Voice and Diction	4
THR 101	Improvisation for the Theatre	3
THR 200	Movement for the Actor	3
THR 201	Acting I for Majors	3
THR 202	Acting II for Majors	3
THR 308	Development of Musical Theatre	3
THR 320	Play Analysis	3

##### Dance Training Sequence

DAN 110/210	Dance Partnering I or II	2
DAN 141/241	Beginning or Intermediate Jazz Dance	2
DAN 144/244	Beginning or Intermediate Tap Dance	2
DAN 149	Beginning Ballet I	2
DAN 246	Musical Theatre Dance	2

Total Semester Hours: (minimum) 62

#### Dance Opportunities

Dance students are encouraged to perform in numerous public presentations. Additionally, opportunities for performance, assistant teaching, demonstrating and choreographing are arranged on an individual basis.

#### Music Ensemble Information

Students in the performing arts major should be reminded that they are required to have a minimum of 8 credit hours of music ensembles for the completion of their degree programs.

#### THR/MUS 241, THR 240, 242 and THR 245 information

Students in the performing arts major may enroll in either THR/MUS 240 or 241, Special Projects in Musical/Theatre-Production Participation and THR 242, Special Projects in Cabaret/Studio Theatre Participation for a maximum of 3 credit hours as optional electives. THR 245, Special Projects in Technical

Theatre is a required course. These courses are designed to give students college credit for the practical experience gained while performing in, or technically assisting with, a musical production or theatre presentation at The University of Tampa.

**Senior Performance Project Information**

Any student planning a senior performance project (*Senior Showcase*) is required to enroll in a studio voice lesson (MUS 251) during the semester in which the project is to be performed. Students in the performing arts major are required to present a senior performance project during their final year for the completion of the degree program.

**Major in Theatre**

Students majoring in this Bachelor of Arts degree program receive training and experience in theatre. They develop performance skills and repertoire, and participate in main stage and/or studio theatre productions. The program consists of intensive training and development of performance skills through contact with a variety of acting techniques. An audition is required for admission to the program. Contact the director of the theatre program to schedule an appointment.

Students accepted into the program must successfully pass a second-year evaluation review, administered the spring semester of the second year of study (or, for transfer students, after 60 hours are earned). Transfer students who are admitted with junior status are exempt from the evaluation. The second-year evaluation review is to demonstrate the individual's growth in technique, and indicate the potential for further development of his or her skills. The student also must have a minimum cumulative GPA of 2.0 to continue in the major. Any student who does not successfully complete the evaluation review either will be given probationary continuance in the major, which will require repetition or completion of specified coursework, or will not be allowed to continue in the major. A senior capstone project is required in the final semester of study to illustrate the overall growth of the student as a theatre artist.

**Requirements for the major in theatre:**

*Voice Component*

SPE 100	Voice and Diction	4
SPE 205	Oral Interpretation of Literature	4

*Theatre Studies Component*

THR 253	Survey of World Theatre	3
THR 254	Survey of World Theatre II	3
THR 245	Special Projects: Technical Theatre	1
THR 246	Special Projects: Stage Management and Design	1
THR 320	Play Analysis	3
THR 420*	Survey of Dramatic Literature	3

\*Students may substitute appropriate ENG dramatic literature courses. Courses such as ENG 282-289 and 309-311 are acceptable. Students should consult the department chair regarding course substitutions.

*Actor Training Component*

THR 101	Improvisation for the Theatre	3
THR 200	Movement for the Actor	3
DAN 142 /	Beginning Modern Dance	2
149	OR Beginning Ballet I	
THR 201	Acting I For Majors	3
THR 202	Acting II For Majors	3

THR 301	Acting III For Majors	3
THR 302	Career Development for the Actor	3
THR 240-242†	Production Participation	0-3

One of the following courses:

THR 401	Acting Shakespeare	3
THR 402	Advanced Acting Styles	3
THR 425	Directing	3

*Final Project*

THR 450	Senior Capstone Showcase	1
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†Theatre Majors are *required* to audition for ALL University theatre productions. Without prior consultation with the department chair or the director of the production, your participation in the audition process constitutes your agreement to accept any role offered. *If cast in a part, the student must accept the role or risk losing his or her scholarship.* Students who do not adhere to this policy will not be allowed to audition for any productions or participate in departmental events for the remainder of that academic year.

*Suggested Elective Courses*

Students pursuing the THR Major are encouraged to consider the following courses for the Baccalaureate Core or as general electives toward the completion of their degree requirements:

ENG 175	Ethical Questions and Modern Drama	4
ENG 200	Introduction to Shakespeare	4
ENG 201	World Literature I	4
ENG 202	World Literature II	4
ENG 307	Shakespeare's Romances and Tragedies	4
ENG 308	Shakespeare's Comedies and Histories	4
WRI/ 240	Writing Drama	4
COM		
COM/247	Dramatic Writing for Radio and Alternative Performance	4
WRI		

Total Semester Hours (minimum): 46

**A Minor in Speech**

Students interested in pursuing a minor in speech are required to complete 24 semester hours of credit in courses as stated below. This minor gives students a background in preparation and delivery of speeches for a variety of occasions. A total of 12 hours must be completed in required courses, and an additional 12 hours must be selected from elective courses. This minor program is especially recommended for students majoring in performing arts, theatre, communication, business, English, criminology, education and other disciplines requiring strong presentational skills.

**Coursework for the minor in speech:**

*Required*

SPE 100	Voice and Diction	4
SPE 200	Oral Communication	4
SPE 300	Storytelling (W) (A)	4

*Electives*

COM 224	Mass Media and Society	4
CRM 315	Appellate Advocacy (A)	3
CST 201	Cross-Cultural Studies (IG)	3-4
SPE/ 205	Oral Interpretation of Literature	4
THR		



SPE	208	Speech for Business and the Professions	4
SPE	330-331-332	Special Topics in Speech	2-4
WRI/ COM	240	Writing Drama (W) (A)	4
WRI/ COM	247	Dramatic Writing for Radio and Alternative Performance (W)	4
WRI	362	Seminar in Creative Writing (W) (A)	4
WST/ COM	370	Women, Film and Popular Culture (A)	4

### A Minor in Speech/Theatre

Students interested in pursuing a minor in speech/theatre are required to complete 24 semester hours of credit in courses that are designated as either SPE or THR. Students must fulfill 12 credit hours of required coursework as stated below. The remaining 12 credits required for the minor are elective courses chosen by the student. Students are given the opportunity to design a program of study that will best suit their academic needs, as well as draw upon their talents and expertise in the disciplines of speech, theatre or both. A total of 8 semester hours must be selected from "Group A" electives and 4 semester hours from "Group B" electives. Please be advised that THR 240, 241 and 242 may be repeated for credit. However, students may not register for this course more than four times toward the fulfillment of a minor in speech/theatre.

#### Coursework for the minor in speech/theatre:

##### Required

12 credit hours of required courses as follows:

SPE	100	Voice and Diction	4
THR	204	Acting I for Non-majors	4
THR	253	Survey of World Theatre (W)	3
		or	
THR	254	Survey of World Theatre II (NW-IG-W)	3
THR	245	Special Projects: Technical Theatre	1

##### Elective Courses – Group A

8 credit hours must be chosen from the following:

SPE	200	Oral Communication	4
THR	304	Acting II for Non-majors	3
THR/ SPE	205	Oral Interpretation of Literature	4
THR	240	Special Project: Theatre Participation	0-1
THR	241	Special Project: Musical Participation	0-1
THR	242	Special Project: Cabaret/ Studio Theatre Production Participation	0-1
THR	308	Development of Musical Theatre	3
THR	320	Play Analysis (W)	3
THR	401	Acting Shakespeare	3

##### Elective Courses – Group B

4 credit hours must be selected from the following:

SPE	208	Speech for Business and the Professions	4
SPE	300	Storytelling: Voice, Script and Movement (W)	4
THR	303	Seminar in Public Performance	4
THR	425	Directing (W)	3

### A Minor in Dance/Theatre

Students interested in pursuing a minor in dance/theatre will be required to fulfill 24 semester hours of credit in courses designated as DAN or SPE/THR. The following outline of coursework, as well as a listing of the various options for electives, should better help students design a minor program that will draw upon their skills and expertise in the disciplines of dance and theatre.

#### Coursework for a minor in dance/theatre:

##### Required Core Courses

SPE	300	Storytelling: Voice, Script Movement (W)	4
THR	253	Survey of World Theatre (W)	3
		or	
THR	254	Survey of World Theatre II (NW-IG-W)	3
DAN	201	Dance History	3
DAN	269	Dance Improvisation	1
DAN	270	Composition and Choreography	1

##### Suggested Elective Courses

8 credit hours must be in technique classes chosen from the following:

THR	101	Improvisation for the Theatre	3
THR	200	Movement for the Actor	2
THR	201	Acting I for Majors	3
THR	204	Acting I for Non-Majors	3
THR	241	Special Project: Musical Participation	1
THR	242	Special Project: Cabaret/Studio Theatre Participation	0-1
THR	245	Special Projects: Technical Theatre	1
DAN	110	Dance Partnering	2
DAN	141	Beginning Jazz Dance	2
DAN	142	Beginning Modern Dance	2
DAN	143	Latin Dance Forms	2
DAN	144	Beginning Tap Dance	2
DAN	149	Beginning Ballet I	2
DAN	151	Beginning Hip Hop, Urban and Funk	2
DAN	199	Beginning Ballet II	2
DAN	210	Dance Partnering II	2
DAN	231	Special Projects in Dance: Dance Happening	1
DAN	232	Special Projects in Dance: Spring Dance Concert	1
DAN	233	Special Projects in Dance: Dance Production	1
DAN	241	Intermediate Jazz Dance	2
DAN	242	Intermediate Modern Dance	2
DAN	244	Intermediate Tap Dance	2
DAN	246	Musical Theatre Dance	2
DAN	249	Intermediate Ballet	2
DAN	251	Intermediate Hip Hop, Urban and Funk	2
DAN	261	Stretching and Relaxation	1
DAN	301	Special Topics in Dance	2
DAN	342	Advanced Modern Dance	2
DAN	349	Advanced Ballet	2

4 elective credit hours must be selected from the following:

DAN	200	Dance in World Cultures (NW/ IG) (W)	4
SPE	200	Oral Communication	4
THR	202	Acting II for Majors	3
THR/ SPE	205	Oral Interpretation of Literature	4

THR 304	Acting II for Non-Majors	3	WST 212	Witchcraft and Magic in the Early Modern Atlantic World	4
THR 320	Play Analysis (W)	3	WST 215	Women in American History	4
THR 401	Acting Shakespeare	3	WST 216	Mothers and Daughters in Literature and Film	4
THR 425	Directing (W)	3	WST 238	Women's Literature	4

### *A Minor in Applied Dance*

The applied dance minor requires 24 hours of coursework that prepares students with a basic introduction to teaching dance at the elementary and secondary levels. This minor consists of dance technique, pedagogy and choreography, in addition to specific coursework related to the field of dance.

#### **Coursework for the minor in applied dance:**

##### *Required*

DAN 200	Dance in World Cultures (W)(IG)(NW)(A)	4	WST 290- 299	Special Topics	4
DAN 201	Dance History (A)	3	WST 307	Families in Global Perspective	4
DAN 233	Special Projects: Dance Production (A)	1	WST 320	Sociology of Gender	4
DAN 269	Dance Improvisation (A)	1	WST 322	Hispanic Women Writers	4
DAN 270	Composition and Choreography (A)	1	WST 327	Women and Gender in East Asia	4
DAN 241	Intermediate Jazz Dance (A)	2	WST 370	Women, Film and Popular Culture	4
	or		WST 383	Women's Studies	4
DAN 244	Intermediate Tap Dance (A)	2	WST 390- 399	Special Topics	4
DAN 242 or 342	Intermediate or Advanced Modern Dance (A)	2	WST 404	Human Sexual Behavior: Seminar	4
DAN 249 or 349	Intermediate or Advanced Ballet (A)	2	WST 435	Women Directors: Theory and Criticism	4
DAN 280	Dance Conditioning and Injury Prevention	2			
	and				
	Two of the following courses:				
DAN 310	Dance Pedagogy: Methods for Ages 3-12 (A)	3			
DAN 311	Dance Pedagogy: Methods for Ages 13-18 (A)	3			
DAN 312	Dance Pedagogy: Methods for Adults and Diverse Populations (A)	3			

### *Women's Studies Minor*

**Faculty:** Associate Professor Hayden, Director; Professors Mu-sante, Rynder, Tillson, VanSpanckeren, E. Winston, N. Winston; Associate Professors Davis, Hidalgo-Calle, Plays.

Women's studies is an interdisciplinary undergraduate minor integrating academic departments across the University. The program encourages students to engage fully in the major activities of a liberal arts education — reading, writing, thinking and discussing with others — to consider how women's lives are differently experienced. A women's studies minor celebrates diversity, comparing or fusing Eastern and Western perspectives.

The women's studies minor draws on numerous disciplines, including communication, history, languages, literature, psychology and sociology, to explore such topics as women's accomplishments, their depictions of themselves and others, their depiction in popular culture, theories of gender roles and stereotyping, and the social and economic forces that continue to shape women's lives.

#### **Requirements for the minor in women's studies:**

Twenty semester hours of credit from the following:

WST 125	Introduction to Women's Studies	4
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# John H. Sykes College of Business

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Business education for the future relies on innovation and adaptation of curriculum programs to ensure that students are ready for a competitive world. A business school faculty must disseminate applicable research knowledge to students and the community to enable them to face the challenges of ever-changing technology and global business practices. The faculty must enable students to develop the necessary skills and knowledge to become effective, visionary leaders and decision makers with a strong ethical foundation, a global perspective and outstanding communication skills. Our mission is promoted through educational programs, scholarship and community engagement.

## Vision

To be recognized as the leading business school in the Southeast for preparing future world business leaders.

## Mission

Preparing students to succeed in the global marketplace through educational excellence.

## Values and Goals

- **People First** — We recognize that success depends upon our ability to attract, develop and support talented students, faculty and staff.
- **Teaching Excellence** — We focus on teaching excellence and high quality student-centered learning.
- **Dynamic Programs** — We offer academically challenging graduate and undergraduate programs that prepare students for the dynamic local, regional and global workplace.
- **Scholarship** — We enhance faculty teaching effectiveness and advance business knowledge through intellectual contributions and scholarship.
- **Partnership** — We have formed strong partnerships and alliances with universities, communities and businesses on a local and global basis.

## Program Description

In support of its mission, the John H. Sykes College of Business (COB) has developed a curriculum with three interconnected parts, stressing a strong liberal arts foundation, a broad business program base and functional specialization.

The first two years of the program focus on a broad liberal arts and sciences background. Students develop an understanding of the cultural, social, political, economic, international, scientific and technological environments in which individuals and organizations exist.

The second part of the curriculum consists of the business core. These courses provide students with a solid foundation for careers as managers or business-related professionals. This part of the curriculum also provides students with an understanding of the dynamics of the firm and the economy, introducing them to the various functions generic to any organization, as well as the basic behavioral, managerial and organizational concepts necessary to function successfully in an organization. Students see the interaction between the firm and its environment, gaining an overall view of policy-making within an organization and its function within a global marketplace.

The third component of the curriculum provides students with an opportunity to specialize in a functional area to develop business expertise and a greater mastery of business tools and technology. The curriculum is further enriched by numerous business-community interaction opportunities, e.g., guest presentations from area executives, field trips, internships and class projects focused on real business problems with area companies. It is enhanced by the special activities of the Center for Ethics, the TECO Energy Center for Leadership, the Florida Entrepreneurship Center, Florida Directors' Institute and the Vincent J. Naimoli Institute for Business Strategy.

Students also learn the basic tools required for effective communication. The purpose of this aspect of the curriculum is to build a broad foundation for assuming greater leadership responsibilities over time. The sum total of this three-part curriculum prepares students for competitive careers in business and future roles as leaders in a dynamic global marketplace.

The graduate and undergraduate programs in the Sykes College of Business are accredited by AACSB International — The Association to Advance Collegiate Schools of Business. This premier business-accrediting agency emphasizes quality and continuous improvement in curriculum, faculty resources, admissions, degree requirements, library and computer facilities, financial resources and intellectual climate as they relate to our vision and mission.

## Declaration of College of Business Major

The Sykes College of Business seeks to effectively advise, track and communicate with its majors. To do this, students who intend to graduate with a major in accounting, business economics, entrepreneurship, finance, financial services operations and systems, international business, management, management information systems or marketing should declare a major in one or more of these areas before completing 62 credit hours. A major may be declared in the Academic Advising Office.

## Advisors

Every Sykes College of Business student is assigned a business faculty advisor as soon as possible after declaring the major. Students who have not yet declared their majors but are interested in business should request College of Business faculty advisors through the Academic Advising Office. Students will be exposed

to each functional area of business in BUS 101 Introduction to Global Business. In addition, students who have not decided on their majors are encouraged to explore their career options through the Baccalaureate Office, Office of Career Services, and discussions with College of Business faculty.

### Prerequisites

Prerequisites are imposed to ensure that students have obtained the background information necessary to receive maximum value from each class. Prerequisites for a class must be successfully completed before students may enroll in the class. Failure to meet prerequisites will result in the student being dropped from the class.

### Residency Requirements

A student earning a degree with a major in economics, entrepreneurship, finance, international business, management or marketing must complete at least 26 credit hours within the Sykes College of Business. At least 15 of these hours must be in the student's major (those courses beyond the business core).

A student earning a degree with a major in accounting, financial services operations and systems, or management information systems must complete at least 30 credit hours within the Sykes College of Business. At least 15 of these hours must be in the student's major (those courses beyond the business core).

### Maximum Sykes College of Business Hours

To ensure that all business students have the broad-based education necessary to succeed in the business world, they need to have a balanced exposure to both liberal arts and business concepts. To meet these needs, at least 62 credit hours must be taken outside the College of Business. ECO 204, ECO 205, ITM 200 and ITM 210 are counted in the non-business group.

### Recommended Computing Standards for UT Students

(See *Student Life and Services* chapter of this catalog.)

## Center for Ethics

The Center for Ethics provides high quality resources in applied ethics for students, educators and the business and community leaders of Florida, with a special focus on business and organizational ethics. Education in applied ethics is aimed at helping to significantly improve the integrity, credibility and effectiveness of our present and future leaders.

The center's resources are available to UT students and members of the community, as well as for ethics programs in business, the professions and government. Center staff members assist organizations in developing and implementing ethics programs, offer lectures and in-house seminars, sponsor symposia for educators and conduct applied research. The center's primary message is that maintaining good ethics is good business and enhances organizational performance.

Each year, one University student is recognized with the student ethics award for his or her high ethical standards, potential for professional success, and community service. In addition, the Center for Ethics annually recognizes a member of the community with the Tampa Bay Ethics Award.

The Center for Ethics co-sponsors the annual Tampa Bay Sustainability Awards that recognizes area firms practicing sustainability in their businesses involving human, economic and environmental dimensions of business performance.

## TECO Energy Center for Leadership

The TECO Energy Center for Leadership provides internal and external leadership education activities. Students can take advantage of the Center for Leadership (CFL) through learning experiences in both undergraduate and graduate level leadership classes and our Distinguished Speaker Series. CFL also provides a variety of workshops and seminars designed to assess and develop leadership potential and skills. The undergraduate leadership minor and the leadership practicum for the Sykes College of Business graduate programs are coordinated by the CFL. The Center also delivers executive education courses for businesses throughout the Tampa Bay region. Finally, the Center conducts applied leadership research on a variety of topics and coordinates research grants and conference attendance for faculty members.

## Florida Directors' Institute

The Florida Directors' Institute is the collaborative result of work between The University of Tampa and national and local professional associations and service providers to improve corporate governance practices in Florida. The Florida Directors' Institute delivers short programs for public and large private company boards of directors and officers, supports applied research by faculty, and engages UT students in an annual essay competition on corporate governance topics.

## The Naimoli Institute for Business Strategy

The Naimoli Institute administers the Strategic Analysis Program, which is designed as a partnership in learning between UT and the business community. The program is an innovative part of the capstone course (MGT 431 and MGT 615) for Sykes College of Business undergraduate and MBA students. Each student in the program is assigned to a team that writes a strategic analysis of a local organization. Students get first-hand experience addressing strategic problems in real organizations, and the client organizations get rigorous analysis and recommendations aimed at improving their performance. The analysis reflects the students' efforts to integrate the functional areas that compose the coursework in the Sykes College of Business. At the end of the semester, each student team presents its analysis and plan to the organization's leaders. See the Naimoli Institute website at [www.ut.edu/naimoli](http://www.ut.edu/naimoli).

## The Florida Entrepreneurship Center

The Florida Entrepreneurship Center in the Sykes College of Business is a nationally recognized center for the study of entrepreneurship. Programs provided through the center engage the Florida business community in the learning experience and are available to any graduate or undergraduate student at the University of Tampa, regardless of major. The center supports the entrepreneurship curriculum through extra-curricular programs and events that provide students with the chance to gain skills that will help them plan successful careers and viable businesses based on their unique talents. Students learn through experiential education and exposure to entrepreneurs. Example programs include the UT Entrepreneurs club, UT Alumni group, business plan competitions, speaker series programs, internships, a mentoring program and much more.

## Student Organizations

The Sykes College of Business has numerous student organizations. These organizations provide students the opportunity to meet people, gain leadership skills, network with business professionals and interact with faculty.

Beta Gamma Sigma is the national honor society for collegiate business programs at AACSB accredited institutions. Members must be business majors in the upper 10 percent of the junior or senior class or the upper 20 percent of the graduate business class, be nominated by a BGS faculty member and be invited to join.

The Student Chapter of the Financial Management Association (FMA) is an organization that provides relevant information on the latest developments and opportunities in the area of finance.

The American Marketing Association (AMA) collegiate chapter promotes student interaction with marketing professionals, both nationally and through the Tampa Bay Chapter. Through active participation and involvement, members can gain practical marketing, advertising, management, promotion and financial experience. This award-winning chapter has excelled in community fundraising and marketing efforts and offers students local real-world projects, important marketing connections and interviewing opportunities.

The Adam Smith Society is a College of Business honor society for students of both economics and economic policy. Student members are selected based on both an interest and general competence in the economic way of thinking. The charge of this faculty-mentored student organization is to expose the student members to what economists do in the real world, to introduce them to the different points of view from leagues of professional economists in the marketplace, and to encourage enriched interaction between students, faculty and community leaders, all of whom share an interest in real-world economics.

Beta Alpha Psi is an international scholastic and professional accounting and financial information organization that recognizes academic excellence, and complements members' formal education by providing interaction among students, faculty and professionals to foster lifelong growth, service and ethical conduct.

The Student Accounting Society is an organization that provides social fellowship and opportunities to learn more about career options for accounting majors.

Delta Sigma Pi is a professional fraternity organized to encourage the study of business among students. Members sponsor many professional and community service events each semester.

The University of Tampa Student Chapter of the Association for Computing Machinery (ACM) is a member of the largest educational and scientific computing society. Its goal is to advance computing as a science and a profession by exposing students to opportunities in computing and information technology through educational seminars, meetings with industry professionals and tours of local businesses and organizations. The chapter is open to all students. Through close association with the Tampa Bay Technology Leadership Association (TBTLA), students have the opportunity to actively participate in professional activities with information technology executives from a number of industries.

Alpha Iota Mu (AIM) is the honor society for outstanding students of information systems. The purpose of AIM is to foster academic excellence, to promote high ethical standards among information systems professionals, and to encourage the growth of the profession. AIM is affiliated with AIS, the Association for Information Systems, and recognizes outstanding MIS and FSOS

juniors and seniors who have earned a GPA of 3.5 or higher and faculty recommendation.

Omicron Delta Epsilon is an international honor society in economics that recognizes superior academic achievement by both graduate and undergraduate students who have demonstrated an interest and aptitude in economics. Membership provides students an opportunity to attend and participate in ODE student sessions at regional, national and international economics conferences. Promising student research papers may also be submitted for publication in ODE's own journal, *The American Economist*.

The Dean's Student Advisory Group (DAG) is composed of student leaders and students who have been recommended by the faculty to advise the dean on the vision, mission, and direction of the College of Business. It also provides a forum for students to provide comments and requests to the administration of the College. These student representatives are from each of the undergraduate and graduate programs in the Sykes College of Business. Meetings are generally held two times per semester.

UT Entrepreneurs is the best way for UT students to surround themselves with others who share a passion and the dream of starting their own business someday (some members already have businesses up and running). It is a premier student-led organization dedicated to promoting the entrepreneurial spirit and endeavors of all UT students by reaching out to both graduate and undergraduate students from all majors across the University. Through a variety of projects, students work together to develop the knowledge and skills necessary to manage a new venture and develop the networks necessary to succeed as business leaders at the executive level or as entrepreneurs at any level. The organization is part of a network of student entrepreneurship chapters all across the world called the Collegiate Entrepreneurs' Organization (CEO). Besides bi-weekly meetings and various outside events throughout the year, UT Entrepreneurs makes an annual pilgrimage to Chicago for the National CEO Conference in the fall and hosts the Southeast Entrepreneurship Conference in the Spring. First-time members are immediately placed on a team at their first meeting so that they can be involved to the extent their schedule and ambition allow.

## Independent Studies Courses and Special Studies Courses

An independent study course is designed by the professor and student, and is not to be identical to any other course offerings that term. A special studies course is designed to be a substitute for an existing course that a student cannot take for some approved reason. Independent and special studies courses should be offered on a limited basis and only in cases of hardship on the part of the student (e.g. graduating senior with schedule conflicts) or for special projects for outstanding students. In either case, the sponsoring professor, the department chair and the associate dean must approve the registration. Graduate students must also receive the approval of the academic coordinator for their degree. The appropriate form describing the course must be completed and submitted to the associate dean's office before permission will be granted. An undergraduate student wishing to enroll in an independent study must have a GPA of 3.0 or higher; a graduate student must have a GPA of 3.5 or higher. An undergraduate student wishing to enroll in a special studies course must have a GPA of 2.0 or higher; a graduate student must have a GPA of 3.0 or higher. See the course descriptions to determine if an

independent study may count toward the requirements of the major. No special studies courses are allowed for courses in the College of Business core.

### Internships

All COB internships, except for accounting, are coordinated by a COB internship coordinator. An accounting internship coordinator coordinates accounting internships. In order to qualify for an internship, a student must have junior or senior standing and a cumulative GPA of 2.75 or higher. Additional requirements may apply to internships in each of the COB majors. To register for an internship, the student must submit a permission form to the internship coordinator, along with a job description from the employer. The internship coordinator and the associate dean must approve all internships. Forms are available in the associate dean's office.

## Core Requirements

BUS	101	Introduction to Global Business	4
BUS	221	Business Law and Social Responsibility	4
ACC	202	Financial Accounting Information	4
ACC	203	Managerial Accounting	4
ECO	204	Principles of Microeconomics	3
ECO	205	Principles of Macroeconomics	3
ITM	210	Managerial Statistics I	4
ITM	220	Information Systems	4
MKT	300	Principles of Marketing	4
FIN	310	Financial Management	4
MGT	330	Principles of Management	4
MGT	431	Practical Strategic Assessment	4

Total Semester Hours: 46

Students who qualify may count up to 8 hours of internship credit toward their 124-hour baccalaureate degrees. The remaining 116 hours must be non-internship credits.

ITM 361 is required as part of the core for students who completed MGT 330 prior to spring 2010.

### CAR 401 Job Search Strategies

This 1-credit course for juniors and seniors provides students with an introduction to current trends in job search strategies. Students will learn about résumé development, interviewing techniques, proper correspondence, résumés for the Internet, and job searching through various media. The class involves professional lectures, group discussions, research methods, guest lecturers and class assignments.

All students are encouraged to take this course.

### Communication Requirement

SPE 208 Speech for Business and the Professions

In addition, the following are recommended: two semesters of foreign language, ENG 204, WRI 280 and WRI 281.

### COB Grade Point Average Requirements

COB majors must have earned a minimum GPA of 2.25 in 22 hours of 100- and 200-level required COB courses before taking 300- and 400-level COB courses. Additionally, all business majors must have a minimum GPA of 2.0 in the courses required to complete the specified major. For this purpose, "specified major" is defined as required courses beyond COB core courses.

## COB — College of Social Sciences, Mathematics and Education Certificate Programs

### European Studies Certificate Program

### Latin American Studies Certificate Program

See *Department of Government, History and Sociology* for full descriptions.

## Master of Business Administration Programs, Master of Science in Accounting, Finance, or Marketing

See *Office of Graduate and Continuing Studies* chapter for information.

## Accounting

**Faculty:** Associate Professor Bostick, Chair; Dana Professor Joseph; Professor Platau; Associate Professors Pendarvis, Pergola, Smith, Verreault, Walters; Assistant Professors Butler, Keener; Instructor Garcia; Visiting Instructor Deal.

Accounting is often called the language of business. Businesses plan, assess, and report the results of operations, financial condition, and cash position using accounting principles to prepare financial statements that express business operations to both internal and external users of financial information. External users assess creditability, performance, risk, and investment potential while internal users assess the efficiency of resource allocation, performance, and achievement of strategic objectives in the daily management of a business. All organizations, whether large or small rely on accountants to record and report the activities of the business.

The Department of Accounting has established five primary goals for its majors that reflect the core competencies expected of an accounting major. Accounting students should:

- be sensitive to ethical issues that arise in the practice of the accounting profession and capable of applying the professional standards applicable to specific ethical issues.
- have an understanding of the legal and economic forces that impact accounting transparency and reporting.
- be effective critical thinkers with respect to solving professional accounting and business problems.
- be technically proficient such that they add value to their accounting professional activities.
- learn modern professional accounting theories, techniques, and methods and/or laws used by business entities and be effective communicators of accounting information to users.

The curriculum is tailored to expose students to specific areas of accounting, including financial and managerial accounting, taxation, audit, and accounting information systems. Electives are also offered in not-for-profit or governmental accounting, advanced accounting, internal audit, international accounting and corporate taxation.

Graduates of the accounting program consistently secure excellent positions or are accepted to top graduate school programs across the country. UT accounting graduates enjoy successful careers in a range of disciplines including public accounting,

corporate accounting, government accounting, business taxation, forensic accounting and more. They secure positions in public and private corporate organizations.

Florida and more than 40 other states require a fifth year of education to qualify to sit for the CPA examination. Students can complete this requirement in the Master of Science in Accounting program. The M.S. in Accounting (MS-ACC) is a 32-hour degree program that prepares students for professional accounting careers and meets the accounting educational requirements for the state of Florida. A student not wishing to pursue the MS-ACC can satisfy the state's fifth-year requirements by taking additional undergraduate courses while enrolled as a postbaccalaureate student.

#### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements	50
<b>Accounting major requirements:</b>	
ACC 304 Cost Accounting	4
ACC 320 Intermediate Accounting I	4
ACC 351 Accounting Information Systems	4
ACC 352 Federal Tax Accounting I	4
ACC 401 Auditing and Attestation I	4
ACC 420 Intermediate Accounting II	4
Total Semester Hours: 78	

#### Accounting Minor

Requirements for a minor in accounting: five courses in accounting.

### Economics

**Faculty:** Associate Professor Kench, Chair; Dana Professors Truscott, Fesmire; Professor Hoke; Associate Professor Brust; Assistant Professors Beekman, Hall, Jayakumar, Skipton and Stinespring; Visiting Instructor Buser.

A student may choose a major in business economics leading to a Bachelor of Science degree or a major in economics leading to a Bachelor of Arts degree, but not both. While both the B.A. and B.S. in Economics share the same required economics coursework, the B.A. has one more required elective and the B.S. includes the entire business core curriculum. This set of coursework provides the B.S. student with a modern integrated business curriculum that includes broad exposure to each of the functional areas in business (accounting, finance, information technology, management, and marketing) to accompany their solid foundation of economics. The economics field consists of two main areas: microeconomics, which addresses issues relating to individual firm behavior, including profit maximization, resource usage and price strategies; and macroeconomics, which relates to the broad issues that are national and global in scope, including economic growth, inflation, unemployment, fiscal and monetary policy, and the balance of payments. Courses in the curriculum are divided into these two broad categories.

While the minor in economics may be completed without calculus preparation, each of the 400-level courses in economics (including ECO 460 Econometrics and ECO 461 Seminar in Economics) possesses prerequisite coursework that requires calculus for business (or calculus I).

### B.S. In Business Economics

#### Requirements for a B.S. degree in the Sykes College of Business:

COB core and speech core requirements	50
<b>Economics major requirements:</b>	
MAT 225† Calculus for Business	4
ECO 320 Intermediate Microeconomics	4
ECO 321 Intermediate Macroeconomic Analysis	4
ECO 460 Econometrics	4
ECO 461 Seminar in Economics	4
Three of the following:	12
ECO 300 Labor Economics	
ECO 310 Environmental Economics	
ECO/ 315/ International Economic Development	
IBS 404	
ECO 420 Public Finance and Public Choice	
ECO 421 Mathematical Economics	
ECO/ 430/ International Economics and Finance	
IBS 403	
ECO 432 Economics of Emerging Markets	

Total Semester Hours: 82

†ECO majors are required to take MAT 225 or MAT 260 (fulfills the 4-credit hour baccalaureate math requirement).

#### Economics Minor

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

### B.A. In Economics

Undergraduate students outside of the College of Business may elect to earn a B.A. in economics. The Bachelor of Arts in Economics allows the student to combine a strong liberal arts background with an important functional area of business. The economics major provides students with an analytical framework that allows them to critically evaluate the performance of businesses and government economic policy in the context of the global marketplace.

#### Requirements for the B.A. major in economics:

ECO 204 Principles of Microeconomics	3
ECO 205 Principles of Macroeconomics	3
ECO 320 Intermediate Microeconomics	4
ECO 321 Intermediate Macroeconomic Analysis	4
ECO 460 Econometrics	4
ECO 461 Seminar in Economics	4
ECO Electives	16
ITM 210* Managerial Statistics I	4
MAT 225† Calculus for Business	4

\*MAT 201, Introduction to Statistics, 4 hours, may be substituted. This substitution is recommended for students planning graduate work in economics.

†ECO majors are required to take MAT 225 or MAT 260 (fulfills the 4-credit hour baccalaureate math requirement).

## Entrepreneurship

**Faculty:** Professor Rebecca J. White, Program Coordinator, James W. Walter Distinguished Chair of Entrepreneurship, Dana Professor Rustogi; Associate Professors Beekman, Margetis, Tompson; Assistant Professors Flagg, Hertz, Koutroumanis.

New business creation is the source of economic and job growth, and the means by which the economy transforms itself through new technologies, products and services. Graduates in this program develop the knowledge and skills required to start and operate an entrepreneurial venture with attention focused on creativity, innovation, developing an entrepreneurial mind-set, new venture planning, entrepreneurial finance, entrepreneurial marketing research, and managing and growing the new business venture. The entrepreneurship major can be applied to either starting a business or working in an existing firm where creativity and innovation is a strategic advantage in today's competitive work environment.

### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements 50

#### Entrepreneurship major requirements:

ENT	320	Introduction to Entrepreneurship/Feasibility	4
ENT	360	New Venture Finance	4
MKT	360	Marketing Research	4
ENT	487	Business Plan Development	4
Two of the following:			8
ENT	390	Managing the Family Business	
ENT/	486	International Entrepreneurship	
IBS			
ENT	495	Seminar in Entrepreneurship	
MGT/	355/	The Art and Science	
IBS	399	of Negotiation	
MKT	371	Personal Selling and Sales Management	

Total Semester Hours: 74

### Entrepreneurship Minor

#### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements 50

#### Requirements for a minor in entrepreneurship:

ENT	320	Introduction to Entrepreneurship	4
ENT	360	New Venture Finance	4
MKT	360	Marketing Research	4
ENT	487	Business Plan Development	4

Total Semester Hours: 66

## Finance

**Faculty:** Associate Professor M. Ingram, Chair; Professor Ghannadian; Associate Professors Donaldson, Etling, V. Ingram, Jankowski, Margetis; Assistant Professors Bryant, Flagg, Tan.

A greater demand for finance professionals has resulted from the increasing roles of corporate financial managers, the rising importance of investments, and the growing complexity of financial services. The finance sequence prepares students for successful careers in areas of commercial banking, individual

and institutional investments, insurance, private industry and government.

Applied projects bring the real world into the classroom by encouraging student interactions in the management of investment portfolios and corporate financial decisions. The program provides a comprehensive education for entry-level financial officers and general managers. It also is good preparation for CFA (Certified Financial Analyst) candidates.

### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements 50

#### Finance major requirements:

FIN	410	Intermediate Financial Management	4
FIN	440	Investments	4
FIN	470	Financial Markets, Institutions, and Money	4
FIN/	425/	International Financial Management	4
IBS	405		
MAT	225	Calculus for Business	4
One of the following:			4
ECO	320	Intermediate Microeconomics	
ECO	321	Intermediate Macroeconomic Analysis	
ECO	420	Public Finance and Public Choice	
ECO/	430/	International Economics and Finance	
IBS	403		
ECO	460	Econometrics	
ACC	320	Intermediate Accounting I	
ACC	420	Intermediate Accounting II	
ACC/	560/	International Accounting	
IBS	402		
FIN	415	Applied Investment Management	
FIN	491	Financial Policies and Strategies	

Total Semester Hours: 74

### Finance Minor

#### Requirements for a minor in finance:

FIN	310	Financial Management	4
FIN	440	Investments	4
One of the following:			4
FIN	410	Intermediate Financial Management	
FIN	415	Applied Investment Management	
FIN	470	Financial Markets, Institutions, and Money	
FIN/	425/	International Financial Management	
IBS	405		
FIN	491	Financial Policies and Strategies	
ECO/	430/	International Economics and Finance	
IBS	403		

Total Semester Hours: 12

## International Business

**Faculty:** Assistant Professor R. Beekman (Economics), International Business Program Coordinator; Dana Professors Rustogi (Marketing), Truscott (Economics); Professor Watson (Management); Associate Professors Brust (Economics), Margetis (Finance), Nelson (Information and Technology Management), Bear (Associate Dean, International Programs), Galperin (Management); Assistant Professors, Hall (International Business



and Economics), Jayakumar (Economics). Students may choose to major in one of seven international business majors offered in the Sykes College of Business: international business and accounting, international business and economics, international business and entrepreneurship, international business and finance, international business and management, international business and marketing, and international business and management information systems. These majors provide in-depth coverage in a specific business discipline coupled with an interdisciplinary global perspective, including language proficiency, cultural awareness and an education abroad experience. The curriculum in these majors is designed to meet the needs of businesses that require a global perspective and discipline-specific expertise from their prospective employees.

Graduates pursue careers in large multinational firms and small independent companies with international activities, as well as government agencies involved in international trade. Banking opportunities include corporate lending and international investment work.

#### **International business major requirements:**

Students will take the total hours required in the functional area major, including the international course in the major, and meet the following requirements:

#### **Foreign Language competency:**

Proof of competency in a foreign language as evidenced by passing a competency exam or completion of the Intermediate II course in the language with a grade of "C" or better. (A TOEFL score of 550, 213 [c.b.t.] or 79-80 [i.b.t.] or better meets the competency criteria.)

#### **An education abroad (international) experience:**

This requirement may be met either by studying abroad for a semester or a year, enrolling in a UT travel course, completing an internship abroad, or fulfilling a community-based service learning abroad. Community-based service learning abroad does not have to be taken for academic credit. All education abroad experiences must be pre-approved.

#### **Completion of IBS 397 Global Organizational Behavior and IBS 398 Survey of International Business = 8 hours**

These courses are waived for international management majors since they are required for the management major.

#### **International Electives Outside the College of Business = 8 hours**

Any 8 hours of non-College of Business elective courses designated as IG (International Global) including electives offered abroad (with the approval of the International Business Program Coordinator). IG courses used to satisfy the language competency requirement may not also be used to satisfy this requirement. Total hours required for each major:

International Business and Accounting = 82 hours (IBS 402 required)

International Business and Business Economics = 90 hours (IBS 403 required)

International Business and Entrepreneurship = 82 hours (IBS 486 required)

International Business and Finance = 82 hours (IBS 405 required)

International Business and Management = 70 hours (IBS 399 required)

International Business and Marketing = 78 hours (IBS 406 required)

International Business and Management Information Systems = 90 hours (ITM 420 required)

**Note:** Lower division COB core requirements, FYW 101 and 102, ITM 200 and MAT 160 or MAT 225 depending on major, should be completed by the end of the sophomore year to facilitate graduation within four years.

The student should work closely with his or her faculty advisor to ensure that all remaining General Curriculum Distribution requirements and functional area major requirements are scheduled. The student should meet with his or her faculty advisor to determine a course of study for the last two years, depending on functional area.

MAT 225 is required for IB-ECO, IB-MIS, and IB-FIN majors. This course will satisfy the 4-credit hour Baccalaureate math requirement.

Nonnative English-language students whose TOEFL scores are 550, 213 [c.b.t.] or 79-80 [i.b.t.] or better do not need a second foreign language.

A primary objective of the international business major is to develop a broad awareness of global issues. Students who wish to develop a more in-depth understanding of specific geographic areas and other cultures may select electives outside the major that focus on Latin America, Western Europe or third world countries. These specialization areas are not required for the major.

## **Financial Services Operations and Systems**

**Faculty:** Associate Professor H. Webb, Chair; Professors Courier, Shirley; Associate Professors Alhourani, Jeffries, Jenzarli, Nelson, Papp; Assistant Professors Jain, Knapp, Veltri; Instructor L. Webb. **Department of Finance Faculty:** Associate Professors Jankowski, Margetis; Assistant Professor Flagg.

The Financial Services Operations and Systems major is offered jointly by the Department of Information and Technology Management and the Department of Finance. This challenging major involves the innovative application of computer technology and analytical skills to understand the information needs within the operations of the financial services industry. Students majoring in FSOS receive a comprehensive education in the design, analysis, development and management of information systems.

Several specialized courses tailored to the needs of the 21<sup>st</sup> century financial services industry distinguish this major from others. FSOS students are educated in financial markets and institutions, financial service operations, business continuity, risk management and data mining. FSOS graduates have strong analytical, technical and managerial skills spanning the business functional areas, and are experienced in oral and written communication.

Partnerships with the financial services and information systems professional associations provide many opportunities for student interaction with the business community. Internships with well known corporations are available to qualified students. Alliances with Microsoft and SAP provide students access to a wide array of software tools. This combination of skills and experience prepares our FSOS graduates to be leaders of the next generation of professionals in the financial services industry.

#### **Requirements for a degree in the Sykes College of Business:**

COB core and speech requirements 50

#### **Financial services operations and systems major requirements:**

MAT 225	Calculus for Business	4
ITM 318	Systems Analysis and Design I	4

ITM	350	IS Security and Risk Management	4
ITM	366	Financial Operations Management	4
ITM	408	Data and Information Management	4
ITM	466	Business Intelligence and Analytics	4
FIN	470	Financial Markets, Institutions and Money	4
One of the following:			4
FIN	425	International Financial Management	
FIN	440	Investments	
ITM	419	Enterprise Architecture and Systems Design	
ITM	430	Global Information Systems Management (IG)	
ITM	495	Topics in Information and Technology Management	
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Total Semester Hours:			22

### **Financial Services Operations Management Minor**

#### **Requirements for a minor in financial services operations management:**

ITM	350	IT Security and Risk Management	4
ITM	366	Financial Operations Management	4
FIN	470	Financial Markets, Institutions, and Money	4
ITM	466	Business Intelligence and Analytics	4

### **Management Information Systems**

**Faculty:** Associate Professor H. Webb, Chair; Professors Courier, Shirley; Associate Professors Alhourani, Jeffries, Jenzarli, Nelson, Papp; Assistant Professors Jain, Knapp, Veltri; Instructor L. Webb.

Management information systems is a challenging field of study focused on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises. The perspective of MIS on information technology is to emphasize information and a view of technology as an instrument for generating, processing and distributing information. Students majoring in MIS receive a comprehensive education in the design, analysis, development and management of information systems, the functional business areas, and various managerial and analytical skills required in any organization. Graduates have a combination of strong technical and business skills, including oral and written communication, that bridge the gap that often exists between business users of systems and technically trained specialists.

Features of our innovative program include interactive lectures, individual and team assignments, and experiential learning to help students build successful careers. Alliances with Microsoft and SAP provide students access to a wide array of software tools. Partnerships with information systems professional associations provide many opportunities for student interaction with the business community. Internships with well-known corporations are available to qualified students.

#### **Requirements for a degree in the Sykes College of Business:**

COB core and speech requirements	50
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#### **Management information systems major requirements:**

MAT	225	Calculus for Business	4
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ITM	251	Application Development	4
ITM	280	IT Infrastructure	4
ITM	318	Systems Analysis, Design, and Project Management	4
ITM	408	Data and Information Management	4
ITM	419	Enterprise Architecture & Systems Design	4
ITM	430	Global Information Systems Management (IG)	4
One of the following:			4
ITM	350	IT Security and Risk Management	
ITM	360	Advanced Application Development	
ITM	361	Operations Management	
ITM	410	Advanced IT Infrastructure	
ITM	466	Business Intelligence and Analytics	
ITM	495	Topics in Information and Technology Management	

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Total semester hours: 82

### **Management Information Systems Minor**

The minor in management information systems allows students to combine skills learned in their majors with the rapid changes in computers and information impacting the 21<sup>st</sup> century. Students select a set of courses that best fit their interests and career objectives. Students take ITM 220 Information Systems, plus four other elective courses. Courses selected may focus on managing information in the student's major field of study through courses in business intelligence and analytics, systems analysis and database or else they may focus on the more technical aspects of information systems such as programming and IT infrastructure. This minor is an excellent complement to many majors offered across the University.

#### **Requirements for minor in management information systems:**

ITM	220	Information Systems	4
Four of the following:			16
ITM	251	Application Development	
ITM	280	IT Infrastructure	
ITM	318	Systems Analysis, Design and Project Management	
ITM	350	IT Security and Risk Management	
ITM	360	Advanced Application Development	
ITM	361	Operations Management	
ITM	408	Data and Information Management	
ITM	410	Advanced IT Infrastructure	
ITM	419	Enterprise Architecture & Systems Design	
ITM	430	Global IS Management	
ITM	466	Business Intelligence and Analytics	
ITM	495	Topics in Information and Technology Management	

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Total Semester Hours: 20

### **EMAT: Electronic Media Art and Technology Major**

The major in electronic media, art and technology is an interdisciplinary program that emphasizes designing and producing interactivity for Web-based products for both commercial and artistic intent. See EMAT, in the *College of Arts and Letters* chapter, for full details.

## Management

**Faculty:** Associate Professor Steiner, Chair; Professors Simendinger, Watson, White; Associate Professors Bear, Beekman, Galperin, Tompson; Assistant Professors Bechtold, Brownlee, Hertz, Jordan, Koutroumanis, Thomason, Weeks, Xie.

Management is more than planning, organizing and controlling resources; it is the direction of human effort in all facets of business, industry and government. Graduates in this program develop the knowledge and skills required to ethically lead and manage global businesses, with attention to customer value, returns to stockholders and satisfaction in personal and corporate employee development. Students have the opportunity to participate in small business consulting exercises and solve problems of real companies. Business simulations illustrate the consequences of management decisions.

### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements 50

#### Management major requirements:

MGT 340 Human Resource Management 4

MGT 345/ Global Organizational Behavior 4

IBS 397

MGT 350/ Survey of International Business 4

IBS 398

Two of the following: 8

ACC 304 Cost Accounting

ECO 300 Labor Economics

ENT Any ENT course except internships and independent studies

IBS Any IBS not already taken except internships and independent studies

ITM 318 Systems Analysis, Design and Project Management

ITM 350 IS Security and Risk Management

ITM 361 Operations Management

ITM 466 Business Intelligence and Analytics

MGT Any MGT not already taken except internships and independent studies

MKT 352 Services Marketing and Management

MKT 354 Buyer Behavior

MKT 360 Marketing Research

MKT 371 Personal Selling and Sales Management

Total Semester Hours: 70

## Business Administration Minor

### Requirements for a minor in business administration:

(Sykes College of Business majors are not eligible for this minor.)

BUS 101 Introduction to Global Business 4

ACC 202 Financial Accounting Information 4

ACC 203 Managerial Accounting 4

ECO 204 Principles of Microeconomics 3

ECO 205 Principles of Macroeconomics 3

ITM 210 Managerial Statistics I 4

ITM 220 Information Systems 4

One of the following 4

FIN 310 Financial Management

MGT 330 Principles of Management

MKT 300 Principles of Marketing

Total Semester Hours: 30

## Marketing

**Faculty:** Dana Professor Rustogi, Chair; Professor Matulich; Associate Professors Kuntze, Lee, McMurrian, Washburn; Assistant Professors Gupta, Khare, Whang.

The field of marketing is one of the fastest growing, vibrant and most rewarding areas of business. Nearly a third of today's labor force holds marketing-related jobs. This portion is expected to increase substantially as more firms become market-driven. A highly diverse discipline, marketing includes advertising and promotional management, personal selling and sales management, retail management, marketing research, services and international commerce. Students who have good interpersonal skills, like people, and are looking for a career that presents creative challenges, constant change, and opportunities for significant financial rewards may have found their field.

### Requirements for a degree in the Sykes College of Business:

COB core and speech requirements 50

#### Marketing major requirements:

MKT 360 Marketing Research 4

MKT 450 Marketing Strategy 4

Any three of the following: 12

MKT 352 Service Marketing and Management

MKT 354 Buyer Behavior

MKT 371 Personal Selling and Sales Management

MKT 372 Retail and Distribution Management

MKT/ 410/ Global Marketing

IBS 406

MKT 411 Promotional and Branding Strategies

ENT 320 Introduction to Entrepreneurship/ Feasibility

Total Semester Hours: 70

# College of Natural and Health Sciences

<i>Departments.....</i>	<i>Page Number:</i>
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The College of Natural and Health Sciences is composed of the departments of nursing, exercise science and sport studies, chemistry and physics, and biology. The majors and minors offered by these departments provide students with the opportunity to pursue their education as preparation to gain admission to graduate programs, professional schools, to become board certified nurses and enter the workforce in a diverse array of professions.

All of the departments in the college emphasize experiential learning opportunities through our clinical settings, laboratories, field trips that are taken as part of many of our courses, a rich array of internships and service learning opportunities. Students are encouraged to become involved and be responsible in the pursuit of their studies and in their learning. The college embraces and emphasizes the ethos of the University, which is “learning by doing, doing to learn.”

Faculty members in the college are active scholars who pursue basic and/or applied research that provides opportunities for students to become involved in scholarly work as part of their undergraduate education.

There are organizations in all departments for students to connect with fellow students, learn about professional opportunities, develop leadership skills if elected to an office in the organization and attend guest lectures. Participation in these student organizations can be submitted to the Office of Student Leadership and Engagement for inclusion in the co-curricular transcript. Interested students should ask their instructors or department chairs about these organizations.

Students pursuing a degree in pre-allied health, public health or athletic training are advised by faculty in the Department of Exercise Science. This preparation can lead to employment in a professional program or admission to graduate programs in athletic training, public health, occupational therapy and physical therapy. Those students interested in sport management, teaching physical education and adult fitness should consult with the faculty in the department early in their academic careers.

Students who intend to continue post-graduate studies for a professional degree in medicine, veterinary medicine, dentistry, or pharmacy can major in biology, biochemistry or chemistry at The University of Tampa and receive excellent preparation for the entrance exams for these programs. These professional fields value breadth and depth in coursework that also extends beyond the sciences, as well as a demonstration of service to the community while pursuing undergraduate studies. UT’s Baccalaureate Experience provides students with the opportunity to pursue other coursework that can include a variety of disciplines, such as, for example, psychology, sociology, languages and literature. Members of the departments of chemistry and physics and biology offer guidance to students and write recommendations through our Pre-Professional Committee composed of biology and chemistry faculty.

Any of the faculty members in the sciences can serve as academic advisors to students interested in pursuing graduate training in the health professions and to offer counsel during their years at

UT. Students should contact a member of the Pre-Professional Committee no later than the start of their junior year.

Students are encouraged to choose a major that best suits them, so they can excel at their studies and gain admission to professional schools. Students interested in pursuing a post-graduate professional degree in one of the aforementioned fields, while pursuing a degree outside of the College of Natural and Health Sciences, are encouraged to contact the Pre-Professional Committee for guidance.

## Department of Biology

**Faculty:** Associate Professor Mason Jones, Chair; Dana Professor Price; Professors Beach, Rice; Associate Professors Bellone, Campbell, Chipouras, Kucera, L. McRae, Meers, Schlueter; Assistant Professors Huber, Hulathduwa, M. McRae, Sikorski, Waggett, Williams, Yokota.

The B.S. in biology, B.A. in biology, B.S. in marine science-biology, B.S. in marine science-chemistry and environmental science majors all seek to educate students in the process and methodology of science and provide the conceptual and applied knowledge necessary to address problems at a wide range of levels of biological organization, and to be responsible global citizens able to make informed decisions about complex issues. These goals are achieved through learning partnerships in the classroom and laboratory that facilitate growth in knowledge and skills in the basic and applied sciences and the development of communication and critical thinking skills. Through experiential learning and mentoring, students are introduced to a wide range of historical and contemporary topics and techniques in the biological sciences, thereby illustrating the creative process which leads to scientific innovation. Through these efforts we seek to prepare students for careers in science, graduate and professional schools, and to be innovative lifelong learners while emphasizing the importance of the natural sciences in the University’s liberal arts tradition. Our faculty value and continually contribute to the scientific community through high quality research and pedagogical innovation, and to the improvement of society through service to professional organizations and the University and broader communities.

## Marine Science Center

UT’s waterfront Marine Science Center is located at the Tampa Harbour Marina, about 20 minutes from campus. This 3,000-square-foot facility is well equipped to serve both students and faculty in marine science, environmental science and biology programs. The facility includes a wet laboratory and dry lab/classroom, SCUBA storage area, lockers, and a dedicated boat slip. The wet lab has a recirculating/flow-through seawater system with reservoirs at ground level. Three large power boats, as well as several smaller boats, are also housed at the marina. On the southern and eastern edges of the marina property are a mosaic of supratidal and shallow water habitats that UT faculty use for research. This mangrove/salt marsh/oyster reef/mud flat/seagrass habitat makes an ideal location for environmental projects for students and faculty.

**Departmental Degree Requirements**

All majors offered through the Department of Biology share as their foundation the Biology Core Curriculum. Some individual courses within the Biology Core require a minimum grade of "C" as noted in the *Course Description* section of this Catalog. The Biology Core Curriculum consists of the following nine courses:

BIO	203	Biological Diversity	4
BIO	204	Biological Unity	4
BIO	410	Senior Seminar*	1
One of the following:			4
BIO	300	General Genetics	
BIO	320	Molecular Genetics	
CHE	152-	General Chemistry I	4
	153		
CHE	154-	General Chemistry II	4
	155		
MAT	260	Calculus I	4

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Total Semester Hours: 25

\*BIO 440, 450 or 495 may be substituted if an oral presentation is made.

A subset of the Biology Core Curriculum is referred to as the Biology Lower-Core Curriculum. All students must complete these core courses with a 2.0 ("C" level work) combined minimum grade point average before they will be eligible to register for any of the upper-division BIO (numbered above 204) or MAR (numbered above 150) courses. Additionally, some individual courses within the Biology Lower-Core require a minimum grade of "C" as noted in the *Course Description* section of this Catalog. The Biology Lower-Core Curriculum consists of the following five courses:

BIO	203	Biological Diversity	4
BIO	204	Biological Unity	4
CHE	152-	General Chemistry I	4
	153		
CHE	154-	General Chemistry II	4
	155		
MAT	170*	Precalculus	4

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Total Semester Hours: 16-20

\*May be waived if student is placed directly into MAT 260 Calculus I.

All majors offered through the Department of Biology share as their foundation classes offered in the three categories of Cellular/Physiology, Organismal and Ecology/Evolution/Environmental Biology. These categories are used within majors and concentrations to achieve the learning outcomes within those specific programs. These categories consist of the following courses:

**Category I Cellular Biology/Physiology Courses**

BIO	227	Ecosystems and Ecophysiology	4
BIO	300	General Genetics or BIO 320 Molecular Genetics	4
BIO	307	Microbiology (W)	4
BIO	310	Developmental Biology (W)	4
BIO	330	General Physiology	4
BIO	350	Cell Biology	4
BIO	360	Immunology (W)	4
BIO	370	Molecular Biology	4
BIO	390	Essentials of Electron Microscopy	4

CHE	320	Biochemistry	3
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**Category II Organismal Biology Courses**

BIO	224	Invertebrate Zoology	4
BIO	225	Vertebrate Zoology	4
BIO	228	Biology of Plants (W)	4
BIO	250	Comparative Vertebrate Anatomy	4
BIO	317	Parasitology	4
BIO	340	Ichthyology (W)	4
MAR	226	Marine Zoology	4
MAR	327	Marine Botany	4

**Category III Ecology / Evolution / Environmental Biology Courses**

BIO	212	Ecology (W)	4
BIO	220	Behavioral Biology	4
BIO	230	Introduction to Experimental Design and Biostatistics	4
BIO	235	Introduction to Geographic Information Systems	3
BIO	242	Environmental Science and Policy (IG) (W)	4
BIO	346	Conservation Biology (W)	4
BIO	349	Water, Wetlands and Wildlife (IG)	4
BIO	400	Evolution	4
MAR	222	Marine Ecology	4

**Biology****Requirements for B.S. or B.A. majors in biology:**

Biology Core Curriculum	25
Concentration (described below)	23-32

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Total Semester Hours: 48-57

**Collateral and prerequisite courses required for the B.S. in biology major:**

CHE	232-	Organic Chemistry I, II	8
	235		
PHY	200-	General Physics I, II	8
	201 or		
	205-		
	206		

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Total Semester Hours: 16

**Collateral and prerequisite courses required for the B.A. in biology major:**

Physical Science Requirement (Choose one)	4		
CHE	232-	Organic Chemistry I	
	233		
PHY	200 or	General Physics I	
	205		

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Total Semester Hours: 4

Students who major in biology, marine science-biology, marine science-chemistry, or environmental science may use any of the collateral science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements. Students may not count credits for both BIO 212 and MAR 222 toward the degree requirements in any major or minor in biology, marine science-biology or environmental science. However, credits for both may count toward the 124-credit-hour graduation requirement. Students also may use

the course required in mathematics to satisfy the mathematics requirement of the academic skills component of the general curriculum distribution requirements.

WRI 281 and BIO 230 are strongly recommended for those students planning to attend graduate or some professional schools.

#### Requirements for a minor in biology:

Twenty total semester hours of credit, including BIO 203, BIO 204 and 12 additional credit hours of BIO courses numbered above 204, or MAR courses above 200 excluding BIO 440, 450, 495 and 499.

#### B.S. and B.A. in Biology Concentrations

The Bachelor of Science in Biology provides students with a selection of courses needed to prepare for a career in the biological sciences, including many graduate and professional schools. This highly specialized curriculum includes more extensive requirements in chemistry and physics in order to maximize the future scientific opportunities available to students.

The Bachelor of Arts in Biology provides students with a more liberal (less prescribed) educational pathway. As a result, it is most appropriate for students with interests that range outside of biology, or those wishing to specialize in a field of biology that is less reliant on the collateral sciences of physics and chemistry.

#### General Biology Concentration

This concentration meets the requirements of a variety of career paths, including industrial positions, secondary education, and graduate programs in biology. Students must complete a minimum of six additional biology courses for the B.S. and eight additional courses for the B.A. in Biology (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors. In addition to the core requirements for a degree in biology, students must select a minimum of one course from each Category I, II and III for the B.S. while for the B.A., two courses from each Category I, II and one course from Category III (see above). Any BIO courses above 204 or MAR courses above 200 may be used to fulfill the remaining elective requirements.

Total Semester Hours: 23-32

#### Organismal and Evolutionary Biology Concentration

This concentration meets the requirements for a variety of career paths in organismal and evolutionary biology, secondary education, and graduate programs in these fields. Students must complete a minimum of six additional biology courses for the B.S. and eight additional courses for the B.A. in Biology (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors. Students are required to complete a minimum of two courses from each Category II and III as well as one course from Category I (see above). Any BIO courses above 204 or MAR courses above 200 may be used to fulfill the remaining elective requirements.

Total Semester Hours: 23-32

#### Concentration in Molecular Biology

Molecular biology, along with the laboratory tools it employs, is a sub-discipline within biology that has become an important component of our economy. Students interested in pursuing advanced degrees in this field or careers in laboratory or research environments involving molecular biology are encouraged to pursue this concentration.

Students must complete a minimum of six additional biology courses for the B.S. and eight additional courses for the B.A. in Biology (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors. Students are required to complete a minimum four courses from Category I and one course from each Category II and III (see above). Students who pursue the B.A. should enroll in BIO 320 and CHE 232-3 as part of their degree plans. Any BIO courses above 204 or MAR courses above 200 may be used to fulfill the remaining elective requirements.

Total Semester Hours: 23-32

#### Pre-Professional Concentration (including Pre-Medicine, Pre-Dentistry, Pre-Veterinary Science)

Students interested in these professional careers usually major in biology, selecting courses from the pre-professional concentration. Students also may choose to major in chemistry or biochemistry. Other majors are possible, provided the entrance requirements for professional schools are completed. Students should design their academic programs in consultation with their advisors.

Students requesting letters of recommendation to professional schools must do so through the Pre-Health Professions Committee by submitting their requests to the Departmental Office (SC-207).

The pre-professional concentration is designed to prepare students for application to professional schools such as medical, dental, veterinary, etc. The Army ROTC Department can assist pre-professional students with their graduate program finances through the Health Professions Scholarship Program (HPSP). For more information, contact the Army ROTC Department at (813) 258-7200 or x7200 on campus.

Students must complete a minimum of six additional biology courses for the B.S. in Biology (not including BIO 440, 450, 495 or 499) to be determined in consultation with advisors. Four of the six courses must be selected from the Pre-Professional Concentration list below. The remaining two BIO courses above 204 or MAR courses above 200 may be used to fulfill the remaining elective requirements. Of the six courses, at least one course must be selected from each Category II and III. This concentration is not applicable to the B.A. in Biology because of the collateral courses required for admission to professional school programs.

#### Biology-Pre-Professional Concentration

BIO	220	Behavioral Biology	4
BIO	227	Ecosystems and Ecophysiology	4
BIO	230	Introduction to Experimental Design and Biostatistics	4
BIO	250	Comparative Vertebrate Anatomy	4
BIO	307	Microbiology (W)	4
BIO	310	Developmental Biology (W)	4
BIO	317	Parasitology	4
BIO	330	General Physiology	4
BIO	350	Cell Biology	4
BIO	360	Immunology (W)	4
BIO	370	Molecular Biology	4
BIO	390	Essentials of Electron Microscopy	4
BIO	400	Evolution	4
CHE	320	Biochemistry	3

Total Semester Hours: 24

**Biology Education Majors**

Students pursuing education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses. Please note: At catalog press time, state legislation was pending that may affect certification requirements for education majors. For up-to-date information, contact the Department of Education office in Plant Hall Room 439.

**Biology-Business Concentration**

Students must select one of the above mentioned concentrations (General Biology, Organismal/Evolutionary Biology, Molecular Biology, Pre-Professional) and the following business courses. The biology-business concentration is designed for students who are interested in biology but wish to pursue business careers. These individuals may find opportunities in technical sales or managerial positions in biomedical, agricultural and chemical industries. The biology major (**either the B.S. or B.A. degree**) with these business courses fulfills all foundation courses (except ITM 200 and 361) required for admission to the Master of Business Administration program at The University of Tampa.

**Requirements for the biology-business concentration:**

BUS	101	Introduction to Global Business	4
ACC	202	Financial Accounting Information	4
ACC	203	Managerial Accounting	4
ECO	204	Principles of Microeconomics	3
ECO	205	Principles of Macroeconomics	3
ITM	210	Managerial Statistics I	4
ITM	220	Information Systems	4
One of the following:			4
MGT	330	Principles of Management	
MKT	300	Principles of Marketing	
FIN	310	Financial Management	

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Total Semester Hours: 30

**Marine Science-Biology Major****Requirements for a B.S. double major in marine science and biology\*:**

Biology Core Curriculum	25
Ecology Requirement ( <i>choose one</i> )	4
MAR 222 Marine Ecology	
BIO 212 Ecology	
Cellular/Physiological Requirement ( <i>choose one from Category I</i> )	4
Organismal Invertebrate Requirement ( <i>choose one</i> )	4
BIO 224 Invertebrate Zoology	
MAR 226 Marine Zoology	
Organismal Vertebrate Requirement ( <i>choose one</i> )	4
BIO 225 Vertebrate Zoology	
BIO 250 Comparative Vertebrate Anatomy	
Organismal Botany Requirement	
MAR 327 Marine Botany	4
Oceanography/ Marine Science Component	6-7
MAR 200 Introduction to Marine Science	
One of the following:	
MAR 150 Physical Geology	

MAR	301	Physical Oceanography	
CHE	180	Environmental Chemistry	
Electives above BIO 204 or MAR 200			7-8

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Total Semester Hours: 59-61

**Collateral and/or prerequisite courses required for the double major in marine science-biology:**

CHE	232-235	Organic Chemistry I, II	8
PHY	200-201	General Physics I, II	8

\*Marine science may not be taken as a single major because of its highly specialized nature.

Students who double-major in marine science-biology may use any of the science or marine science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements listed in the catalog.

**Requirements for a minor in marine biology:**

BIO 203 and 204; BIO 212 or MAR 222; MAR 226 or BIO 224; and MAR 327.

**Marine Science-Chemistry****Requirements for a double major in marine science\* and chemistry:**

Biology Core Curriculum (without Genetics)	21
Ecology Requirement (Choose one)	4
BIO 212 Ecology	
MAR 222 Marine Ecology	
MAR 150 Physical Geology	4
MAR 226 Marine Zoology	4
MAR 327 Marine Botany	4
MAR 301 Physical Oceanography	4
CHE 180 Environmental Chemistry	3

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Total Semester Hours: 44

**Courses required for the chemistry major:**

CHE	152-155	General Chemistry I, II	8
CHE	310	Analytical Chemistry	4
CHE	232-235	Organic Chemistry I, II	8
CHE	352-355	Physical Chemistry I, II	8
CHE	425	Advanced Inorganic Chemistry	4
CHE	451, 452 or 453		2

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Total Semester Hours: 34

**Collateral and prerequisite courses required for the double major:**

PHY	200 or 205	General Physics I	4
PHY	201 or 206	General Physics II	4
MAT	261	Calculus II	4

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Total Semester Hours: 12

\*Marine science may not be taken as a single major because of its highly specialized nature. Students who double-major in marine science-chemistry may use any of the science or marine science courses required in the major to satisfy the natural science component of the general curriculum distribution requirements listed in the catalog.

### **Gulf Coast Research Laboratory**

The University maintains a formal affiliation with the Gulf Coast Research Laboratory (GCRL), an educational and research institute located in Ocean Springs, Mississippi. Through this arrangement, students may take field courses in marine science at GCRL during the summer. Course credit is awarded through the University of Southern Mississippi and will be accepted as transfer credit at UT. Below is a list of courses taught at GCRL and their semester hours of credit. These courses may be applied toward majors in biology, marine-science/biology, and environmental science.

Marine Science I: Oceanography	5
Marine Science II: Marine Biology	5
Marine Invertebrate Zoology	6
Marine Ichthyology	6
Marine Fisheries Management	5
Marine Mammals	5
Marine Ecology	5
Shark Biology	5
Research Study Program — Lab	4
Research Study Program — Lecture	1

Complete information about the GCRL program is available in the Department of Biology.

### **Environmental Science**

#### **Requirements for a major in environmental science:**

Biology Core Curriculum	25
Organismal Requirement (choose two from Category II)	8
Ecology/Evolution/Environmental Biology Requirement (choose three from Category III)	11-12
Statistics requirement (choose 1)	4
MAT 201 Introduction to Statistics	
BIO 230 Introduction to Experimental Design and Biostatistics	

#### **Collateral and prerequisite courses required for the major:**

CHE 310 Analytical Chemistry	4
CHE 180 Environmental Chemistry	4
WRI 281 Technical Writing	4
Electives (see below)	4

Total Semester Hours: 64-65

Electives (at least one of the following):	4
COM 224 Mass Media and Society	
GEO 202 Physical Geography	
GEO 205 Principles of Resource Utilization	
PHL 208 Business Ethics	
PHL 210 Environmental Ethics	

Students who major in environmental science may use any of the category one electives to satisfy the natural science component of the general curriculum distribution requirements. They also may use the courses required in mathematics to satisfy the mathematics requirement of the academic skills component of the general curriculum distribution.

#### **Requirements for a minor in environmental science consist of the following five courses:**

BIO 203, 204, two Category III courses; and one of the following courses, PHL 208, 210, GEO 202, 205, or COM 224. It is further recommended that students who are not science majors take MAR 150 or CHE 126 for the physical science requirement.

### **Department of Chemistry and Physics**

**Faculty:** Associate Professor Jackman, Chair; Professor Burroughs, Associate Chair; Professor Laurino; Associate Professors Ballard, Hendrix; Assistant Professors Carastro, Deneault, Evans-Nguyen, Hallman, Jones, Leslie, Martin, Perry, Struss, Werner; Instructor Bender.

**Degrees Offered:** B.S. in chemistry; B.S. in chemistry-ACS-professional; B.S. in biochemistry; B.S. in forensic science; B.A. in chemistry; B.A. in biochemistry; B.S. in chemistry (biochemistry)/MBA.

The Department of Chemistry offers its students a solid foundation in the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry. Research projects, publishing opportunities, internships, and classes with both lecture and laboratory experience give chemistry majors the necessary theoretical knowledge and practical laboratory experience to either enter the job market with a B.S. degree or go on to graduate or professional school with either a B.S., B.S.-professional or B.A. degree.

Each program is a continuum of prerequisites designed to best develop the student's knowledge of chemistry in each of the five major areas. In upper-level classes, the average course size drops from about 30 students to approximately 10 students per class. This small class size not only gives students the opportunity to work with equipment not often available to undergraduates at large institutions, but also allows for frequent, direct interaction with the faculty.

Given the small class size at the University and the varied research interests of the chemistry faculty, experiential learning opportunities are available and encouraged. Students working with faculty members have completed projects in environmental analysis, atmospheric chemistry, marine nutrient analysis, protein chemistry, organic reaction mechanisms, electroanalysis and biosensor development.

Each member of the faculty is an expert in at least one of the aforementioned areas of chemistry. Chemistry majors may request assignment to a faculty member who serves as an advisor and whose specialty coincides with the student's area of interest. Advisors and students work together to select courses, review academic and professional progress, and discuss career and graduate opportunities.

#### **Pre-Professional Concentration**

Students interested in medicine, dentistry or veterinary science may wish to consider the B.A. in chemistry or biochemistry. These degree programs have been specifically designed for pre-professional students whose interests lie in the chemical sciences. While any of the degree programs offered by the Department of Chemistry provides the opportunity for professional school admission, the B.A. degrees, with fewer credit hours than the B.S. degrees, allows the student to explore other academic disciplines through electives, providing the well-rounded educational experience professional schools actively seek in their applicants. In addition to the chemistry majors, students also may choose



biology or other majors, provided the entrance requirements for professional schools are completed. Students should design their academic programs in consultation with their advisors.

Students requesting letters of recommendation to professional schools must do so through the Pre-Professional Committee.

The ROTC Department can assist pre-professional students with their professional program finances through the Health Science Professional Scholarship Program. For more information, contact the ROTC Department at (813) 258-7200 or x7200 on campus.

The courses listed below should be completed during the freshman and sophomore years. Certain course-specific "C" minimums may apply for individual coursework. Please visit [www.ut.edu/chemistry-and-physics](http://www.ut.edu/chemistry-and-physics) for more information, including detailed four-year plans for all chemistry and biochemistry degrees.

BIO	204	Biological Unity (with lab)	4
CHE	152	General Chemistry I	3
CHE	153L	General Chemistry I Lab	1
CHE	154	General Chemistry II	3
CHE	155L	General Chemistry II Lab	1
CHE	232	Organic Chemistry I	3
CHE	233L	Organic Chemistry I Lab	1
CHE	234	Organic Chemistry II	3
CHE	235L	Organic Chemistry II Lab	1
CHE	310	Analytical Chemistry	4
PHY	200/201	General Physics I and II	8

or, depending upon major selected,

PHY	205/206	General Physics w/Calculus I and II	8
MAT	260	Calculus I	4
MAT	261	Calculus II	4

## Chemistry

### Requirements for a B.A. major in chemistry:

BIO	204	Biological Unity (with lab)	4
CHE	152	General Chemistry I	3
CHE	153L	General Chemistry I Lab	1
CHE	154	General Chemistry II	3
CHE	155L	General Chemistry II Lab	1
CHE	232	Organic Chemistry I	3
CHE	233L	Organic Chemistry I Lab	1
CHE	234	Organic Chemistry II	3
CHE	235L	Organic Chemistry II Lab	1
CHE	310	Analytical Chemistry	4
PHY	200	General Physics I	4
PHY	201	General Physics II	4
MAT	260	Calculus I	4
MAT	261	Calculus II	4
CHE	245	Inorganic Chemistry	4
CHE	305	Applied Physical Chemistry	3
CHE	320	Biochemistry	3

Total Semester Hours: 50

### Requirements for a B.S. major in chemistry:

BIO	204	Biological Unity (with lab)	4
CHE	152	General Chemistry I	3
CHE	153L	General Chemistry I Lab	1
CHE	154	General Chemistry II	3

CHE	155L	General Chemistry II Lab	1
CHE	232	Organic Chemistry I	3
CHE	233L	Organic Chemistry I Lab	1
CHE	234	Organic Chemistry II	3
CHE	235L	Organic Chemistry II Lab	1
CHE	310	Analytical Chemistry	4
PHY	205	General Physics w/Calculus I	4
PHY	206	General Physics w/Calculus II	4
MAT	260	Calculus I	4
MAT	261	Calculus II	4
CHE	245	Inorganic Chemistry	4
CHE	320	Biochemistry	3
CHE	352	Physical Chemistry I	3
CHE	353L	Physical Chemistry I Lab	1
CHE	354	Physical Chemistry II	3
CHE	355L	Physical Chemistry II Lab	1
CHE	425	Advanced Inorganic Chemistry	3
CHE	430	Advanced Instrumental Chemistry	4
One of the following:			2
CHE	410	Senior Seminar	
CHE	451	Introduction to Research	
CHE	453	Chemistry Internship	
One of the following:			4
CHE	426	Advanced Organic Chemistry	
CHE	445	Advanced Spectroscopy	
CHE	499	Special Topics in Chemistry	

Total Semester Hours: 68

MAT 262 is strongly recommended for the B.S. chemistry major. BIO 203 is not required for chemistry majors.

### Requirements for a B.S.-professional major in chemistry:

The B.S.-professional major in chemistry has the same requirements as the B.S. major in chemistry above, except that 4 credit hours of CHE 451 Introduction to Research must be taken.

BIO	204	Biological Unity (with lab)	4
CHE	152	General Chemistry I	3
CHE	153L	General Chemistry I Lab	1
CHE	154	General Chemistry II	3
CHE	155L	General Chemistry II Lab	1
CHE	232	Organic Chemistry I	3
CHE	233L	Organic Chemistry I Lab	1
CHE	234	Organic Chemistry II	3
CHE	235L	Organic Chemistry II Lab	1
CHE	310	Analytical Chemistry	4
PHY	205	General Physics w/Calculus I	4
PHY	206	General Physics w/Calculus II	4
MAT	260	Calculus I	4
MAT	261	Calculus II	4
CHE	245	Intermediate Inorganic Chemistry	4
CHE	320	Biochemistry	3
CHE	352	Physical Chemistry I	3
CHE	353L	Physical Chemistry I Lab	1
CHE	354	Physical Chemistry II	3
CHE	355L	Physical Chemistry II Lab	1
CHE	425	Advanced Inorganic Chemistry	3
CHE	430	Advanced Instrumental Chemistry	4
CHE	451	Introduction to Research	1-4
One of the following:			4
CHE	420	Advanced Biochemistry	
CHE	426	Advanced Organic Chemistry	

CHE 445	Advanced Spectroscopy	
Total Semester Hours: 70-74		
MAT 262 is strongly recommended for the B.S.-professional major. BIO 203 is not required for chemistry majors.		
<b>Requirements for a minor in chemistry:</b>		
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Lab	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Lab	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Lab	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Lab	1
One of the following:		3-4
CHE 310	Analytical Chemistry	
CHE 320	Biochemistry*	
CHE 420	Advanced Biochemistry	

Semester Hours: 19-20

\*CHE 320 cannot be used to satisfy this requirement if it is used as a biology elective.

### Biochemistry

#### Requirements for the B.A. major in biochemistry:

BIO 204	Biological Unity (with lab)	4
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Lab	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Lab	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Lab	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Lab	1
CHE 310	Analytical Chemistry	4
PHY 200	General Physics I	4
PHY 201	General Physics II	4
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 305	Applied Physical Chemistry	3
CHE 320	Biochemistry	3
CHE 420	Advanced Biochemistry	4
CHE 470	Techniques in Tissue Culture	4

Total Semester Hours: 54

#### Requirements for a B.S. major in biochemistry:

BIO 204	Biological Unity (with lab)	4
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Lab	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Lab	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Lab	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Lab	1
CHE 310	Analytical Chemistry	4
PHY 205	General Physics w/Calculus I	4
PHY 206	General Physics w/Calculus II	4
MAT 260	Calculus I	4
MAT 261	Calculus II	4

CHE 245	Inorganic Chemistry	4
CHE 320	Biochemistry	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Lab	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Lab	1
CHE 420	Advanced Biochemistry	4
CHE 430	Advanced Instrumental Chemistry	4
CHE 470	Techniques in Tissue Culture	4
One of the following:		2
CHE 410	Senior Seminar	
CHE 451	Introduction to Research	
CHE 453	Chemistry Internship	
One of the following:		4
BIO 300	General Genetics	
BIO 330	General Physiology	
BIO 320	Molecular Genetics	

Total Semester Hours: 73

MAT 262, BIO 360 and BIO 350 are strongly recommended for the biochemistry major. The BIO 203 prerequisite for BIO 300, 330 and 320 is waived for biochemistry majors.

### Bachelor of Science in Forensic Science

The B.S. program in forensic science prepares students for careers in forensic chemistry or forensic toxicology. Graduates typically are employed in local, state or federal crime laboratories or law enforcement agencies such as the FDA, EPA and OSHA. Forensic chemistry also is an option for pre-professional majors and for those interested in pursuing master or doctoral degrees.

BIO 204	Biological Unity (with lab)	4
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Lab	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Lab	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Lab	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Lab	1
MAT 260	Calculus I	4
MAT 261	Calculus II	4
PHY 200	General Physics I	4
PHY 201	General Physics II	4
CHE 310	Analytical Chemistry	4
CHE 320	Biochemistry	3
CHE 305	Applied Physical Chemistry	3
CHE 432	Forensic Chemistry I	3
CHE 433L	Forensic Chemistry I Lab	1
CHE 434	Forensic Chemistry II	3
CHE 435L	Forensic Chemistry II Lab	1
CHE 460	Introduction to Forensic Research	2
BIO 320	Molecular Genetics	4
MAT 201	Introduction to Statistics	4
WRI 281	Technical Writing	4
CRM 101	Introduction to Criminology	4
CRM 102	Introduction to Criminal Justice	4
CRM 200	Introduction to Law Enforcement	4
CRM 206	Criminal Investigation	4
CRM 307	Introduction to Forensic Science	4
CRM 311	Criminal Law and Procedure	4

Total Semester Hours: 92

## Bachelor of Science in Chemistry (Biochemistry)/MBA Joint Degree Program

This program is designed to develop scientists who can serve as managers, group leaders and analysts in chemical, pharmaceutical, biotechnology, medical diagnostic and investment companies. Students completing this program will be able to understand and appreciate the nature of the scientific hurdles facing scientists, the financial and stakeholder pressures experienced by management, and the influence of this research on day-to-day corporate operations. The graduate is awarded a B.S. degree in either chemistry or biochemistry, and an MBA.

The program consists of courses required for a major in either chemistry or biochemistry, courses that fulfill all of the undergraduate business foundation requirements, and courses required to complete the MBA program at The University of Tampa. Provisional acceptance into the program will be granted upon completion of the application requirements and the course requirements for years one and two, with final acceptance granted upon completion of the application requirements and the course requirements for years one through three. Participants in this program are required to successfully complete three internships in chemistry and business.

### Application and Acceptance into the B.S. Biochemistry/MBA Program

#### Provisional Acceptance

- An overall grade point average equal to that required by the Honors Program. (*Note:* Participation in the Honors Program is NOT required.)
- A grade of “B” or better in every business course.
- Recommendations of the Department of Chemistry and the College of Business.

#### Final Acceptance

Final acceptance into the program is granted by the Office of Admissions for Graduate and Continuing Studies depending upon:

- Performance in both chemistry and business courses during years one through three. A grade of “B” or better in every business course is required.
- An overall grade point average equal to that required by the Honors Program. (NOTE: Participation in the Honors Program is NOT required.)
- GMAT scores of 500 or better
- A written recommendation from the Department of Chemistry.

The curriculum for the joint BS/MBA program is available at [www.ut.edu/chemistry-and-physics](http://www.ut.edu/chemistry-and-physics).

## Department of Exercise Science and Sport Studies

**Faculty:** Assistant Professor Andersen, Chair; Associate Professor Wortham, Associate Chair; Professor Vlahov; Associate Professors Birrenkott, Jisha, O’Sullivan, Smucker; Assistant Professors Miller, Morris, Olsen, Phillips, Sturgill; Lecturer Bartow; Athletic Training Program Medical Director Gasser.

Students pursuing majors within the Department of Exercise Science and Sport Studies are preparing for careers in teaching, adult fitness, sport management, allied health, athletic training,

public health and related fields. The department offers majors in athletic training, exercise science, public health and sport management. Within the exercise science major, students may select programs of study in one of the following: teaching physical education, adult fitness or pre-professional allied health. Students may incur additional expenses in the following areas: laboratory fees; immunizations and health screenings as required by the program or the clinical site; health insurance; liability insurance; membership in professional organizations; and transportation and other expenses associated with clinical experiences and internships. Some sites may require students to submit to background checks and/or drug testing.

### Adult Fitness Program

This non-teaching concentration prepares students for careers in corporate/community fitness. PSY 200 must be taken as part of the general distribution requirements. The following professional courses are required:

ESC	105	Biokinetics and Conditioning	2
ESC	110	Introduction to Exercise Science and Sport Studies	2
ESC	150	First Aid	2
ESC	151	Swimming	1
ESC	270	Prevention and Care of Sports Injuries	3
ESC	280	Adult Fitness	3
ESC	312	Dance/Rhythmics	3
ESC	330	Motor Development and Skill Acquisition	3
ESC	340	Applied Kinesiology	3
ESC	380	Exercise Testing and Prescription	3
ESC	400	Physical Education and Fitness for Special Populations	3
ESC	411	Recreation Leadership and Administration	2
ESC	412	Administration of Sport and Physical Education	3
ESC	450	Tests and Measurement	3
ESC	460	Physiology of Exercise	3
HSC	100	Health Science	2
HSC	203	Nutrition	3
HSC	220	Functional Anatomy	3
		or	
HSC	230	Human Anatomy and Physiology I	3
ESC	372	Principles of Exercise Leadership	2
		<i>Any combination of other professional (ESC) activity courses</i>	3

Total Semester Hours: 52

ESC 480 Internship in Adult Fitness Programs is highly recommended for the adult fitness concentration. To intern, a student must have a minimum 2.0 GPA in the major and overall, have senior academic standing, earn departmental approval, and must have completed all prerequisite courses. Proof of current CPR certification is required, and individual liability insurance may be required.

Students interested in registering for ESC 480 should contact their advisor in the Department of Exercise Science and Sport Studies for requirements and information concerning the internship.

## Athletic Training Program

Athletic training is a health care profession that deals with the prevention, evaluation, emergency care and rehabilitation of athletic injuries. The athletic training major is designed to offer the knowledge, skills and experience necessary for a student to become eligible to take the Board of Certification national examination. The program is structured to prepare students for entry-level athletic training positions and graduate studies in athletic training. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Because of the nature of the clinical education portion of the program, the program is selective, and space is limited.

### Admission Requirements

Admission to the program is on a competitive basis through an application process. Admission to the Athletic Training major is a two-step process. All applicants are initially admitted to the pre-athletic training phase of the program. During the pre-athletic training phase, students must complete the requirements listed below to be considered for admission to the professional phase of the program.

**Admission to the pre-athletic training phase.** All potential applicants must first be admitted to The University of Tampa. Potential applicants should consult the University admissions requirements for new freshmen or transfer students provided earlier in this catalog. Formal admission to this phase requires the submission of a program-specific application and competitive review by program faculty. To be considered for admission to this phase of the program, a new freshman must have a minimum 3.0 GPA on a 4.0 scale. Every applicant should have a minimum 1000 SAT or 21 ACT. A transfer student (whether internal or external) must have a minimum 2.70 GPA on a 4.0 scale. Admission to the pre-athletic training phase of the program does not guarantee admission to the professional phase of the program. The pre-athletic training phase application packet is available at [www.ut.edu/athletictraining](http://www.ut.edu/athletictraining). For priority consideration, applications to the pre-athletic training phase of the program should be submitted by Feb. 1.

**Admission to the professional phase.** Decisions on admission to the professional phase of the program are made by the program faculty following review of each candidate's application. Meeting the minimum criteria for application does not guarantee admission to the professional phase of the program. Minimum satisfaction of the application criteria for the professional phase of the program consists of the following:

- Completion of a minimum of 24 semester credit hours
- Completion of HSC 230 with a minimum grade of "B/C"
- Completion of HSC 234 with a minimum grade of "C"
- Completion of ATT 175 with a minimum grade of "B"
- Current certification in CPR with AED.
- Minimum cumulative GPA of 2.70 on a 4.0 scale
- Completion of a program-specific application

The application deadline for admission to the professional phase of the program beginning in the fall semester is May 25. This deadline may be extended at the discretion of the program faculty. Applications for admission to the professional phase can be obtained from the program director.

Transfer students may be eligible to apply to the professional phase of the program at the completion of each fall semester, and may be admitted to the professional phase in the spring semester. Transfer students desiring to enter in the spring semester must

meet with the program director to determine their eligibility for admission.

Students admitted to the professional phase of the program must complete a minimum of 1,200 hours of supervised clinical education experiences under the direct supervision of a clinical instructor. These experiences occur at on- and off-campus sites. Students are responsible for transportation and other costs associated with their participation in off-campus clinical experiences.

### Professional Standards for Applicants and Students

All applicants and students in the athletic training major must meet and continue to meet the approved professional standards of the program. No one who jeopardizes the health or well-being of a patient, co-worker or self will be accepted into the program or continue as a student in the program. To meet the intellectual, physical and social competencies needed for professional requirements, all applicants and students must possess the necessary physical attributes and exhibit qualities of good judgment, mental strength and emotional stability. Every applicant to the professional phase of the program is required to submit a written acknowledgement indicating that he or she has read and understands the technical standards related to the professional duties of the discipline. The program faculty will be responsible for applying the standards for their students and prospective students.

The health care professional's self-presentation is a vital part of the complex relationship among the athlete/patient, the health care provider and the health care delivery site. The athletic training program reserves the right to limit attire and adornments (such as clothing, jewelry, piercing, tattooing) of the body and its parts (such as hands, face, oral cavity). The program policies document outlines the enforcement of this policy. In all cases, a final appeal may be made to the dean of the college.

### General Curriculum Distribution

The general curriculum distribution requirements are contained in the academic programs section. Students pursuing a Bachelor of Science with a major in athletic training must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each athletic training student must have credit in BIO 204 and CHE 152/153. As part of the social science component, each athletic training student must include credit in PSY 200 and PSY 211 or SOC 355.

### Progress in the Program

1. A grade of "BC" or better in all required athletic training courses graded on an A-F basis.
2. A grade of "satisfactory" in all required athletic training courses graded on a satisfactory/unsatisfactory basis.
3. The student must comply with the academic policies and procedures described earlier in this catalog.
4. The student must comply with the program policies and procedures described in the student handbook.
5. Prior to enrolling in any clinical/laboratory course, the student must submit:
  - a. Proof of liability insurance coverage
  - b. Verification of a physical examination, which must be updated yearly, and proof of immunization.
  - c. Proof of current first aid and CPR certification with AED certification or Emergency Response (for all students for-

- ally admitted to the clinical component of the program only).
  - d. Proof of attendance at an annual prevention of disease transmission education session (for all students formally admitted to the clinical component of the program only).
  - e. Results of annual TB skin test or chest X-ray.
6. Some clinical sites may require students to submit to background checks and/or drug testing.

**Program Expenses**

The instructional fee per semester hour is the same for students enrolled in the Athletic Training Program as for other students enrolled at The University of Tampa.

In addition to tuition, housing, books/supplies and usual transportation costs, students in the Athletic Training Program will incur additional expenses in at least the following areas: laboratory fees; immunizations and health screening as required by the program or the clinical site; health insurance; liability insurance; membership in professional organizations; and transportation and other expenses associated with clinical education. Students accepted into the program will receive more specific information about costs. Those anticipating the need for financial assistance while enrolled in the program should contact the UT Financial Aid Office.

Since the athletic training program is a professional education program, students will need to remain flexible with their time to participate fully in laboratory sessions and clinical education experiences. Most students are unable to maintain regular employment during enrollment in the program.

**Required courses for athletic training:**

HSC	100	Health Science	2
HSC	203	Nutrition	3
HSC	120	Introduction to Allied Health Professions	2
or			
ESC	110	Introduction to Exercise Science and Sport Studies	2
HSC	130	Medical Terminology	1
HSC	150	Emergency Response	3
HSC	230	Human Anatomy and Physiology I	3
HSC	231	Human Anatomy and Physiology II	3
HSC	234	Human Anatomy and Physiology Lab I	1
HSC	235	Human Anatomy and Physiology Lab II	1
HSC	371	Fundamentals of Pharmacology	3
ESC	270	The Prevention and Care of Sports Injuries	3
ESC	330	Motor Development and Skill Acquisition	3
ESC	340	Applied Kinesiology	3
ESC	460	Physiology of Exercise	3
ATT	175	Athletic Training Practicum I	1-2
ATT	274	Assessment of Musculoskeletal Injuries I	3
ATT	275	Athletic Training Practicum II	1-2
ATT	276	Athletic Training Practicum III	1-2
ATT	370	Medical and Surgical Issues in Athletic Training	3
ATT	373	Therapeutic Interventions I	4
ATT	374	Therapeutic Interventions II	4

ATT	375	Athletic Training Practicum IV	1-2
ATT	376	Athletic Training Practicum V	1-2
ATT	377	Assessment of Musculoskeletal Injuries II	3
ATT	475	Supervised Clinical Education Athletic Training I	2
ATT	476	Supervised Clinical Education Athletic Training II	2
ATT	495	Professional Topics in Athletic Training	3
ESC	380	Exercise Testing and Prescription	3

Total Semester Hours: 66-71

**Recommended courses for the major in athletic training:**

ESC 105, HSC 420, PHL 209, PHY 200, PSY 250, SPE 208, SPM 397.

**Pre-Professional Allied Health Program**

Students who wish to pursue graduate or professional training in allied health fields such as physical therapy or occupational therapy are encouraged to enroll in this program. Coursework for this program should be taken in chronological order and field experiences are required; students must discuss their intentions with their advisors as soon as they decide to follow this course plan.

Upon completion of this program, the student will have earned a B.S. degree in exercise science and sport studies. In addition, the undergraduate program will help the student fulfill many prerequisites necessary to apply to graduate and professional programs in the allied health profession.

Students enrolled in the Pre-Professional Allied Health program may receive preferential application status to The University of St. Augustine's Doctor of Physical Therapy, Master of Occupational Therapy, or the dual enrollment MOT/DPT program. For more information on the Ambassador Program with the University of St. Augustine, contact the program coordinator at The University of Tampa.

In order to complete all prerequisites and the courses needed for graduation, students must work closely with their academic advisor regarding course selection and satisfaction of the Baccalaureate Experience requirements outlined in the catalog.

**Required courses for the program in allied health:**

HSC	100	Health Science	2
HSC	120	Introduction to Allied Health Professions	2
HSC	130	Medical Terminology	1
HSC	150	Emergency Response	3
HSC	203	Nutrition	3
HSC	230	Human Anatomy and Physiology I	3
HSC	234	Human Anatomy and Physiology I Lab	1
HSC	231	Human Anatomy and Physiology II	3
HSC	235	Human Anatomy and Physiology II Lab	1
ESC	270	Prevention and Care of Sports Injuries	3
ESC	330	Motor Development and Skill Acquisition	3
ESC	340	Applied Kinesiology	3
ESC	400	Physical Education and Fitness for Special Populations	3
ESC	460	Physiology of Exercise	3
ESC	380	Exercise Testing and Prescription	3
BIO	203	Biological Diversity	4
BIO	204	Biological Unity (meets general distribution requirement)	4

CHE	152/ 153	General Chemistry I w/lab (meets general distribution requirement)	4
PSY	200	General Psychology (meets general distribution requirement)	4
PSY	211/ HSC 350	Statistics and Experimental Methods I/ Biostatistics	4/3
PSY	250	Health Psychology	4
PSY	220	Fundamentals of Biopsychology and Learning	4

Total Semester Hours: 65/64

The following courses are strongly recommended as part of the degree program in pre-professional allied health. These courses are often prerequisite courses for graduate and professional programs:

CHE	154/ 155	General Chemistry II w/lab	4
PHY	200 and 201	General Physics I, II w/labs	8
PSY	210	Development I: Child Psychology	4
PSY	317	Development II: Adulthood and Aging	4

### Public Health Program

The B.S. in Public Health degree program is designed for students primarily interested in the improvement of health and prevention of disease and disability. The program mission is to improve health throughout the lifespan. The program focuses on:

1. identifying social and behavioral determinants of health,
2. developing and evaluating interventions and policies leading to the improvement of population health, and
3. preparing professionals for leadership positions in advocacy and public health service.

Upon completion of the program, students will be prepared for graduate studies and/or leadership roles in public and private organizations. These organizations may include hospitals, group practices, community health centers, and community-based nonprofit organizations, public and private corporations, foundations, workplaces, schools, colleges, and local, state and federal public health agencies.

### Curriculum Description

The public health major is inherently multidisciplinary. Core quantitative disciplines such as epidemiology and biostatistics are fundamental to analyzing the broad impact of health problems, allowing us to look beyond individuals to entire populations. In addition, preventing disease is at the heart of public health, therefore, the program includes content in social sciences to better understand health-related behaviors and their societal influences. Also, the manner in which health information is generated and disseminated greatly influences individuals, public officials, organizations, communities, and entire populations. Communication skills enable our students to identify contexts, channels, messages and reasons that will motivate individuals to listen, understand and use health information. Further, successful public health efforts must be led by those who can mobilize, coordinate and direct collaborative actions within complex systems; therefore, our students receive intense coursework in quality management and leadership.

### General Curriculum Distribution

The general curriculum distribution requirements are contained in the Baccalaureate Experience section of the *UT Academic Experience* chapter. Students pursuing a Bachelor of Science with

a major in public health must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each public health student must have credit in BIO 183 or BIO 204 and CHE 150 or CHE 152.

### Required courses for the public health major:

HSC	100	Health Science	2
HSC	130	Medical Terminology	1
HSC	236	Introduction to Public Health	3
HSC	350	Biostatistics	3
HSC	360	Principles of Epidemiology in Exercise and Public Health	3
HSC	375	Social and Behavioral Sciences	3
HSC	440	Health Policy and Social Change	3
HSC	445	Health Promotion Program Planning and Evaluation	3
HSC	450	Public Health Management and Leadership	3
SOC	310	Applied Sociology	4
SOC	313	Social Stratification	4
SOC	375	Research Methods	4
HSC	490	Internship in Public Health	6-12

### Required concentration, wellness

ESC	150	First Aid	2
HSC	203	Nutrition	3
HSC	220	Functional Anatomy	3
or			
HSC	230	Human Anatomy and Physiology I	3
ESC	280	Adult Fitness	3
ESC	340	Applied Kinesiology	3
ESC	372	Principles of Exercise Leadership	2
ESC	380	Exercise Testing and Prescription	3

Total Semester Hours: 61-67

Although there are several required and recommended courses for the public health major, students still have flexibility in the curriculum to take courses of special interest. For instance, students may wish to pursue additional coursework in adolescent health, women's health, gerontology, biology, environmental science, criminology, international and cultural studies, urban studies, Latin American studies, psychology, sociology, communication or research methods.

### Graduate Competencies

1. Collect and analyze population-based data to solve problems in public health
2. Study the patterns of disease in human populations
3. Determine the social and behavioral determinants of health
4. Develop, administer and evaluate public health programs and policies for social change
5. Collect, manage and present public health information
6. Manage and lead others for collaborative problem solving, decision-making, accountability and program development and evaluation
7. Demonstrate ethical choices, values and professional practices

- 8. Recognize system-level decisions and/or actions and how they affect the relationships among individuals, groups, organizations and communities

Students who successfully complete this degree program are eligible to sit for the national certification exam to become Certified Health Education Specialists.

### Sport Management Program

The sport management major requirements include business courses and specialized courses in sport management. It is designed to prepare students for a variety of careers in the sport industry.

The sport management program has been recognized as an approved program by the North American Society for Sport Management and the National Association for Sport and Physical Education.

#### Required sport study courses:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
ECO 204	Principles of Microeconomics	3
ECO 205	Principles of Macroeconomics	3
SPM 290	Introduction to Sport Management	3
SPM 297	Fall Practicum in Sport Management	1
SPM 298	Spring Practicum in Sport Management	1
SPM 385	Media Relations and Communication in Sport	3
SPM 390	Financial Issues in Sport	3
SPM 393	Stadium and Arena Management	3
SPM 395	Sport Marketing/ Fund Raising	3
SPM 397	Legal Issues and Risk Management in Sport	3
SPM 412	Principles of Administration for Sport and Physical Education	3
SPM 425	Professional Selling in Sport	3
SPM 475	History of the Modern Olympic Games	4
SPM 491	Seminar in Sport Management	3
SPM 493	Venue and Event Management	4
SPM 495*†	Internship in Sport Management	12

\*Students registering for SPM 495 must contact their advisor for internship requirements and permission to enroll.

†May be repeated for elective credit with permission of sport management faculty.

Total Semester Hours: 63

### Sport Management Minor

Requirements for a sport management minor:

SPM 290	Introduction to Sport Management	3
SPM 385	Media Relations and Communication in Sport	3
SPM 390	Financial Issues in Sport	3
SPM 393	Stadium and Arena Management	3
SPM 395	Sport Marketing/Fund Raising	3
SPM 397	Legal Issues and Risk Management in Sport	3
SPM 412*	Principles of Administration for Sport and Physical Activity	3

Total Semester Hours: 21 hours

\*Students majoring in a program in the College of Business may substitute MGT 330 for SPM 412.

### Teaching Certification in Physical Education

Satisfactory completion of the prescribed teaching program satisfies the requirement for a temporary teaching certificate in the state of Florida for physical education K-12 certification. See *Department of Education* section of the catalog for the admission requirements to the teacher education program and education course sequence.

Requirements include the following exercise science and education courses to qualify for teaching certification in physical education, grades K-12:

#### Exercise science and sport studies courses:

ESC 105	Biokinetics and Conditioning	2
ESC 110	Introduction to Exercise Science and Sport Studies	2
ESC 150	First Aid	2
ESC 151	Swimming	1
ESC 200	Methods of Teaching Tennis	1
ESC 240	Lifetime Sports	2
ESC 312	Dance/Rhythmics	3
ESC 270	Prevention and Care of Sports Injuries	3
ESC 330	Motor Development and Skill Acquisition	3
ESC 340	Applied Kinesiology	3
ESC 372	Principles of Exercise Leadership	2
ESC 400	Physical Education and Fitness for Special Populations	3
ESC 412	Principles of Administration for Sport and Physical Education	3
ESC 450	Tests and Measurement	3
ESC 460	Physiology of Exercise	3
HSC 100	Health Science	2
HSC 230	Human Anatomy and Physiology I	3
or		
HSC 220	Functional Anatomy	3
Two of the following:		
ESC 320	Coaching and Teaching of Football and Wrestling	4
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball	
ESC 322	Coaching and Teaching of Volleyball and Track and Field	
ESC 323	Coaching and Teaching of Soccer and Field Hockey	

Total Semester Hours: 45

#### Professional education courses:

EDU 200	Foundations of American Education	3
EDU 201	Learning Theories and Individual Differences in Education	3
EDU 304	Teaching English to Speakers of Other Languages — Elementary (TESOL I)	3
EDU 306	Teaching Reading in Secondary Content Areas	3
EDU 329	Teaching Physical Education and Health in the Elementary School	2
EDU 377	Elementary Physical Education Curriculum and Practicum	3
EDU 406	Teaching Practicum III: Elementary and Secondary (Music and PE K-12) Final Internship	10

EDU	425	Teaching Middle School and Secondary Physical Education	4
EDU	441	Elementary Classroom Management	3
EDU	442	Learner Diversity and Cross-Cultural Understanding	3
EDU	444	Teaching Practicum III: Seminar Final Internship	2
Total Semester Hours:			39

### Exercise Science and Sport Studies Minor

#### Requirements for a minor in exercise science and sport studies:

ESC	110	Introduction to Exercise Science and Sport Studies	2
ESC	400	Physical Education and Fitness for Special Populations	3
ESC	412	Principles of Administration for Sport and Physical Education	3
HSC	100	Health Science	2
One of the following:			2
ESC	320	Coaching and Teaching of Football and Wrestling	
ESC	321	Coaching and Teaching of Baseball, Basketball and Softball	
ESC	322	Coaching and Teaching of Volleyball and Track and Field	
ESC	323	Coaching and Teaching of Soccer and Field Hockey	
One of the following:			2-3
ESC	312	Dance/Rhythmics	
ESC	372	Principles of Exercise Leadership	3
One of the following:			
EDU	329	Teaching Physical Education and Health in the Elementary School	
ESC	280	Adult Fitness	
SPM	290	Introduction to Sport Management	
One of the following:			3
HSC	220	Functional Anatomy	
HSC	230	Human Anatomy and Physiology I	
Total Semester Hours:			20-21

### Recreation Minor

The minor in recreation is a non-teaching program designed for those preparing for recreation leadership positions in public government programs, voluntary agencies, industry, hospitals, churches, etc. It does not lead to professional teacher certification. The curriculum requires the completion of 25 semester hours of credit in required courses and guided activities.

#### Requirements for a minor in recreation:

ESC	150	First Aid	2
ESC	151	Swimming	1
ESC	202	Outdoor Education	4
ESC	240	Lifetime Sports	2
ESC	411	Recreation Leadership and Administration	2
ESC	470	Field Work in Recreation	4

One course from the following:			2
ESC	312	Dance/Rhythmics	
DAN	142	Beginning Modern Dance	
DAN	242	Intermediate Modern Dance	
DAN	342	Advanced Modern Dance	
One of the following:			2
ESC	320	Coaching and Teaching of Football and Wrestling	
ESC	321	Coaching and Teaching of Baseball, Basketball and Softball	
ESC	322	Coaching and Teaching of Volleyball and Track and Field	
ESC	323	Coaching and Teaching of Soccer and Field Hockey	
From drama, art, sociology, music, ecology			6

Total Semester Hours: 25

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

### Department of Nursing

**Faculty:** Professor Warda, Director; Professor Kessenich, MSN Program Director; Associate Professor Curry, Associate Director; Dana Professor Ross; Associate Professors Lawson, Collins; Assistant Professors Botwinski, Parsons; Instructional Staff: Balogh, Biondi, McGee, Pedroff.

The Department of Nursing offers programs at the baccalaureate and master's degree levels. In addition, two certificate programs are available in Leadership and Management in Health Care and Legal Nurse Consulting. For information, contact the Department of Nursing at (813) 253-6223 or nursing@ut.edu.

All nursing programs are accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Rd., Suite 500, Atlanta, GA 30326; (800) 669-1656, x153; Fax: (212) 812-0390; [www.nlnac.org](http://www.nlnac.org).

#### Nursing Department Handbook

All undergraduate and graduate students at The University of Tampa who are in one of the nursing academic programs are subject to the rules, responsibilities, and code of professional conduct set forth in the most recent edition of the Department of Nursing handbook. The handbook is updated each year and it is the responsibility of the student to remain familiar with its contents.

### Bachelor of Science in Nursing

The philosophy of the department is that professional nursing is based on knowledge of the arts, sciences, humanities and nursing. The University of Tampa provides unique opportunities for nursing students to balance "learning by thinking" with "learning by doing." Students have the opportunity to be taught by a nationally recognized faculty, as well as expert nurse clinicians in current practice. The program offers a learning environment rich in experiences encompassing state-of-the-art technology and clinical expertise in health care provision.

The BSN offers a comprehensive program of learning for students without previous preparation in nursing. The nursing curriculum consists of 125 semester hours, 60 credits from general education courses (including electives) and 65 from nursing courses. Of the 27 nursing courses, nine have a clinical component.



Admission requirements are consistent with those of The University of Tampa. Additional requirements are detailed under *Progress in the Program*.

A student seeking to enter the four-year BSN program initially applies to The University of Tampa as a regular undergraduate student. After successfully completing the initial designated 49 credits, the student applies for admission to the nursing program. The baccalaureate program is a competitive program. Meeting minimal requirements does not guarantee admission to the nursing program. The deadline to apply to the Nursing Program is Oct. 15 of each year.

### **Nursing Department Admission Requirements:**

- Completion of prerequisite (49 credits) with a minimum 3.25 cumulative GPA.
- A grade of “C” or better in all prerequisites. Prerequisite courses include all courses listed in the following course sequence prior to sophomore semester II. Global Issues and Gateways courses apply to University of Tampa freshmen and are replaced with other coursework for transfer students.
- Meeting core performance standards, including:  
Critical thinking ability sufficient for clinical judgment and cognitive skills to acquire, assimilate, integrate and apply information.

Ability to communicate in English effectively/therapeutically with others from a variety of social, emotional, cultural and intellectual backgrounds.

Interpersonal skills sufficient to interact effectively with others from a variety of social, emotional, cultural and intellectual backgrounds.

### **Components of Application**

- Written application to the Nursing Program.
- A personal statement (one page) discussing reasons for electing the nursing major.
- One letter of recommendation from an academic or work source.

Upon acceptance to the Nursing Program and prior to initiating any clinical/laboratory courses, students are subject to additional departmental requirements as noted in the departmental handbook.

### **Progression in BSN Nursing Program:**

There is a progression plan including standardized testing that students must pass in order to progress toward their degree.

Visit [www.ut.edu/nursing](http://www.ut.edu/nursing) for information on the Four-Year BSN curriculum and prerequisites.

### **Prerequisite courses for the Four-Year BSN degree:**

#### **The Following Courses Must Be Completed Prior to Entry into the Four-Year BSN Program:**

FYW	101	Writing and Inquiry
FYW	102	Composition and Rhetoric II
SOC	100	Introduction to Sociology
MAT	160	College Algebra
HSC	230-	Human Anatomy and Physiology
	235	I and II w/labs
CHE	150	Chemistry for Health Care Professions
ITM	200	Introduction to Computers
PSY	200	General Psychology

PSY 210 Child Psychology

BIO 183 Microbiology

### **Required courses for the Four-Year BSN degree:**

NUR	201	Foundations of Nursing	4
NUR	210	Intro to Pathophysiology	3
NUR	213	Professional Skills in Nursing	0
NUR	213L	Professional Skills in Nursing Lab	4
NUR	218	Health Assessment	4
NUR	218L	Health Assessment Lab	0
NUR	312	Nursing Care of Adults	1.5
NUR	312L	Nursing Care of Adults Lab	1.5
NUR	313	Nursing Care of Older Adults	1.5
NUR	313L	Nursing Care of Older Adults Lab	1.5
NUR	314	Nursing Care of the Developing Family	1.5
NUR	314L	Nursing Care of the Developing Family Lab	1.5
NUR	315	Nursing Care of Children	1.5
NUR	315L	Nursing Care of Children Lab	1.5
NUR	322	Contemporary Issues in Health Care	3
NUR	345	Pharmacology	3
NUR	347	Clinical Human Nutrition	2
NUR	410	Mental Health Nursing Across the Lifespan	1.5
NUR	410L	Mental Health Nursing Across the Lifespan Lab	1.5
NUR	412	Nursing Care of Clients in the Acute Care Setting	3
NUR	412L	Nursing Care of Clients in the Acute Care Setting Lab	3
NUR	415	Leadership and Management	3
NUR	422	Principles of Community Health Nursing	3
NUR	422L	Community Health Lab	2
NUR	432	Introduction to Nursing Research	3
NUR	452	Clinical Preceptorship	5
NUR	454	Senior Seminar	2
NUR		Elective	3

Total Semester Hours: 65

### **The RN to BSN Program**

This program provides a means for RN graduates of diploma and associate degree programs to complete the BSN degree and provides a foundation for graduate education.

The nursing major comprises 57 semester hours of credit in nursing and 67 semester hours of credit in general education, which includes the general curriculum distribution, support and elective coursework.

RN students are granted 24 credits for their lower-division nursing courses.

### **Admission to the RN to BSN Program**

Registered nurses interested in the BSN program must meet the following requirements:

1. The applicant must be currently licensed by the state of Florida as a registered nurse. (Evidence of eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in the first semester.) The student must be fully licensed to continue after the initial term.
2. The applicant must have a minimum cumulative GPA of 2.5 overall in transfer coursework.

**Transfer Credit Policy**

Nursing students may transfer up to 64 semester hours of course credit from a regionally accredited two-year institution. Of the total transferable hours, 24 hours of lower-division nursing credit will be awarded to students who are licensed as registered nurses in Florida. Additional credit earned at a four-year institution also may be transferred.

Articulation agreements have been established with selected community college nursing programs that could increase the number of transferable credits in any case in which a student has earned both an ADN (or an A.S.) and an A.A. degree.

**Overview of the RN to BSN Requirements**

The following is a general guide to the credit required for the RN to BSN. Because of differences in amounts of transfer credit granted, the actual credit may vary slightly from student to student. In every case, however, a total of at least 124 semester hours of credit is required for the degree.

General curriculum distribution	45
Lower-division nursing credit	24
Upper-division nursing credit	33
Additional undergraduate credits	22
<hr/>	
Total Semester Hours: 124	

**General Curriculum Distribution**

The general curriculum distribution requirements are contained in the academic programs section. Students pursuing the BSN must complete all general curriculum distribution requirements, with the following stipulations.

1. As part of the natural science component, each nursing student must have credit in a microbiology course and a physical or chemical science course.
2. As part of the humanities/fine arts component, each nursing student must have credit in PHL 201 Logic, PHL 200 Introduction to Philosophy or PHL 212 Critical Thinking.
3. As part of the Baccalaureate Experience, each student must have a 3-4 credit art/aesthetic course.
4. As part of the social science component, each nursing student must include credit in a general or introductory psychology course and a general or introductory sociology course.
5. In addition to the general curriculum requirements, every BSN student must have a minimum of three credits in an introductory statistics course and Anatomy and Physiology I and II with labs for both courses.
6. A computer course must be completed within the first two semesters of the nursing program.

**Nursing Credit**

In order to fulfill upper-division requirements for the BSN, students must complete the following required nursing courses and additional required support courses.

NUR 301	Concepts of Professional Nursing	3
NUR 318	Health Assessment*	4
NUR 318L	Health Assessment Lab	0
NUR 322	Contemporary Issues in Health Care	3
NUR 422	Principles of Community Health	3
NUR 415	Nursing Leadership and Management	3
NUR 432**	Introduction to Nursing Research	3
NUR 438**	Principles of Family Health	3

NUR 440*	Community/Family Practicum	4
NUR 446*	Senior Practicum	4
NUR	Elective	3

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Total Semester Hours: 33

\*Courses include a clinical and/or laboratory experience.

\*\* Note NUR 615 is substituted for NUR 432 and NUR 646 is substituted for NUR 438 for students in the RN/BS/MS option.

**Each practicum requires 112 hours of clinical experience with a preceptor.**

**Progress in the Program**

1. A minimum grade of “C” is required in required nursing courses.
2. The student must comply with academic policies and procedures described earlier in this catalog.
3. Prior to enrolling in the second term, each student must submit to the nursing program director an official background check.
4. Prior to enrolling in any clinical/laboratory course, students are subject to additional departmental requirements as noted in the departmental handbook. Additional requirements may include:
  - a. proof of liability insurance coverage.
  - b. physical examination and proof of immunization.
  - c. proof of current BCLS certification.
  - d. proof of current licensure (RN to BSN students only).
  - e. results of annual TB skin test or chest X-ray.

**RN/BSN/MSN Admission Option**

The RN/BSN/MSN option expedites educational mobility and career enhancement by enabling the qualified RN to complete both the BSN and MSN in a more rapid fashion than the traditional programs. The program facilitates and supports educational mobility, and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses are completed, students in the program will be awarded a BSN. Two undergraduate courses will be waived and replaced by graduate-level coursework.

Students may choose full-time or part-time study. By completing the baccalaureate and master’s curriculum, a highly motivated student is able to maximize educational time and advance in professional education and clinical leadership.

**Admission Process to RN/BSN/MSN Option**

**Phase I: Apply to BSN program**

Complete a UT application with application fee. The student must have a GPA of 3.25 or higher in transfer college/university coursework. Submit official transcripts from all post-secondary institutions attended and a copy of registered nurse license from the state of Florida (evidence of eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in first semester).

**Complete Undergraduate Requirements:**

Fulfill the general education distribution requirements set forth in the catalog. Complete the following Nursing courses: NUR 301, 318, 318 Lab, and 322. Prior to registering for 400-level courses, inform your advisor of your intent to elect the RN/BSN/MSN option.

**Phase II: Meet requirements**

Take Graduate Record Examination, achieving a score of 1,000 or higher (verbal and quantitative combined) and a minimum score of 3.5 on the writing section. Meet all requirements for admission to MSN program, except completion of a BSN. Please note that the student must have a minimum GPA of 3.25 from last 60 credit hours of previous coursework at the time of formal application to the MSN program. If unsuccessful in completion of these requirements, students may complete the BSN and then apply to graduate school.

Students may take no more than three graduate courses (9 credit hours) prior to completing the BSN. Two of the graduate courses must be NUR 615 and NUR 646. Students also may replace NUR 601 with a nursing elective, if desired.

**Nursing Certificates****Legal Nurse Consulting**

The Legal Nurse Consulting academic certificate program will provide the student with the legal knowledge required to evaluate the delivery or utilization of health care services in a systematic way and to articulate informed opinions about resulting outcomes. The student will be prepared to critically analyze complex medical-legal cases through a theoretical and practical curriculum of study, which will result in an understanding of the complex legal relationships inherent in health care services delivery on multiple levels. The program provides knowledge and applications of substantive and procedural law, medical-legal research, medical-legal ethics, and medical-legal analytical writing.

An academic certificate in Legal Nurse Consulting may be obtained by successful completion of 15 semester hours of credit in the following courses:

NUR	322	Contemporary Issues in Health Care	3
NUR	447	Legal Nurse Consulting I	3
NUR	448	Legal Nurse Consulting II	3
NUR	449	Legal Nurse Consulting Practicum	2
CRM		One course	4

**Leadership and Management in Health Care**

The Leadership and Management in Health Care certificate program will provide the student with the health care leadership and management knowledge required to evaluate the delivery or utilization of health care services in a systematic way and to articulate informed opinions about resulting outcomes. The student will be prepared to critically analyze leadership and management through a theoretical and practical curriculum of study that will result in an understanding of the complex relationships inherent in health care services delivery on multiple levels. The program provides knowledge and application of communication, motivating and leading diverse health care teams, financial management, health care change leadership, medical-legal ethics, and planning and implementing a project in the workplace.

An academic certificate in Leadership and Management in Health Care may be obtained by successful completion of 9 semester hours of credit in the following courses:

NUR	411	Nursing Leadership and Management	3
NUR	421	Clinical Leadership	3
NUR	453	Special Topics: Clinical Leadership Practicum	3

# College of Social Sciences, Mathematics and Education

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The College of Social Sciences, Mathematics and Education (CSSME) consists of five departments with curricula in seven core undergraduate disciplines — criminology and criminal justice, education (elementary and secondary), government and world affairs, history, mathematics, psychology and sociology. From these seven areas, students may earn one of 29 different majors, minors or certificates. There is a master’s program in education offering a Master’s of Education (M.Ed.) degree which contains a track for those seeking licensure and a track for those seeking professional development in curriculum and instruction.

There are several qualities that make CSSME special. They are:

- Faculty who are excellent teachers and scholars;
- Experiential learning/undergraduate research opportunities;
- Intensive student mentoring;
- Links to the Tampa community;
- International education emphases;
- State-of-the-art equipment; access to technology.

With respect to mentoring, CSSME offers students the opportunity to interact with faculty in small classes. The college faculty members are all outstanding teachers who employ state-of-the-art teaching methodologies and experiential learning opportunities across all majors. Ninety percent of our faculty members have earned terminal degrees, and all are experienced and professionally qualified. Our faculty members serve as guides and career mentors, acting as professional role models in their relationships with students both in and out of class.

In the area of experiential learning, CSSME offers a variety of internships, from work with local schools and government agencies to opportunities with law enforcement and in social agencies. More of our classes are featuring a service-learning component, which matches students in class with community partners in real-world learning environments. CSSME faculty members also engage our students in collaborative research opportunities including Honors research fellowships, many of which result in conference presentations and publications for students.

The CSSME faculty members also are campus leaders in the University’s global education initiatives, from teaching international-based courses to mentoring students who pursue their Certificate in International Studies (CIS). In international education efforts, CSSME encourages education abroad/travel abroad opportunities. More than 44 trips have been taken by CSSME faculty since 1995 to cities such as Amsterdam, London, Paris, and Rome, and a number of countries in Europe and the Far East. Many of the University’s global education requirements are taught through GWA, HIS and IST programs.

Regarding access to and use of technology, the college has several dedicated facilities including specialized education classrooms and high-tech classrooms. Psychology teaching labs include a statistics-based computer access classroom as well as a biopsychology lab for simulations and animal brain dissections. All education programs utilize an electronic portfolio to track mastery of standards necessary for the degree.

## Department of Criminology and Criminal Justice

**Faculty:** Associate Professor Brinkley, Chair; Associate Professors Capsambelis, LaRose, Smith; Assistant Professors Branch, Maddan; Instructor Schnurbush.

The criminology and criminal justice major leads to a Bachelor of Science degree. Study in this discipline prepares a student to enter graduate school or secure an entry-level position in the criminal justice field.

The goals of the criminology and criminal justice major are to familiarize students with the major theoretical perspectives in criminology; to convey an accurate sense of the historical development of the discipline; to assure that students acquire a comprehensive understanding of the nature and extent of crime; to convey to students a solid understanding of the components, operations and processes of the criminal justice system; to create opportunities for students to obtain hands-on experience; and to assist students in developing effective communication skills.

### *Criminology and Criminal Justice Major*

#### Requirements for a major in criminology and criminal justice:

CRM	100	Introduction to Research and Writing in Criminology	1
CRM	101	Introduction to Criminology	4
CRM	102	Introduction to Criminal Justice	4
CRM	405	Research Methods in Criminology	4
CRM	499	Criminology Capstone Experience	1

In addition, students must take a minimum of 24 hours of criminology electives that include 12 hours from 300 and 400-level courses. Transfer students must take 16 hours in residence within the major.

Students must choose at least one course from each of the three categories (A-C below) plus three additional courses from any area to fulfill the minimum 24-hour requirement of course electives.

#### A. Behavioral Theory

CRM	210	Ethics in Justice	4
CRM	212	Juvenile Delinquency	4
CRM	300	Victimology	4
CRM	310	Abnormal Behavior and Criminality	4
CRM	403	Drugs, Deviance and Crime	4
CRM	406	Violence in America	4
CRM	427	Death Penalty	4

**B. Organizational**

CRM 200	Law Enforcement	4
CRM 205	Community-Based Corrections	4
CRM 206	Criminal Investigation	4
CRM 307	Forensic Science	4
CRM 313	Corrections	4
CRM 321	Comparative Criminology	4
CRM 400	Crime and Punishment: Current Controversies	4

**C. Law**

CRM 311	Criminal Law and Procedure	4
CRM 315	Appellate Advocacy	4
GWA 316	Trial Advocacy	4
CRM 323	Correctional Law	4
GWA 402	Constitutional Law and the Supreme Court	4
GWA 404	Gender, Sexuality, and the Law	4
GWA 407	Constitutional Law, Race Relations and Civil Rights	4
GWA 408	The First Amendment and the Supreme Court	4
CRM/ GWA 411	Criminal Law and Social Policy	4

**Individual Study Course Opportunities**

Those students who are planning to attend graduate or law school and meet the requirements outlined in the *Course Descriptions* portion of this catalog are encouraged to take one of the following courses:

CRM 401	Internship in Criminology	4-16
CRM 450	Independent Study	
CRM 451	Senior Thesis	

**Criminology and Criminal Justice Minor**

Twenty semester hours, including CRM 101 or 102 and 8 hours of credits numbered 300 or higher. CRM 401 Internship does not count toward the minor.

**Criminology Scholars' Program**

In order to recognize outstanding students, the Department of Criminology and Criminal Justice offers the Criminology Scholars' Program. The purpose of this program is to introduce students to respected practitioners in the field of criminal justice. This program, when offered, is by invitation only.

**Law and Justice Minor**

The law and justice minor program is administered jointly by the government and world affairs and criminology and criminal justice departments, and provides students with the unique opportunity to complete a substantive course of law study at the undergraduate level. The interdisciplinary program offers the best of a theory-based, yet practical education. Students are provided with a substantive exposure to the content of the law while being encouraged to develop critical thinking skills. A practical component is offered in the minor that gives students the opportunity to intern in law firms, agencies, courts and businesses. The minor is designed to provide tools for students' reasoned analyses of how legal processes operate and critical appraisals of the public policies that underlie those processes.

The minor offers a diverse course selection in business, criminal, constitutional, comparative and international law. It also serves as an important and competitively strategic complement to the major to enhance future employment opportunities and gradu-

ate study options. The program's emphasis on the development of critical thinking skills and clear analytical abilities serves as an invaluable preparation for students considering law or graduate school. The law and justice minor's liberal arts foundation is in keeping with the American Association of Law Schools' recommendation for pre-law study. Contact Associate Professor James Beckman for further information about this program.

**Requirements for a minor in law and justice:**

Core		12
(Must take all three courses.)		
CRM 210	Ethics in Justice	4
GWA 204	Introduction to Law and the Legal System	4
GWA 402	Constitutional Law and the Supreme Court	4
Speech		
One of the following (may also count toward general curriculum distribution requirements):		4
SPE 200	Oral Communication	
SPE 205	Oral Interpretation of Literature	
SPE 208	Speech for Business and the Professions	
Criminal Law		
One of the following		4
CRM 311	Criminal Law and Procedure	
CRM 323	Correctional Law	
CRM/ GWA 411	Criminal Law and Social Policy	
One of the following:		4
GWA 409	Comparative Legal Systems: Western Europe	
GWA 410	International Law	
Electives		7 or 8
(Any course listed above not taken from speech, criminal law or international law for requirement or any course listed below.)		
PHL 201	Logic	4
PHL 217	Social and Political Philosophy	4
CRM/ GWA 315	Appellate Advocacy	4
GWA 316	Trial Advocacy	4
MGT 221	Law and Society	3
CRM 401	Internship in Criminology	4
GWA 407	Constitutional Law, Race Relations and Emerging Civil Rights Doctrines	4
GWA 408	The First Amendment and Supreme Court	4

Total Semester Hours: 31-32

**Criminal Investigation Minor**

The criminal investigation minor is designed to provide students with substantive courses of study related to the investigation of criminal activity. The program incorporates the study of criminological theory with scientific methods and behavioral concepts necessary for the successful apprehension and prosecution of criminal offenders. Students will develop critical thinking skills and analytical abilities that will be invaluable for

those pursuing law or graduate school, as well as those seeking careers as forensic scientists or criminal investigators. Criminology and criminal justice majors are ineligible to earn a criminal investigation minor.

#### Requirements for the criminal investigation minor:

Core			24
	(must take all seven courses)		
CRM	101	Introduction to Criminology	4
CRM	102	Introduction to Criminal Justice	4
CRM	200	Law Enforcement	4
CRM	206	Criminal Investigation	4
CRM	307	Forensic Science	4
CRM	311	Criminal Law and Procedure	4
Elective			4
One of the following			4
SOC	100	Introduction to Sociology	
PSY	200	General Psychology	
PHL	212	Critical Thinking	

Total Semester Hours: 28

### Forensic Science Major

This Bachelor of Science Degree program is a multidisciplinary effort by the Departments of Chemistry and Physics and Criminology and Criminal Justice offering students a solid foundation in basic science and the criminal justice system. The program employs the principles of chemistry, biology, physics, and mathematics with social science theory and law to help solve crimes and serve the cause of justice. Please see *Chemistry and Physics* section for program detail.

## Department of Education

**Faculty:** Associate Professor Erben, Chair; Professor O'Hara; Associate Professors Cloutier, Almerico, Harrison, Soubli-Smyth; Assistant Professors Johnston, Schimmel, O'Grady, McKeown; Lecturer Tankersley; Instructional Staff James.

**Mission:** The mission of the Department of Education is to develop teachers who are prepared to create compelling, active learning environments. Future teachers at The University of Tampa develop skills that enable them to create caring communities in which learner success and retention are maximized. Education faculty members emphasize responsiveness to, and valuing of, human diversity and intercultural understanding. Education faculty members work collaboratively with future teachers, local educators, community members, alumni and students to establish and facilitate a relevant, appropriate teacher preparation program. Research-based teacher development is facilitated through critical and analytical inquiry involving case studies, micro-teaching, videotaped self-evaluations and teaching practica. An essential aspect of all courses is that effective teaching requires analysis, reflection and conversation with and about learners, curricula and practices.

**Philosophy:** The best way for teachers to prepare learners well is to equip them with problem solving strategies that will enable them to cope with new challenges in their personal and professional lives. In the context of coping, learners are enabled to understand the subjective and changing nature of truth; that multiple perspectives exist and what is considered to be true by

any one individual or at any one point in history may change over time.

The teacher's role is to serve as a guide whose primary responsibility is to act as a facilitator for student learning. In the process of creating learning experiences and environments, the teacher takes into account the well being and development of the whole learner in terms of physical, emotional, social, aesthetic, intellectual and linguistic needs. The teaching and learning process needs to be characterized by extensive interaction between teacher and learners, and among learners themselves. Teachers provide learners with experiences that enable them to learn by doing, because meaningful learning is an active process.

School is a place where learners develop personal, as well as social, values. In the words of Maxine Greene, "We have to know about our lives, clarify our situations if we are to understand the world from our shared standpoints." Schooling needs to prepare learners with a broad understanding of the democratic process and the role of the individual in that process. Such an understanding includes how governance structures operate in a democratic society. Schools should not only transmit knowledge about the existing social order, they should seek to reconstruct it, as well. Learners must be enabled to understand how individuals can take advantage of the democratic process and to act as change agents as they pursue efforts to restructure the society in positive ways.

Teachers need to place a premium on bringing the world into the classroom. Learning experiences need to include field trips, telecommunications, community-based projects of various sorts, and opportunities to interact with persons beyond the four walls of the classroom.

Teachers must allow learners freedom of creative choice and provide them with carefully designed experiences that will help them find meaning in their lives and find their own answers to questions. This does not suggest, however, that learners may do whatever they please. The choices that are offered to learners are well structured, and are designed to provide optimal learning. Curricula are judged by whether or not they contribute to the individual's quest for personal and professional meaning. Appropriate curricula result in an increased level of personal awareness, as well as content-area knowledge.

### Teacher Education Programs at UT

The following undergraduate programs are approved by the Florida Department of Education:

- Elementary Education (K-6)
- Secondary Biology Education (6-12)
- Secondary English Education (6-12)
- Secondary Mathematics Education (6-12)
- Secondary Social Sciences Education (6-12)
- Music Education (K-12)
- Physical Education (K-12) (Exercise Science)

Certification endorsements are offered in early childhood education (ages 3-8) and ESOL (English to Speakers of Other Languages). The ESOL endorsement is delivered through an infused model and cannot be earned separately from an elementary or secondary English teaching certificate. Courses are designed to provide students extensive experience working with children, adolescents and young adults in school settings.

Graduate Program offered through the UT Department of Education:

- M.Ed. with two tracks:

Track I: Initial Licensure

Track II: Curriculum and Instruction

Any course transferred to this University for purposes of meeting teacher certification requirements must be equivalent to a specific UT course.

### **Florida State Teacher Education Mandates**

Florida state laws pertaining to requirements for certification in teacher education may be enacted after this edition of the *UT Catalog* has gone to press. Education students must comply with these requirements, even if they do not appear in this version of the catalog, in order to graduate from any Florida teacher education program or be certified to teach in the state of Florida. Such information will be made available in the Department of Education Office, and will appear in future editions of the *UT Catalog*.

### **ESOL (English to Speakers of Other Languages) Endorsement**

All Florida teacher education programs must provide ESOL training as part of elementary and secondary certification. Elementary education and secondary English education majors who began their programs in or after Fall 2000 as freshmen (regardless of institution) must complete 15 hours of ESOL coursework to earn an ESOL endorsement. At UT this includes stand-alone ESOL coursework (LIN 217 and EDU 312), EDU 319 ESOL Practicum (with Seminar) II and ESOL content infused into existing education courses. The ESOL Performance Standards and Competencies are assessed through targeted assignments uploaded to LiveText (ESOL indicators are addressed) in stand-alone ESOL courses and infused ESOL courses. Secondary biology, math and social science education majors, as well as music education and physical education (exercise science) majors who began their programs in or after Fall 2000 as freshmen (regardless of institution) must complete specified ESOL coursework in EDU 354 to fulfill ESOL requirements.

### **Admission to Teacher Education**

#### **Undergraduate Admission**

Students who intend to major in a teacher education program at The University of Tampa must apply for admission and have completed, or will complete, 30 hours by the end of that semester. Transfer students must be admitted to teacher education before enrolling in any 300- or 400-level education courses. Candidates may not enroll in 300- or 400-level education courses until they are officially admitted to teacher education. Application forms are available in the Department of Education Office and online at [www.ut.edu/education/admission](http://www.ut.edu/education/admission).

Students who have submitted the following documentation are eligible for admission to teacher candidacy:

- a completed Admission to Teacher Education application form,
- an unofficial transcript indicating the candidate has completed 30 hours of coursework,
- a GPA of at least 2.5 (on a 4.0 scale) overall and 3.0 in 100- and 200-level EDU courses, certified by the Academic Advising Office,
- documentation of passing scores on all portions of the General Knowledge (GK) Exam on the FTCE,
- a signed Cooperative Learning Agreement,

- a completed Applicant's Perspectives on Education set of essays (2),
- two completed UT Education Faculty Recommendations,
- one letter of recommendation;
- Criminal Record Information Form .

Completed applications are to be submitted to the administrative assistant in the Department of Education office.

#### **Graduate Level Admissions:**

Students who have submitted the following documentation are eligible for admission to graduate studies in education:

- completed application,
- \$40 application fee,
- official transcripts from all previous college/university work received directly from each institution,
- GRE score\*
- copy of teaching certificate,
- two professional reference forms (PDF),
- résumé,
- personal statement on why the applicant seeks a master's degree in education;
- test of English as a Foreign Language (TOEFL) for applicants whose primary language is not English.

\*The Graduate Record Exam (GRE) is required for applicants with an upper-division (junior/senior) GPA of 2.50-2.99. The GRE may be waived for applicants with an upper-division (junior/senior) GPA of 3.0 or higher, or for applicants with a graduate degree from an accredited institution.

#### **Retention Requirements**

To continue teacher education studies at The University of Tampa, candidates must:

- maintain a minimum GPA of 2.5 overall and in the major,
- make satisfactory progress toward mastery of the Uniform Core Curriculum (UCC) standards and indicators as documented through the LiveText electronic database and outlined in all undergraduate EDU syllabi,
- complete all required field assignments satisfactorily and
- pass all three sections of the FTCE prior to graduation: General Knowledge Exam (GK), Professional Area Exam (PED), and Subject Area Exam (SAE).

### **Candidate Remediation**

The candidate who fails to meet any state mandated candidate performance assessment benchmarks and fails to evidence acceptable mastery of the UCCs will be referred to the Department Chairperson and the Admission, Retention, and Dismissal (ARD) subcommittee for remediation. The subcommittee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Remediation always requires enrollment in the 0-3 credit hour course EDU 380/680 Professional Development Clinical.

### **LiveText Electronic Database**

The Department of Education uses the LiveText database system to formally collect data to document candidate progress and mastery of competencies in and across programs. For teacher candidates, LiveText provides evidence that each FEAP/PEC/Subject Area Competencies and Skills/ESOL PS has been met

prior to the culminating field/clinical experience. All education candidates are required to obtain and manage a LiveText account. Candidates who do not upload required critical UCC assignments to LiveText will be referred to the ARD subcommittee for further action.

### Florida Teacher Certification Examination

The 2008-09 FTCE average passage rate for UT program graduates was 99.3 percent.

### Cooperative Learning

Education majors at The University of Tampa are required to engage in numerous cooperative group activities, projects and presentations. Many of these are prepared outside of class. The rationale for this requirement is two-fold:

- Contemporary teachers are required to understand, create and facilitate non-competitive group investigation and cooperative learning experiences in their classrooms. An understanding of the process of cooperation and the attainment of related skills is developed through one's own involvement in such experiences.
- Teachers are compelled to collaborate and cooperate non-competitively with other teachers in their school, to team-teach, and to carry out various school missions, projects and presentations. Therefore, teacher preparation students are expected to create and implement group activities, projects and presentations. They are to be fully committed to such requirements in terms of availability, preparation, punctuality, reliability and the spirit of cooperation. Failure to meet these requirements may result in student dismissal from the Department of Education.

### Teaching Practica

Secondary education majors (English, biology, math, and social science) and K-12 program majors (music and physical education) refer to the *Required Secondary Education Courses* component of this catalog for information regarding teaching practica.

Incoming elementary education majors (Junior 1, J1) in the Fall 2010 semester, will participate in four practicum experiences. Incoming Secondary and K-12 undergraduate education majors (Junior 1, J1) in the Fall 2010 semester will participate in three practicum experiences. Teacher candidates (elementary education and secondary English education majors) admitted prior to Fall 2010 will participate in three teaching practica: Teaching Practicum I: TESOL, Teaching Practicum II and Teaching Practicum III: Final Internship. The Practicum III requirement is completed during the student's last semester. Students who desire to take Practicum III earlier must seek authorization from the Director of Clinical Education, with the exception of students participating in intercollegiate sports, who must teach during the semester in which they are not participating in their sport.

Final interns spend a full semester in the schools. The Department of Education is transitioning into a Four Practicum Model; majors who enter the program in Fall 2010 as juniors will enroll in a Final Internship Practicum IV in their final semester.

For the 2010-2011 academic year, candidates desiring to enroll in the Teaching Practicum III: Final Internship program (EDU 406, 407, or 445) must apply the semester preceding the proposed practicum. The application for the final internship includes the following:

- Completed Intern Application Form,

- Copy of signed 90 hour form (signed by the candidate and his/her advisor). The Academic Advising Office handles all 90 hours forms. The candidate must make an appointment with them,
- Unofficial copy of transcript documenting a 2.5 GPA or higher overall and in the major with no "I" (Incomplete) grades, and completion of a minimum of 30 credit hours in the UT Teacher Preparation program,
- Criminal Record Information Form,
- Documentation providing proof of fingerprinting form,
- Official documentation of passing scores on the Professional Area Exam (PED), and Subject Area Exam (SAE) of the FTCE or proof of registration for either the sections not yet passed.
- At the end of the semester prior to candidates' final internships, the ARD subcommittee will audit and review through LiveText whether candidates have received a grade of acceptable or higher on all UCC standards in all critical tasks. Candidates who fail this requirement will not be permitted to commence their final internships.

All requirements are subject to change to comply with state Department of Education regulations.

Students enrolled in EDU 406, 407, or 445 must concurrently enroll in EDU 444 Teaching Practicum III Seminar. No other courses may be taken during Practicum III.

Graduation from UT's approved teacher education program satisfies eligibility criteria for a Florida teaching certificate and an initial teaching certificate in most other states. More information regarding internships can be found in the Practicum III Intern Handbook, which is distributed prior to the Practicum III internship.

### Teacher Education Course Sequence

\* *Note:* Most education majors are required to take EDU 210 (prior to Fall 2010; EDU 203) in lieu of ITM 200. Music education majors do not take EDU 210 or EDU 203, and therefore must complete ITM 200. From Fall 2010, all education majors will take EDU 106 in lieu of FYW 102.

The course sequences for each teacher education program are posted in the "Majors and Minors" section of the UT Blackboard website. The "Quick Help Guide" may also be found on the UT Blackboard site. Please note teacher education majors must complete a prescribed series of core courses to fulfill certification requirements.

The Department of Education is undergoing major curriculum revision efforts to better align coursework with the intent of pre-professional standards and competencies as designated by the Florida Department of Education. Candidates entering the program in the Fall 2010 semester will follow the revised curricular model (those new courses will be marked in this section with a † symbol). Courses will be assigned equivalencies for those candidates moving through coursework during the transition phase.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined in the "Quick Help Guide." Failure to do so may result in a lengthening of the undergraduate program, postponing the anticipated date of graduation. Please note that some courses **must** be taken concurrently with others to fulfill all requirements.



**Elementary Education Curriculum****Required Courses for Education Majors in the Baccalaureate Program**

EDU	106†	Writing in the Disciplines: Education (fulfills the second course in the English Two-Year Learning Community requirement)	4
LIN	217†	ESOL Foundations (fulfills a Humanities requirement)	4
THR	214†	Fine and Performing Arts and Brain Compatible Learning Environments (fulfills a fine arts Humanities requirement)	4
THR	331†	Creative Dramatics (fulfills a Humanities requirement)	3

**Required Elementary Education Courses:\***

EDU	200	Foundations of American Education	3
EDU	206†	Human Development and Learning	4
EDU	207†	Philosophy of Education and Teacher Learner Relationships	4
EDU	209†	Cross-Cultural Comparative Research and Perspectives in International Education	4
EDU	210†	Technology in Education I	2
EDU	212†	Understanding Childhood and Adolescent Disability and Exceptionality	4
EDU	302†*	Assessment and Continuous Improvement	4
EDU	303†*	Instructional Planning and Design	4
EDU	305†*	Critical Thinking and Positive Learning Environments	4
EDU	307†*	Research Based Foundation in Language and Cognition	4
EDU	309†*	Practicum (with Seminar) I	1
EDU	312†	Communication and ESOL Applications	4
EDU	313†*	Role of the Teacher, Professional Understanding and Leadership	4
EDU	315*	Teaching Literature and Language Arts in the Elementary School (W)	3
EDU	316*	Teaching Reading in Elementary School (W)	3
EDU	317†*	Diversity and Ethics (W)	4
EDU	318†*	Teaching Reading Through Diagnostic Assessment and Instruction	4
EDU	319†	ESOL Practicum (with Seminar)	1
EDU	329	Teaching PE and Health in the Elementary School	2
EDU	331*	Teaching Science in the Elementary School	3
EDU	332*	Teaching Social Studies in the Elementary School	3
EDU	333*	Teaching in the Inclusive Elementary Classroom (W)	3
EDU	404	Teaching English to Speakers of Other Languages II (TESOL II)	3
EDU	417*	Diagnosis and Remediation of Reading Problems in the Elementary School	3

EDU	426	Teaching Intermediate Elementary Mathematics	3
EDU	441*	Elementary Classroom Management (W)	3
EDU	442*	Learner Diversity and Cross-Cultural Understanding (NW) (W)	3
EDU	443*	Teaching Practicum II: Elementary	4
EDU	444*	Teaching Practicum III: Seminar Final Internship	2
EDU	445*	Teaching Practicum III: Elementary Final Internship	10

\*ESOL-infused course.

† revised curricular model

**Secondary Education Curricula**

Biology (6-12), English (6-12), Mathematics (6-12), Music (K-12) Physical Education (K-12) (Exercise Science) and Social Sciences (6-12)

**Required Courses for Education Majors in the Baccalaureate Program**

EDU	106†	Writing in the Disciplines: Education (fulfills the second course in the English Two-Year Learning Community requirement)	4
LIN	217†	ESOL Foundations (fulfills a Humanities requirement) (secondary English education majors only)	4
THR	214†	Fine and Performing Arts and Brain Compatible Learning Environments (fulfills a fine arts Humanities requirement)	4
THR	331†	Creative Dramatics (fulfills a Humanities requirement)	3

**Required Secondary Education Courses\***

EDU	200	Foundations of American Education	3
EDU	206†	Human Development and Learning	4
EDU	210†	Technology in Education I	2
EDU	306	Teaching Reading in the Secondary Content Areas*	4
EDU	309†	Practicum (with Seminar) I	1
EDU	319†	ESOL Practicum (with Seminar) II (secondary English education majors only)	1
EDU	354	Teaching English to Speakers of Other Languages I – Secondary (TESOL I)	3
EDU	356*	Secondary Educational Assessment (non PE majors)	3
EDU	401*	Teaching Practicum II: Secondary (non music or PE majors)	4
EDU	404	Teaching English to Speakers of Other Languages II (TESOL II) (secondary English education majors only): Elementary	3
EDU	433*	Teaching in the Inclusive Secondary Classroom (non PE majors) (W)	3
EDU	442*	Learner Diversity and Cross-Cultural Understanding (NW) (W)	3

EDU 444	Teaching Practicum III: Seminar Final Internship	2
EDU 451*	Secondary Classroom Management (W)	3
The following methods courses are required depending upon major:		
EDU 300*	Teaching Language Arts in the Secondary Schools (English)	4
EDU 308	Teaching Social Studies in the Secondary School (Social Science)	4
EDU 310	Teaching Science in the Secondary School (Biology)	4
EDU 311	Teaching Mathematics in the Secondary School (Mathematics)	4
EDU 328	Teaching Music in the Elementary School (Music)	2
EDU 329	Teaching PE and Health in the Elementary School (PE)	2
EDU 424	Secondary Music Education (Music)	3
EDU 425	Teaching Middle School and Secondary Physical Education (Exercise Science)	4
One of the following teaching practica is required:		
EDU 406*	Teaching Practicum III: Elementary and Secondary Final Internship (Music K-12, PE K-12) Final Internship	
EDU 407*	Teaching Practicum III: Secondary Final Internship	

\*ESOL-infused course  
 † revised curricular model  
 W=Writing Intensive  
 NW=Non-Western

### Biology Education Major

Secondary biology education majors are eligible to earn certification in biology for grades 6-12 upon program completion. Candidates also meet the necessary ESOL requirements required by the state of Florida to teach in public schools. Biology education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 40 hours of biology courses:

#### Prerequisites:

BIO 203	Biological Diversity	4
BIO 204	Biological Unity	4
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Lab	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Lab	1

#### Required Courses:

BIO 330	General Physiology	4
One of the following:		4
BIO 228	Biology of Plants	
MAR 126	Marine Biology	
One of the following:		4
BIO 300	General Genetics	
BIO 320	Molecular Genetics	
<i>Ecology course:</i>		
One of the following:		4
BIO 212	Ecology	

BIO 242	Introduction to Environmental Science Policy	
MAR 222	Marine Ecology	
BIO 346	Conservation Biology	
MAR 301	Physical Oceanography	
BIO 400	Evolution	
<i>Organismal course:</i>		
One of the following:		4
BIO 220	Behavioral Biology	
BIO 224	Invertebrate Zoology	
BIO 225	Vertebrate Zoology	
BIO 350	Cell Biology	
BIO 317	Parasitology	
MAR 226	Marine Zoology	
BIO 340	Ichthyology	
MAR 327*	Marine Botany	
*( <i>Note:</i> MAR 327 requires selection of MAR 222 from the ecology elective area. MAR 327 cannot serve as an organismal elective if taken in substitution for BIO 228.)		
<i>Molecular/cell course:</i>		
One of the following:		4
BIO 307	Microbiology	
BIO 310	Developmental Biology	
BIO 350	Cell Biology	
BIO 360	Immunology	

Total Semester Hours: 40

### Secondary English Education Major

Secondary English education majors are eligible to earn certification in English for grades 6-12 upon program completion. Candidates also will meet the necessary ESOL requirements required by the state of Florida to teach in public schools. English education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 32 hours of English courses.

ENG 201	World Literature	4
One of the following:		4
ENG 204	Advanced Composition	
WRI 274	Creative Nonfiction	
WRI 200	Introduction to Creative Writing	
One of the following:		4
ENG 205	Advanced English Grammar	
ENG 210	Basic Linguistics	
Three of the following:		12
ENG 206	British Literature I	
ENG 207	British Literature II	
ENG 208	American Literature I	
ENG 209	American Literature II	
Two 300+ level ENG literature courses		8

Total Semester Hours: 32

### Secondary Mathematics Education Major

Secondary mathematics education majors are eligible to earn certification in mathematics for grades 6-12 upon program completion. Candidates also will meet the necessary ESOL requirements required by the state of Florida to teach in public schools. Mathematics education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 37 hours of mathematics courses.

MAT 260	Calculus I	4
MAT 261	Calculus II	4
MAT 262	Calculus III	4
MAT 299	Introduction to Higher Mathematics	4
MAT 310	Probability and Mathematical Statistics	4
MAT 490	Senior Seminar	1
One of the following:		4
MAT 308	Linear Algebra	
MAT 420	Modern Abstract Algebra	
Three of the following:		12
MAT 300	Differential Equations	
MAT 301	Discrete Mathematics	
MAT 401	Real Analysis	
MAT 410	Complex Analysis	
MAT 499	Selected Topics	

Total Semester Hours: 37

### Secondary Social Science Education Major

Secondary social science education majors are eligible to earn certification in social science for grades 6-12 upon program completion. Candidates also meet the necessary ESOL requirements required by the state of Florida to teach in public schools. Social science education majors are required to take all of the secondary education courses listed earlier in this section *and* the following 39 hours of social science courses.

One of the following:		4
PSY 200	General Psychology	
SOC 100	Introduction to Sociology	

#### Government

Choose one: 200, 202, 210, 220 or 402 4

#### Economics

Choose one: 204 or 205 3

#### World History

Choose one: HIS 102 or HIS 103 4  
 Choose one: 214, 222, 224, 230, 260, 300, 305, 309, 310, 413 or 414 4

#### American History

Choose one: HIS 202 or HIS 203 4  
 Choose one: 205, 206, 215, 216, 225, 296 or 321 4  
 Choose one history course from the following areas: 4  
     Asian  
     African  
     Latin American  
     Middle Eastern

One of the following geography courses: 4  
 GEO 102 World Regional Geography  
 GEO 202 Physical Geography  
 GEO 205 Principles of Resource Utilization  
 GEO 207 Economic Geography

#### History choice:

One 300+ history course that is not in conflict with any above choices 4

Total Semester Hours: 39

### Music Education

Candidates who seek teacher certification in music should refer to the music section in the *College of Arts and Letters* chapter of this catalog for all required music courses *and* the required education course list.

### Physical Education

Candidates who seek teacher certification in physical education (K-12) should refer to the exercise science section of this catalog in the *College of Natural and Health Sciences* chapter and the required education course list.

## Master of Education

See the *Office of Graduate and Continuing Studies* chapter.

## Department of Government, History and Sociology

**Faculty:** Professors Botjer, Kerstein, Parsinen, Rynder, N. Winston, Tillson; Associate Professors Beckman, Friesen, Paine; Assistant Professors Anderson, Coleman, Cragun, Segalla, Fridy, Littell-Lamb, Rey; Instructors Law, Tuttle.

### Government and World Affairs

Government and world affairs analyzes the varied applications of political authority here in the United States and around the world to allocate valued resources for local and global society. Through a set of core courses, a focus on one of four substantive concentrations, and optional internships in Florida, Washington and around the globe, government and world affairs students develop political awareness and understanding, as well as the critical thinking and research skills that allow them to participate effectively as citizens in a rapidly globalizing world.

Each student takes the required core and then chooses one of four concentrations: American government, law and government, world affairs, or general government and world affairs.

**Total Credit Hours for Major: 40**

#### Requirements for a major in government and world affairs:

##### Core

GWA 100	Introduction to Government and World Affairs	4
GWA 200	American Government	4
GWA 201	World Affairs	4
GWA 270	Research Methods for Government and World Affairs	4

Semester Hours: 16

#### Concentrations

Students choose one of four areas of concentration to complete their majors:

##### A. American Government:

Students select 24 credit hours from the following. At least 16 credit hours must be taken at the 300 level or above.

GWA 204	Introduction to Law and the Legal System	4
GWA 207	The Urban World (cross-listed with SOC 200)	4

GWA 210	Urban Politics and Policy	4
GWA 220	The Congress and the Presidency	4
GWA 302	Modern Legal and Political Thought	4
GWA 303	The Politics and History of Tampa	4
GWA 304	Public Policy Analysis ( <i>cross-listed with SOC 304</i> )	4
GWA 426	Public Opinion, the Media and Power ( <i>cross-listed with COM 426</i> )	4

Semester Hours: 24

**B. Law and Government**

Students select 24 credit hours from the following. At least 16 credit hours must be taken at the 300 level or above.

GWA 204	Introduction to Law and the Legal System ( <i>required</i> )	4
GWA 302	Modern Legal and Political Thought	4
GWA 402	Constitutional Law and the Supreme Court	4
GWA 407	Constitutional Law, Race Relations and Emerging Civil Rights Doctrines	4
GWA 408	The First Amendment and the Supreme Court	4
GWA 409	Comparative Legal Systems: Western Europe	4
GWA 410	International Law	4
GWA 450	Independent Study	1-4

Semester Hours: 24

**C. World Affairs**

Students select 24 credit hours from the following: At least 16 credit hours must be taken at the 300 level or above.

GWA 202	International Political Economy ( <i>required</i> )	4
GWA 205	Contemporary Europe	4
GWA 206	Contemporary Latin America	4
GWA 207	The Urban World ( <i>cross-listed with SOC 200</i> )	4
GWA 296	America and Vietnam ( <i>cross-listed with HIS 296</i> )	4
GWA 305	Nuclear Proliferation and Nonproliferation	4
GWA 314	U.S. National Security Policy	4
GWA 340	The Political Economy of Western Europe	4
GWA 342	The Political Economy of Latin America	4
GWA 343	Third World Political and Economic Development	4
GWA 344	The Political Economy of Africa	4
GWA 345	Politics of the Middle East and North Africa	4
GWA 365	Politics of East Asia	4
COM 401	Intercultural Communication	4
or		
COM 334	Information and the New World Order	4
GWA 493	Development Strategies and Projects in Africa	4

Semester Hours: 24

**D. General: Government and World Affairs**

In addition to GWA 100, 200, 201 and 270, students must select 24 additional GWA credit hours. At least 16 credit hours must be taken at the 300 level or above. GWA 440 does not fulfill credit hours toward the GWA major.

**Requirements for a minor in government and world affairs:**

GWA 100 and 16 additional hours of credit in government and world affairs.

**History**

The history major is designed to help students participate knowledgeably in the affairs of the world around them and to see themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature. They should learn to read and think critically, write and speak clearly and persuasively, and conduct research effectively. The foundations for achieving these goals are laid in American history courses (a minimum of 16 credits) and in non-American history courses (a minimum of 16 credits); these 32 credits, plus 4 elective history credits, must be successfully completed by every history major.

**Requirements for a major in history:**

American History	16
Non-American History	16
History electives	4

Semester Hours: 36

At least 16 credit hours must be in history courses numbered 300 or above.

**Requirements for the minor in history:**

Twenty semester hours of credit in history. (Students may include a maximum of 4 hours of credit from HIS 102 or HIS 103 toward a minor.)

**Sociology**

The goal of the sociology program is to enable students to think scientifically about societies and human behavior. The focus is on developing citizen-scholars who can apply sociological insights to understanding social issues and social problems and developing solutions to them. The sociology curriculum emphasizes the development of critical and analytical thinking and writing skills. Training in sociology provides excellent preparation for graduate and professional studies.

Sociology majors may pursue a B.A. in sociology with or without a concentration in applied sociology. The B.A. in sociology is intended to prepare students for traditional graduate programs. The applied orientation is an enriched program suitable for students preparing for graduate studies or those who will seek employment after completion of the baccalaureate degree or professional training (clinical, counseling, social work or public policy development).

**Requirements for a major in sociology:**

SOC 100	Introduction to Sociology	4
SOC 320	Sociology of Gender ( <i>cross-listed with WST 320</i> )	4

or

SOC 306	Racial and Ethnic Relations	4
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or

SOC	313	Social Stratification	4
SOC	355	Social Statistics	4
SOC	375	Research Methods	4
SOC	410	Sociological Theory	4
SOC		Electives*	16

Semester Hours: 36

\*At least 8 elective credit hours must be taken at the 300 level or above.

**Requirements for the B.A. in sociology with the applied concentration:**

SOC	100	Introduction to Sociology	4
SOC	310	Applied Sociology	4
SOC	320	Sociology of Gender (cross-listed with WST 320)	4
or			
SOC	306	Racial and Ethnic Relations	4
or			
SOC	313	Social Stratification	4
SOC	355	Social Statistics	4
SOC	305	Field Work Intern Program	4
SOC	375	Research Methods	4
SOC	410	Sociological Theory	4
SOC		Electives*	16

Semester Hours: 44

*Note:* Students may select from any other sociology courses offered as electives, or may choose an emphasis in family/gerontology and/or community/inequality as indicated below. Satisfactory completion of three of the following courses will constitute an emphasis.

\*At least 8 elective credit hours must be taken at the 300 level or above.

**A. Family/Gerontology**

SOC	202	Marriage and Family
SOC	307/	Families in Global Perspective
WST	307	
SOC	302	Sociology of Aging
SOC	304/	Public Policy Analysis
GWA	304	

**B. Community/Inequality**

SOC	200/	The Urban World
GWA	207	
SOC	304/	Public Policy Analysis
GWA	304	
SOC	306	Racial and Ethnic Relations
SOC	320/	Sociology of Gender
WST	320	
SOC	420	Global Sociology

**Requirements for a minor in sociology:**

Students must complete SOC 100, SOC 250 and 12 additional credit hours in sociology courses. At least 8 hours must be in sociology courses numbered 300 or higher.

**International and Cultural Studies Major**

Modern science has joined with humans' quest for expanded frontiers to shrink the globe both literally and figuratively, creating a new world of exciting opportunities and challenges. Both national leaders and ordinary citizens of tomorrow must have the capacity to function in this newly globalized world if they are to reach their individual potentials. This major provides training in both breadth across the disciplines of the liberal arts and sciences, and depth in one particular functional or geographical area. It also involves both the acquisition of language skills and international study experience.

**Requirements for a major in international and cultural studies:**

**Core:**

HIS	103	World History 1500 to the Present	4
GWA	201	World Affairs	4
COM	401	Intercultural Communication	4
REL	205	World Religions	4
ENG	312	Contemporary World Literature	4
IST	470	Senior Research Seminar in International Studies	4

Semester Hours: 23

**Electives\*:**

Students must take a minimum of 20 hours from the following list:

ART	269	Art History II	4
or			
ART	270-276		4
BIO	112	Environmental Science	3
COM	261	World Cinema	4
COM	334	Information and the New World Order	4
CST	201	Cross-Cultural Studies	3-4
ENG	202	World Literature II	4
ENG	337	Multiethnic U.S. Literature and Film	4
ENG	324	Post-Colonial Literature and Theory	4
GEO	205	Principles of Resource Utilization	4
GWA	202	International Political Economy	4
GWA	205	Contemporary Europe	4
GWA	206	Contemporary Latin America	4
GWA	207	The Urban World	4
GWA	280	Introduction to Peace Studies	4
GWA/	296	America and Vietnam	4
HIS			
SOC	307	Families in Global Perspective	4
GWA	343	Third World Political and Economic Development	4
GWA	345	Politics of the Middle East and North Africa	4
GWA	365	Politics of East Asia	4
GWA	410	International Law	4
HIS	206	Slavery and Racism in Early America	4
HIS	222	Fascism and Nazi Germany	4
HIS	230	The Balkans: The Powder Keg of Europe	4
HIS	260	The Holocaust	4
HIS	300	The Middle East	4
HIS	305	The Ancient World	4

HIS	306	The Middle Ages	4
HIS	308	Renaissance and Reformation	4
HIS	312	Modern Europe	4
HIS	313	Latin America	4
IBS	398	Survey of International Business	3
IBS	403	International Economics and Finance	3
IST	270	Introduction to International Studies Research Methods	2
IST	290-299	Special Studies	2-4

Semester Hours: 20

\*Electives are continuously being added, so consult your advisor.

### Foreign Language:

Proof of competency in a foreign (second) language as evidenced by passing a proficiency exam or completing the intermediate II course in the language with a grade of “C” or better.

### Education Abroad Experience:

This requirement of at least 3 credits may be met through a traditional course, service-learning course, an experiential-learning course, a practicum, or an internship, as long as it is taken abroad. The selected course may be in addition to the above listed 43 credits, or may be an international and cultural studies major core course or elective course that is offered abroad. Students who are unable to undertake an education-abroad experience must complete a comparative international experience with the approval of the international studies major advisor.

### Minor in Asian Studies

**Faculty:** Assistant Professor Geisz (Philosophy and Religion), Assistant Professor Littell-Lamb (History).

The minor in Asian studies focuses on the history, culture and politics of East Asia, Southeast Asia and the Indian Subcontinent. It provides students with an understanding of the interdisciplinary field of Asian studies. Students take 24 credit hours of courses from lists of eligible electives. The minor helps prepare students for careers in business, government, and nonprofit/non-governmental organizations, and is designed to enhance the marketability of those applying to law schools, MBA programs and graduate schools in various disciplines.

#### Requirements for the minor in Asian studies:

Twenty-four credit hours, distributed as follows from lists (A) through (E):

#### A. Asian History Foundation Requirement (at least 4 credit hours).

Students must take one or more of the following courses:

HIS	217	China’s Modern Centuries	4
HIS	221	Japan’s Modern Centuries	4
HIS/	317	China’s Revolutionary	4
GWA		Twentieth Century	

#### B. Asian Philosophy/Religion Foundation Requirement (at least 4 credit hours).

Students must take one or more of the following courses:

PHL	237/	Indian and Asian Philosophy	4
REL	217		
PHL	320	Chinese Philosophy	4

PHL	330	Asian Philosophy Special Topics (may be taken and counted toward the minor more than once, if the topic varies)	4
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#### C. Asian Language Requirement (8 or more credit hours):

Students must either (i) successfully complete at least 8 hours of the following courses, (ii) demonstrate proficiency in an approved Asian language by attaining the “novice advanced” level on the Oral Proficiency Interview (OPI) administered by the American Council of Teaching Foreign Languages (ACTFL) or (iii) receive an official waiver for this requirement by being determined to be a native speaker of an approved Asian language by the chair of the Department of Languages and Linguistics. (Students who take options (ii) or (iii) must take the 8 or more credit hours they would otherwise have taken to meet the Asian Language requirement by taking additional courses from lists (A) [above], (B) [above], or (D) [below]):

CHI	101	Elementary Chinese I	4
CHI	102	Elementary Chinese II	4
CHI	201	Intermediate Chinese I	4
CHI	202	Intermediate Chinese II	4
CHI	351-359	Topics in Chinese	8
JPN	101	Elementary Japanese I	4
JPN	102	Elementary Japanese II	4
JPN	201	Intermediate Japanese I	4
JPN	202	Intermediate Japanese II	4
JPN	351-359	Topics in Japanese	8

#### D. Asia-Focused Electives:

Students may count up to 8 credit hours of coursework from the following list toward the 24 credit hours required for the Asian Studies minor. (However, those students who complete the Asian language requirement by demonstrating proficiency via an OPI interview or by receiving an official “native speaker” waiver may count up to 16 credit hours from the following list.)

ART	278	Far East	4
ENG	324	Post-Colonial Literature and Theory	4
THR	330	Special Topics in Theatre: Asian Theatre	4
GWA	365	Politics of East Asia	4
HIS/	296	America and Vietnam	4
GWA			
HIS	227	Traditional China	4
HIS	293	Traditional Japan	4
HIS	327	Women and Gender in East Asia	4
LAN	100	Language and Culture (only if the language/culture is Chinese, Japanese, or some other language/culture of East Asia, Southeast Asia, or the Indian Subcontinent)	4
LAN	105	Language for Travel (only if the language/culture is Chinese, Japanese, or some other language/culture of East Asia, Southeast Asia or the Indian Subcontinent)	4

#### E. Asia-In-Comparison Electives (up to 4 credit hours):

Students may count up to 4 credit hours of coursework from the following list of eligible electives toward the minor.

COM	261	World Cinema	4
COM	401	Intercultural Communication	4
COM	443	Communication and Cultural Studies	4
ENG	312	Contemporary World Literature	4
ENG	337	Multiethnic U.S. Literature and Film	4
HIS	102	World History to 1500	4
HIS	103	World History since 1500	4

### International Studies Minor

The international studies minor encompasses international coursework and experiences across a breadth of disciplines. Students are required to take:

GWA	201	World Affairs	4
GWA	202	International Political Economy	4

And 16 credit hours from the following, with at least two disciplines other than GWA represented:

GWA 205-207, 340 and 342-344 344, COM 334 and 401, HIS 214, 216 and 313, ECO 430 and 450, SPA 311 and 421, 422, and ENG 229

Semester Hours: 24

### Secondary Social Science Education

Students who are pursuing secondary social science education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses.

### Pre-Law

Administered by Professor James Beckman.

In accordance with guidelines recommended by the Association of American Law Schools, the University has not established a specialized pre-law major, but rather, encourages prospective law students to undertake a course of study that develops “comprehension and expression in words, critical understanding of the human institutions with which the law deals, and creative power in thinking.”

Various undergraduate majors offer appropriate preparation for law school education. The most frequently selected majors of successful pre-law students at the University are (in alphabetical order): accounting, business management, criminology, economics, English, government and world affairs, history, psychology and sociology.

The University provides designated faculty pre-law advisors who are familiar with law school admissions requirements, application procedures and curricula. It also sponsors pre-law forums with attorneys as guest speakers, internships in law and judicial offices, campus visits by law school representatives, and student visits to law schools to assist undergraduates in planning for law education and careers in law.

### Law and Justice Minor

This program is administered jointly by both the government and the criminology departments. Please refer to the *Criminology* section of this catalog for the requirements of this minor.

Administered by Professor James Beckman.

### Urban Studies Minor

The urban studies minor utilizes economic, political and sociological perspectives to analyze processes, institutions, public policies and issues in an urban setting:

### Requirements:

GWA	207	The Urban World	4
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16 credit hours from among the following:  
GWA 210, 304 and 450 (1-4), BIO 112, ECO 420, and SOC 306, 310 and 313.

Semester Hours: 20

### Certificate Program in European Studies

The European studies certificate program offers students the opportunity to supplement and strengthen their academic majors with a multidisciplinary program that focuses on Europe. Its goals are to provide a fundamental understanding of the culture, history, economics and politics of the area, and to ensure that students acquire a basic competence in a European language.

Students are required to complete the following in order to receive a certificate (recognition will be listed on their permanent transcripts).

#### Requirements for a European studies certificate:

##### A. GWA 205 Contemporary Europe (4)

##### B. Electives:

Choose three of the following courses: 10 to 12

ART	269	History Survey II	4
HIS	222	Fascism and Nazi Germany	4
HIS	224	Russia and the West	4
HIS	230	The Balkans: The Powder Keg of Europe	4
HIS	312	Modern Europe	4
IBS	411	Contemporary European Business Issues	3
GWA	340	The Political Economy of Western Europe	4
GWA	409	Comparative Legal Systems: Western Europe	4

##### C. Language competency (equivalent to 12 hours)

Students must either (i) complete language training in a European language other than English up to the intermediate level, (ii) complete an intensive non-English European language course offered at an approved college or university, or (iii) test out of a non-English language at the intermediate level.

##### D. Education abroad experience (at least 3 hours)

Students must either (i) complete a course of study at an approved European university, (ii) complete an approved education abroad travel course offered by a UT professor, or (iii) complete an approved internship in Europe.

##### E. Experiential component

Students must either (i) participate in the European Union Simulation or (ii) participate as a European country representative in the Global Village Simulation.

##### F. Attendance at selected European seminars and other programs

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a European focus is strongly encouraged.

Total number of credits required is 18-19 if language component is already completed, 30-31 if not completed.

### Certificate Program in Latin American Studies

The Latin American studies certificate program offers students the opportunity to supplement and strengthen their academic majors with a multidisciplinary program that focuses on Latin America. Its goals are to provide a fundamental understanding of the culture, history, economics and politics of the area and to ensure that students acquire a basic competence in either Spanish or Portuguese.

Students are required to complete the following in order to receive a certificate (recognition will be listed on their permanent transcripts).

#### A. GWA 206 Contemporary Latin America (4)

#### B. Electives: three courses from the following list (10 to 12)

HIS	313	Latin America	4
IBS	404	Economic Development	3
IBS	410	Contemporary Latin American Business Issues	3
GWA	342	The Political Economy of Latin America	4
SPA	422	Hispanic Culture and Civilization II	4

#### C. Language competency (equivalent to 12 hours)

Students must either (i) complete language training in Spanish or Portuguese up to the intermediate level, (ii) complete an intensive Spanish or Portuguese language course offered at an approved college or university, or (iii) test out of Spanish or Portuguese at the intermediate level.

#### D. Education abroad experience (at least 3 hours)

Students must either (i) complete a course of study at an approved Latin American university, (ii) complete an approved education abroad travel course offered by a UT professor, or (iii) complete an approved internship in Latin America.

#### E. Experiential component

Students must either (i) participate as a country trade representative in the Summit of the Americas Simulation or (ii) participate as a country representative for Latin America in the Global Village Simulation.

#### F. Attendance at selected Latin American seminars and other programs

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a Latin American focus is strongly encouraged.

Total number of credits required is 17-19 if language component is already completed, 29-31 if not completed.

## Department of Mathematics

**Faculty:** Associate Professor Sumner, Chair; Associate Professors Fowler, Garman, Kadic-Galeb, Toro; Assistant Professors Angeleska, Khanal; Instructors Beaudoin, Ivanov, Perry, Smedberg.

The mission of the mathematics department is two-fold: to provide service and core courses for the University, and to provide courses for mathematics and mathematical programming majors.

The mission of the program of studies leading to the major in mathematics is to provide the student with a balanced account of both the pure and applied aspects of modern mathematics. For majors in mathematical programming, the department provides a blend of mathematics and computer science. To accomplish this, the department offers courses that place emphasis on the

development of mathematics through different branches in linear algebra, modern abstract algebra and analysis. In addition, the applied aspect is covered in differential equations, statistics, and discrete mathematics. Faculty offer independent study courses and the opportunity to study other aspects of mathematics and its applications.

The program prepares majors in mathematics or mathematical programming to pursue graduate studies or to enter into the marketplace.

### Mathematics

#### Requirements for a major in mathematics:

ITM	251	Application Development	4
MAT	260	Calculus I	4
MAT	261	Calculus II	4
MAT	262	Calculus III	4
MAT	299	Introduction to Higher Mathematics	4
MAT	490	Senior Seminar	1
Six courses from MAT 300, 301, 308, 310, 401, 410, 420, 499			24

Semester Hours: 45

#### Requirements for the minor in mathematics:

Twenty semester hours of credit in mathematics courses numbered 260 or higher.

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

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

### Mathematical Programming

#### Requirements for the major in mathematical programming:

ITM	251	Application Development	4
ITM	360	Advanced Application Development	4
MAT	260	Calculus I	4
MAT	261	Calculus II	4
MAT	262	Calculus III	4
MAT	299	Introduction to Higher Mathematics	4
MAT	300	Differential Equations	4
MAT	301	Discrete Mathematics	4
MAT	308	Linear Algebra	4
MAT	490	Senior Seminar	1
ITM electives (not lower than ITM 251)			8

Semester Hours: 45

#### Requirements for the minor in mathematical programming:

MAT	260	Calculus I	4
MAT	261	Calculus II	4
MAT	262	Calculus III or MAT 301 Discrete Mathematics	4
ITM	251	Application Development	4
ITM	360	Advanced Application Development	4

Semester Hours: 20

Students who major in mathematical programming may use appropriate mathematics and information technology courses



required in the major to satisfy the requirements of the general curriculum distribution.

### Mathematics Education Majors

Students pursuing education degrees must consult the *Education* section of this catalog for a complete listing of course requirements, as well as the sequence in which to take these courses. Note: At catalog press time, state legislation was pending that may affect certification requirements for education majors. For the up-to-date information, contact the Department of Education in Plant Hall Room 439.

## Department of Psychology

**Faculty:** Associate Professor Cummings, Chair; Dana Professor Musante; Professors Gormly, Hekkanen, McReynolds, Sclafani; Associate Professors Blessing, Hardin, Klepfer, Woodson; Assistant Professors Husband, Koterba, Odgaard, Skowronek, Stasio.

The mission of the Department of Psychology is to offer students a high-quality, state-of-the-field educational experience in psychology as a behavioral, cognitive, social science and applied discipline. Those majoring in psychology receive curricular and extracurricular experiences that meet or exceed all educational standards for undergraduates set by the American Psychological Association.

The **values** inherent in our teaching, advising and programming include:

- Excellence in the classroom and extracurriculum
- Professional and personable faculty-student relations
- Reliance on the rational and empirical methods of science in human enquiry
- Critical thinking and judicious consumption of information and opinions
- Active faculty involvement in scholarship and professional activities
- Experiential and service learning as adjuncts to classroom instruction
- Human diversity and cultural awareness
- Liberal arts-based, multidisciplinary understanding of human problems and prospects, including attendant ethical considerations

The Department of Psychology offers both a bachelor of arts degree and a bachelor of science degree in psychology. The B.A. degree is intended for those students who will seek employment at the baccalaureate level or additional training in applied graduate programs (e.g., counseling, clinical, industrial/organizational, social work, organizational behavior, business administration, school psychology, guidance and counseling, law). The B.S. degree is intended to prepare students for graduate programs in the research areas of psychology (e.g., clinical, social, cognitive, biopsychology, human and animal experimental, developmental) and other graduate programs related to psychology that also require a strong natural science and mathematics background (e.g., medicine, genetic counseling, neuroscience, cognitive science). The student may not earn both a B.S. and a B.A. in psychology.

All B.A. and B.S. psychology majors must take a 19-credit-hour foundation of psychology courses, 16 credits of required courses from the various emphasis areas, and at least eight additional

credits to complete either a general emphasis or one of the five specialized emphases (cognitive, social, clinical, organizational or biopsychology). The B.A. requires a minimum of 43 credits in psychology classes plus MAT 160 (4 credits), and the BS requires a minimum of 43 credits in psychology classes, plus the natural science and mathematics courses (24 credits) listed below.

### Foundation for the B.A. and B.S. degrees

Three 200-level courses, including PSY 211, must be successfully completed before enrolling in any 300-level (or higher) psychology course. In addition, PSY 312 must be successfully completed before enrolling in any 400-level psychology course. Furthermore, 16 credits in psychology courses numbered 300 or higher, including one 400-level psychology class, must be taken. To fulfill the foundation requirements, complete the remaining foundation courses.

PSY	200	General Psychology	4
PSY	204	The Great Psychologists	2
PSY	211	Statistics and Methods I	4
PSY	220	Fundamentals of Biopsychology and Learning	4
PSY	312	Statistics and Experimental Methods II	4
PSY	499	Senior Capstone	1

### Requirements for a general or specialized emphasis for the B.A. and B.S. degrees:

- A. Complete the requirements for either the B.A. or B.S. listed under each emphasis (16 credits).
- B. Complete the requirements for either a general emphasis or a specialized emphasis.
  1. General Emphasis Requirements: After completing the requirements for the B.A. or the B.S. listed under each emphasis, select an additional two courses from among the different emphases.
  2. Specialized Emphasis Requirements: After completing the requirements for the B.A. or the B.S. listed under each emphasis, select your desired emphasis and take additional courses to bring the total number of courses in the emphasis to at least three.

### Emphases in Psychology

#### A. Cognitive

1. For a B.A., select one
2. For a B.S., select one

PSY	227	Applied Cognitive Psychology
PSY	318	Sensation and Perception
PSY	424	Cognitive Psychology
PSY	425	Thinking
PSY	430-449	Selected Topics Course: A seminar course involving a special topic in cognitive psychology

#### B. Social

1. For a B.A., select one
2. For a B.S., select PSY 203

PSY	203	Social Psychology
PSY	205	Psychology of Religion
PSY	230	Theories of Personality
PSY	250	Health Psychology
PSY	319	Psychology of Personal Relationships
PSY	402	Social Psychology and the Law

PSY	404	Human Sexual Behavior: Seminar
PSY	430-449	Selected Topics Course: A seminar course involving a special topic in social psychology

**C. Clinical**

1. For a B.A., select either one or none (if none, must select one from the organizational emphasis)
2. For a B.S., select PSY 303

PSY	201	Psychological Assessment
PSY	210	Development I: Child Psychology
PSY	303	Abnormal Psychology
PSY	317	Development II: Adulthood and Aging
PSY	414	Understanding Childhood Disorders
PSY	430-449	Selected Topics Course: A seminar course involving a special topic in clinical psychology

**D. Organizational**

1. For a B.A., select either one or none (if none, must select one from the clinical emphasis)
2. For a B.S., none are required

PSY	202	Industrial Psychology
PSY	305	Applied Psychology: Consumer Psychology
PSY	410	Sexual Harassment: Seminar
PSY	430-449	Selected Topics Course: A seminar course involving a special topic in organizational psychology

**E. Biopsychology**

1. For a B.A., select one
2. For a B.S., select one

PSY	311	Evolutionary Psychology
PSY	316	Psychopharmacology
PSY	420	Behavioral Neuroscience
PSY	430-449	Selected Topics Course: A seminar course involving a special topic in biopsychology

**Natural sciences and mathematics requirements for the B.S. Degree in Psychology**

(The following courses are in addition to the psychology courses required for the B.S., and can be used to satisfy appropriate requirements in the general curriculum distribution or in other majors/minors. Grades in these courses count toward the GPA in the psychology major.)

- A. Successful completion of the biology lower-core curriculum: BIO 203-204 and CHE 152-153 and CHE 154-155 and MAT 170 or MAT 260
- B. Successful completion of one additional course from biology or genetics (including laboratory portion): 212, 225, 250, 300, 310, 320, 330 and 350; may take BIO 220 if PSY 311 has not been taken.

**Individual study courses:**

Students who meet eligibility requirements, including instructor permission, may take the following courses: Internships, Independent Study (specify the number of credits) and Senior Thesis (require permission of the instructor and the psychology chair).

PSY	405	Internship in Clinical Psychology	4
PSY	406	Internship in Industrial/Organizational Psychology	1-4
PSY	407	Internship in Experimental Psychology	1-4
PSY	450	Independent Study	1-4
PSY	451	Senior Thesis	4

**Psychology Minor**

A student must complete PSY 200, 204, 211, 220 and 8 credits from psychology courses numbered 300 or higher from any of the five emphases. Internships, Independent Study, and Senior Thesis do not count toward the minor.

# The Certificate of International Studies

The Certificate of International Studies prepares UT graduates to be global ready. Students within all majors at UT have the opportunity to build their credentials through this program.

The University's Quality Enhancement Plan, "Building International Competence," provides for integration and coordination of international education efforts. A key aspect of this endeavor is the improved integration and coordination of the international education curriculum and initiatives.

The QEP allows the University to:

- Bring University programs and services in international and intercultural education experiences together;
- Serve domestic and international students in international and intercultural education experiences;
- Graduate internationally competent students with enhanced skills, knowledge, attitudes and values in international and intercultural matters.

Student learning outcomes include:

- Skills – such as secondary languages, the ability to travel, study and live outside of the United States and the ability to access information about the world.
- Knowledge – the uniqueness of cultures, the appreciation of the historical contexts of different peoples and an appreciation of global affairs, including international labor, refugees, environmental degradation, and women's and children's issues.
- Attitudes – a recognition and appreciation of cultural differences including intercultural sensitivity and awareness, self-awareness about their own culture and its ethnic diversity and openness to learning about the world.

## Certificate of International Studies for Undergraduates

### Requirements for Admission to the Certificate of International Studies

Undergraduate students must formally apply for admission to the CIS program.

The deadline for fall semester is April 15 of each year. The deadline for spring semester is Dec. 1 of each year. Applications are available through the International Programs link at [www.ut.edu/international](http://www.ut.edu/international) or in the Office of International Programs.

Undergraduates must complete the following minimum requirements: foreign language requirement, global knowledge courses, education abroad experience, international activities and events and global senior capstone.

### Requirements to Receive the Certificate of International Programs

#### *Foreign Language Requirement.*

**Native English Speaker:** Students must complete at least two semesters of non-native language coursework (6-8 credit hours) with a minimum 2.75 GPA. They must also pass the intermediate level on the ACTFL Oral Proficiency Interview.

**Non-native English Speaker:** International students proficient in a native language are not required to take the ACTFL Oral Proficiency Interview; however, they are still required to complete two semesters of non-native language coursework (6-8 credit hours).

**Global Knowledge Courses.** Students are required to choose from a wide array of global knowledge courses (12-16 credit hours) during their UT experience. These credit hours may also count toward various majors, minors and other graduation requirements. The approved, but not all-inclusive list of courses may be accessed through the International Programs link at [www.ut.edu/international](http://www.ut.edu/international) or in the Office of International Programs.

**Education Abroad Experience.** Students must complete at least one education abroad experience approved by the Office of International Programs. Students may choose to enroll in a UT Travel Course, complete an international internship, participate in a semester/year abroad program or fulfill community-based service learning abroad. This requirement may be waived for international students by permission of the associate dean of International Programs.

**Student Leadership and Engagement.** While at UT, students must demonstrate international leadership and engagement through events and activities. Students will document their participation through the co-curricular transcript authorized by the Office of Student Leadership and Engagement. In order to receive credit, students may choose to hold a leadership position in an official international organization and/or club each semester, or they may attend two international activities or events each semester or they may maintain a membership in an international organization or club and attend one international activity each semester.

**Global Senior Capstone.** GIS 499 is a 0-1-credit hour course that serves to integrate the student's international experiences at UT. The senior capstone will prepare undergraduate CIS students to succeed in the workplace and help them to recognize global career options in various disciplines.

### Distinction in the Certificate of International Studies

The Office of International Programs may award the Certificate of International Studies with distinction to students whose experiences within the component areas are outstanding (e.g. 3.5 or higher GPA or advanced test scores on the ACTFL Oral Proficiency Interview).

# Minor in Leadership Studies

The **Minor in Leadership Studies** is an 18-20 credit hour program for those students seeking a cross-disciplinary area of study in developing leadership skills. The minor is coordinated by the **TECO Center for Leadership** and is designed for students who want to further develop leadership competencies and skills.

Students interested in the minor must first complete an application to be admitted to minor candidacy. The deadline for admission is April 15 before the next fall semester. Upon acceptance the student will enroll in the UT Co-curricular Transcript program to track qualifying experiences. Students will be assigned a leadership advisor to guide them through the program and assess their work in the LED 099 course sequence.

After acceptance, students will complete LED 200 Introduction to Leadership Studies (4). Students will then enroll in LED 099 Experiences in Leadership Studies (0) and complete a number of experiential activities that will provide a practical foundation in leadership. These activities may include seminars, volunteer work and leadership positions in student organizations. Students will compile a leadership portfolio that documents their learning experiences. The portfolio will be evaluated by the assigned leadership advisor each semester.

Students will also complete three leadership electives (10-12 credit hours) from an approved list. In the senior year, after completion of all coursework and experiential hours, the student will enroll in the capstone course, LED 450 Capstone in Leadership Studies (4).

## Program Requirements:

Students must maintain a minimum 2.5 GPA in all LED courses for the minor.

LED	200	Introduction to Leadership Studies	4
LED	099	Leadership Studies Minor (may repeat up to four semesters)	0
LED	450	Capstone in Leadership Studies (senior year)	4
Three Electives (from approved list)*			12

Total Semester Hours: 18-20

For the minor, all students must complete 90 clock hours in a variety of experiences under the supervision of the Office of Student Leadership and Engagement.

\* Students take three electives from an approved list or as a tutorial. Courses must be taken with prefixes from more than one college. The elective courses will be selected in consultation with the student's leadership advisor.

## Experiential Activities

Students in the minor must complete a minimum of 90 clock hours in a variety of experiences designed to develop leadership competencies and skills. These activities are completed over the course of several semesters. These are to be selected in consultation with the leadership advisor. Upon completion of each activity/event, students will write a reflection paper. Reflection papers are submitted to the advisor and the program coordinator. Students also keep a copy for their leadership portfolios. These hours must be completed prior to enrolling in LED 450.

Visit [www.ut.edu/leadershipstudies](http://www.ut.edu/leadershipstudies) for more information on the leadership studies minor.

# Military Science

The Department of Military Science and Leadership at The University of Tampa offers the U.S. Army Reserve Officers' Training Corps program for both men and women. The curriculum includes 16-24 credit hours of elective instruction over two to four years taught by Military Science and Leadership Department faculty. The MSL 100-and 200-level courses focus on fundamental leadership principles and may be taken without any military service obligation. The MSL 300-and 400-level courses focus on advanced leadership concepts and are open only to contracted Army ROTC cadets.

The Air Force Reserve Officers' Training Corps is offered under an intercampus agreement with the University of South Florida. The curriculum includes 12 to 16 course hours of instruction taught by active-duty Air Force officers over a two-to-four-year period.

The Naval Reserve Officers' Training Corps program is offered under an intercampus agreement with the University of South Florida. The curriculum includes courses in naval science and leadership taught by active-duty Naval officers over a four-year period.

## Department of Military Science and Leadership (Army ROTC)

**Military Science and Leadership Faculty:** Professor Lt. Col. Proctor; Assistant Professor Capt. Stanley; Instructors Master Sgt. Bailes, Master Sgt. Davila, Master Sgt. Prevatte; Enrollment Officer Lt. Col. Smallidge.

The Department of Military Science and Leadership offers a progressive program which will enhance student education regardless of academic endeavor. The program is designed to improve the leadership abilities of students, develop managerial skills, inform students concerning the roles, missions, and capabilities of the Army, and train qualified ROTC students to become commissioned officers in the U.S. Army, National Guard and Reserve. Veterans, National Guardsmen, Reservists, and former JROTC students may receive advanced placement by request. Enrollment in ROTC is limited to U.S. citizens.

### Basic Course

The purpose of the Army ROTC Basic Course is to introduce students to Army ROTC, to give them general information about the Army and to introduce them to basic skills that have both military and civilian application. Courses and practical exercises in land navigation, orienteering, and leadership round out the student's academic life, provide a challenge, develop confidence, and break the classroom monotony. With this initial exposure, the students will have experience upon which to base their decisions to continue into the Advanced Course and into the Army as commissioned officers. There is no military obligation in connection with the Basic Course.

### Leader's Training Course

Army ROTC Leader's Training Course (LTC), conducted during the summer session, is a challenging four-week training course designed to evaluate students' ability to handle themselves and others in new and demanding situations. Throughout the program, the student is provided with the fundamentals of soldiering, which include physical training, marksmanship, tactical

operations, map reading and orienteering. Students are provided transportation to and from camp, room and board, as well as approximately \$700 in pay and allowances. Attendance at the Leader's Training Course does not obligate the student to military service; it does, however, qualify the student for the Army ROTC Advanced Course when taken in lieu of the Basic Course requirements. Provided eligibility criteria are met, students may be selected for 2-year scholarships upon graduation from LTC.

### Advanced Course

Upon completion of the Basic Course or Leader's Training Course (above), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions, and practicing traits considered essential in a leader. The ability to motivate subordinates, to win their confidence, and to supervise them effectively has been attributed by many civilian and military leaders to training received through ROTC in college. The ROTC Program uses and extends the intellect, education, and special abilities of college students. Its primary purpose is to produce Army officers needed for the defense of our nation in time of crisis; but, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.

All Advanced Course students earn \$450-\$500 a month (upon contracting) beginning the first month of their junior year and continuing until they complete the Advanced Course. All Advance Course students will attend the Leader Development Assessment Course (LDAC), a four-week leadership internship between the junior and senior years.

### Scholarships

These competitive scholarships are awarded solely on potential rather than financial need and cover the costs of tuition, fees, and a flat-rate book allowance (of \$600 per semester) plus a monthly subsistence allowance of \$300 for freshman, \$350 for sophomores, \$450 for juniors and \$500 for seniors. This allowance is tax-free. Four, three and two-year scholarships are available to eligible students, both enrolled and not enrolled in the ROTC program. Two-year undergraduate or graduate school scholarships may be awarded to students who successfully complete the Leader's Training Course.

## Department of Aerospace Studies (AFROTC)

**Faculty:** Professor (USF) Wright; Assistant Professors (USF) Moreno, Newsome, Stallworth.

The Air Force Reserve Officers' Training Corps is offered under an intercampus agreement with the University of South Florida. Most courses and the Leadership Lab are taught at USF, a General Military Course level course (i.e. either AFR 1101, 2130 or 1120, 2140) is taught on the UT campus. Registration for all courses is through The University of Tampa, and UT grants course credit.

The curriculum includes 12-16 course hours of instruction by active-duty Air Force officers over a two-to four-year period. A student who completes the AFROTC program receives an Air Force commission as a second lieutenant, and is guaranteed a position in the active-duty Air Force at a starting salary of ap-

proximately \$45,000 per year not including basic allowance for housing.

AFROTC is offered as either a two- or four-year program. The four-year program normally requires a student to successfully complete all degree requirements for a bachelor's degree, 16 course hours of AFROTC classes, and a four-week field-training encampment between his/her sophomore and junior years. The two-year program gives students who do not enroll in AFROTC during their freshman or sophomore years the opportunity of taking AFROTC. Students should apply for the two-year program by December of their sophomore year. The student attends a six-week field-training encampment in the summer prior to program entry. Upon entering the program, the student then completes all undergraduate degree requirements, and 12 credit hours of AFROTC courses.

ROTC students take a 1.8-hour non-credit leadership laboratory in addition to the academic classes. Students wear the Air Force uniform during these periods, and are taught customs and courtesies of the Air Force. Leadership Laboratory is open to students who are members of ROTC, or who are eligible to pursue commissions as determined by the professor of aerospace studies.

AFROTC four-, three-, and two-year scholarships are available for eligible applicants. Depending on student qualifications, these scholarships pay all tuition, fees, books and provide a monthly tax-free stipend. Those interested in more information about scholarship criteria should contact the AFROTC department at USF through Capt Newsome, AFROTC Det 158 Unit Admissions Officer, at [cnewsome@afrotc.usf.edu](mailto:cnewsome@afrotc.usf.edu).

Students interested in enrolling in the four-year or two-year program can begin registration procedures through the ROTC office in CWY 407 at USF before registering for the appropriate AFR course through The University of Tampa. Veterans, active-duty personnel and graduate students are encouraged to inquire about special accelerated programs designed for them. The AFROTC phone number is (813) 974-3367.

Students seeking a minor in aerospace studies must complete 16 credit hours of study. The student must complete at least 12 hours in the following core courses:

AFR	3220	Air Force Leadership and Management I	3
AFR	3231	Air Force Leadership and Management II	3
AFR	4201	National Security Affairs and Preparation for Active Duty 1	3
AFR	4211	National Security Affairs and Preparation for Active Duty 2	3
The remaining hours of study must be a combination of 4 hours from any of the following courses:			
AFR	1101	Foundations of the United States Air Force Part 1	1
AFR	1120	Foundations of the United States Air Force Part 2	1
AFR	2130	The Evolution of USAF Aerospace Power Part 1	1
AFR	2140	The Evolution of USAF Aerospace Power Part 2	1
MSL	101	Leadership and Personal Development	2
MSL	102	Introduction to Tactical Leadership	2
MSL	201	Innovative Team Leadership	2
MSL	202	Foundations of Tactical Leadership	2
MSL	203	American Military History	4
MSL	301	Adaptive Tactical Leadership	3
MSL	302	Leadership and Changing Environments	3

MSL	401	Developing Adaptive Leaders	3
MSL	402	Leadership in a Complex World	3

MGT 330 or MGT 340

HIS 210, 222, 224, 225, 230, 296, 300, 406, 413, 414

**Additional requirements:** In order for the student to minor in aerospace studies, a minimum GPA of 2.0 is required in all courses used to satisfy the minor. Grades less than "C/D" or "S" from other institutions will not be accepted. Students will not be able to use credit through exam, internship or independent study for application to the minor.

AFR 2940 Basic Aerospace Internship is an AFROTC Field Training program requiring cadets to complete a four- or six-week term of evaluation under the guidance of Air Force staff. This requires selection and permission of the professor of aerospace studies.

## Naval Science (Naval ROTC)

Location/Phone: CWY 406, (813) 974-4789

**Office Hours:** 8 a.m.-5 p.m., Monday through Friday

**Web Address:** <http://web.usf.edu/nrotc>

**E-mail Address:** [naval@nrotc.usf.edu](mailto:naval@nrotc.usf.edu)

**Naval Science Faculty:** Professor Capt. Scott D. Pollpeter, USN; Assistant Professors Cmdr. Eric Coleman, USN; Lt. Roger Phelps, USN; Lt. Michelle Stanforth, USN; Capt. Jennifer Simpson, USMC.

The Naval Science Program at the University of South Florida is administered by the Naval Reserve Officers' Training Corps unit. This program affords selected men and women the opportunity to receive instruction in Navy specified courses which, in conjunction with the baccalaureate degree, will qualify them for a commission in the United States Navy or Marine Corps. Students enrolled in the University who are physically and mentally qualified are eligible to apply for the NROTC program. As naval officers, USF NROTC graduates become eligible for varied careers, serving in aviation squadrons, on surface ships, on submarines in the nuclear power programs at naval installations all over the world, or in the numerous sub-specialties as an officer of the Marine Corps. With the consent of the professor of naval science, any student, although not enrolled in the NROTC program, is eligible for enrollment in naval science courses. The USF NROTC Unit offers participation through four programs: (1) the Navy-Marine Corps Four-Year Scholarship Program, (2) the Navy-Marine Corps College Program, (3) the Two-Year NROTC College Program, and (4) the Two-Year NROTC Scholarship Program. Students may be selected from any major, but 85 percent of scholarships are awarded to those in a technical major. (See [www.nrotc.navy.mil](http://www.nrotc.navy.mil) for complete listing of majors and explanation of the tier system.)

**The Navy-Marine Four-Year Scholarship Program** — The NROTC Scholarship Program is open to young men and women of all races, creeds and national origin who are United States citizens. Students are selected on their own merit to become officers in the United States Navy and Marine Corps. Scholarship students are appointed Midshipmen, U.S. Navy Reserve. The Navy pays for tuition, fees, textbooks, uniforms, and a monthly subsistence allowance of up to \$400 for four years. Scholarship students are normally selected through national competition during their senior year in high school. Each year, 10 professor of naval science scholarships are available through a competitive selection process to Black and Hispanic students with academic potential who have yet to demonstrate their performance in a college environment or who have completed at least one, but

not more than two semesters of course work at the University with a cumulative GPA of 3.0 or better and with no grade below “C.” Although it is not a requirement, a student in the NROTC Scholarship Program is encouraged to pursue a major in engineering, mathematics, chemistry, or physics to meet the technological requirements of the Navy. Other fields of study for a major leading to a baccalaureate degree are permitted, with the approval of the professor of naval science. Regardless of the major, every scholarship student must complete one year of calculus-based physics and one year of calculus.

Students must include certain Navy specified courses in their program and complete a program of courses as prescribed by the professor of naval science. Upon graduation and successful completion of the naval science curriculum, the midshipman will receive a commission as ensign in the U.S. Navy or second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of four years.

**The Navy-Marine Corps College Program (Non-Scholarship)** — The NROTC College Program is designed to train and educate well-qualified young men and women for commissioning. Selected students are appointed as midshipmen in the Naval Reserve prior to commencement of the advanced course in the junior year. The Navy pays for uniforms and naval science textbooks during the four-year period, and during the junior and senior years, pays the midshipman up to \$400 per month subsistence allowance. Each student is selected for enrollment in the program on the basis of past academic performance, potential, personal interviews and a physical examination. A college program midshipman only acquires a military service obligation after entering the advanced courses at the beginning of the junior year.

Although there are no restrictions on the major college program students may pursue, it is highly recommended that they pursue a course of study similar to that of scholarship students. Students must also include in their program certain Navy specified courses and a program of courses in naval science. Students, upon graduation and successful completion of the naval science curriculum, receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of three years.

**Two-Year NROTC College Program (Non-Scholarship)** — The USF NROTC offers, on a limited basis, a two-year national non-scholarship program designed specifically for students commencing their third year of college, who were not enrolled in the NROTC program during their freshman and sophomore years. Applications must be submitted during the sophomore year by the first of March to permit processing, personal interviews, and a physical examination. Qualifications for acceptance to this program include demonstrated ability to complete college level science and math courses. Upon acceptance into this program, the student attends a six-week intensive course at the Naval Science Institute in Newport, RI, in the summer prior to commencing the junior year of study. Students in a five-year engineering curriculum may attend the institution between their third and fourth years. The six-week summer course qualifies the student for enrollment in the NROTC program at the junior level. During the student’s attendance at the Naval Science Institute, the Navy provides room and board, books, uniforms, and transportation from home and return, as well as pays the student approximately \$365 per month. Upon successful completion of the course, the Navy pays for uniforms, naval science textbooks and up to \$400 subsistence allowance.

Students must also include in their program certain Navy specified courses and a program of courses in naval science. Students, upon graduation and successful completion of the naval science curriculum, receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of three years.

**Two-Year NROTC Scholarship Program** — The two-year scholarship program is administered in the same manner as the two-year non-scholarship program, except that a student who has excelled in a math, physical science, or engineering major and who has demonstrated above average performance in integral calculus may be selected for a two-year full tuition scholarship, to be awarded upon successful completion of the six-week period of training at the Naval Science Institute. In addition to the full-tuition scholarship, the student will receive up to \$400 subsistence per month, books, and lab fees.

Regardless of the major, every scholarship student must complete one year of calculus-based physics and one year of calculus. Students must include certain Navy specified courses in their program and complete a program of courses as prescribed by the professor of naval science. Upon graduation and successful completion of the naval science curriculum, the midshipman will receive a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serve on active duty for a minimum of four years.

**Summer Training** — The NROTC Scholarship Program student is required to complete training of approximately four weeks during each of the three summer recesses. During the first summer period, each scholarship student will receive instruction in aviation training, marine combat training, surface warfare indoctrination, and submarine indoctrination either in Norfolk, VA, or San Diego, CA. The second summer training will be performed aboard operational ships of the U.S. Fleet. During the third summer, candidates for U.S. Navy commissions will perform training aboard operational ships or aviation squadrons as a junior officer. The student who qualifies for nuclear propulsion training may elect to cruise on nuclear powered ships or submarines. Some midshipmen cruise with allied navies through the Midshipman Foreign Exchange Program. Transportation costs to and from the training sites, subsistence, quarters, and pay of approximately \$365 per month will be paid to every participating student. The candidates for U.S. Marine Corps commissions will perform training at the U.S. Marine Corps Base in Quantico, VA. The Marine Option NROTC Summer Training Program, “Bulldog,” is a six-week training program designed to prepare midshipmen for appointment to commissioned grade by providing basic military instruction and physical training. An evaluation of midshipmen is made to ensure that they possess the leadership as well as academic and physical qualifications required for appointment to commissioned grade in the Marine Corps. Female midshipmen participate in all NROTC curriculum requirements and activities, including cruises aboard selected ships. A woman who has qualified for Marine Option Summer Training at Quantico attends the Woman Officer Candidate Course in Quantico, VA.

**Specified University Courses:** In addition to satisfying requirements for a baccalaureate degree, the student must satisfactorily complete the following four-year curriculum guide, including required naval science courses and specified University courses.

#### **Freshman Year**

NAV 1110	Introduction to Naval Science (Note 1)	3
NAV 1140	Sea Power and Maritime Affairs (Note 1)	3
NAV 1101L	Naval Science Lab	0

**Sophomore Year**

NAV 2231	Principles of Naval Management I (Note 1)	3
NAV 2212C	Navigation (Note 2)	3
NAV 2221	Evolution of Warfare (Note 3)	3
NAV 1101L	Naval Science Lab	0
MAT 260, 261	Calculus I, II	8
	Engineering Calculus (Note 4)	

**Junior Year**

NAV 2121	Naval Ships System I (Note 2)	3
NAV 3123	Naval Ships Systems II (Note 2)	3
NAV 1101L	Naval Science Lab	0
PHY 200, 201	Physics I, II (Note 4)	10

**Senior Year**

NAV 3214C	Navigation/Naval Operations II (Note 2)	3
NAV 4232	Principles of Naval Management II	3
NAV 4224	Amphibious Warfare (Note 3)	3
NAV 1101L	Naval Science Lab	0

**NOTES:**

- (1) Undergraduate naval sciences required to be completed for a scholarship student before fall semester junior year.
- (2) Upper division naval science courses required of Navy Options and not required of Marine Options.
- (3) Required of Marine Option midshipmen only.
- (4) One year each of calculus and calculus-based physics is required for every Navy option scholarship student. It is recommended, but optional for College Program and Marine Options.

**Furnished Items** — All uniforms, textbooks, and equipment needed by the student for naval science courses are furnished by the Navy.

**Use of Navy Science Courses as University Electives** — Academic departments within the University may, according to their own policies, accept naval science courses as electives to fulfill requirements in their academic program.

**Naval Science Minor** — Upon successful completion of the four-year Naval Science Program, a student may be awarded a minor in naval science. Specific requirements should be arranged with the student's academic department.

**Naval Science Laboratory** — The naval science curriculum includes a weekly three-hour laboratory covering professional and military subject matter. Attendance is mandatory for all midshipmen.



# Office of Graduate and Continuing Studies

The Office of Graduate and Continuing Studies provides oversight and coordination of the University's graduate and continuing studies programs, summer programs, and a variety of other related programs and offerings.

Office of Graduate and Continuing Studies  
The University of Tampa  
401 W. Kennedy Blvd.  
Box 102F  
Tampa, FL 33606-1490  
UTgrad@ut.edu  
(813) 258-7409

## Graduate Study

Graduate programs offered at The University of Tampa include:

- Master of Business Administration (MBA), College of Business
- Master of Science in Accounting (MS-ACC), College of Business
- Master of Science in Finance (MS-FIN), College of Business
- Master of Science in Marketing (MS-MKT), College of Business
- Master of Education (M.Ed.), Initial Licensure, College of Social Sciences, Mathematics, and Education
- Master of Education (M.Ed.), Curricula and Instructional Leadership, College of Social Sciences, Mathematics, and Education
- Master of Science in Nursing (MSN), College of Natural and Health Sciences

The following certificate programs are also offered to qualified individuals:

- Nonprofit Management, College of Business
- Legal Nurse Consulting, College of Natural and Health Sciences
- Leadership and Management in Health Care, College of Natural and Health Sciences

## Admission

### Classifications

There are three classifications for admission for graduate study at UT:

1. Full Degree-Seeking
2. Non-Degree-Seeking
3. Professional Certification

Each college of the University has established unique admission requirements for graduate study. Contact the Office of Graduate and Continuing Studies for further information or see below for the respective college offering your graduate program of choice.

## Policies and Procedures

### Student Responsibility

Each student is responsible for the proper completion of his/her academic program, for familiarity with The University of Tampa Catalog, for maintaining the GPA required, and for meeting all other degree requirements. The student's assigned advisor will counsel, but the final responsibility remains that of the student. The academic procedures are outlined to enable graduate students to gain the greatest benefit from a planned course of study and to ensure that all graduation requirements are satisfied in the planned sequence. Graduate students should refer also to the Academic Calendar in the front of this catalog. In addition, reference should be made to the Academic Policies and Procedures chapter for University-wide policies on frequency of course offerings, semester hour credits, dropping and adding courses, incomplete work, special studies courses, absences, grade reports, withdrawal from the University, and commencement exercises. Each student is responsible for maintaining communication with the University and keeping on file with the Registrar's Office at all times a current address, including ZIP or postal code, telephone number and e-mail address.

### Residency

For the master's degree, a minimum of 75 percent of the required program hours must be earned at The University of Tampa. Exemptions must be addressed in writing to the Graduate Appeals Committee.

### Graduate Retention Standards

Graduate students must have a minimum 3.0 GPA in both their required courses and cumulative GPA to graduate. Students who fall below a 3.0 GPA are placed on academic probation and will have an 8-credit hour probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. See the respective degree programs for additional graduate retention standards specific to the program.

### Graduation Honors

Students with an overall GPA of 4.0 in graduate-level coursework are recognized at graduation with highest honors. Students who graduate with an overall GPA of 3.9 through 3.99 are recognized as graduating with honors.

### Repeating of Courses

Upon approval of the director of the respective graduate program, a student may repeat (once) a maximum of two courses in which he or she received a grade below a "B." The original grade received will not be removed from the student's academic record.

### Graduate Admission Appeals

An applicant whose application for admission has been denied should follow these procedures:

1. Contact the appropriate program director and request reconsideration and clarification of the decision.

2. If not satisfied, the applicant may submit his/her case to the Graduate Appeals Committee, which will render a decision on the case.
3. The decision of the committee may be appealed to the associate dean of Graduate and Continuing Studies. The decision of the associate dean is final.

### **Graduate Academic Appeals**

The first decision of an appeals process rests with the college appeals committee; appeals thereafter go first to the college dean and thereafter, if necessary, to the associate provost.

### **Admission for Candidacy and Application for a Master's Degree**

Students should complete their applications for degree with their advisor upon completion of 21 semester hours of acceptable graduate work or in the semester prior to graduation (whichever comes first). When signed and approved by the director of the respective program and submitted to the registrar, this form constitutes a formal admission to candidacy and application for degree. The deadlines for submitting this form to the Office of the Registrar are no later than the previous March 1 for December graduation, and no later than the previous Oct. 31 for May or August graduation. Special attention should be given to each degree program to ensure all degree completion requirements are met.

### **Time Limit**

A student is allowed seven years from the time graduate work has begun, whether at UT or elsewhere, in which to complete the degree. Under certain circumstances, the student, with approval from the respective program director, may revalidate, by examination, courses that are outdated by the time limit.

### **Tuition and Graduate Fees**

See the graduate program of choice for applicable tuition and fees.

### **Recommended Computing Standards for UT Students**

See *Student Services* section of this catalog.

## **Financial Aid**

Please refer to the *Financial Aid* section in this catalog for more information or contact the Financial Aid Office at (813) 253-6219.

## **Housing**

On-campus housing placement and off-campus housing information services can be obtained by contacting The University of Tampa's Office of Residence Life at (813) 253-6239.

## **Graduate Assistantships**

Graduate Assistantships (GA) are available each academic semester to incoming qualified full-time graduate students. Graduate Assistantships are awarded on a competitive basis contingent upon a student's academic record and are offered by invitation only. A full-time GA is eligible to receive a tuition waiver for 8-12 graduate-level credits during the upcoming semester. The total amount of tuition support for a full-time GA whose assistantship

is renewed is 36 credit hours. Graduate assistant tuition support is available for fall and spring semesters only. A graduate assistant also receives a \$1,500 stipend per semester, administered through the Financial Aid Office. Graduate assistants are assigned to work 20 hours per week for an academic or administrative office, must carry a full course load of at least 8 credit hours per semester, and must maintain a minimum 3.25 overall GPA. For additional information, contact the Office of Graduate and Continuing Studies at (813) 258-7409 or UTgrad@ut.edu.

## **Alumni Involvement**

The purpose of The University of Tampa National Alumni Association is to support, encourage and promote the interests, welfare, ideals and progress of The University of Tampa, as well as cultivate and enhance good fellowship among the alumni of The University of Tampa.

The University of Tampa National Alumni Association provides diversified programming for more than 20,000 graduates. It is the intent of the association to offer programs that promote the mission of the University, provide opportunities for alumni to gather and become acquainted with one another, and to share the legacy that bonds all alumni to the heritage of The University of Tampa.

### **National Alumni Association Membership**

After graduation, alumni are given a free lifetime membership in the National Alumni Association (NAA). Card-carrying alumni receive a free subscription to the *UT Journal*, a 10 percent discount at the University Bookstore, access to athletic facilities, and use of the MacDonald-Kelce Library. Contact the Office of Alumni and Parent Relations at alumni@ut.edu to obtain a NAA Membership Card.

The UT alumni *online community* was created in the summer of 2006. On the *website* graduates can sign up for lifetime e-mail forwarding, register for events, and connect with friends and classmates through the online alumni directory. Alumni can also post photos, update their contact information and join local alumni groups. Visit [alumni.ut.edu](http://alumni.ut.edu).

## **Graduate Study in the College of Business (COB)**

### **John H. Sykes College of Business**

The John H. Sykes College of Business offers graduate degree programs designed to help students become distinguished business practitioners. The degrees offered include the:

- Master of Business Administration (MBA)
- Master of Science in Accounting (MS-ACC)
- Master of Science in Finance (MS-FIN)
- Master of Science in Marketing (MS-MKT)

### **Vision of the College of Business**

*"To be recognized as the leading business school in the southeast for preparing future world business leaders."*

### **Mission and Values**

Preparing students to succeed in the global marketplace through educational excellence

### **Values and Goals**

People First: We attract, develop, and support talented students, faculty, and staff

**Teaching Excellence:** We focus on teaching excellence and high quality student-centered learning.

**Dynamic Programs:** We offer academically challenging graduate and undergraduate programs that prepare students for the dynamic local, regional and global workplace.

**Scholarship:** We enhance faculty teaching effectiveness and advance business knowledge through intellectual contributions and scholarship.

**Partnerships:** We have formed strong partnerships and alliances with universities, communities and businesses on a local and global basis.

### Accreditation

The John H. Sykes College of Business is accredited by AACSB International — the Association to Advance Collegiate Schools of Business. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate and Master's degrees.

### Tuition and Graduate Fees

Graduate tuition is \$504 per credit hour for the part-time and full-time Master of Business Administration (MBA) and the Master of Science (M.S.) business programs, except for the Saturday MBA Program for Business Leaders. Tuition for the Saturday Professional MBA program is \$615 per credit hour. A \$40 student service fee is assessed each term for the aforementioned programs. The Saturday MBA Program for Business Leaders is \$39,600 (total for two years, payable in six equal installments due at the beginning of each academic term) and includes books, meals, the student services fee, parking, and a substantial portion of an international study trip. Tuition for audit courses is 50 percent of the graduate tuition rate (see the *Continuing Studies* section of this chapter for additional information on auditing courses).

### Admission

Admission to UT's John H. Sykes College of Business graduate programs is competitive and based on a number of important factors. Part-time and full-time MBA, MS-ACC, MS-FIN and MS-MKT applications are continually processed with admissions deadlines for fall and spring terms. Saturday MBA for Business Leaders applications are for fall sessions only. Individual interviews may be required in some cases and are required for all Saturday MBA applicants. All students admitted must have earned four-year undergraduate degrees or equivalent from a regionally accredited college or university. A specific undergraduate major is not required.

All application materials should be sent to the Office of Graduate and Continuing Studies. Applicants can check the University's website for all *graduate admissions* deadlines and requirements.

Students entering the programs are expected to be competent in mathematics, have strong communication skills (both written and oral), and be competent with the use of computers. It is the student's responsibility to develop these proficiencies through coursework and self study. Students entering the Saturday MBA program are expected to have five years of relevant work experience, with at least two years in a management position. MS-FIN and MS-MKT candidates are expected to have three or more years of relevant work experience or a threshold score on the GMAT.

### Full Degree-Seeking Students

In order to be considered for acceptance as a full degree-seeking student, the applicant must meet the following minimum criteria:

- Sufficient Graduate Management Admissions Test (GMAT) scores or Graduate Records Examination (GRE) scores on the verbal and quantitative components are required for the part-time and full-time MBA and MS-ACC programs. Students who have completed master's degrees at regionally accredited institutions may possibly be exempt from the GMAT requirement. The GMAT is required for MS-FIN, MS-MKT and the Saturday MBA applicants, but may be waived if a student submits sufficient evidence of relevant professional work experience and has a business degree from an AACSB accredited institution with a GPA of 3.0 or better in relevant course work. Those who do not submit GMAT scores must submit evidence of work and professional accomplishments.
- GPA of 3.0 or higher for all previous college work
- International applicants are required to submit the TOEFL score report with a minimum score of 577 (230 CBT, 90 IBT)

UT students who wish to complete the Bachelor of Science in Chemistry (Biochemistry)/MBA joint program receive provisional acceptance into the program at the end of the second year. Final acceptance into the program is granted by the College of Business at the end of year three. See the Bachelor of Science in Chemistry (Biochemistry)/MBA joint degree program in the *College of Natural and Health Sciences* chapter for detailed application instructions.

### Non-Degree-Seeking Students

This status is available for the MBA, MS-ACC, MS-MKT and MS-FIN applicants. Those who have completed an undergraduate degree with either a 3.0 GPA overall or a 3.0 GPA in the last 60 hours of academic work, but who have not taken the GMAT, may be considered for acceptance as non-degree-seeking students. In this case, a student may take no more than 8 hours of approved courses and will be required to submit GMAT scores to the Office of Graduate and Continuing Studies before continuing enrollment.

Acceptance as a non-degree-seeking student does not ensure acceptance into the respective program, regardless of the course grades received. Once the GMAT score has been received, the student's admission status will be re-evaluated. If, at that time, the student meets the criteria for acceptance, the status will be changed to full degree-seeking. Non-degree-seeking students are not eligible for University or federal financial aid. International students are not eligible for non-degree-seeking status.

### Academic Certificates

Select graduate programs of study offer certificates upon completion of a specified course of study. At least 12 credit hours of graduate coursework with a 3.0 GPA or better must be completed for the post-graduate student to be awarded an academic certificate; additional requirements may apply. The respective section of this catalog should be consulted for admission standards and completion requirements for an academic certificate.

### Transfer and Transient Credit Policy

A maximum of 9 semester hours of graduate level credit taken at other regionally accredited institutions may be applied toward the master's degree unless otherwise stipulated in the respective degree section of this catalog. Only credit earned with a grade of "B" or better will be considered. Coursework completed more than seven years prior to admission may not be applied toward a master's degree. Transient credit, correspondence credit, and credit for extension courses are generally not accepted, except as

may be specifically approved by the respective program director and the associate dean of Graduate and Continuing Studies.

### **Earning a Dual Graduate Degree from the Sykes College of Business**

Students enrolled in business graduate programs may earn a concurrent degree by completing the appropriate 24 credit hours of courses. Please contact the Graduate Business Programs Office or the Office of Graduate and Continuing Studies for more details.

### **Dual Undergraduate Enrollment**

Students within 9 hours of undergraduate graduation at The University of Tampa may take 8 hours of graduate credit if they have a minimum GPA of 3.275 and meet all of the requirements for acceptance into the relevant graduate program, including meeting the GMAT or GRE requirement.

### **How to Apply**

To be considered for graduate admissions, each applicant must submit the following information:

- Completed application
- Payment of the \$40 fee
- Official transcripts of all previous college work (must be received directly from each institution)
- GMAT score report (required for all business graduate programs unless waived)
- Two personal reference forms
- A résumé that provides details of education and work experience
- Personal statement that discusses professional objectives, significant professional or academic achievements, and demonstrated leadership abilities
- TOEFL score report (international applicants only)
- Financial certification with appropriate supporting documents
- Portfolio of work and professional accomplishments (required for M.S. programs and Saturday MBA applicants not submitting GMAT scores; otherwise, recommended).

Important: Transcripts must show specific subjects taken and the grade earned in each. If grades are expressed in other than the American system (A, B, C, D, F), a statement from the school must accompany the transcript showing conversion to the American system. Diplomas, certificates, or general letters indicating attendance at a school will not substitute for transcripts.

Applicants who have attended foreign colleges or universities may be asked to submit their transcripts and documents to a recognized international transcript evaluation consultant (e.g. World Educational Services Inc. or Josef Silny & Associates Inc.) for multipurpose evaluation of the undergraduate degrees earned and the institutions granting them. Application forms for evaluation by this service are available from Admissions in the Office of Graduate and Continuing Studies.

### **Graduate Internships**

Graduate students wishing to gain practical experience may do so by participating in a maximum of two graduate internships. The internship cannot be done with a student's full-time employer. For more information, students should contact the Graduate Business Programs Office (813) 253-6287. Mid-term

and final internship reports will be required during the internship. Internships are graded as any other course in the graduate program and will be assigned grades in accordance with University standards. Only approved internships may be completed for academic credit. The employer must submit an Internship Request Form supplied by the Office of Career Services. Students wishing to pursue academic credit while participating in an internship must register for an internship course. Credits will count toward the fulfillment of the practicum requirement in the MBA curriculum and normal graduate tuition fees apply. All internship paperwork must be finalized prior to the start of the semester in which they will take place.

Internship applicants must be taking graduate classes at The University of Tampa and must have completed a minimum of two semesters of graduate level courses with no grade less than a "B" in the discipline and have an overall GPA of 3.2. Additionally, to qualify for an internship, students must create a résumé, attend the Internship Preparation Workshop, and complete a minimum of three additional Career Services workshops. A graduate student who has earned a bachelor's degree at UT may, upon the recommendation of a UT faculty member, commence an internship prior to completing two graduate courses.

International students must have maintained their immigration status for one academic year before they are eligible to apply for a paid internship and are limited to working a total of 20 hours per week for all paid positions while school is in session. They may work full time during the summer and vacation periods if they are not enrolled in classes. Students enrolled in the Bachelor of Science in Chemistry (Biochemistry)/MBA joint degree program are required to complete two business internships.

## **Student Organizations**

Students in the full-time and part-time graduate programs have the opportunity to elect representatives to the graduate student organizations whose purpose is to provide feedback to the administration and to initiate activities and programs to enhance the overall educational experience.

### **UT GOLD**

Business graduate students are encouraged to join the University of Tampa Graduate Organization for Leadership Development (UT GOLD). This is a student organization representing all business graduate students. UT Gold hosts social and professional events and provides opportunities for students to network, socialize, and participate in service and professional events.

### **MBA Association**

MBA students and alumni are welcome to join the MBA Association, which was established to enhance the value of the UT MBA. The MBA Association combines the wisdom and experience of alumni with the energy of current students in developing a mutually beneficial network of professionals.

The MBA Association fully supports the mission of the Sykes College of Business at The University of Tampa. In support of this mission, the MBA Association develops and presents programs, services and networking opportunities that add value to the UT MBA degree. For more information on the UT MBA Association, please contact the director of Alumni and Parent Relations at (813) 253-6209 or the Graduate Business Programs Office at (813) 253-6287.

## Graduate Retention Standards

College of Business graduate students must have a minimum 3.0 GPA in both their required courses and cumulative GPA to graduate. Students who fall below a 3.0 GPA are placed on probation and will have an 8-credit hour probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. Conditionally admitted MBA, MS-ACC, MS-FIN, or MS-MKT students who fall below a 3.0 GPA in their first 8 hours will be dismissed.

## Programs

### Master of Business Administration

*(Full Time, Part Time, Saturday)*

#### Full-Time and Part-Time MBA Programs

Courses are offered at convenient times during the day and evenings for full- and part-time students. Full-time students can complete the core curriculum in as little as one year in the full-time program. Students who work full time can complete the coursework in less than two years in the part-time evening program. The MBA program theme is *Value Creation for Graduates, Organizations and Society: The Well Rounded MBA Program Personalized for Long-term Success*. The program provides students with the solid strategic-level capabilities needed for success in the 21<sup>st</sup> century global economy, including global business knowledge, business leadership, innovation and technology, critical thinking and ethics/social responsibility. The full- and part-time programs include personalized components that equip graduates for long-term professional success, including a professional development practicum and the opportunity to obtain a concentration in an area of specific interest.

#### Foundation Requirements for Full-Time and Part-Time MBAs

The foundation courses are designed to prepare students with the fundamentals of business. In this sequence, they learn the basics of sound theory and practice. All full- and part-time MBA students must meet the foundation requirements prior to taking any MBA core courses. Applicants with baccalaureate degrees in business or economics from AACSB-accredited schools (or equivalent schools as determined by the Business Graduate Curriculum Committee) may meet this requirement by demonstrating a cumulative 3.0 or higher average (or equivalent) for undergraduate business courses in financial accounting, managerial accounting, finance, micro economics, macro economics, statistics and marketing. These courses must have been completed within the previous seven years. Waivers are not given for professional experience, professional development courses, or courses taken at professional institutes. However, any student may demonstrate competency in a foundation subject by passing a departmental subject (waiver) examination. Exams must be taken prior to the start of the term in which the student wishes to enroll in core courses, and may be taken only one time. Deadlines for completion of waiver exams may be obtained from the Business Graduate Studies Office.

In order for a course from an international institution or from a domestic non-AACSB institution to be considered for a waiver of a foundation requirement without examination, the following will be needed:

- The student must be able to provide a course syllabus for at least two courses taken in the discipline.
- The student must also indicate the textbook used for the course and provide a table of contents, if possible.
- At least one course must have been completed at a more advanced level than the foundation course being considered for a waiver.
- All courses completed in the discipline must have been completed with a grade of “B” or better.

Students with undergraduate business degrees from AACSB accredited institutions, or from institutions on a list approved by the Business Graduate Curriculum Committee, who do not qualify to waive foundations according to the guidelines above may complete their foundations requirements through successful completion of approved online or self study modules in each respective discipline. Such modules must be successfully completed prior to core course enrollment, by the deadline date provided regularly by the Business Graduate Studies Office.

#### Foundations Courses

*(15 credit hours)*

All foundation requirements must be met prior to taking the MBA core with the exception of ITM 510, which may be taken concurrently with core courses in a student’s first semester.

			Credits
ITM	510	Developing Software Competencies	1
ACC	500	Essentials of Accounting and Finance	4
ECO	500	Foundational Economics for Managers	4
ITM	500	Statistics for Decision-Makers	4
MKT	500	Introduction to Marketing	2

#### Required MBA Courses

Core Courses (28 credit hours)

			Credits
BUS	698	Professional Development Practicum	4
ACC	610	Accounting and Value Creation	4
ECO	640	The Economics of Organizations	4
FIN	611	Financial Management and Strategy	4
ITM	608	Information Systems and Operations Management	4
MGT	602	Leading for Performance	4
MKT	609	Marketing Management and Customer Value	4
		Decision Analysis Course	4
		Elective	4
MGT	615	(Capstone) Strategic Management	4
TOTAL		General MBA requirement	40

#### Professional Development Practicum

All MBA students must take 4 credit hours (four 1-hour sections) of credit for the Professional Business Practicum. Full-time students can count up to 2 hours of internship credit toward their practicum. Students must enroll in the practicum during their first semester of Core MBA courses. Students will be assigned a faculty member who will help facilitate and track the practicum process. Practicum assessment is based on a point system. Students may participate in a wide variety of activities, which are listed in a separate Practicum Handbook (available from the Business Graduate Studies Office or the Office of Graduate and Continuing Studies) and posted on Blackboard. Results of professional development practicum activities will be recorded by

students in e-portfolios through LiveText. Examples of activities include but are not limited to internships, professional meeting participation, career development activities, collaborative projects, community service, professional competitions, field trips, leadership of student organizations, professional certifications, work applications, research efforts and speaker series events.

### Decision Analysis Requirement

Each MBA student is required to select one designated "Decision Analysis Course" in order to fulfill MBA program requirements. Those seeking the general MBA may select from any of the three decision analysis courses listed below. Students electing to take concentrations in their MBA programs will select a decision analysis course approved for that concentration.

				Credits
ITM	615	Business Analytics		4
ITM	612	Decision Modeling and Analysis		4
MKT	612	Business and Marketing Research		4

### General MBA vs. MBA with Concentration

Students may elect a General MBA without a concentration. Students electing this option take one 4-hour free elective in addition to the MBA core, the decision analysis requirement and the capstone. The minimum total credits needed to graduate with a General MBA is 40-55 hours, foundation dependent.

A concentration requires 12 credit hours in the discipline, which may include the required decision analysis course. The minimum total credits needed to graduate with a concentration is 44-59 hours, foundation dependent. A student could graduate with a concentration (12 credit hours in discipline) by wisely selecting 8 credit hours of electives in the same discipline and adding one additional elective in that discipline. If the concentration area does not offer a decision analysis course, a student can still complete a concentration by adding additional elective hours totaling to 12 credit hours in the discipline. The total credit hours needed are 48-63, foundation dependent.

### Finance Concentration

Business professionals adept at applying complex economic and accounting concepts in decision-making are in great demand. Managerial decisions in organizations, as well as timely analyses of investment alternatives, require input from financially educated professionals. The finance concentration prepares managers for successful interaction in either the managerial or investment function. Topics in many of the finance courses assist students in preparation for the CFA exam. Students also may elect to earn Bloomberg™ certification and receive on-campus Bloomberg™ training.

				Credits
Decisions Analysis Elective				4
Plus three of the following:				12
FIN	616	Advanced Financial Management		
FIN	630*	International Finance		
FIN	640*	Investment Portfolio Management		
FIN	645*	Security Analysis and Advanced Portfolio Management		
FIN	650	Venture Capital and Alternative Investments		
FIN	655	Financial Analysis of Commercial Real Estate with ARGUS		
FIN	670*	Financial Markets, Institutions and Money		

FIN	695	Special Topics in Finance
FIN	699	Independent Study in Finance
ACC	645	Business Analysis and Valuation

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Total Semester Hours 16

\*These courses have integrated the CFA® curriculum as provided by the CFA Institute and are based on the CFA Candidate Body of Knowledge.

### International Business Concentration

Well-trained and experienced professionals are needed to make businesses work across different cultures, political systems and economies. The international business concentration provides the student a broad-based business background, develops an understanding and appreciation for the strategic, operational and behavioral aspects of managing across cultures, investigates the development and implementation of marketing techniques and programs on an international scale, and emphasizes the special risks and problems encountered by multinational managers.

				Credits
Required Courses:				
Decision Analysis Elective				4
ECO	622	Global Macroeconomy		4
Plus two of the following:				8
ECO	632	Economics of Emerging Markets		
FIN	630	International Finance		
MKT	613	Global Marketing		
MGT	625	International Management		
IBS	695	Any 4-Credit International Travel Study Course		

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Total Semester Hours 16

### Marketing Concentration

The marketing concentration provides students with a broad-based education in what it means for an organization to be truly market-driven. Class projects involve students in making decisions about product development, pricing, promotion, marketing research, sales compensation, cost containment, and production scheduling. Students may take courses that cover advertising, marketing management, service quality, market research, marketing strategy and international marketing.

				Credits
Required Courses:				
MKT	612	Business Research Methods		4
Plus two of the following:				8
MKT	610	Strategic Market Analysis		
MKT	613	Global Marketing		
MKT	614	Personal Selling and Sales Management		
MKT	615	Integrated Marketing Communications		
MKT	616	Marketing on the Cutting Edge		
MKT	652	Services Marketing and Management		
MKT	654	Strategic Brand Management		
MKT	655	Marketing Law		
MKT	656	Electronic Marketing Strategy		
MKT	657	Buyer Behavior		
MKT	695	Special Topics in Marketing		
MKT	700	Marketing Consulting Seminar		
MKT	704	Marketing New Technology and Innovations		

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Total Semester Hours 12

### Entrepreneurship Concentration

In all industrialized countries, new businesses create the majority of new jobs, yet most entrepreneurs have no formalized instruction in how to launch a new business. This concentration prepares students for the intricacies of planning, launching, and leading a new business. The curriculum is designed around two themes: screening and recognizing opportunities to create value and managerial innovation methodologies. Self-employment is only one career option for graduates of the entrepreneurship concentration. Other career options are “entrepreneurship” (innovation in large organizations), venture capital and social entrepreneurship. In addition to a traditional classroom experience, students in the concentration compete in a business plan competition and have opportunities to interact with local entrepreneurs.

Required Courses:		Credits
MKT	612 Business Research Methods	4
ENT	670 Creating and Leading New Ventures	4
Plus one of the following:		4
ENT	683 Legal Environment of Entrepreneurial Ventures	
ENT	686 International Entrepreneurship	
ENT	695 Seminar in Entrepreneurship	
MKT	704 Marketing New Technology and Innovations	
Total Semester Hours		12

### Information Systems Management Concentration

In a world becoming increasingly dependent on computers, professionals who are competent in computer systems play an important role in applying technology to meet corporate strategic goals. Students are prepared with the knowledge and tools needed to integrate people, hardware, software and data for optimal planning, decision-making and problem-solving. The information systems management concentration deals with managing information as a strategic corporate asset and resource. The curriculum is designed to empower leaders with an understanding of how information systems and technologies may be used to achieve the corporation’s mission and vision.

Required Courses:		Credits
ITM	Decision Analysis Elective	4
Plus any two of the following:		8
ITM	614 Effective Project Management	
ITM	619 Enterprise Systems	
ITM	630 Managing the IT Organization	
ITM	635 Managing Innovation	
Total Semester Hours		12

### Innovation Management Concentration

In the innovation management concentration, students will be able to apply theories, frameworks, and methods for assessing the innovative capacity of an organization and develop strategies for exploiting opportunities discovered.

Required Courses:		Credits
ITM	635 Managing Innovation	4
MKT	612 Business Research Methods	4
Plus one of the following:		4
ENT	670 Creating and Leading New Ventures	
MGT	660 Optimizing Organizational Learning	

MKT 704 Marketing New Technology and Innovations

Total Semester Hours 12

### Nonprofit Management Concentration

The nonprofit management concentration is a unique program that students may take as a certificate or as a concentration in the MBA program. The certificate was developed against a backdrop of increasing national concern over nonprofit executive succession, fills a unique niche among area college and university programs, and responds to interests expressed by nonprofit leaders in the Tampa Bay area. The concentration/certificate is delivered in four specialized courses delivered for one week each, over a two-year time period. The program starts with a course in March, continues with one in August, one in January and the final course in August. Classes are held for 8 hours a day for five days during the class week.

Required Courses:		Credits
Decision Analysis Elective		4
MGT	650 Nonprofit Management and Innovation: Thinking Strategically	3
ACC	650 Nonprofit Management and Innovation: Managing for Performance	3
MGT	659 Nonprofit Management and Innovation: Leadership and Innovation	3
MKT	650 Nonprofit Management and Innovation: Marketing, Development and Communications	3

Total Semester Hours 16

### Saturday MBA (SMBA) Program for Business Leaders

The SMBA Program for Business Leaders is designed for experienced professionals seeking a collaborative and interdisciplinary approach to mastering the art of leadership in the new economy and preparing to lead in the next. Participants develop the global perspective, strategic vision, and innovative thinking needed to make the right decisions and to manage risk in a changing world. The program is two years and 48 credit hours with classes meeting on alternating Saturdays. Business leaders seeking the convenience of a weekend program can finish a degree in approximately two years in the Saturday MBA Program for Business Leaders.

Courses		Credits
SMBA	710 Dynamic Leadership	4
SMBA	715 Business Communication and Interpersonal Skills	4
SMBA	720 Accounting for Strategic Management	4
SMBA	725 Decision Modeling and Analysis	4
SMBA	730 Financial Management and Strategy	4
SMBA	735 Managing Innovation	4
SMBA	740 Economics for Business Leaders	4
SMBA	745 Marketing Strategy and Value Creation	4
SMBA	750 Information Systems and Operations Management	4

SMBA	755	International Experience	4
SMBA	760	Business Strategy	4
SMBA	765	Seminar in Emerging Issues	4
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Total Semester Hours			48

## Master of Science in Accounting

The Master of Science in Accounting is a 32-graduate-credit-hour program that prepares students for the dynamic nature of the accounting profession and for a rapidly changing business environment. This M.S. degree is designed to satisfy the state of Florida's requirements for the CPA examination. The program teaches a comprehensive understanding of accounting systems, theories and practical skills. The curriculum focuses on helping students develop ethical knowledge and judgment, environmental perspective, technological knowhow, critical thinking and problem-solving abilities, presentation skills and the technical accounting knowledge required to achieve success in a global economy with increased scrutiny of corporate accounting practices.

### Prerequisites Courses (28 credit hours): Credits

ACC	304	Cost Accounting	4
ACC	320	Intermediate Accounting I	4
ACC	351	Accounting Information Systems	4
ACC	352	Federal Tax Accounting I	4
BUS	221	Business Law and Social Responsibility	4
ACC	401	Auditing and Attestation	4
ACC	420	Intermediate Accounting II	4

### Required M.S.-ACC Courses (24 credit hours):

ACC	553	Federal Tax Accounting II	4
ACC	560	International Accounting	4
ACC	570	Internal Audit	4
ACC	620	Financial Accounting Theory	4
ACC	635	Business Ethics and Corporate Governance	4
MGT	521	Business Law for Management	4

### Elective Courses (8 Credit hours):

ACC	505	Advanced Financial Accounting	4
ACC	530	Not-For-Profit Accounting	4
ACC	604	Advanced Management Accounting	4
ACC	630	Accounting Systems Control	4
ACC	645	Business Analysis and Valuation	4
ACC	655	Fraud Examination	4
ACC	695	Special Topics in Accounting	4

## Master of Science in Finance

The Master of Science in Finance prepares students for careers in financial analysis and financial management. Students in the M.S. in Finance program learn the best practices and current realities of the ever-changing financial industry. The M.S. in Finance is focused on rigorous, in-depth analysis of financial information for investment management professionals and corporate decision-makers. The program is ideally suited for individuals pursuing a career in investments and can lead to professional accreditation as a Chartered Financial Analyst (CFA). Several courses are based on the Candidate Body of Knowledge from the CFA Program. Topics in these courses assist students in preparation for the CFA exam. Nine hours of electives allow students flexibility to pre-

pare for careers in corporate finance, banking, or other financial services organizations.

### Foundations Courses: Credits

ITM	510	Developing Software Competencies	1
ACC	500	Essentials of Accounting and Finance	4
ECO	500	Foundational Economics for Managers	4
ITM	500	Statistics for Decision-Makers	4
MKT	500	Introduction to Marketing	2

All foundation requirements must be met prior to taking the M.S. Finance core (with the exception of ITM 510, which may be taken concurrently with core courses in a student's first semester). Students with undergraduate business degrees from AACSB accredited institutions or from institutions on a list approved by the Business Graduate Curriculum Committee, who do not qualify to waive foundations according to the guidelines above, may complete their foundations requirements through successful completion of approved online or self study modules in each respective discipline. Such modules must be successfully completed prior to core course enrollment, by the deadline date provided regularly by the Business Graduate Studies Office.

### Required M.S.-FIN Courses (24 credit hours):

			<b>Credits</b>
FIN	611	Financial Management and Strategy	4
FIN	630	International Finance	4
FIN	640	Investment Portfolio Management	4
FIN	670	Financial Markets, Institutions, and Money	4
ACC	645	Business Analysis and Valuation	4
ITM	612	Decision Modeling and Analysis	4

### Elective Courses (8 credit hours):

FIN	616	Advanced Financial Management	4
FIN	645	Security Analysis and Advanced Portfolio Management	4
FIN	650	Venture Capital and Alternative Investments	4
FIN	655	Financial Analysis for Commercial Real Estate	4
FIN	695	Special Topics in Finance	4
FIN	699	Independent Study in Finance	4
ITM	615	Business Analytics	4

## Master of Science in Marketing

The Master of Science in Marketing integrates cutting-edge theory and application to prepare students for successful careers in the marketing field. The degree provides an innovative and specialized academic curriculum while enhancing career skills in marketing. Given the diverse career tracks in marketing, this program allows the flexibility to design a personalized course of study based on individual goals and interests. The curriculum also supports preparation for the Professional Certified Marketer™ exam offered by the American Marketing Association™.

### Foundations Courses Credits

ITM	510	Developing Software Competencies	1
ACC	500	Essentials of Accounting and Finance	4
ECO	500	Foundational Economics for Managers	4
ITM	500	Statistics for Decision-Makers	4
MKT	500	Introduction to Marketing	2

All foundation requirements must be met prior to taking the M.S. Marketing core (with the exception of ITM 510, which



may be taken concurrently with core courses in a student's first semester). Students with undergraduate business degrees from AACSB accredited institutions or from institutions on a list approved by the Business Graduate Curriculum Committee, who do not qualify to waive foundations according to the guidelines above, may complete their foundations requirements through successful completion of approved online or self study modules in each respective discipline. Such modules must be successfully completed prior to core course enrollment, by the deadline date provided regularly by the Business Graduate Studies Office.

#### Required M.S.-Marketing Courses (16 credit hours)

			Credits
MKT	609	Marketing Management and Customer Value	4
MKT	610	Strategic Marketing Analysis	4
MKT	612	Business Research Methods	4
MKT	704	Marketing New Technology and Innovations	

Or

MKT	700	Marketing Consulting Seminar	4
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#### Elective Courses (14 credit hours):

Required International Elective (at least 2 hours)

MKT*	613	Global Marketing	4
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Three of the following:

MKT	614	Personal Selling and Sales Management	
MKT	615	Integrated Marketing Communications	
MKT	616	Marketing on the Cutting Edge	
MKT	652	Services Marketing and Management	
MKT	654	Strategic Brand Management	
MKT	655	Marketing Law	2
MKT	656	Electronic Marketing Strategy	
MKT	657	Buyer Behavior	
MKT	695	Special Topics in Marketing	2-4
MKT	699	Independent Study in Marketing	2-4
MKT	690	Internship	2

\*May be substituted with an IBS Course or International Travel course

## Graduate Study in the College of Social Science, Mathematics and Education (CSSME)

### Tuition and Graduate Fees

Graduate tuition is \$504 per credit hour for part-time and full-time Master of Education (M.Ed.), Initial Licensure and the Master of Education (M.Ed.), Curricula and Instructional Leadership programs, and a \$40 student service fee is assessed each term for these programs. Tuition for audit courses is 50 percent of the graduate tuition rate (see the *Continuing Studies* section of this chapter for additional information on auditing courses).

### Graduate Retention Standards

All CSSME graduate students must have a minimum 3.0 GPA in both their required courses and cumulative GPA to graduate. Students who fall below a 3.0 GPA are placed on probation and will have an 8-credit hour probationary period in which to

raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. M.Ed. students are eligible for this opportunity only once throughout their academic programs. If a student's GPA falls below 3.0 a second time, he or she will be academically dismissed. M.Ed. students who fail to earn a "B" or higher in the first 12 credits of graduate work will be dismissed. Continuation in the M.Ed. Initial Licensure program also is contingent on successful completion of apprenticeships in K-12 schools. No grade below "C" will be accepted toward a graduate degree.

## Master of Education

The University of Tampa's comprehensive masters level graduate program in education prepares individuals for a variety of roles in schools and other educational and entrepreneurial settings. Candidates in our multipurpose program are immersed in a rigorous mix of theory and practice that guides participants toward careers in teaching and future educational leadership.

The Master of Education (M.Ed.) consists of two unique tracks. Track I is designed for individuals seeking initial teacher licensure in the State of Florida, and Track II is designed for professional teachers desiring to boost their existing professional knowledge and skills by attaining an advanced degree.

### Track I: Initial Licensure

Track I is designed to assist career changers and individuals who do not have an undergraduate degree in education for today's diverse K-12 classrooms. Candidates in this track come to us from a wide variety of fields including the sciences, mathematics, psychology, sociology, the arts, foreign languages, business, and other professional areas. Candidates from these fields bring with them valued experience in backgrounds other than education. Candidates may focus on middle or secondary schooling. This track places emphasis on the psychology of the learner, classroom management and positive learning environments, assessment of student performance, instructional design, ethics and dispositions of a teacher, and supervised field experiences.

### Track II: Curricula and Instructional Leadership

Track II is designed for professionals in K-12 settings who are seeking advanced study to enhance their teaching and leadership skills in the field of education. Candidates selecting Track II must have an undergraduate degree in education or hold a professional teaching certificate. This track places emphasis on curriculum theory, pedagogy and innovation in education, advocacy, social dimensions of learning, and research. Candidates in Track II complete a thesis, special project or oral examination as a culminating experience.

Candidates in both Track I and Track II complete foundation courses and then progress with their colleagues in the courses provided for each track. Both Track I and Track II candidates may select electives as offered each semester.

The Comprehensive Master in Education (M.Ed.) is designed to provide 33-39 credit hours of graduate coursework, hours dependent on individual program of study as determined by the graduate program director, who is also the students' academic advisor.

### Advising

Each student will be assigned to the graduate program director for advising purposes pertaining to class selection and professional guidance. For matters related to registration, withdrawal and other academic issues, students should contact the educa-

tion program advisor in the Office of Graduate and Continuing Studies.

### **M.Ed. Admission**

The University of Tampa Graduate Program in Education welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields.

#### **Admission Requirements and Documents**

Students wishing to be considered for admission to the M.Ed. program must meet and provide the following:

- Completed application
- \$40 application fee
- Official transcripts for all previous college work received directly from each institution.
- Applicants must have earned a four-year degree from a regionally accredited institution.
- Applicants need to have an overall GPA of 3.0 out of a possible 4.0 OR a minimum of a 3.0 in the last 60 credit hours of undergraduate study. (A GRE score may be accepted if the GPA does not meet the criteria.)
- Undergraduates who are in the process of completing degrees may apply for admissions with full acceptance contingent upon completion of a baccalaureate degree.
- Entrance Examination (required for Track I Initial Licensure only)
- Passing Score on the General Knowledge Test (GKT) of the Florida Teacher Certification Exam (FTCE). If a candidate is not in the State of Florida and cannot take the GKT for admission purposes, other test scores such as PRAXIS, GRE and GMAT may be reviewed for admissions. All candidates in Track I must pass all portions of the FTCE as an exit requirement.

#### **Additional Entrance Examination Requirements**

- Those individuals applying for admission to Track I may be required to pass the Subject Area Exam (SAE) portion of the FTCE if he/she has not demonstrated strong skills in the subject area in which he/she intends to teach. These skills may be demonstrated in one of three ways: (1) bachelor's degree or higher in the subject area; (2) test scores in the subject area; or (3) previous work experiences related to the subject area. Each applicant will be evaluated on an individual basis. It is highly recommended that all candidates for Track I Initial Licensure who have not secured a teaching position and are seeking job placement in a school pass the SAE prior to the second semester in the program. This will also assist the teacher candidate in interviewing with principals.
- *Two professional reference forms (pdf)*
- Résumé
- Personal statement on why the applicant seeks a teaching career.
- Interview with program director, department chair, and education faculty. Applicants will be contacted for a phone interview or an in-person interview upon receipt of all documents.
- Test of English as a Foreign Language (TOEFL) for applicants whose primary language is not English.

- Note: Background check information will be provided to admitted candidates in Track I Initial Licensure. Prior to apprenticing in schools, participants will be required to submit a Criminal Record Information Form.

Please send required documents to:  
Office of Graduate and Continuing Studies  
The University of Tampa  
401 W. Kennedy Blvd.  
Box 102F  
Tampa, FL 33606-1490

For more information or assistance, please contact the Office of Graduate and Continuing Studies at [utgrad@ut.edu](mailto:utgrad@ut.edu) or call (813) 258-7409.

### **Transfer Credit Policy**

A maximum of 9 semester hours of graduate level credit taken at other regionally accredited institutions will be evaluated for application toward the M.Ed. degree. Only credit earned with grades of "B" or better will be considered for admission. Coursework completed more than seven years prior to admission may not be applied toward a master's degree.

### **M.Ed. Curriculum**

#### **Foundation Courses (9 credit hours)**

EDU 611	Human Development and Social Dimensions of Learning	3
EDU 613	Epistemology and Research in Education	3
EDU 616	Philosophy, Politics and Leadership in Education	3

#### **Core Courses (18-21 credit hours)**

##### **Track I: Initial Licensure \***

EDU 303	Instructional Planning and Design	4
EDU 305	Critical Thinking and Positive Learning Environments	4
EDU 309	Practicum I	1
EDU 431	Practical Strategic Assessment	4
EDU 319	Practicum II	1
EDU 640	Teaching English as a Second Language: TESOL	3
EDU 660	Secondary Reading in the Content Area	3

##### **Track II: Curriculum and Instruction \*\***

EDU 601	Curriculum Theory	3
EDU 612	Pedagogy and Innovation in Education	3
EDU 614	Social Change and the Diverse Classroom	3
EDU 617	Technology for Education and Leadership	3
EDU 621	Exceptional Student Learning: Inclusive Classrooms	3

#### **Potential Electives for Track I and Track II**

Track I candidates choose one elective from the list below. Track II candidates choose two electives from the list below.

Alternative Educational Management  
Design and Delivery of Distance Education  
Legal and Ethical Imperatives of Education  
Right Brain Research and Education

Educational Research Methods: Qualitative Research  
 Educational Research Methods: Quantitative Research  
 EDU 318 Teaching Reading through Diagnostic Assessment  
 and Instruction (4)  
 EDU 313 Role of the Teacher, Professional Understanding and  
 Leadership (4)  
 EDU 600 The Adolescent Learner (3)  
 EDU 380 Professional Development Practicum (1-3)  
 EDU 607 Teaching Writing Across the Curriculum (4)  
 Instructional Methods in Language Arts

\* Note for Track I: Track I courses assist candidates in obtaining initial teacher licensure in the State of Florida. The University of Tampa does not certify teachers, but offers coursework that satisfies the requirements for certification. Candidates in Track I apply for state certification with the Florida Department of Education. It is the responsibility of each teacher candidate to take required examinations and to pass all portions of the Florida Teacher Certification Exam (FTCE). Candidates in Track I seeking initial teacher licensure should familiarize themselves with the *DOE Certification website*. Please see our admissions requirements to see how these tests are included in Track I admissions and progression through the program. For those candidates choosing an elementary education focus, additional courses will be necessary in reading and instructional methods to meet the State of Florida K-6 certification requirements.

\*\* All Track II candidates will be enrolled in Research Residency (1-2 credit hours per semester) and will partner with education faculty and/or thesis mentors as they work toward a culminating project, thesis, curriculum design or oral examination.

## Graduate Study in the College of Natural and Health Sciences (CNHS)

The College of Natural and Health Sciences offers rigorous, high quality curricula designed to prepare students for the challenges and opportunities that exist in today's world. The college is home to the Master of Science in Nursing (MSN) program, which offers two concentrations designed to prepare advanced practice nurses for careers as primary care providers. The MSN program provides students with the opportunity to pursue their educational and professional goals under the instruction of experienced, knowledgeable faculty.

Each department emphasizes the importance of hands-on learning. From campus laboratories to medical offices, students in the college are able to gain valuable experience that reflects the ethos of the University, which is "learning by doing, doing to learn." Students are encouraged to develop relationships with their peers and their professors to gain a more intrinsic understanding of the subject matter, preparing them for a promising career path. Upon completion of the MSN, students are ready to take on the challenges presented by modern-day health care delivery.

## Mission Statement

The College of Natural and Health Sciences serves the people of Florida and the national and international community through a strong commitment to its students in the disciplines offered within the College by providing high quality undergraduate and graduate education.

UT faculty and students embrace the analysis and application of knowledge and professional skills through the use of critical thinking and the generation of new knowledge by supporting the pursuit of the highest quality research as an integral part of the college's mission. The education and development of lifelong learners is encouraged, while placing a priority on mentoring, interactive and experiential learning, as well as partnerships with students in scholarship.

The college offers foundational undergraduate and graduate education and professional preparation in order to prepare our students to become productive citizens and future leaders in the community.

## Graduate Retention Standards

CNHS graduate students must have a minimum 3.0 GPA in both their required courses and cumulative GPA to graduate. Students who fall below a 3.0 GPA are placed on academic probation and will have an 8-credit hour probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. MSN students are eligible for this opportunity only once throughout their academic programs. If a student's GPA falls below 3.0 a second time, he or she will be academically dismissed. Conditionally admitted MSN students who fail to earn a grade of "B" or higher in the first 8 credit hours of graduate work will be dismissed.

## Tuition and Graduate Fees

Graduate tuition is \$504 per credit hour for part-time and full-time Master of Science in Nursing (MSN) students and a \$40 student service fee is assessed each term. Tuition for audited courses is 50 percent of the graduate tuition rate (see the Continuing Studies section of this chapter for additional information on auditing courses).

## Master of Science in Nursing

The Master of Science in Nursing program allows the advanced practice nurse to specialize in one of two concentration areas: adult or family nurse practitioner. The University of Tampa's nursing programs are accredited by and affiliated with the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, [www.nlnac.org](http://www.nlnac.org). The Southern Association of Colleges and Schools accredits the University to award baccalaureate and master's degrees.

## Department of Nursing Mission Statement

The mission of the Department of Nursing is consistent with the mission of The University of Tampa in its commitment to challenge learners academically and contribute to the fulfillment of their aspirations to become productive individuals prepared to meet the global challenges of the future. The faculty members believe the education of students should promote the development and integration of intellectual, ethical/moral, and practical knowledge. The faculty supports the University's aim of developing students who possess an appreciation for rational and disciplined thought, as well as a sense of obligation to provide service to the community.

The Department of Nursing promotes the integration of experiential and didactic learning that engages students, faculty and community experts in collegial partnerships. These relationships form the basis for lifelong contribution to the health of the community, nation and world.

### Faculty

Professor Warda, Director/Chair; Professor Kessenich, MSN Program Director/Associate Director; Dana Professor Ross; Associate Professors Curry, Collins and Lawson; Assistant Professors Botwinski and Parsons.

### Admission Standards

Admission to the MSN program is competitive. Every student admitted to the MSN program must have earned a baccalaureate degree from a regionally accredited college or university. At least one year of direct patient care experience within the past five years must be demonstrated.

#### General Admission Requirements:

- Bachelor's degree from a regionally accredited institution
- Current licensure as a registered nurse in the state of Florida
- Application with \$40 nonrefundable fee
- Official college transcripts
- Résumé
- Two letters of reference (forms are attached to the *application*)
- Completion of a statistics course, an introduction to computer course, and an upper-level health assessment course.
- No credits taken more than seven years prior to application will be accepted in transfer
- GRE score of 1,000 and 4.0 in Analytical Writing (optional).

Students can be admitted under two categories based on the criteria listed below. Grade point averages are based on the last 60 credit hours of coursework completed at the undergraduate level.

#### Full Admission

- Bachelor's degree in nursing
- Florida RN license
- Minimum 3.0 GPA

#### Pre-MSN Admission \*

- Minimum 3.0 GPA
- A bachelor's degree in an area other than nursing
- Florida RN license
- Three required nursing prerequisites

\* Students who have bachelor's degrees in areas other than nursing are admitted as pre-MSN students. They are required to take NUR 318, NUR 322 and NUR 420 prior to starting the graduate-level curriculum. These courses can be completed without the GRE because they are undergraduate courses. Students may complete pre-MSN courses at another university with the program director's permission. Only grades of "C" or better will be accepted. Students will be re-evaluated for admission once the pre-MSN courses are completed.

### Non Degree-Seeking Students

Students with a BSN and a valid Florida nursing license may be permitted to take up to two graduate-level nursing courses at the discretion of the program director. Non degree-seeking students will only be permitted to take classes on a space available basis, with priority registration going to current degree-seeking MSN students. Those interested must apply to the University as a non degree-seeking student. Being granted permission to take classes as a non degree-seeking student does not assure admission into the MSN program. Non degree-seeking students are not eligible for University or federal financial aid. International students are not eligible for non degree-seeking student status.

Also see the Continuing Studies section of this chapter for the RN/BSN/MSN Admission Option.

### Post-Master's Admission

A student with a previously earned MSN may apply for admission to the post-master's program to complete requirements for the Adult Nurse Practitioner (ANP) or Family Nurse Practitioner (FNP) concentration. Students will be individually evaluated to determine required coursework. There must be evidence from the previous master's program of courses fulfilling UT requirements. Courses taken more than seven years prior to admission may not be applied toward a post-master's certificate.

### Advising

Each student will be assigned to the program director for advising purposes pertaining to class selection and professional guidance. For matters related to registration, withdrawal and other academic issues, students should contact their advisor in the Office of Graduate and Continuing Studies.

### Student organizations

In addition to the student organizations at The University of Tampa, nursing students have access to several professional and honorary organizations. The Student Nurse Organization (SNO) participates in planning activities for the department and organizes community activities for students to provide services to underserved populations. In addition, the SNO plans the Pinning Ceremony each fall and spring. Students are also encouraged to join the Florida Nurses Association Student Nurse Organization. The Delta Beta Chapter-at-Large of Sigma Theta Tau International Honor Society of Nursing was founded in 1980 at the University of South Florida and re-chartered in 2000 to include The University of Tampa. Delta Beta sponsors an annual research program, opportunities for scholarships and research grants, and promotes scholarly work in the community. The Nursing Alumni Association provides an opportunity for students to maintain relations with the University and to network with colleagues.

### Nursing Student Handbook

More information about the MSN program can be found in the Department of Nursing Student Handbook provided to each student upon entrance to the University. Policies and procedures in the handbook may exceed those outlined in the catalog. See the handbook for further details.

### Program and Course Requirements

Satisfactory completion of the MSN curriculum requires a minimum of 41 (adult nurse practitioner) or 48 (family nurse practitioner) credit hours of graduate work.

MSN students must obtain a grade of "B" or higher in the four nursing core classes in order to progress in the program.

A grade below a “B” in any of the core classes will result in immediate dismissal from the program. No grade below “C” will be accepted toward a graduate degree or certificate completion. MSN/Post-MSN students cannot earn more than two grades below a “B.” If they do, they can repeat up to two courses, but the original grades will not be removed from their academic record. A third grade below “B,” regardless of grades in repeated courses, will result in academic dismissal. Furthermore, students who receive less than a “B/C” in a practicum course will be required to repeat that course.

A student is allowed seven years from the time graduate work has begun, whether at UT or elsewhere, in which to complete the degree. Under certain circumstances, the student, with approval from the director, may retake outdated courses.

#### Core Nursing Courses (applies to both concentrations)

		Credits
NUR 601*	Current Perspectives in Health	2
NUR 602†	Scholarly and Professional Communication in Nursing	3
NUR 605	Theory Development in Nursing	3
NUR 615	Nursing Research	3

\*NUR 601 may be waived for students in the RN/BSN/MSN option. The credits are, however, not waived, but may be taken as an elective.

†NUR 602 may be waived for students who receive a score of 4.0 or higher on the analytical writing section of the GRE.

#### Concentration Options

##### Family Nurse Practitioner Concentration

Courses:	Credits
NUR 618 Advanced Health Assessment w/lab	4
NUR 635 Professional Issues and the Nurse Practitioner	3
NUR 645 Clinical Pharmacology	3
NUR 646 The Family: Theory, Research and Practice	2
NUR 655 Advanced Pathophysiology	3
NUR 675 Practicum in Adult Primary Care I +	4
NUR 676 Practicum in Adult Primary Care II +	4
NUR 677 Clinical Management of the Adult Client	3
NUR 685 Practicum in Infants, Children and Adolescent Primary Care +	4
NUR 686 Practicum in Women and Older Adult Primary Care +	4
NUR 687 Clinical Management of Infants, Children and Adolescents	3
NUR 697 Clinical Management of Women and Older Adults	3

+ These courses each require a minimum of 224 hours of supervised clinical practice in a designated facility.

##### Adult Nurse Practitioner Concentration

Courses:	Credits
NUR 618 Advanced Health Assessment w/lab	4
NUR 635 Professional Issues and the Nurse Practitioner	3
NUR 645 Clinical Pharmacology	3
NUR 646 The Family: Theory, Research and Practice	2
NUR 655 Advanced Pathophysiology	3
NUR 675 Practicum in Adult Primary Care I +	4

NUR 676	Practicum in Adult Primary Care II +	4
NUR 677	Clinical Management of the Adult Client	3
NUR 697	Clinical Management of Women and Older Adults	3
NUR 686	Practicum in Women and Older Adult Primary Care +	4

+These courses each require a minimum of 224 hours of supervised clinical practice in a designated facility.

#### Oral Comprehensive Examination

A comprehensive oral examination must be passed by every MSN and post-MSN student prior to enrolling in his/her first practicum experience. The examination process provides students the opportunity to synthesize the knowledge learned during the graduate coursework. The focus of the examination will be the integration and application of content from all previous courses.

#### Continuing Studies

The mission of UT’s Continuing Studies program is to extend the resources of the University to continuing adult learners in the Tampa Bay area who want to obtain, on a part-time basis, a quality education with a rich on-campus experience. Specially trained counselors in the Office of Graduate and Continuing Studies work with continuing adult learners to help facilitate degree completion in the shortest possible time, and many of the most sought after majors can be achieved by taking all or nearly all of the courses in the evening.

Office of Graduate and Continuing Studies  
University of Tampa, Box 102F  
401 W Kennedy Blvd  
Tampa, FL, 33606 USA  
[scs@ut.edu](mailto:scs@ut.edu)  
(813) 253-6249

#### Admission Requirements

To be admitted as a part-time student through the Office of Graduate and Continuing Studies and unless otherwise stated, an applicant must complete an admissions *application* and fulfill the following requirements:

- Graduated from high school or earned a GED.
  - Official high school transcripts and official transcripts from all previously attended post-secondary institutions are required. Students who have earned a GED must provide GED scores and a high school transcript up to the date of withdrawal.
  - Neither SAT nor ACT scores are required for applicants who have been out of high school for at least two years.
- Applicants with associate degrees need to provide only official transcripts from all post-secondary institutions verifying degree.
- The Test of English as a Foreign Language (TOEFL) is required for international students.
- Pay the nonrefundable application fee.
  - Contact admissions in the School of Graduate and Continuing Studies at (813) 253-6249 or [scs@ut.edu](mailto:scs@ut.edu) for additional information or to schedule a counseling appointment.

### Transient (visiting) Students

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

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

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

### Non Degree-Seeking Students

Undergraduate students may enroll as non degree-seeking on a space-available basis for up to three terms by filing an *application* with a nonrefundable application fee. The University welcomes students who are not in a UT degree program or who have not been academically dismissed or denied acceptance to enroll in undergraduate courses on a space-available basis for up to three semesters.

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

Non degree-seeking students pay the regular tuition rates and are not eligible for the special IPS tuition rate or a reduced audit fee.

### Auditing Classes

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

### Post Baccalaureate Degree Students

In addition to the *application* form and a nonrefundable application fee, these students submit transcripts from regionally accredited colleges or universities showing all baccalaureate degrees earned and the dates granted. Those seeking second baccalaureate degrees should refer to the *Academic Programs* section of this catalog.

### Part-Time Degree-Seeking Students

Part-time students who intend to complete a degree at UT are encouraged to complete an Individual Plan of Study (IPS). The IPS provides certain benefits to the student and offers a guide for the student's advisor in advising the student as he/she progresses toward graduation. Students with an IPS may be qualified to receive the special tuition rate (see Tuition and Fees, below).

Part-time degree-seeking students are encouraged, but not required, to take at least 3 credit hours (but not more than 9) in at least one summer session (May Term included) per year. The

student may interrupt the IPS for valid reasons, as determined by the associate dean of Graduate and Continuing Studies, and remain qualified for the special tuition rate, but interruptions are limited and discouraged.

Part-time students who wish to change their status to full-time must apply by completing the regular undergraduate admissions *application* and meeting all academic requirements for admission as a full-time student, including admissions deadlines. Please refer to appropriate sections of this catalog, including *Tuition and Fees* for undergraduate full-time students.

### Veterans

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

### Registration Procedures

Part-time students whose assigned advisor is in the Office of Graduate and Continuing Studies can register for classes in the following ways:

- in person by making an appointment with his/her assigned advisor,
- by faxing the required information to (813) 258-7451,
- e-mail to [scs@ut.edu](mailto:scs@ut.edu), or
- online by logging on to *Spartan Web*

Students with a current Individual Plan of Study (IPS) and the accompanying agreement will be able to expedite registration for their classes in the respective term on their IPS.

Part-time students who have elected a faculty advisor must register on *Spartan Web* after meeting with and being cleared for registration by the student's assigned faculty advisor.

All current students should consult regularly with their assigned advisor to confirm their course selections prior to registering. Registration information is published with class *schedules* each term. Staff is on hand in the Office of Graduate and Continuing Studies to assist during registration; the office is open until 6 p.m. Monday through Thursday and until 5 p.m. on Friday (except during the summer when offices are closed on Friday). See page 136 for additional information and conditions of the Individual Plan of Study.

### Tuition and Fees

The Qualifying Continuing Studies (QCS) tuition rate for part-time continuing adult learners is \$350 per credit hour as long as the student:

- Remains academically qualified to be enrolled at the University, including maintains at least a 2.0 GPA in all courses taken at UT, and
- Has an Individual Plan of Study (IPS) and accompanying agreement in effect, which includes at least 3 credit hours but no more than 9 credit hours per semester, and annually updates the IPS with the Office of Graduate and Continuing Studies, and
- Maintains continuous enrollment at UT, and
  - Continuous enrollment means registration in classes in each subsequent semester until graduation.
  - Summer class registration is not required, but it is encouraged.
- Is seeking a BLS degree or one of select majors.

Part-time students who do not qualify for the IPS rate will be charged the standard tuition rate of \$470 per credit hour.

Part-time students are assessed a student services fee of \$40 per semester. The University accepts VISA and MasterCard.

### Financial Aid and Scholarships

Many companies support employees' efforts with tuition assistance plans. The University requires only half of each semester's tuition prior to the final payment day of each term if the student furnishes a signed statement verifying employment and stating the terms of his/her company's reimbursement plan. Part-time students who qualify may be eligible for State and Federal financial aid. See the *Financial Aid* section of this catalog.

Current and retired members of the U.S. Armed Forces (including National Guard and Reserves) may be eligible for tuition benefits. Information is available from any military education officer.

A limited number of scholarships are available to part-time students. Criteria for the awards are high academic performance/potential and financial need. Students who wish to be considered for these scholarships should complete the Free Application for Federal Student Aid (FAFSA) available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### How to Get Started

1. Call Admissions in the Office of Graduate and Continuing Studies at (813) 253-6249 for information and to schedule a personal advising appointment.
2. During your appointment, a counselor will discuss your educational needs, assess potential transfer credits and explore degree options.
3. Complete your application and send it to the address below or use the online *application*.  
Admissions  
Office of Graduate and Continuing Studies  
University of Tampa, Box 102F  
401 W. Kennedy Blvd.  
Tampa, FL 33606-1490  
USA
4. Request official transcripts from all previously attended colleges/universities and your high school (if you do not have an associate degree) to be mailed to the University at the above address.

### Programs and Degree Requirements

Part-time students have a wide array of programs from which to select. Students should visit [www.ut.edu/continuingstudies](http://www.ut.edu/continuingstudies) for a complete list of programs available to part-time continuing adult learners. Part-time degree-seeking students complete the same degree requirements for their major as regular full-time students, and these requirements can be found in the respective section of this catalog. In addition to the requirements of the student's selected major area of study, all students are required to complete a comprehensive liberal arts curriculum. For all degrees except the Bachelor of Liberal Studies Degree, the general curriculum requirements can be found described in the *UT Baccalaureate Experience* section of this catalog. The general curriculum requirements for the Bachelor of Liberal Studies Degree are found below.

#### Evening Classes

Part-time students requiring evening classes will find many of the available programs can be completed almost entirely by taking classes offered in the evening. While some of the programs are

offered only or predominantly during the day, select programs are offered in such a way as to accommodate the student that desires evening classes. Students should consult with the Office of Graduate and Continuing Studies to determine the degrees/majors that can largely be completed in the evening if this is a requirement of the student's schedule. Evening classes qualify for the QCS tuition rate if the student meets all requirements as specified in the *Tuition and Fees* section above.

### Bachelor of Liberal Studies

The Bachelor of Liberal Studies (BLS) degree is for students who are interested in a broad, liberal arts education to complement their life experiences and for those students who find the traditional university degree does not meet their specific needs. The BLS degree offers the student considerable flexibility to apply credit earned at other accredited colleges and universities and from work-related experience. To be awarded the BLS degree, the student must earn at least 124 credit hours, which are comprised of:

- the BLS General Curriculum Distribution Requirements, and
- either one of the University's BLS degree concentrations or the BLS Interdisciplinary Degree.

#### BLS General Curriculum Distribution Requirements

(Applies to the BLS degree only)

			Credits
Academic Skills (16 credit hours)			
FYW	101	Writing and Inquiry	4
FYW	102	Composition and Rhetoric II	4
One of the following:			4
PHL	201	Logic	
PHL	212	Critical Thinking	
One of the following:			4
SPE	200	Oral Communication	
SPE	208	Speech for Business and the Professions	
Liberal Studies (19 credit hours)			
Humanities/Fine Arts			4
Natural Sciences			3
Social Sciences			4
Electives (from any of the above)			8
Non-Western/Third World Course			4
International/Global Awareness Course			4
Art/Aesthetic			3-4
			TOTAL 46-47

### Special BLS Degree Provisions

Courses used to satisfy requirements in the general curriculum distribution cannot be used to satisfy requirements in the student's chosen area of concentration. Credit earned to fulfill the requirements of the humanities/fine arts portion of the liberal studies component may be in either appreciation or studio courses, but studio credit must be limited to 2 hours. Credit earned to fulfill the requirements of the natural sciences component may be either laboratory or non-laboratory courses.

At least 15 hours of the 42-hour concentration and at least 8 hours of each of the interdisciplinary areas of study must be earned at the University, and students at the University must complete at least three courses designated as "Writing Intensive."

**Concentration in Humanities Degree Requirements**

(124 Total credit hours required) Credits

A. General Curriculum Distribution Minimum Credits	46-47
B. Concentration Requirements*	42

Choose at least two courses from three of the following areas:

1. English
2. Modern languages
3. Philosophy/religion
4. Communication/writing

\*Twenty-four hours are required as the basic core for the concentration, plus any 18 hours from humanities area courses. At least 16 hours must be earned in 300-or 400-level courses.

C. General Electives	35-36
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**Concentration in Social Sciences Degree Requirements**

(124 Total credit hours required)

A. General Curriculum Distribution Minimum Credits	46-47
B. Concentration Requirements*	42

Choose at least two courses from three of the following areas:

1. History
2. Psychology
3. Criminology/Sociology
4. Government and World Affairs/Urban Studies

\*Twenty-four hours are required as the basic core for the concentration, plus any 18 hours from social sciences area courses. At least 16 hours must be earned in 300-or 400-level courses.

C. General Electives	35-36
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**Interdisciplinary Degree Requirements**

(124 Total credit hours required)

A. General Curriculum Distribution Minimum Credits	46-47
B. Concentration Requirements*	45-51

Select a combination of any two of the following areas of study:

- Business Administration

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
ECO 204	Principles of Microeconomics	3
ECO 205	Principles of Macroeconomics	3
ITM 210	Managerial Statistics	4
ITM 220	Information Systems	4
FIN 310	Financial Management	4
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4

- Fine Arts (24 credit hours)\*

ART	Any studio course	4
MUS 102	Music for Life	3
(MUS 191 World Music may be substituted)		
THR/SPE/DAN		4

\* Eleven hours are required as basic core for the concentration, plus any 13 hours from art, music, drama, speech, theater and dance.

- Humanities (24 credit hours)\*

Choose at least one course each from three of these areas:

English	4
Modern languages	4
Philosophy/religion	4
Communication/writing	4

\*Twelve hours are required as basic core for the concentration, plus any 12 hours from humanities area courses. At least 8 hours must be earned in 300-or 400-level courses.

- Social Sciences (24 credit hours)\*

Choose at least one course each from three of these four areas:

History	4
Psychology	4
Criminology/sociology	4
Government and world affairs/urban studies	4

\* Twelve hours are required as basic core for the concentration, plus any 12 hours from social sciences area courses. At least 8 hours must be earned in 300-or 400-level courses.

General Electives	30-33
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**Prior Learning Credit****Transfer Credit**

Part-time students often have credits earned at another institution and wish to have these credits applied toward the student's degree requirements at the University. For the policies and procedures applying to the transfer of credits, please see *Transfer Credit Evaluation* in this catalog.

**Academic Credit for Work-Related Experience**

For students pursuing the Bachelor of Liberal Studies degree, a special provision allows for credit from experiential learning. In addition to earning credit through such testing programs as CLEP and DANTES, students can earn a maximum of 10 semester hours of credit for verifiable expertise gained from current or previous work-related experiences. Such experience must parallel the content in existing University of Tampa courses. Academic credit for work-related experience may be applied to any part of the BLS degree, except the general curriculum distribution requirements. Students seeking prior learning credit for work-related experience should contact the Office of Graduate and Continuing Studies to learn about the process for applying for the credit. A prior learning work-related credit evaluation fee of \$100 per course title must be paid by the student at the time of evaluation.

**Advising**

Continuing adult learners are assigned to a professional staff advisor in the Office of Graduate and Continuing Studies to assist in all aspects of the student's academic time at the University. The student's assigned advisor provides valuable assistance in developing a plan of study, working through enrollment problems, helping orient the student to campus resources, dealing with work-home-school conflicts, connecting with a faculty member for special help or mentoring, and more. Additionally, the advisor will be able to help the student in what to expect when applying for prior learning credits. A student may elect to have a faculty advisor assigned; if this is the case, the student should contact the Academic Advising Office to request a Change of Advisor. Each student's assigned advisor along with contact information is noted on the student's biography page on SpartanWeb.



### Individual Plan of Study Agreement

The Individual Plan of Study (IPS) is an agreement in which the student agrees to follow an individually-planned course of study leading to a degree at the University of Tampa. The student's IPS is monitored by the Office of Graduate and Continuing Studies (OGCS) to help ensure the student is progressing as planned toward degree completion. OGCS will periodically request a consultation (at least annually) with the student to ensure the IPS is current, continues to meet with the student's approval, and is achievable by the student. The student must continue to demonstrate commitment to the IPS and request modifications when necessary and appropriate. The IPS can provide part-time students with better accessibility to needed classes, reduce the student's burden to seek out and register for critical classes in a timely manner, provide a clear path to graduation, and allow the student to take advantage of the special IPS tuition rate. A sample IPS and the accompanying agreement can be obtained by making an appointment with an admissions counselor in the Office of Graduate and Continuing Studies, by calling (813) 253-6249, or emailing [scs@ut.edu](mailto:scs@ut.edu).

### Nursing Programs for Continuing Adult Learners

The Department of Nursing offers programs at the baccalaureate and master's degree levels for continuing adult learners. In addition to two certificate programs, the Department offers the RN to BSN and the RN/BSN/MSN programs. For information, contact the Office of Graduate and Continuing Studies at (813) 253-6249 or [scs@ut.edu](mailto:scs@ut.edu). All nursing programs are accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA, 30326.

### RN to BSN Program, Department of Nursing

The RN to BSN Program provides a means for RN graduates of diploma and associate degree programs to complete the BSN degree and provides a foundation for graduate education. The nursing major is comprised of 57 semester hours of credit in nursing and 67 semester hours of credit in general education, which includes the general curriculum distribution, support and elective coursework. RN students are granted 24 credits for their lower-division nursing courses.

#### Admission to the RN to BSN Program

Registered nurses interested in the BSN program must meet the following requirements:

- The applicant must be currently licensed by the state of Florida as a registered nurse. (Evidence for eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in the first semester.) The student must be fully licensed to continue after the initial term.
- The applicant must have a minimum cumulative grade point average of 2.5 overall in transfer coursework.

#### Nursing Department Admission Requirements

- Completion of prerequisites (49 credits) with a minimum 3.25 cumulative GPA.
- A grade of "C" or better in all prerequisites. Prerequisite courses include all courses listed in the following course sequence prior to sophomore semester II. Gateways courses apply to University of Tampa freshmen and are replaced with other coursework for transfer students.
- Meet core performance standards, including:

- Critical thinking ability sufficient for clinical judgment and cognitive skills to acquire, assimilate, integrate, and apply information.
- Ability to communicate in English effectively/therapeutically with others from a variety of social, emotional, cultural, and intellectual backgrounds.
- Interpersonal skills sufficient to interact effectively with others from a variety of social, emotional, cultural, and intellectual backgrounds.
- Sufficient mobility to move from room to room, maneuver in small places, and move freely and quickly to respond to emergencies and to perform physically taxing, repetitive tasks.
- Complete application to the Nursing Program.
- A personal statement (one page) discussing reasons for electing the nursing major.
- One letter of recommendation from an academic or work source.

Upon acceptance to the Nursing Program and prior to initiating any clinical/laboratory courses, students are subject to additional departmental requirements as noted in the Department of Nursing Student Handbook, which should be consulted for further details.

#### Transfer Credit Policy

Nursing students may transfer up to 64 semester hours of course credit from a regionally accredited two-year institution. Of the total transferable hours, 24 hours of lower-division nursing credit will be awarded to students who are licensed as registered nurses in Florida. Additional credit earned at a four-year institution also may be transferred. Articulation agreements have been established with selected community college nursing programs that can increase the number of transferable credits in any case in which a student has earned both an ADN (or an A.S.) and an A.A. degree.

#### Overview of the RN to BSN Requirements

The following is a general guide to the credits required for the RN to BSN. Because of differences in amounts of transfer credit granted, the actual credit may vary slightly from student to student. In every case, however, a total of at least 124 semester hours of credit is required for the degree.

	Credits
General curriculum distribution	45
Lower-division nursing credit	24
Upper-division nursing credit	33
Additional undergraduate credits	22

#### General Curriculum Distribution

The general curriculum distribution requirements are contained in the *Baccalaureate Experience* section of this catalog. Students pursuing the BSN must complete all general curriculum distribution requirements, with the following stipulations.

- As part of the natural science component, each nursing student must have credit in a microbiology course and a physical or chemical science course.
- As part of the humanities/fine arts component, each nursing student must have credit in PHL 201 (Logic), PHL 200 (Introduction to Philosophy) or PHL 212 (Critical Thinking).

- As part of the Baccalaureate Experience, each student must have 3-4 art/aesthetic credits.
- As part of the social science component, each nursing student must include credit in a general or introductory psychology course and a general or introductory sociology course.
- In addition to the general curriculum requirements, every BSN student must have a minimum of three credits in an introductory statistics course and in Anatomy and Physiology I and II with labs for both courses.
- A computer course must be completed within the first two semesters of the nursing program.

### Nursing Credit

In order to fulfill upper-division requirements for the BSN, students must complete the following required nursing courses and additional required support courses.

#### Upper-division nursing courses (33 semester hours):

		Credits	
NUR	301	Concepts of Professional Nursing	3
NUR	318*	Health Assessment	4
NUR	318L	Health Assessment Lab	0
NUR	322	Contemporary Issues in Health Care	3
NUR	411	Nursing Leadership and Management	3
NUR	420	Principles of Community Health	3
NUR	432**	Introduction to Nursing Research	3
NUR	438 **	Principles of Family Health	3
NUR	440*	Community/Family Practicum	4
NUR	446*	Senior Practicum	4
NUR		Elective	3

\*Courses include a clinical and/or laboratory experience.

\*\* NUR 615 is substituted for NUR 432 and NUR

NUR 646 is substituted for NUR 438 for students in the RN/BS/MS option.

Each practicum requires 112 hours of clinical experience with a preceptor.

### Progress in the Program

- A minimum grade of “C” is required in required nursing courses.
- The student must comply with academic policies and procedures described earlier in this catalog.
- Prior to enrolling in the second term, each student must submit to the nursing program director an official background check.
- Prior to enrolling in any clinical/laboratory course, students are subject to additional departmental requirements as noted in the Department of Nursing Student Handbook. Additional requirements may include:
  - proof of liability insurance coverage.
  - physical examination and proof of immunization.
  - proof of current BCLS certification.
  - proof of current licensure (RN to BSN students only).
  - results of annual TB skin test or chest X-ray.

### RN/BSN/MSN Admission Option

The RN/BSN/MSN option expedites educational mobility and career enhancement by enabling the qualified RN to complete both the BSN and MSN in a more rapid fashion than the traditional programs. The program strengthens the leadership abilities of nurses who already have a foundation of professional

experience. When required undergraduate courses are completed, students in the program will be awarded a BSN. Two undergraduate courses will be waived and replaced by graduate-level coursework. Students may choose full-time or part-time study. By completing the baccalaureate and master’s curriculum, a highly motivated student is able to maximize educational time and advance in professional education and clinical leadership.

### Admission Process to RN/BSN/MSN Option

Phase I: Apply to BSN program

- Complete a UT *application* with application fee. The student must have a GPA of 2.0 or higher in transfer college/university coursework.
- Submit official transcripts from all post-secondary institutions attended and a copy of registered nurse license from the state of Florida (evidence of eligibility for licensure may be accepted in lieu of a current state of Florida license to enroll in first semester).

Complete Undergraduate Requirements

- Fulfill the general education distribution requirements set forth in the catalog.
- Complete the following Nursing courses: NUR 301, 318, 318 Lab, and 322.
- Prior to registering for 400 level courses, inform your advisor of your intent to elect the RN/BSN/MSN option.

Phase II: Meet requirements

- Take Graduate Record Examination, achieving a score of 1,000 or higher (verbal and quantitative combined) and a minimum score of 3.5 on the writing section.
- Meet all requirements for admission to MSN program, except completion of a BSN. Please note that the student must have a minimum GPA of 3.25 from last 60 credit hours of previous coursework at the time of formal application to the MSN program.

If unsuccessful in completion of these requirements, students may complete the BSN and then apply to graduate school. Students may take no more than three graduate courses (9 credit hours) prior to completing the BSN. Two of the graduate courses must be NUR 615 and NUR 646. Students also may replace NUR 601 with a nursing elective, if desired.

### Nursing Certificates

#### Legal Nurse Consulting

The Legal Nurse Consulting academic certificate program provides the student with the legal knowledge required to evaluate the delivery or utilization of health care services in a systematic way and to articulate informed opinions about resulting outcomes. The student will be prepared to critically analyze complex medical-legal cases through a theoretical and practical curriculum of study, which will result in an understanding of the complex legal relationships inherent in health care services delivery on multiple levels. The program provides knowledge and applications of substantive and procedural law, medical-legal research, medical-legal ethics, and medical-legal analytical writing. An academic certificate in Legal Nurse Consulting may be obtained by successfully completing the following:

Courses		Credits	
NUR	322	Contemporary Issues in Health Care	3
NUR	447	Legal Nurse Consulting I	3
NUR	448	Legal Nurse Consulting II	3
NUR	449	Legal Nurse Consulting Practicum	2

CRM 300 Victimology 4

Total Semester Hours 15

**Leadership and Management in Health Care**

The Leadership and Management in Health Care certificate program provides the student with the health care leadership and management knowledge required to evaluate the delivery or utilization of health care services in a systematic way and to articulate informed opinions about resulting outcomes. The student will be prepared to critically analyze leadership and management through a theoretical and practical curriculum of study that will result in an understanding of the complex relationships inherent in health care services delivery on multiple levels. The program provides knowledge and application of communication, motivating and leading diverse health care teams, financial management, health care change leadership, medical-legal ethics, and planning and implementing a project in the workplace. An academic certificate in Leadership and Management in Health Care may be obtained by successfully completing the following:

Courses			Credits
NUR	411	Nursing Leadership and Management	3
NUR	421	Clinical Leadership II	3
NUR	453	Special Topics: Clinical Leadership Practicum	3

Total Semester Hours 9

**Summer Study**

The University offers six summer sessions of varying length. These sessions provide excellent learning opportunities for students wishing to accelerate or enhance their degree program, and they offer professional advancement for working adults. A wide variety of core courses and summer-only courses are offered during the months of May through August. Summer classes are scheduled so that students may take more than one course per session and take courses in more than one summer session. On-campus housing is available during summer sessions.

The May Term is an accelerated two-week session that starts immediately after the Spring Term and concludes prior to the start of the first six-week summer session. There are two six-week summer sessions with the first one ending in late June, and the second six-week session follows with courses for those students who prefer to study in late summer. A 12-week session runs concurrently with the two six-week sessions. This schedule provides for a high degree of flexibility for full-time and part-time students with other summer obligations. Students from other colleges and universities are welcomed to the University in the summer, and assistance is provided for these students to transfer the courses taken at the University to their degree-granting institution.

**Admission and Course Registration**

The schedule of summer courses may be searched by going to [www.ut.edu/schedule](http://www.ut.edu/schedule). Course offerings vary for each term and are listed by summer term:

- May Term (2-week term)
- Summer Professional MBA (graduate business cohort only)
- Summer Session I (first 6-week term)
- Summer 12-week Session
- Summer Session II (second 6-week term)
- Summer Intersession (graduate classes only)

Regularly enrolled University of Tampa students may register for summer classes at any time after registration opens, and **advisor check-off is not required**. Individuals not already admitted to The University of Tampa must first complete the admissions *application*. Students wishing to transfer credits taken at The University of Tampa to another institution should enroll as a transient student by contacting the Office of Graduate and Continuing Studies at (813) 253-6249 or [scs@ut.edu](mailto:scs@ut.edu).

# Course Descriptions

Many course descriptions contain the frequency of the course offering. These indications are meant only as guides for planning purposes. The University will make an earnest effort to offer the courses when indicated, but reserves the right to offer them more or less frequently if circumstances dictate. Students should check with the appropriate college or department for exact information on when individual courses will be offered.

Note: (\*) Time of course offerings. (W) Writing Intensive Course. (IG) Global Issues Course. (NW) Non-Western Course. (A) Arts/Aesthetics Course.

## Academic Skills (ASK)

### 099 Student Success Seminar (0)

ASK 099 is open only to students who are recommended by the faculty Academic Appeals Committee. It is a semester-long course of seminars that meet one day a week. The lectures and activities presented are motivational and developmental. The topics include confidence, study approach, emotional well-being (coping with feelings of defeat, stress-management strategies), the importance of recognizing success, problem-solving, assessment of personal strengths and weaknesses, involvement in on-campus and community activities, setting realistic academic and life goals, health issues, taking responsibility for academic and career decisions, and dealing successfully with professors. University advising staff and guest speakers from several areas of the University facilitate the seminars.

### 100 Academic Skills (1-2)

An individualized skill-building course in which students enhance their academic skills using their own textbooks, improve their time management and organizational skills, and work on test-taking competencies. A basic class for students who understand that they will need new and different study skills to be successful in the college environment. (\*fall and spring semesters)

## Accounting (ACC)

### 202 Financial Accounting Information (4)

Prerequisites: MAT 150 or higher, ITM 200, and BUS 101. ACC 202 introduces and focuses on the external financial reporting of enterprises. The course examines the creation, flow and analysis of enterprise financial information, including the income statement, balance sheet, statement of retained earnings, and cash flow statement in accordance with accepted accounting principles. Students conduct introductory Internet research on published company financial information. (fall and spring semesters)

### 203 Managerial Accounting (4)

Prerequisites: ACC 202, MAT 150 or higher. ACC 203 focuses on the concepts, systems, procedures and decision models that help managers analyze, interpret and improve business results. Managerial Accounting encompasses various systems for calculating the cost of a product or service; tools for the evaluation of business segments; models for making decisions concerning a variety of special decisions; planning and budgeting for operations and capital items; and exposure to ethical norms and dilemmas in the context of accounting and finance. The course includes Excel spreadsheet applications. (\*fall and spring semesters)

### 304 Cost Accounting (4)

Prerequisites: ACC 202 and 203, MAT 160, ITM 200 and 210. This course is designed to help students apply cost accounting methods in a variety of organizational business settings by developing accounting information that is timely, relevant, and useful for formulating strategy, making non-routine decisions, and planning and controlling operations. Topics covered include cost accumulation, assignment and behavior; planning, budgeting, evaluating and controlling operations; and tactical decision making. (\*fall and spring semester)

### 320 Intermediate Accounting I (4)

Prerequisites: MAT 160, ITM 200 and a grade of “C” or higher in ACC 202. This course expands the student’s understanding of generally accepted accounting principles. The theory and methodology covered are the FASB’s conceptual framework, FASB codification, international financial reporting standards, the accounting process, financial statements, time value of money, cash, receivables, inventories, assets and cash flows. (\*fall and spring semesters)

### 351 Accounting Information Systems (4)

Prerequisites: ACC 202, ACC 203, ITM 200, ITM 220. This course provides students with a pragmatic study of accounting information systems. The course covers accounting systems concepts, systems documentation, transaction processing systems, database management systems, e-accounting systems, accounting software systems, enterprise systems, systems acquisition/development, systems security/control, and emerging issues related to accounting systems and their supporting information technologies.

### 352 Federal Tax Accounting I (4) (W)

Prerequisite: ACC 202. This course is the study of the U.S. federal taxation system concentrating on issues of individual taxation. There is significant emphasis on research tools and technology in the taxation field. Students will complete a volunteer tax clinic requiring some evening or weekend commitment. (\*fall semester)

### 401 Auditing and Attestation (4) (W)

Prerequisites: ACC 320 and 351, ITM 210; corequisite ACC 420. In this course students study generally accepted auditing and attestation standards, professional ethics, auditing and attestation reporting requirements and objectives. This course includes topics on the auditing profession, audit reports, professional ethics, audit responsibilities and objectives, audit evidence, audit planning, materiality and risk, and other assurance and nonassurance services.

### 420 Intermediate Accounting II (4)

Prerequisites: MAT 160, ITM 220, and a grade of “C” or higher in ACC 320. This course expands the student’s application of generally accepted accounting principles. The theory and methodology on liabilities, stockholders’ equity, dilutive securities, earnings per share, investments, revenue recognition, accounting for income taxes, pensions, leases, and accounting changes are covered in this course. Additionally, students will compare and apply the international financial reporting standards on these topics. (\*fall and spring semesters)

**490 Accounting Internship (1-8)**

Prerequisites: junior or senior standing with at least a 2.75 overall GPA OR at least a 2.5 overall GPA and a 3.0 in COB courses; completion of five accounting classes at or above the 300 level with a 3.0 average in those classes. This course examines practical aspects of accounting through an internship at a local firm under supervision of faculty and firm representatives. This course may not be used to satisfy major requirements. It may be repeated for credit beyond 124 hours. Approval of the COB associate dean required. (\*fall and spring semesters)

**495 Special Topics in Accounting (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ACC department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

**499 Independent Study in Accounting (1-4)**

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent studies course taken for variable credit. May not be used as elective in ACC major. (\*when needed)

**500 Essentials of Accounting and Finance (4)**

For graduate students only. Prerequisite or corequisite: ITM 510. The course examines the accounting principles and techniques involved in the creation and interpretation of key external accounting financial statements, and introduces finance principles and tools for project evaluation, risk analysis, capital structure planning and valuation. (\*fall and spring semesters)

**505 Advanced Financial Accounting (4)**

Prerequisites: ACC 320 and 420. This course covers long-term investments, emphasizing equity investments, corporate combinations (mergers and acquisitions, including acquisitions accomplished in a series of steps), and the preparation of consolidated financial statements for wholly owned and partially owned subsidiaries, including the elimination of intercompany profits and losses. Partnership accounting also is addressed for income/loss sharing, ownership changes and liquidation. (\*fall semester)

**530 Not-for-Profit Accounting (4)**

Prerequisite: ACC 320. The course introduces the underlying accounting concepts, methods of accounting and financial statement preparation for state and local governments and other not-for-profit organizations such as charities, universities and colleges, and health care organizations. Accounting standards and procedures for these types of organizations are significantly different from those of for-profit organizations, and this course provides the student with the ability to prepare, read and understand financial statements of not-for-profit entities. (\*fall semester)

**553 Federal Tax Accounting II (4)**

Prerequisite: ACC 352. This course examines laws, regulations and court opinions governing taxation of corporations, partnerships and estates. There is significant exposure to tax research tools. Students will complete a volunteer tax clinic requiring some evening or weekend commitment. (\*spring semester)

**560 International Accounting (4)**

Prerequisite: ACC 420. This course provides a pragmatic study on international accounting and reporting issues facing multinational corporations. This course includes topics on worldwide accounting diversity, the international financial reporting standards (IFRS), foreign currency transactions and hedging exchange

risks, translation of foreign currency financial statements, and international transfer pricing. (\*fall semester)

**570 Internal Audit (4)**

Prerequisite: ACC 401. To provide students with an opportunity to learn about the theory and practice of internal audits and to apply relevant audit principles and techniques to selected audit problems. Topics will include professional practices framework: ethics and standards of practice, governance and risk management, business processes and business risks, internal control, information technology risks and controls, managing the internal audit function, audit evidence, conducting the engagement, financial statement analysis. (\*spring semester)

**604 Advanced Management Accounting (4)**

For graduate students only. Prerequisites: ACC 304 or equivalent and admission to the graduate program. This course provides students with the knowledge and competencies to effectively use cost management concepts to support organizational strategy. The course is designed to give students a working understanding of advanced cost management concepts, strategic cost and performance management, and the behavioral implications of costing and control. (\*fall semester)

**610 Accounting and Value Creation (4)**

For graduate students only. Prerequisite: ACC 500. This course provides a pragmatic study of selected financial and management accounting concepts, methods, and practices relating to financial analysis, cost assignment, cost management, performance management and decision analysis. The course includes ethical topics in accounting and incorporates global issues relevant to the topic areas. The central focus of this course is on how accounting information helps managers create value for their organizations. (\*fall and spring semesters)

**620 Financial Accounting Theory (4)**

For graduate students only. Prerequisites: ACC 320 and 420. This course explores financial accounting theory and policy, as well as the history of the accounting profession and financial accounting standard-setting. The conceptual framework, existing accounting standards and empirical research are used to expand the students' understanding of the economic, political, social and ethical issues related to accounting policy decisions.

**630 Accounting Systems Control (4)**

For graduate students only. Prerequisites: ACC 351 or equivalent and admission to the graduate program. This course provides students with a pragmatic study of information systems (IS) control for accounting systems. The course is designed to give students a working understanding of IS control concepts, IT governance, IS risk management, IS resource management, IS security management, and IS audit processes with particular emphasis on accounting control and compliance concerns. (\*spring semester)

**635 Business Ethics and Corporate Governance (4)**

For graduate students only. Prerequisites: Admission to graduate program. This course exposes students to the background and nature of ethical decision-making from personal, professional, and societal points of view. Students learn how to recognize ethical issues in business, to reason effectively using higher order moral thinking skills, to identify the elements of good governance, and to perform risk assessment from business and assurance perspectives. Topics include ethical decision-making, why ethical decision-making is important to professional careers in accounting, the role of an ethical culture in business within

the context of corporate governance, and how risk assessment aids professional accountants. (\*spring semester)

#### **645 Business Analysis and Valuation (4)**

For graduate students only. Prerequisite: FIN 611. The course explores the principles, metrics and techniques used to estimate the value of firms, and critically examines various value-building strategies. The course utilizes both free cash flow and economic profit to value a publicly held company as a semester project. It includes significant spreadsheet and Internet research components, as well as a team and oral presentation emphasis. (\*fall and spring semesters)

#### **650 Nonprofit Management and Innovation: Managing for Performance (3)**

For graduate students only. This course develops financial and evaluation tools for nonprofit executives. It includes an overview of financial reporting guidelines and techniques; accounting methods, systems and special topics related to nonprofit organizations; cost behaviors, measurements and analysis; the budgeting process and preparation of budgets; use of financial statement analysis; and the roles of executive officers and directors in financial management and internal controls.

#### **655 Fraud Examination (4)**

For graduate students only. Prerequisite: ACC 500. This course applies fraud examination methodology for the three major types of occupational fraud: corruption, asset misappropriation and fraudulent financial statements. Fraud examination is a methodology for resolving allegations of fraud from inception to disposition. This methodology covers topics related to the prevention, detection and investigation of fraud.

#### **690 Internship (1-2)**

Prerequisites: Approval by the Office of Graduate and Continuing Studies, the college internship coordinator, and the associate dean. International students must consult with the Office of International Programs. May be used to satisfy practicum requirements. (\*fall, spring and summer semesters)

#### **695 Special Topics in Accounting (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ACC department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **699 Independent Study in Accounting (1-4)**

For graduate students only. Prerequisites: minimum 3.5 GPA, ACC 610, FIN 611, written permission of the department chair. Contemporary topics in accounting.

## **Air Force ROTC (AFR)**

*Air Force ROTC courses are open only to students enrolled in the Air Force Reserve Officers' Training Corps program offered under the cross-town agreement with the University of South Florida.*

#### **1101 Foundations of the United States Air Force Part 1 (1)**

Introduction to the Air Force in a contemporary world through a study of its total force structure and mission.

#### **1120 Foundations of the United States Air Force Part 2 (1)**

A study of the strategic offensive and defensive forces, general purpose forces, and aerospace support forces that make up the Air Force of today.

#### **2001 Air Force Leadership Laboratory (0)**

Leadership Laboratory is required for each of the aerospace studies courses. It meets one hour and 45 minutes per week. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical laboratory, which typically includes field trips to Air Force installations.

#### **2130 The Evolution of USAF Aerospace Power Part 1 (1)**

A study of air power from balloons and dirigibles through the jet age. Emphasis is on the employment of air power in WWI and WWII, and how it affected the evolution of air power concepts and doctrine.

#### **2140 The Evolution of USAF Aerospace Power Part 2 (1)**

An historical review of air power employment in military and nonmilitary operations in support of national objectives. Emphasis is on the period from after WWII to the present.

#### **2940 Basic Aerospace Internship (3)**

Internship credit is given to any student who successfully completes an extended (five-week) Field Training encampment. FT is a mandatory program for all individuals seeking Air Force commission through AFROTC. The program is designed to develop military leadership and discipline, provide Air Force orientation and motivation, and determine potential for entry into the Professional Officer Course en route to a career as an Air Force officer. FT is conducted at encampments hosted by Lackland AFB, TX; Tyndall AFB, FL; and Ellsworth AFB, SD. To successfully complete FT, the student must complete at least 70 percent of the required training according to the Field Training syllabus and not be absent from the FT encampment for more than 72 consecutive hours. The student also must pass the PFT, attain a minimum 70 percent academic average, and not be rated as "unsatisfactory" in any single performance factor block (sub-area) or receive an overall score of "unsatisfactory" on the AFROTC Form 70, Field Training Performance Report.

#### **3220 Air Force Leadership and Management I (3)**

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication and group dynamics are covered to provide a foundation for development of the junior officer's professional skills as an Air Force officer (officership). The basic managerial processes involving decision making, utilization of analytic aids in planning, organizing, and controlling in a changing environment are emphasized as necessary professional concepts.

#### **3231 Air Force Leadership and Management II (3)**

A continuation of the study of Air Force advancement and leadership. Concentration is on organizational and personal values, management of forces in change, organizational power, politics, and managerial strategy and tactics discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes.

#### **4201 National Security Affairs and Preparation for Active Duty I (3)**

A study of the armed forces as an integral element of society, with emphases on American civil-military relations and the context within which U.S. defense policy is formulated and implemented. Special themes include societal attitudes toward the

military and the role of the professional military leader-manager in a democratic society.

#### **4211 National Security Affairs and Preparation for Active Duty 2 (3)**

A continuation of the study of the armed forces in contemporary American society. Concentration is on the requisites for maintaining adequate national security forces; political, economic and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; the variables involved in the formulation and implementation of national security policy; and military justice and its relationship to civilian law.

### **Art (ART)**

*Courses offered for 1 to 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. Four-hour studio courses meet six hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.*

#### **101 Form and Idea (4) (W) (IG) (A)**

A non-studio-oriented course designed to increase an overall understanding of art. The course concentrates on the various social and historical factors that have affected art throughout time. Issues examined include why art is created; how it is used; how it affects us, collectively and individually; how it is formed; and the value it has for enriching our lives. May not be used to satisfy major or minor degree requirements in art. (\*fall and spring semesters)

#### **153 Beginning Drawing (4) (A)**

A studio/performance-oriented course; an introduction to traditional problems in drafting and pictorial organization. Involves development of pictorial form and space by line and value through a variety of media. (\*fall and spring semesters)

#### **154 Figure Drawing (4) (A)**

A studio/performance-oriented course; an introduction to problems in pictorial organization, using the human figure and other organic forms as reference. (\*fall and spring semesters)

#### **200 Handbuilding (4) (A)**

A studio/performance-oriented course; an introductory course designed to acquaint the student with the principles of ceramics as a medium for aesthetic expression. Emphasis is given to hand-building techniques, surface enrichment, ceramic history, ceramic geology, aesthetics and conceptual development. (\*fall and spring semesters)

#### **201 Introduction to Painting (4) (A)**

A studio/performance oriented course that introduces students to various aspects of painting in both representational and abstract forms. Traditional and contemporary painting techniques and concepts will be surveyed. Emphasis will be placed on color theory. Perceptual training by means of still-life exercises, problem-solving assignments and freedom to use the imagination will also be stressed.

#### **202 Beginning Sculpture (4) (A)**

A studio/performance-oriented course; an approach to sculptural form and problems through the sculptural use of classic and contemporary materials and methods. Emphasizes the separate nature of carved and modeled forms and the value of the character of the material on the final work. (\*fall and spring semesters)

#### **203 Beginning Printmaking (4) (A)**

A studio/performance-oriented course. An approach to printmaking as an expressive medium through exploration of form and pictorial organization in dry point, relief and intaglio printmaking. (\*fall and spring semesters)

#### **204 Beginning Design (4) (A)**

Cross-listed with COM 204. A studio/performance-oriented course covering the fundamental principles of visual organization. Emphasizes two-dimensional design and the use and theory of color. (\*fall and spring semesters)

#### **205 Intermediate Sculpture (4) (A)**

A studio/performance-oriented course that is a continuation of ART 202. (\*fall and spring semesters)

#### **207 Beginning Illustration Illustrator (4) (A)**

A studio/performance-oriented course: An introduction and investigation into illustration techniques, principals, concepts and styles applied to both traditional and digital illustration. The course involves the correlation between materials and themes. Emphasis is on studying existing illustration styles and techniques.

#### **208 Beginning Photography (4) (A)**

Cross-listed with COM 208. A studio/performance-oriented course; an introduction to materials and techniques of photography. (\*fall and spring semesters)

#### **210 Beginning Digital Arts (4) (A)**

Cross-listed with COM 210. A studio/performance-oriented course. This course introduces various electronic and digital tools for use in creating artistic projects. It covers the history, evolution and theory of relevant technology in order to provide context for the hardware and software used in the class. Laboratory fee required.

#### **211 Art and Technology (4) (A) (IG)**

Cross-listed with COM 211. Art and Technology is a lecture course conceived to provide a context for the development of art and its interrelations with technology. Students study the definition of multimedia and its evolution toward what is currently known as hypermedia. Special emphasis will be placed on the creation and transformation of technology used in the 20<sup>th</sup> century, such as radio, television, computers, the Internet, and networked environments. Developments will be related to historic art movements.

#### **217 Beginning 3-D Animation (4) (A)**

Cross-listed with COM 217. A studio/performance-oriented course that is an introduction to three-dimensional computer animation exploring the basic techniques of modeling and animation. The course will also include necessary aspects of texture mapping, deformation, motion control, lighting, cameras and rendering. Laboratory fee required. (\*fall and spring semesters)

#### **221 Ceramic Sculpture (4) (A)**

An introductory studio/performance-oriented course designed to acquaint students with the principles of creating ceramic sculpture. Emphasis is given to the specific construction techniques relevant for ceramic sculptural creation, surface enrichment, incorporation of mixed media, glazing, ceramic geology, mold making, a study of historical and contemporary ceramic sculpture, aesthetic criticism, and conceptual idea development.

#### **222 Wheel Throwing (4) (A)**

An introductory studio/performance-oriented course designed to acquaint students with the principles of wheel thrown ceramics as a technique for aesthetic expression. Emphasis is given to the

development of wheel throwing techniques, surface enrichment and glazing, ceramic geology, a study of historical and contemporary wheel thrown ceramics, aesthetic criticism and conceptual idea development.

### **223 Terra Cotta and Raku (4) (A)**

An introductory studio/performance-oriented course designed to acquaint students with the ancient and modern techniques and principles of working with terra cotta (earthenware) and the Japanese process of raku as media for aesthetic expression. Emphasis is given to the specific handbuilding techniques relevant for working with terra cotta and the raku process. Surface enrichment, glazing, ceramic geology, a study of historical and contemporary terra cotta and raku, methods of firing, aesthetic criticism and conceptual idea development will also be included.

### **224 Murals, Tiles and Mosaics (4) (A)**

An introductory studio/performance-oriented course designed to acquaint students with the principles of producing and installing ceramic murals, tiles and mosaics as a medium for aesthetic expression. Emphasis will be given to the specific techniques used to produce ceramic murals, tiles and mosaics; surface enrichment; incorporation of mixed media; glazing; ceramic geology; a study of historical and contemporary ceramic murals, tiles and mosaics; installation; mounting; aesthetic criticism and conceptual idea development.

### **238 Animation I (4) (A)**

Cross-listed with COM 238. Prerequisite: ART/COM 241. Teaches the technique of animation as a visual medium, and enables students (regardless of major) to design, script, write, direct and communicate concepts through animation. Emphasizes art, history, movement, audio design and writing. May be used to fulfill the general distribution requirements for the humanities if not used for the communication or film and media arts majors. Laboratory fee required. (\*occasionally)

### **241 Introduction to Sound, Image and Motion (4)**

Cross-listed with COM 241. Introduces students to the basic principles involved in recording, processing and distributing image and sound for film, television and the Internet. The student learns the basics of cameras, lenses, exposure, film, microphones, scanning, basic digital effects, editing and other post-production techniques. Basic history, theory and aesthetics of related media are presented. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*spring and fall semesters)

### **250 Observational Painting (4) (A)**

A studio/performance oriented course that introduces students to skills and elements of observational painting. Still life and the figure will provide the subject matter for observing color, light, form and space. We will explore the power and energy of composition and investigate the many painterly properties of oil paint. Through slide presentations and visits to local museums and galleries, students will extend their knowledge of historical and contemporary art based on observation.

### **251 Mixed-Media Painting (4) (A)**

A studio/performance oriented course aimed at students interested in working in multiple mediums. Students will operate between painting and the realms of photography, printmaking and sculpture. This course will examine ways to combine multiple media in the same artwork giving these students a chance to place their media in a contemporary discourse. Students will discuss the works of other mixed-media artists throughout history. The students will engage in critical discussions of their own work and

that of their classmates. The primary goal is to develop artistic competency working in various materials through explorations and experimentation with technique and media.

### **252 Experimental Painting (4) (A)**

A studio/performance oriented course intended to question the limits and boundaries of painting as a creative medium stressing investigation in media and technique. Issues of traditional, as well as non-traditional, aspects of painting are brought into light in the context of a contemporary discourse. Experimentation in concept as well as media will be encouraged.

### **263 Web Design (4)**

Cross-listed with COM 263. Prerequisites: ART/COM 241 or 210, or consent of instructor. This is a basic course in hypertext mark-up language, or HTML. It is a laboratory course, and almost all work is performed at a computer terminal. Laboratory fee required. (\*fall and spring semesters)

### **268 History Survey I (4) (W) (A)**

A critical and analytical study of the architecture, sculpture, painting and minor arts from the Prehistoric era to the Gothic period. Emphasis is given to the social and cultural influences that affected the development of art in Western civilizations. (\*fall semester)

### **269 History Survey II (4) (W) (A)**

A critical and analytical study of the architecture, sculpture, painting and minor arts from the Renaissance to the 20<sup>th</sup> century. Emphasis is given to the social and cultural influences that affected the development of art in Western civilizations. (\*spring semester)

### **270 Primitive (4) (W) (NW) (IG) (A)**

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

### **271 Pre-Columbian (4) (W) (NW) (IG) (A)**

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

### **272 Near East (4) (W) (NW) (IG) (A)**

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

### **273 Greco-Roman (4) (W) (IG) (A)**

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

### **274 Medieval (4) (W) (A)**

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

### **275 Renaissance (4) (W) (A)**

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

### **276 Baroque-Rococo (4) (W) (A)**

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

### **277 Modern Art (4) (W) (A)**

Cross-listed with COM 277. A critical and analytical study of 20<sup>th</sup>-century painting, sculpture, photography and architecture



with an emphasis on the conditions and circumstances that caused them to evolve to their present states. (\*spring semester)

### **278 Far East (4) (W) (NW) (IG) (A)**

A critical and analytical study of the architecture, sculpture, painting and minor arts of the Far Eastern cultures of India, China and Japan.

### **279 Neo-Classical-Modern Origins (4) (W) (A)**

A critical and analytic study of neo-classicism, romanticism, realism, impressionism, and post-impressionism including influences on the development of contemporary Western art with specific references to painting, sculpture and architecture.

### **280 Digital Imaging (4)**

Cross-listed with COM 280. Prerequisite: ART/COM 241. This class explores issues of aesthetics and representation in developing imagery for communicating with various audiences in still, time-based and interactive media. While students learn technologies for digital imaging and illustration, the course emphasizes conceptual development of visual composition in both commercial and experimental contexts for mainstream and alternative venues. Laboratory fee required. (\*fall and spring semesters)

### **292 Art Immersion: Travel Course (1)**

Art Immersion is a travel course designed for students interested in experiencing and engaging themselves in a vibrant art scene. On location, students visit galleries, museums and the working studios of prominent artists. Prior to the trip or on return, during the seminar portion of the course, these visits are contextualized through readings, discussion and other assignments. Possible destinations include New York City, Los Angeles, Chicago, Miami, Seattle, and other sites. (Travel fees vary depending on location.)

### **298 Junior Seminar: Portfolio and Professional Practices (1)**

This is a required course for all art majors that focuses on career preparation and professional development for visual artists. It presents a wide variety of professional skills such as goal setting; professional ethics; portfolio basics and imaging strategies; writing cover letters, artist's statements, and gallery proposals; exhibiting in galleries, museums, and alternative spaces; self-initiated projects and exhibitions; networking and public relations; applying for grants and residencies; applying for internships, jobs, and graduate schools; and locating helpful resources. ART 298 is a prerequisite for participation in the biannual Junior Review and ART 498 Senior Seminar.

### **300 Advanced Ceramics (4) (A)**

Prerequisite: any two 200-level ceramics courses. A studio/performance oriented course designed to provide a more intensive investigation into the ceramic art medium. Emphasis is given to the development of a more personalized aesthetic approach, kiln firing, and glaze development.

### **301 Advanced Painting (4) (A)**

Prerequisites: any two 200-level painting courses. A studio/performance oriented course that explores issues concerning media and methods relevant to individually designated concepts in order to allow each student to develop his or her own vision and style. This course provides the time and focus to develop a significant and fully realized body of work while exploring the intellectual connections between work in the studio and readings, writings and discussions in contemporary art and culture.

### **302 Advanced Sculpture (4) (A)**

A studio/performance-oriented course designed to give intensified experience in sculptural form with emphasis on individual experimentation and competence in one or more sculptural materials. (\*fall and spring semesters)

### **303 Advanced Printmaking (4) (A)**

A studio/performance-oriented course; a continuation of ART 203. (\*spring semester)

### **304 Advanced Drawing (4) (A)**

A studio/performance-oriented course; a continuation of ART 153 and 154 with emphasis on the relationship of advanced principles to pictorial organization and drawing as a final form. (\*fall and spring semesters)

### **305 Intro Graphic Design (4) (A)**

Cross-listed with COM 305. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an introductory study of the creative processes associated with the graphic design field. Emphasis on creative problem-solving, basic design principles and the integration of type and imagery as applied to realistic graphic design problems. Laboratory fee required. (\*fall and spring semesters)

### **306 Graphic Design II (4) (A)**

Cross-listed with COM 306. Prerequisite: ART/COM 305. A studio/performance-oriented course. Introduction to Graphic Design II, with emphasis on the development of the creative process as applied to design problem solving. Focus is on the development of ideas and the tools used to execute design solutions. Subjects covered include print advertising, brochures, logotypes, signage, packaging and illustration, and how each ties in with marketing strategy. Laboratory fee required. (\*fall and spring semesters)

### **308 Advanced Photography (4) (A)**

Cross-listed with COM 307. A studio/performance-oriented course designed to increase a student's technical knowledge and ability for individual expression. Problems involve multiple imagery, serial photography and other exercises to increase a student's creative potential. Encourages experimentation with larger format, as well as other aspects of the photographic medium. (\*spring semester)

### **310 Advanced Digital Arts (4) (A)**

Cross-listed with COM 310. A studio/performance-oriented course. Prerequisite: ART/COM 210. A continued exploration of graphics programs with emphasis on the creative use of available tools. Three-dimensional modeling, animation, and interactive media are used. Laboratory fee required. (\*fall and spring semesters)

### **311 Online Production (4) (A)**

Cross-listed with COM 311. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an advanced Web design and production class that will address the history and culture of the Internet and explore the Web as a domain for publication and expression for online producers. Special emphasis will be placed on defining the differences between client-side and server-side creations, and how these affect the content and presentation of the information on the Web. It will also emphasize the evolution of multimedia into hypermedia through the use of client/server tools, Web services, programming languages and databases. Laboratory fee required.

### **312 Narrative Production (4) (A)**

Cross-listed with COM 312. Prerequisites: COM 226 and COM/ART 241. This course offers students a hands-on oppor-

tunity to explore narrative filmmaking using digital technologies in a combined theory and practice approach. Each student will complete a series of short digital films that relate to the history, theory and aesthetics of narrative film. Technical instruction includes digital cinematography, lighting, sound and editing. Class will include screenings and discussions on the history and theory of the narrative film. May be used to fulfill the general distribution requirements for the humanities if not used for communication or the film and media arts majors. Laboratory fee required. (\*fall and spring semesters)

### **313 Documentary Production (4) (A)**

Cross-listed with COM 313. Prerequisite: COM 226 and COM/ART 241. This course offers students a hands-on opportunity to explore documentary filmmaking using digital technologies in a combined theory and practice approach. Class will include screenings and discussions on the history and theory of documentary film and video. Technical instruction includes digital cinematography, lighting, sound and editing. Each student will complete one or more short digital films that relate to the history, theory and aesthetics of the documentary film. Laboratory fee required. (\*fall and spring semesters)

### **314 Experimental Filmmaking (4) (A)**

Cross-listed with COM 314. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore 16mm experimental filmmaking in a combined theory and practice approach. Each student will complete one or more short films in 16mm that relates to the history, theory, and aesthetics of the experimental film. Technical instruction includes 16mm cinematography, camera operation, film stocks, lighting, editing and sound. Class will include screenings and discussions on the history and theory of experimental cinema. May be used to fulfill the general distribution requirements for the humanities, if not used for communication or the film and media arts majors. Laboratory fee required. (\*fall and spring semesters)

### **317 Advanced 3-D Animation (4) (A)**

Cross-listed with COM 317. Prerequisite: ART/COM 217. A studio/performance-oriented course. An investigation into three-dimensional computer animation that includes advanced techniques of modeling and animation. The course also includes necessary aspects of texture mapping, character rigging, motion control, animation principles, digital lighting, virtual camera principles, particle effects, dynamics and rendering. Laboratory fee required.

### **330 Children's Art (4)**

Prerequisites: PSY 200 and one of the following: ART 153, 154, 200, 201, 202, ART/COM 204. Introduction to art therapy as it applies to childhood and pre-adolescence. Explores the psychology of children's art and the use of art techniques as indicators of a child's experience.

### **331 Adolescent/Adult Art (4)**

Prerequisites: PSY 200 and one of the following: ART 153, 154, 200, 201, 202, ART/COM 204. Introduction to art therapy as it applies to the complications of life experiences. Explores the psychology of adolescent and adult creativity as substitute for language.

### **332 The Creative Triangle (4) (A)**

Cross-listed with COM 331. Prerequisite: any of the following: COM 312, 313, 314. The Creative Triangle explores the roles in the creative decision-making processes of the director, cinematographer and production designer. It emphasizes the technical, administrative and communication skills that provide the means

for successful realization of drama, television, documentary and new media projects. The aim is to develop a wide range of skills necessary for effective performance in these roles in the context of complex creative collaboration. Laboratory fee required.

### **338 Animation II (4)**

Cross-listed with COM 338. Prerequisite: ART/COM 241 or 238, or consent of instructor. The course objective is to professionalize the implementation and production of animation techniques, including the use of computers. Advanced projects deal with specific problems and exercises in drawing, storyboard and script/visual analysis. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*occasionally)

### **343 Advanced Post-Production Techniques (4)**

Cross-listed with COM 343. Prerequisite: One of the following: ART/COM 241, 312, 313, 314 or consent of the instructor. Students explore advanced creative and technical possibilities of motion picture editing using the University's advanced digital editing facilities. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*fall semester)

### **363 CD/DVD Design and Production (4)**

Cross-listed with COM 363. Prerequisite: ART/COM 241, or consent of instructor. To introduce students to the principal software and programming languages used in designing interactive products for CD-ROM. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*fall semester)

### **398 Junior Review (0)**

Prerequisite: ART 298 (waived for art history majors). For this 0-credit "course," art students will submit to the faculty for critique a portfolio that includes a small selection of the best pieces from each studio course taken at the University and from any institution from which UT has accepted credits. The portfolio will be reviewed by no fewer than two faculty members. All portfolios will be digitally documented. Students concentrating in art history will submit a writing portfolio consisting of research papers completed in each art history class taken at UT or any institution from which UT has accepted credits. Unacceptable portfolios in both cases must be resubmitted no later than the end of the following semester.

*Note: The following studio/performance-oriented courses require the consent of the instructor and may be repeated for additional credit.*

### **400 Special Problems in Ceramics (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore ceramics with the guidance of a member of the art faculty. (\*fall and spring semesters)

### **401 Special Problems in Painting (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore painting with the guidance of a member of the art faculty. (\*fall and spring semesters)

### **402 Special Problems in Sculpture (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore sculpture with the guidance of a member of the art faculty. (\*fall and spring semesters)

**403 Special Problems in Printmaking (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore printmaking with the guidance of a member of the art faculty. (\*fall and spring semesters)

**404 Special Problems in Drawing (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore drawing with the guidance of a member of the art faculty. (\*fall and spring semesters)

**408 Special Problems in Photography (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore photography with the guidance of a member of the art faculty. (\*fall and spring semesters)

**410 Special Problems in Digital Art (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore computer graphics with the guidance of a member of the art faculty.

**411 Internship (1-4) (A)**

A studio/performance-oriented course. Prerequisites: junior and senior art majors only, with consent of instructor. Involves placement in an advertising agency, magazine or related enterprise for hands-on experience. May be repeated for additional credit. (\*fall and spring semesters)

**415 Special Problems Graphic Design (1-6) (A)**

A studio/performance-oriented course. Prerequisite: consent of instructor. Allows the professionally oriented art student to select and intensively explore the graphic arts with the guidance of a member of the art faculty.

**417 Special Problems in 3-D Animation (1-6) (A)**

A studio/performance oriented course: Prerequisite: consent of instructor. This is the capstone course for the concentration in this specific area of study allowing the professional oriented art student to select and intensively explore the digital arts and/or computer animation.

**470 Special Problems in Art History (1-6) (A)**

Prerequisite: consent of the instructor. Allows the advanced art history student to select and intensively explore a specific area of interest with the guidance of a member of the art faculty. (\*fall and spring semesters)

**498 Senior Seminar (1)**

Prerequisite: ART 398. A one-hour course designed to coincide with the preparation and exhibition of the Senior Exhibit (studio art) or the preparation of a Senior Thesis (art history). Student concentrating in studio art will learn the proper techniques and procedures for planning, presenting and mounting an organized body of work. Emphasis also is given to the development of an artist's statement and the proper techniques for photographic documentation. Required for digital arts majors, graphic design majors and BFA majors. Students concentrating in art history will prepare a 10-15-page thesis paper based on a paper previously written in an art history course, and will take a short comprehensive exam.

**499 Senior Project (4)**

Mandatory for EMAT majors. Prerequisites: senior standing. Permission of the instructor required. Can be taken in conjunction with ART 498 in order to participate in the BFA Senior Art Show.\* Senior Project is a capstone class where students produce professional projects that summarize what has been learned in the

area of concentration within the declared major. A faculty member with sufficient experience in the subject matter teaches the class as an independent study OR as a full course, depending on the number of students interested in similar topics. (\*as needed)

**Arts Management (ARM)****200 Intro to Arts Management (2)**

A survey of nonprofit fine arts management practices such as fund-raising, public relations, audience development and management structure. (\*fall semester)

**480 Seminar in Arts Management (2-4)**

Prerequisites: completion of six hours of ARM 200 and 498. Content varies as announced in class timetable. Requires consent of arts management advisor. May be repeated for additional credit if content varies. (\*fall and spring semesters)

**498 Internship (1-15)**

Prerequisites: ARM 200 and consent of instructor. Involves on-the-job experience in fine arts management agencies. The Tampa Arts Council, Plant Museum and Scarfone/Hartley Galleries are representative. The internship should be taken throughout the sophomore, junior, and senior years, with 2 credit hours for seniors to combine with ARM 480, Senior Seminar. (\*fall and spring semesters)

**Athletic Training (ATT)****175 Athletic Training Practicum I (1-2)**

Prerequisite: consent of instructor. Involves instruction and supervised practice of selected athletic training skills emphasizing taping and wrapping techniques. Completion of this course includes practical examinations and clinical hour requirements. Students must be admitted into the pre-athletic training phase of the athletic training program to be eligible to enroll in this course. (\*spring semester)

**274 Assessment of Musculoskeletal Injuries I (3)**

Prerequisites: ESC 270 and consent of instructor. Corequisite: ATT 276. Fundamental skills of athletic training examination and assessment, including examination approaches and techniques, assessment of status, and documentation for individuals with sport-related injuries. Emphasis placed on musculoskeletal disorders. Case studies are used to facilitate learning. (\*spring semester)

**275 Athletic Training Practicum II (1-2)**

Prerequisite: consent of instructor. Involves instruction and supervised practice of selected athletic training skills covering environmental hazards, emergency procedures and assessments, and technical application of selected physical agents and protective taping and wrapping. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (\*fall semester)

**276 Athletic Training Practicum III (1-2)**

Prerequisites: ESC 270 and consent of instructor. Corequisite: ESC 274. Involves supervised practice of the skills and techniques used to evaluate and assess the injuries and illnesses encountered in the field of athletic training. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (\*spring semester)

**370 Medical and Surgical Issues in Athletic Training (3)**

Prerequisites: HSC 100, 150 and 230, ESC 270 and consent of instructor. Seminar-style class with physicians and other health care specialists emphasizing the recognition and evaluation of injuries and illnesses, and the medical intervention and rehabilitation methods used for these problems. (\*spring semester)

**373 Therapeutic Interventions I (4)**

Prerequisites: ESC 270, HSC 231 and consent of instructor. Studies the scientific foundations and practice-based implementation of various therapeutic interventions in athletic training. Provides knowledge necessary to make clinical decisions as to which therapeutic interventions will be most effective in a rehabilitative intervention program. Clinical case studies are used to facilitate learning. (\*fall semester)

**374 Therapeutic Interventions II (4)**

Prerequisites: ESC 340, ATT 373 and consent of instructor. A continuation of Therapeutic Interventions I. Studies the scientific foundations and practice-based implementation of various therapeutic interventions in athletic training. Provides knowledge necessary to make clinical decisions as to which therapeutic interventions will be most effective in a rehabilitative intervention program. Clinical case studies are used to facilitate learning. (\*spring semester)

**375 Athletic Training Practicum IV (1-2)**

Prerequisite: ATT 276 and consent of instructor. Involves instruction and supervised practice of selected athletic training skills. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in this course. (\*fall semester)

**376 Athletic Training Practicum V (1-2)**

Prerequisites: ATT 375 and consent of instructor. Involves instruction and supervised practice of selected athletic training skills. Completion of this course includes practical examinations and clinical experience requirements. Students must be admitted into the athletic training program to be eligible to enroll in the course. (\*spring semester)

**377 Assessment of Musculoskeletal Injuries II (3)**

Prerequisites: ESC 270, ATT 274 and consent of instructor. Corequisite: ATT 375. A continuation of Assessment of Musculoskeletal Injuries I. Fundamental skills of athletic training examination and assessment, including examination approaches and techniques, assessment of status, and documentation for individuals with sport-related injuries. Emphasis placed on musculoskeletal disorders. Case studies are used to facilitate learning. (\*fall semester)

**475 Supervised Clinical Education Athletic Training I (2)**

Prerequisite: consent of instructor. Involves practical experience in evaluation and care of athletic injuries; includes directed and self-directed clinical experiences at the University and off-campus clinical sites. Provides an opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. There are in-services, practical examinations, clinical assessments and clinical experience requirements for completion of this course. Students must be admitted into the athletic training program to be eligible to enroll in the course. (\*fall and spring semesters)

**476 Supervised Clinical Education Athletic Training II (2)**

Prerequisite: consent of instructor. Involves practical experience in evaluation and care of athletic injuries including directed and self-directed clinical experiences at the University and off-

campus clinical sites. Provides opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. There are in-services, practical examinations, clinical assessments and clinical experience requirements for completion of this course. Students must be admitted into the athletic training program to be eligible to enroll in the course. (\*fall and spring semesters)

**495 Professional Topics in Athletic Training (3)**

Prerequisites: ATT 370 and consent of instructor. This course encompasses several of the professional-level competencies required for organization and administration in athletic training, including topics in budgeting, insurance, and legal issues. Case studies are used to facilitate learning. (\*fall semester)

**Biology (BIO)**

*See also marine science courses. All courses include lecture and laboratory, except where noted otherwise.*

**112 Environmental Science (3) (IG)**

An interdisciplinary study concerned with the historical, ecological, social, political and economic ramifications of the global environmental crisis. Addresses such issues as demographics, energy, pollution, natural resources and environmental policy. Satisfies general curriculum distribution requirements. Is not applicable toward a biology or marine science major or minor. Lecture only. (\*fall and spring semesters)

**124 Biological Science (3)**

This course is a survey of topics in biological sciences for students not majoring in biological or chemical sciences. The course is structured in a lecture/discussion format to allow flexibility in pursuit of contemporary topics in biology. Satisfies a portion of the natural science component of the general curriculum distribution, but is not applicable toward a biology or marine science major or minor. Lecture only. (\*fall and spring semesters)

**183 Microbiology for the Allied Health Sciences (3)**

Prerequisite: CHE 150 or equivalent. This course focuses on diseases and the organisms that cause them. This includes bacteria, viruses, fungi, rickettsia and disease-causing protozoan. Additionally, the course focuses on infectious disease caused by medical and surgical practices and accidental injuries. Lecture only. (\*fall and spring semesters)

**203 Biological Diversity (laboratory included) (4)**

Examines the diversity in the plant and animal phyla, emphasizing taxonomy, ecology, behavior, evolution and reproduction. *Must be completed with a grade of "C" or better to count toward biology lower core requirements.* (\*fall and spring semesters)

**204 Biological Unity (laboratory included) (4)**

Corequisites: CHE 152 and 153. A study of cellular biology, emphasizing cell structure, metabolism, control mechanisms, and genetic systems of plants and animals. *Must be completed with a grade of "C" or better to count toward biology lower core requirements.* (\*fall and spring semesters)

**212 Ecology (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum. Ecology examines relationships between species and their environment. Students explore the contributions of abiotic and biotic factors to limitations in numbers and distributions of organisms. A strong emphasis is placed upon classical ecological issues such as production dynamics, predator-prey interactions, competition and life history strategies in marine, freshwater and terrestrial ecosystems. (\*fall semester)

**220 Behavioral Biology (4)**

Prerequisites: biology lower core curriculum (or equivalent). This course focuses on recent advances concerning the evolution and adaptive significance of behavior from a comparative point of view. Topics include the genetic basis of behavior, the nervous system and integration of behavior, innate behaviors vs. learning and memory, social behavior, mating, predator-prey relationships and the biological bases of aggression, territoriality and communication. This course also addresses some of the above topics as they pertain specifically to marine animals. This course may be used as one of the required electives for the biology, marine science-biology, or environmental science majors. Lecture only. (\*fall semester)

**224 Invertebrate Zoology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the structure, physiology, life histories and group relationships of invertebrate animals. (\*fall semester)

**225 Vertebrate Zoology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the structure, ecology, behavior and taxonomy of the major vertebrate classes. (\*fall and spring semesters)

**227 Ecosystems and Ecophysiology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the interaction between organisms and their environment, with a focus on stress physiology. Covers detailed measurement of environmental parameters impacting animal metabolism and primary production. Will focus on the adaptive and acclimative mechanisms in animals, plants, and symbiotic relationships in coping with environmental stresses. Major topics include osmoregulation, metabolism, circulation, excretion, hormonal controls, coping with extremes in salinity, heat, and oxygen, radiation, temperature, water relations, stomatal mechanics, evapotranspiration, photosynthesis, respiration, greenhouse effect and drought. The emphasis of the laboratory will be on research exploring the adaptive and acclimative strategies employed by organisms under stress. (\*spring semester)

**228 Biology of Plants (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum. Studies the morphology, anatomy and physiology of vascular plants, with emphasis on plants and their role in human society. Additional emphases are placed upon plants' reproduction, response to environmental change, ethnobotany, medicinal botany, and the development and uses of plants in ancient and modern human societies. (\*occasionally)

**230 Introduction to Experimental Design and Biostatistics (4)**

Prerequisites: biology lower core curriculum. This course investigates the use of statistical methodology to evaluate biological hypotheses. Topics include basic experimental design, descriptive statistics, and scientific inference and hypothesis testing, using statistical tests such as analysis of variance, correlation, regression, contingency tables and nonparametric equivalents. Example data sets drawn from ecology, general biology and biomedical sciences are used to explore concepts, and class time is broken into lecture and laboratory components. (\*fall semester)

**235 Introduction to Geographic Information Systems (3)**

Cross-listed with GEO 235. This course is aimed at teaching students the applications of geographic information systems technology to a variety of biological issues including delimiting species and habitat distribution, identifying landscape-level relationships

between abiotic and biotic factors and their spatial effects on populations, identifying potential effects of human activity on natural areas and populations, and developing management and regulatory policies including defining potential protected areas. (\*spring semester)

**242 Introduction to Environmental Science and Policy (lecture and discussion group included) (4) (IG) (W)**

Prerequisites: biology lower core curriculum. The course covers many of the most threatening environmental problems facing society. When possible, these issues are discussed at local, national and global levels to demonstrate how policy and cultural differences impact the various threats to the environment and the human population. Environmental threats are discussed both in the context of their impact on natural ecosystems and their potential threat to human health and economic growth. This course may be used as an elective for marine science-biology and biology majors, and is a required course for a major and minor in environmental science. (\*fall semester)

**250 Comparative Vertebrate Anatomy (laboratory included) (4)**

Prerequisites: biology lower core curriculum. Examines vertebrate evolution through a detailed study of the systems of the vertebrates. (\*fall semester)

**300 General Genetics (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A detailed survey of Mendelian, molecular and evolutionary genetics. Topics covered include mechanisms and patterns of inheritance, recombination, linkage, mapping, gene expression and regulation, mutation, DNA damage and repair, DNA technologies, population and quantitative genetics. (\*fall semester)

**307 Microbiology (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum. A study of the structure, function and taxonomy of microorganisms, and their interactions with humans and their environment. (\*fall semester)

**310 Developmental Biology (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum. BIO 250 recommended. A study of the developmental process in animals, with emphases on cellular mechanisms, controlling development and morphology of embryos. (\*spring semester)

**317 Parasitology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the major groups of parasites, emphasizing those affecting humans and domesticated animals. Examines the morphology, life history, ecology and pathogenicity of each parasite. (\*spring semester)

**320 Molecular Genetics (laboratory included) (4)**

Prerequisites: biology lower core curriculum. This course addresses the major concepts in the field of genetics with an emphasis on the molecular basis of genetics. Major topics include DNA and protein chemistry, prokaryotic and eukaryotic DNA replication, transcription, translation and gene regulation, protein trafficking, pedigree analysis, DNA technologies, DNA damage and repair, recombination, transposable elements, genomics, chromosome structure, transgenic organisms and current advances in molecular genetics. (\*fall and spring semesters)

**330 General Physiology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the major physiological systems of animals from a comparative perspective. Covers functional anatomy, homeostasis, evolutionary relationships, neurophysiology, dynamics of muscle contraction,

endocrinology, cardiovascular physiology and environmental physiology. (\*fall semester)

#### **340 Ichthyology (laboratory included) (4) (W)**

Prerequisite: biology lower core curriculum and BIO 225 or 250. This course examines the relationship between the unifying biological principles of evolutionary adaptation and the diversity of form and function found among fishes. The course considers the physical and biological selective pressures this group of vertebrates has faced during its evolutionary history and the morphological, physiological, developmental and behavioral adaptations that have arisen in response to these ecological factors. How fishes function in marine and freshwater ecosystems and the management actions being taken to conserve fishes as natural resources also are examined. (\*spring semester in even years)

#### **346 Conservation Biology (lecture and discussion group included) (4) (W)**

Prerequisite: biology lower core curriculum, and BIO 212 or MAR 222. A study of the biological and human factors relating to the current global extinction crisis and how conservation practices are used to evaluate and preserve threatened species and habitats. Emphases are placed upon how issues in ecology, population, biology and taxonomy affect the status of a species, and how these issues relate to policy and management decisions. Materials covered will be connected to current literature in weekly discussion periods. This course may be used as one of the required electives for biology and marine science-biology majors, and is a required course for a major and minor in environmental science. (\*spring semester)

#### **349 Water, Wetlands and Wildlife (4) (IG)**

Prerequisites: biology lower core curriculum. This lecture course covers the struggle between rapid human population growth, the availability of clean water, and the health of aquatic and wetland systems and the wildlife within. We will cover a broad range of topics from three major themes: 1) water resource use and water pollution impacts and policy; 2) wetlands biology, impacts, legislation, jurisdictional determination and policy; and 3) the biology, impacts, assessment, and conservation of aquatic and semi-aquatic wildlife. International case studies will augment a focus on water issues in the U.S. (\*fall semester)

#### **350 Cell Biology (laboratory included) (4)**

Prerequisites: biology lower core curriculum and CHE 232. A study of general cellular organization, the physico-chemical aspects of living systems, cell energetics, cell membrane systems, signal transduction and second messenger systems, membrane phenomenon and cell cycle. (\*spring semester)

#### **360 Immunology (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum and CHE 232. BIO 307 is recommended. A study of the fundamental concepts of immunology, including the essentials of immunological expression, cellular and humoral immunity, immunity and disease, autoimmunity, and developmental and comparative immunology, focusing on landmark experiments that underlie its theoretical framework. (\*spring semester)

#### **370 Molecular Biology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. This course is designed to provide a background in molecular biology with a focus on the regulation of gene expression and the experimental approaches used to study this regulation. Topics include DNA replication, transcription, translation, and the mechanisms that regulate these processes. Cancer genetics and mammalian coat color genetics also are discussed as models for gene regulation.

The laboratory portion of the course provides experiential learning of some of the laboratory techniques discussed in lecture. Topics covered in the laboratory include DNA extraction, PCR cloning of a gene, gene expression analysis, DNA sequencing, and analysis using bioinformatics. (\*spring semester)

#### **390 Essentials of Electron Microscopy (laboratory included) (4)**

Prerequisites: biology lower core curriculum and consent of instructor. Introduces the techniques used in preparation and viewing of biological specimens on the scanning and transmission electron microscopes. (\*occasionally)

#### **400 Evolution (4)**

Prerequisites: biology lower core curriculum or junior standing. A study of the scientific foundations of evolutionary theory and the mechanisms responsible for evolutionary change. Topics covered include an historical perspective of evolution, origin of life, natural selection and adaptation, levels of selection, fitness concepts, speciation, Darwinian evolution and punctuated equilibria, extinction, the fossil record, life history evolution and human evolution. Lecture only. (\*spring semester)

#### **410 Senior Seminar (1)**

Prerequisite: senior standing in biology or marine science. An in-depth study of a current topic in biology. Requires independent study project and presentation. (\*fall and spring semesters)

#### **440 Selected Topics in Biology (2) (W)**

Prerequisites: at least 16 hours in biology, minimum grade point average of 2.75 in the major, and faculty consent. Students select a topic of interest in biology and explore the subject thoroughly through independent library research. A formal paper with extensive literature review is presented to a committee of the biology faculty. Oral presentation of results can be used in place of BIO 410. (\*fall and spring semesters)

#### **450 Biological Research (4) (W)**

Prerequisites: at least 16 hours in biology, a GPA of 3.0 in the major, and consent of department chair. Problems must be selected in consultation with the department chair and the professor in charge of the project. Requires two hours each week for each credit attempted, a research paper, and oral presentation of topic. (\*fall and spring semesters)

#### **480 Biology Laboratory Practicum (1)**

Prerequisite: permission of the instructor. Through direct involvement both in and out of the classroom, students gain practical knowledge of instruction in a college biology laboratory. Under the supervision of faculty, students are involved in the aspects pertaining to teaching a semester's biology laboratory. This may include, but is not limited to, presenting introductory material, aiding students during laboratories, development and critique of evaluation component(s), and laboratory preparation and maintenance. Counts as general elective only. (\*fall and spring semesters)

#### **495 Special Topics (1-4)**

Requires permission of instructor. A lecture or laboratory course offered at the discretion of the Biology Department. Subject may focus on a current issue in biology, training in a specific research technique, or an area of biology that is of interest to a particular group of students. (\*fall and spring semesters)

#### **499 Biological Internship (1-8)**

Prerequisites: BIO 203 and 204, 56 semester hours of credit with at least a 3.0 average in the major, or approval of the department. Note: Prerequisite courses may be specified by the employer. Provides practical experience in science-related pro-

grams in a firm or agency, under the supervision of faculty and firm representatives. Can be accomplished on a part-time or full-time basis. Graded on a pass-fail basis. Counts as a general elective only. (\*fall and spring semesters)

## Business (BUS)

### 101 Introduction to Global Business (4) (IG)

Prerequisite: Placement into FYW 101 or higher. This course emphasizes global competitiveness by introducing students to the way companies operate and how they compete with other companies. In addition, students will learn about the importance of leadership, ethical behavior, and corporate responsibility in becoming successful and sustaining that success. The course examines each of the functional areas in businesses and how they work together to produce the goods and provide the services that customers demand. (\*fall and spring semesters)

### 221 Business Law and Social Responsibility (4)

Prerequisite: BUS 101. Study of the legal, moral and ethical structures in business. Topics include contracts, legal framework, constitutional law, business crimes, business torts, business entities and enterprise responsibility to society. (\*fall and spring semesters)

### 698 Practicum (1-4)

MBA students only. Prerequisite: Foundation courses. The practicum allows the MBA student to design a set of educational experiences over multiple semesters that best meets the student's learning needs and career aspirations. The student selects from a wide array of activities covering a broad spectrum of business experiences including leadership, ethics, research, community involvement, internships and seminars. A student may create a practicum in a particular functional discipline such as finance or marketing or in multiple disciplines. Students will be independent learning and chronicle their experiences on e-portfolio software.

## Career Services (CAR)

### 201 Career Decision Making (1)

Prerequisites: Second-semester freshmen and sophomores, incoming transfer students (freshman or sophomore status) and sophomores who have not yet declared a major or who are unsure of their previously declared major. Students will gain an understanding of the process of career decision making. They will explore interests, skills, values and personality and learn how they relate to major and career choices.

### 401 Job Search Strategies (1)

Prerequisite: junior or senior standing. Covers current trends of job searching. Résumé development, interviewing techniques, proper correspondence, résumés for the Internet, and job searching through various media are addressed through professional lectures, research methods, guest lecturers and class assignments. (\*seven weeks)

## Chemistry (CHE)

*All courses in a chemistry or biochemistry major program must be taken with a letter grade, except those designated as satisfactory-unsatisfactory (S/U).*

### 126 Chemistry and Society (3)

Prerequisites: MAT 150 or equivalent. Designed for non-science majors. Introduces the basic concepts of chemistry and examines them in terms of real-world examples. Satisfies general curriculum distribution requirements. May be taken as a preparatory course for CHE 152, but is not applicable toward a chemistry major or minor. Lecture only. (\*fall, spring, summer I and II)

### 150 Chemistry for Health Care Professions (4)

Prerequisite: MAT 150 or equivalent. Investigates the fundamental principles of general chemistry, organic chemistry and biochemistry. Topics include chemical bonding, nomenclature, gases, states of matter, solutions, acid and base theory, equilibrium and oxidation-reduction, organic functional groups, stereochemistry, carbohydrates, lipids, proteins and nucleic acids. Lecture only. (\*fall and spring semesters)

### 152 General Chemistry I (3)

Prerequisite: Current enrollment in or successful completion of CHE 153L (with a grade of "C" or better) required. Prerequisite or corequisite: MAT 160. High school or college preparatory chemistry strongly recommended. Expands on the basic concepts of chemistry. Topics include chemical nomenclature, stoichiometric relationships, the chemistry of gases, atomic structure, chemical bonding, and molecular geometry. (\*fall and summer I)

### 153L General Chemistry I Laboratory (1)

Prerequisite: current enrollment in or successful completion of CHE 152 (with a grade of "C" or better). Laboratory experiments supplement lecture material presented in CHE 152. (\*fall and summer I)

### 154 General Chemistry II (3)

Prerequisites: CHE 152 and 153L (both with a grade of "C" or better) and current enrollment in or successful completion of CHE 155L (with a grade of "C" or better). Prerequisite or corequisite: MAT 170. A continuation of General Chemistry I. Topics include solution chemistry, kinetics, equilibrium, thermodynamics, electrochemistry and nuclear chemistry. (\*spring and summer II)

### 155L General Chemistry II Laboratory (1)

Prerequisites: CHE 152 and 153L (both with a grade of "C" or better), and current enrollment in or successful completion of CHE 154 (with a grade of "C" or better). Laboratory experiments supplement lecture material presented in CHE 154. (\*spring and summer II)

### 165 Chemistry and Art (1-4) (A)

A science course designed to teach concepts of chemistry using works of art as the context. The course may include the study of materials used in creation of objects of art, art preservation, art restoration, forgery detection, and nondestructive testing. The course will also explore the effect of environmental pollution, primarily air, on the stability and longevity of objects of art. The influence of materials on aesthetics will also be included. 165 has a required international travel component. Lecture only. (\*spring)

### 180 Environmental Chemistry (3)

Prerequisites: CHE 154 and 155L (both with a grade of "C" or better). Provides an introduction to the chemistry of the processes

involved in air, water and soil pollution and covers techniques and methods used by state and federal regulatory agencies. Does not apply toward a major or a minor in chemistry. Lecture only. (\*spring semester)

### 232 Organic Chemistry I (3)

Prerequisites: CHE 154 and 155L (both with a grade of “C” or better) and current enrollment in or successful completion of CHE 233L (with a grade of “C” or better). A study of the chemical properties and reactions of carbon and its derivatives. Topics include bonding, nomenclature, stereo chemistry, substitution, elimination and free radical reactions, organometallic compounds, infrared and nuclear magnetic resonance spectroscopy and the chemistry of alkyl halides, alcohols, epoxides, glycols, alkenes and alkynes. (\*fall and summer I)

### 233L Organic Chemistry I Laboratory (1)

Prerequisites: Current enrollment in or successful completion of CHE 232 (with a grade of “C” or better). Experiments focus on organic laboratory techniques used in the purification of liquids and solids and in structural elucidation. Emphasis is on the acquisition of basic organic laboratory skills. (\*fall and summer I)

### 234 Organic Chemistry II (3)

Prerequisite: CHE 232 and 233L (both with a grade of “C” or better) and current enrollment in or successful completion of CHE 235L (with a grade of “C” or better). A continuation of Organic Chemistry I. Topics include the chemistry of benzene, aldehydes, ketones, carboxylic acids and their derivatives, amines, polycyclic and heterocyclic compounds, condensation reactions, and special topics such as carbohydrates, amino acids, proteins or pericyclic reactions. (\*spring and summer II)

### 235L Organic Chemistry II Laboratory (1)

Prerequisites: Current enrollment in or successful completion of CHE 234 (with a grade of “C” or better). Experiments involve organic synthesis and physical methods in organic chemistry including IR and NMR spectroscopy. (\*spring and summer II)

### 245 Inorganic Chemistry (4)

Prerequisites: CHE 154 and CHE 155L (both with a grade of “C” or better). An introduction to the basic principles of bonding with an introduction to molecular orbital theory. An extensive survey of the periodic properties of the elements supplemented with representative reactions for the main group elements. Additional topics include acid/base theory and crystal field theory for the first row transition elements. Lecture and laboratory. (\*spring semester)

### 305 Applied Physical Chemistry (3)

Prerequisites or corequisites: CHE 310 (with a grade of “C” or better), MAT 260, and PHY 201. An introduction to principles and applications of physical chemistry. Topics include states and properties of matter, thermodynamics and its application to chemical and biochemical systems, phase and chemical equilibrium, electrochemistry and chemical kinetics. Lecture only. (\*fall semester)

### 310 Analytical Chemistry (4)

Prerequisites: CHE 154 and 155L (both with a grade of “C” or better). An advanced treatment of chemical equilibrium and its application to the quantitative analysis of materials. Emphasizes gravimetric, volumetric, spectrophotometric and potentiometric methods of analysis. May be used toward a minor in chemistry. Lecture and laboratory. (\*fall semester)

### 320 Biochemistry (3)

Prerequisites: CHE 234 and 235L (both with a grade of “C” or better). A study of the chemical properties and biological functions of the atoms, molecules, macromolecules and macromolecular complexes that contribute to living systems. Topics include pH, structure and function of carbohydrates, proteins, lipids, and nucleic acids, enzyme kinetics, the major metabolic cycles and their cellular control processes. May be used toward a minor in chemistry. Lecture only. (\*fall and spring semesters)

### 352 Physical Chemistry I (3)

Prerequisites: CHE 310 (with a grade of “C” or better), MAT 261, and PHY 206. Topics include gases and kinetic molecular theory, the laws of thermodynamics, phase equilibrium, ideal and non-ideal solutions, electrochemistry and surface phenomena. Lecture only. (\*fall semester)

### 353L Physical Chemistry I Laboratory (1)

Prerequisites: Current enrollment in or successful completion of CHE 352. Introduction to advanced chemical laboratory techniques. (\*fall semester)

### 354 Physical Chemistry II (3)

Prerequisites: CHE 352 and 353L (with a grade of “C” or better). A continuation of Physical Chemistry I. Topics include kinetics, photochemistry, quantum mechanics, spectroscopy and X-ray diffraction. Lecture only. (\*spring semester)

### 355L Physical Chemistry II Laboratory (1)

Prerequisites: Current enrollment in or successful completion of CHE 354. Continuation of physical chemistry laboratory. (\*spring)

### 410 Senior Seminar (2)

Prerequisites: CHE 234, 235L, 310 and 320 (all with a grade of “C” or better). An in-depth, independent literature-based study of a current topic in chemistry or biochemistry. A final paper and presentation are required. Graded on a pass/fail basis.

### 420 Advanced Biochemistry (4) (W)

Prerequisite: CHE 320 (with a grade of “C” or better). This course is an extension of CHE 320 (Biochemistry) with an emphasis on advanced theory and methods, including enzyme kinetics, pharmacokinetics, pharmacodynamics, Gibbs free energy calculations, and synthetic bio-organic chemistry. Additionally, the specialized biochemistry of several organs, tissues and diseases are discussed. Graded laboratory reports, project presentations and exams are employed to assist the student in mastering the fundamental concepts presented during both the lecture and laboratory portions of the course. Lecture and laboratory. (\*spring semester)

### 425 Advanced Inorganic Chemistry (3)

Prerequisites: CHE 245 and 310 (both with a grade of “C” or better), MAT 261 and PHY 206. Studies atomic and molecular structure, types of chemical bonding, periodic relationships, typical reactions of inorganic substances, and the modern experimental methods used in inorganic chemistry. Lecture only. (\*fall semester)

### 426 Advanced Organic Chemistry (4)

Prerequisites: CHE 234 and CHE 235L (both with a grade of “C” or better). Prerequisites or corequisites: CHE 354 and CHE 355L. This course is designed to cover many of the topics discussed in Organic Chemistry I and II in more depth. Topics may include the general study of organic reaction mechanisms including Eyring plots, Hammond’s postulate, Curtin-Hammett principle, isotope effects and acid-base catalysis; conformational control; stereoelectronics; Hückel molecular orbital theory; peri-



cyclic reactions; aromaticity; free-radical species and reactions; nucleophilic substitutions; eliminations; additions; multi-step synthetic strategies; retrosynthetic strategies; and natural product synthesis. In addition, the student is expected to develop literature research skills by preparing and presenting a project involving the total synthesis of a naturally occurring compound or a topic of current interest. Lecture only. (\*spring semester)

#### 430 Advanced Instrumental Chemistry (4)

Prerequisites: CHE 310, 234 and 235L (all with a grade of "C" or better). Studies the theory and practice of modern instrumental methods of chemical analysis. Methodology includes spectrophotometric, chromatographic, electroanalytical, and nuclear techniques. Additionally, students are required to retrieve scientific information from primary, secondary and tertiary literature sources. Lecture and laboratory. (\*spring semester)

#### 432 Forensic Chemistry I (3)

Prerequisites: CHE 310, 234 and 235L (all with a grade of "C" or better) and current enrollment in or successful completion of CHE 433L (with a grade of "C" or better). This course provides a comprehensive overview of chemical methods and techniques commonly used in the analysis of forensic evidence. Topics covered include 1) drugs of abuse, 2) absorbance methods and color tests, 3) fluorescence and chemiluminescence methods, 3) extractions and separations, 4) gas chromatography, 5) high performance liquid chromatography, 5) mass spectrometry. The course is focused on forensic analytical methods, with particular emphasis on analysis of drugs of abuse, as well as interpretation of data. Lecture. (\*fall semester)

#### 433L Forensic Chemistry I Laboratory (1)

Corequisite: Current enrollment in or successful completion of CHE 432 (with a grade of "C" or better).

Laboratory experiments supplement lecture material presented in CHE 432. Laboratory. (\*fall semester)

#### 434 Forensic Chemistry II (3)

Prerequisite: CHE 432 and 433L (both with a grade of "C" or better) and current enrollment in or successful completion of CHE 435L (with a grade of "C" or better). A continuation of Forensic Chemistry I. This course focuses on the application of methods discussed in Forensic Chemistry I to toxicology. Additionally, forensic methods for trace evidence analysis are introduced. Topics covered include 1) immunoassay, 2) forensic toxicology analyses of urine, blood, and alternative matrices, 3) pharmacokinetics and metabolism, 3) blood-alcohol analyses, 4) postmortem toxicology, 5) fundamentals of trace evidence analysis, 6) trace evidence analysis methods, and 7) analysis of fibers, paint chips, and gunshot residue. Lecture. (\*spring semester)

#### 435L Forensic Chemistry II Laboratory (1)

Prerequisite: Current enrollment in or successful completion of CHE 434 (with a grade of "C" or better). Laboratory experiments supplement lecture material presented in CHE 434. Laboratory. (\*spring semester)

#### 440 Quality Assurance (3)

Prerequisites: CHE 310 and 320 (both with a grade of "C" or better), CRM 307 and MAT 201. This course provides an outline of the key components of QA/QC. The need to produce sound scientific data using appropriate standards and controls, written procedures, and method validation are explored. The key principles in any QA/QC laboratory program with reference to the FDA, EPA, ISO guidelines, together with specific examples from different specializations in those particular fields

are described. Can be used to satisfy the CHE 499 requirement in chemistry. Lecture only. (\*fall semester)

#### 445 Advanced Spectroscopy (4)

Prerequisites: CHE 234 and CHE 235L (both with a grade of "C" or better). Prerequisites or corequisites: CHE 354 and CHE 355L. This course is designed to cover current spectroscopic methods for organic structure determination. Topics include elemental analysis, liquid-chromatography-tandem mass spectrometry (LC-MS/MS), infrared spectroscopy, and nuclear magnetic resonance spectroscopy and their use in organic structure determination. Students are expected to develop literature research skills by preparing and presenting a project involving the determination of the molecular structure of a naturally occurring compound. (\*spring semester)

#### 451 Introduction to Research (1-4)

Prerequisites: CHE 234, 235L, 310 and 320 (all with a grade of "C" or better). Qualified students in junior year choose project subject in consultation with chemistry faculty member. Requires laboratory research and a written report presented to, and reviewed by, the chemistry faculty. Students must also make an oral presentation of the results of their work. May be repeated for a total of four hours of credit. Graded on a pass/fail basis. (\*fall and spring semesters, based on availability of faculty)

#### 453 Chemistry Internship (1-4)

Prerequisites: CHE 234, 235L, 310 and 320 (all with a grade of "C" or better), and 56 semester hours of credit with a minimum GPA of 2.5 in the major, or approval of department chairperson. Provides practical experience in chemistry-related programs in a firm or agency, under the supervision of faculty and firm representatives. May be accomplished on a part-time basis, and may be repeated for a total of four hours of credit. Graded on pass/fail basis. (\*fall and spring semesters)

#### 460 Introduction to Forensic Research (2)

Prerequisites: CHE 440 (Quality Assurance) and CRM 312. This course will consist of an internship in a forensic laboratory or equivalent where the student will conduct analyses in a specialization area of interest. The products of this experience will be a presentation at a professional conference and/or campus seminar, plus a written paper. Students must apply for this internship a semester in advance. Graded on a pass/fail basis. (\*fall and spring semesters)

#### 463 Forensic Science Internship (1-4)

Prerequisites: CHE 234, 235L, 310 and 320 (all with a grade of "C" or better). Provides practical experience in forensic science-related programs in a firm or agency, under the supervision of faculty and agency representatives. (\*fall and spring semesters)

#### 470 Techniques in Tissue Culture (4)

Prerequisite or corequisite: CHE 320 (with a grade of "C" or better) and BIO 204. This course is an introduction to techniques in animal tissue culture, the science of growing individual cells *in vitro* (outside the original animal). These techniques provide the basis for carrying out diverse research projects in the medical research, clinical and biotechnology fields. This laboratory-intensive course provides hands-on experience in cell growth and propagation, subculture, cloning, cryopreservation and proper aseptic technique. Lecture and laboratory. (\*fall semester)

#### 480 Forensic Toxicology (3)

Prerequisites: CHE 310 and 320 (both with a grade of "C" or better), CRM 307 and BIO 320. This course provides a comprehensive overview of the basic principles of toxicology and the

practical aspects of forensic toxicology. The toxic agents most commonly resulting in legal problems in our society and the process by which our judicial system is aided by scientific investigation will be discussed. Other topics include the biotransformation of toxicants, chemical carcinogenesis, mutagenesis, teratogenesis, systemic toxicology, the biochemistry of poisons, and the control of poisonous material. Laboratory investigations involve toxicological analysis by microscopy, thin layer chromatography, spot testing, gas-liquid chromatography, mass spectrometry, and infrared analysis. Can be used to satisfy the CHE 499 requirement in chemistry. Lecture and laboratory. (\*fall semester)

#### **499 Special Topics in Chemistry (1-4)**

Prerequisite: consent of instructor. A lecture and/or laboratory course offered at the discretion of the chemistry faculty. Subject may be chosen from theoretical and/or practical applications in biochemistry, analytical, inorganic, physical or organic chemistry. (\*fall and spring semesters, based on availability of faculty)

## **Chinese (CHI)**

### **101, 102 Elementary Chinese I, II (4, 4) (IG) (NW)**

Not open to native speakers of Chinese. CHI 101 (or equivalent skills) is a prerequisite for CHI 102. Beginning Chinese with an emphasis on Chinese culture, as well as understanding and speaking Chinese in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Chinese in secondary school within the previous eight years may not enroll in Chinese 101 for credit, except by written permission of the instructor. (\*CHI 101 fall semester; CHI 102 spring semester)

### **201, 202 Intermediate Chinese I, II (4, 4) (IG) (NW)**

Not open to native speakers of Chinese. Prerequisite: CHI 102 or two or more years of high school Chinese or equivalent skills is required for CHI 201. CHI 201 or three or more years of high school Chinese, or equivalent skills is required for CHI 202. Develops a greater understanding of Chinese culture and everyday Chinese as well as speaking, reading and writing skills. (\*CHI 201 fall semester; CHI 202 spring semester)

### **251-259 Topics in Chinese (1-4) (IG) (NW)**

Prerequisite: Consent of Instructor. Content varies. May be repeated for credit.

### **351-359 Topics in Chinese (1-4) (IG) (NW)**

Prerequisite: Consent of instructor. Content varies. May be repeated for credit.

## **Communication (COM)**

### **204 Beginning Design (4) (A)**

Cross-listed with ART 204. A studio/performance-oriented course covering the fundamental principles of visual organization. Emphasizes two-dimensional design and the use and theory of color. (\*fall and spring semesters)

### **208 Beginning Photography (4) (A)**

Cross-listed with ART 208. A studio/performance-oriented course; an introduction to materials and techniques of photography. (\*fall and spring semesters)

### **210 Beginning Digital Arts (4) (A)**

Cross-listed with ART 210. A studio/performance-oriented course. This course introduces various electronic and digital tools for use in creating artistic projects. It covers the history, evolution

and theory of relevant technology in order to provide context for the hardware and software used. Laboratory fee required.

### **211 Art and Technology (4) (A)**

Cross-listed with ART 211. Art and Technology is a lecture course conceived to provide a context for the development of art and its interrelations with technology. Students study the definition of multimedia and its evolution toward hypermedia. Special emphasis is placed on the creation and transformation of technology used in the 20<sup>th</sup> century, such as radio, television, computers, the Internet and networked environments. Developments are related to historic art movements.

### **217 Beginning 3-D Animation (4) (A)**

Cross-listed with ART 217. A studio/performance-oriented course that is an introduction to three-dimensional computer animation exploring the basic techniques of modeling and animation. The course also includes necessary aspects of texture mapping, deformation, motion control, lighting, cameras and rendering. Laboratory fee required. (\*fall and spring semesters)

### **224 Mass Media and Society (4)**

Studies the fundamentals of communication theory to provide a foundation for understanding how the mass media work, how they influence us, how we can analyze them and how we can effectively use them. Students can apply these critical skills to their roles as responsible consumers and communication professionals. May be used to fulfill the general distribution requirements for the social sciences if not used for the major. (\*fall and spring semesters)

### **225 Media Writing (4) (W)**

Cross-listed with WRI 225. An introduction to the principles and practices of writing for major types of mass communications media, with an emphasis on content, organization, conciseness and clarity. Students will learn different styles of writing for print media, broadcast media, the Web, advertising and public relations. This course will also discuss the ethical and legal implications of writing for the media. (\*fall and spring semesters)

### **226 Introduction to Scriptwriting for Motion Pictures and Television (4) (W)**

Cross-listed with WRI 226. Students will learn and practice the principles behind the art and craft of scriptwriting for short, single camera "motion picture" format, documentary production and multi-camera, live audience television (such as situation comedies). May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

### **232 Visual Literacy (4) (A)**

It is one of the great ironies of contemporary existence that we are beset, informed, controlled and constructed by images, yet we receive almost no formal training in understanding and creating visual communication. Visual Literacy addresses this issue through interdisciplinary study of the terminology and theory of visual communication, with special emphasis on the relationship of visuality and cultural practice. Considering ideas from art history, photography, film, mass media and cultural studies, students are asked to analyze visual rhetoric, begin to see critically, articulate meaning and author visual rhetoric of their own. May be used to fulfill the general distribution requirements for the humanities if not used for the major. (\*fall and spring semesters)

### **234, 236, 237 Topics in Communication (1-4)**

### **238 Animation I (4) (A)**

Cross-listed with ART 238. Prerequisites: ART/COM 241. Teaches the technique of animation as a visual medium and enables students (regardless of major) to design, script, write, direct

and communicate concepts through animation. Emphasizes art, history, movement, audio design and writing. May be used to fulfill the general distribution requirements for the humanities if not used for the communication or film and media arts majors. Laboratory fee required. (\*occasionally)

#### **240 Writing Drama (4) (W) (A)**

Cross-listed with WRI 240. An introduction to the techniques of writing stage and television scripts. May be used to satisfy general curriculum distribution requirements if not used for the writing major or minor. (\*every other spring semester)

#### **241 Introduction to Sound, Image and Motion (4)**

Cross-listed with ART 241. Introduces students to the basic principles involved in recording, processing and distributing image and sound for film, television and the Internet. The student learns the basics of cameras, lenses, exposure, lighting, film, microphones, scanning, basic digital effects, editing and other post-production techniques. Basic history, theory and aesthetics of related media are presented. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*spring and fall semesters)

#### **247 Writing for Radio and Alternative Performance (4) (W)**

Cross-listed with WRI 247. A writing workshop devoted to nontraditional dramatic works such as radio drama and spoken-word performance. Students listen to, read and critique monologues and dialogues, as well as writing and performing.

#### **249 Transformation from Fiction to Screen (4) (W) (A)**

Cross-listed with ENG 249. A study of the transformation of short stories and novels to the screen aimed at an enhanced appreciation of both the written page and the visual medium.

#### **250 Practicum in Broadcast Management (1-4)**

Students are responsible for the programming and management of WUTV and WUTZ, the University's closed-circuit television and radio stations. Students are encouraged to register for 1 to 2 credit hours initially and to save 4 credit hours for officer positions. Students also may participate as volunteers for either station. (Limited to 6 credit hours total.)

#### **260 American Cinema (4) (A)**

A basic introduction to film studies. Surveys the history of American narrative film with an emphasis on the cultural impact of film in society. May be used to fulfill the general distribution requirements for the humanities if not used for the major. (\*fall and spring semesters)

#### **261 World Cinema (4) (NW) (IG) (A)**

An examination of world cinema movements. May be used to fulfill Third World requirements. May be used to fulfill the general distribution requirements for the humanities if not used for the major. (\*fall and spring semesters)

#### **263 Web Design (4)**

Cross-listed with ART 263. Prerequisite: ART/COM 241 or 210, or consent of instructor. This studio course introduces students to Web design techniques, technologies and theories, including (X)HTML, CSS and Web design software. Almost all work is performed at a computer. Laboratory fee required.

#### **271 Journalism I (4) (W)**

Cross-listed with WRI 271. Prerequisite: FYW 101. Covers the elements of news, the style and structure of news and feature stories, methods of gathering news and copy editing. May not be used to satisfy general curriculum distribution requirements. (\*every semester)

#### **277 Modern Art (4) (W) (A)**

Cross-listed with ART 277. A critical and analytical study of 20<sup>th</sup>-century painting, sculpture, photography and architecture with an emphasis on the conditions and circumstances that caused them to evolve to their present states. (\*spring semester)

#### **280 Digital Imaging (4)**

Cross-listed with ART 280. Prerequisite: ART/COM 241. This class explores issues of aesthetics and representation in developing imagery for communicating with various audiences in still, time-based and interactive media. While students learn technologies for digital imaging and illustration, the course emphasizes conceptual development of visual composition in both commercial and experimental contexts for mainstream and alternative venues. Laboratory fee required. (\*fall and spring semesters)

#### **282 Survey of Advertising and Public Relations (4)**

This course will explore the history, theory and practice of advertising and public relations. History and critical studies encourage research and discussion about how advertising and public relations have come to shape economies and consumer cultures. Principles in marketing, media and visual communication are discussed.

#### **285 Information Design (4) (W)**

Cross-listed with WRI 285. Draws from a variety of design theories to create and analyze workplace documents such as training, marketing and documentation materials. Emphasis will be placed on thinking creatively about how to make information as usable as possible, and choosing appropriate media and genre for communicative purpose. Students will put theory into practice by writing and designing portfolio pieces. May not be used to satisfy general curriculum distribution requirements. (\*every other year)

#### **300 The Documentary Tradition (4)**

Prerequisite: COM 232 or consent of instructor. Survey course on the visual documentary tradition. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (\*every other spring semester)

#### **301 Introduction to Organizational Communication (4)**

Prerequisite: COM 224. This course introduces students to theory, research and applied practice in the study of organizational communication. Students will explore the role human communication plays in structuring, maintaining, and changing organizations, and they will explore specific issues within the study of organizational communication, including socialization, decision-making, conflict, stress and burnout, cultural diversity, and external communication.

#### **303 Studio Television I (4) (A)**

Prerequisite: COM 225 or COM 226 and ART/COM 241, or consent of instructor. Emphasizes formal aspects of studio video-production operations, including camera switching, lighting, sound and accessory equipment, and remote-location production for integration into a studio program. This course provides production support for WUTV programming. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the communication major. Laboratory fee required. (\*fall and spring semesters)

#### **305 Intro Graphic Design (4) (A)**

Cross-listed with ART 305. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an introductory study of the creative processes associated with the graphic design field. Emphasis on creative problem-solving, basic design

principles and the integration of type and imagery as applied to realistic graphic design problems. Laboratory fee required. (\*fall and spring semesters)

### **306 Graphic Design II (4) (A)**

Cross-listed with ART 306. Prerequisite: ART/COM 305. A studio/performance-oriented course with emphasis on the development of the creative process as applied to design problem solving. Focus is on the development of ideas and the tools used to execute design solutions. Subjects covered include print advertising, brochures, logotypes, signage, packaging and illustration, and how each ties in with marketing strategy. Laboratory fee required. (\*fall and spring semesters)

### **307 Advanced Photography (4) (A)**

Cross-listed with ART 308. A studio/performance-oriented course designed to increase a student's technical knowledge and ability for individual expression. Problems involve multiple imagery, serial photography and other exercises to increase a student's creative potential. Encourages experimentation with larger format, as well as other aspects of the photographic medium. (\*spring semester)

### **308 Film Aesthetics (4) (A)**

Cross-listed with PHL 308. A study of film as an aesthetic medium. Explores the social, technological, historical and artistic influences on the development of cinema. Also examines how theories of film (i.e., realism, formalism, expressionism and semiology) affect the aesthetic construction and critical reception of films. (\*every other spring semester)

### **310 Advanced Digital Arts (4) (A)**

Cross-listed with ART 310. A studio/performance-oriented course. Prerequisite: ART/COM 210. A continued exploration of graphics programs with emphasis on the creative use of available tools. Three-dimensional modeling, animation and interactive media are used. Laboratory fee required. (\*fall and spring semesters)

### **311 Online Production (4) (A)**

Cross-listed with ART 311. Prerequisite: ART/COM 210. A studio/performance-oriented course that is an advanced Web design and production class addressing the history and culture of the Internet and exploring the World Wide Web as a domain for publication and expression for online producers. Special emphasis is placed on defining the differences between client-side and server-side creations, and how these affect the content and presentation of the information on the Web. It emphasizes the evolution of multimedia into hypermedia through the use of client/server tools, Web services, programming languages and databases. Laboratory fee required.

### **312 Narrative Production (4) (A)**

Cross-listed with ART 312. Prerequisites: COM 226 and COM/ART 241. This course offers students a hands-on opportunity to explore narrative filmmaking using digital technologies in a combined theory and practice approach. Each student will complete a series of short digital films that relate to the history, theory and aesthetics of narrative film. Technical instruction includes digital cinematography, lighting, sound and editing. Class will include screenings and discussions on the history and theory of the narrative film. May be used to fulfill the general distribution requirements for the humanities if not used for communication or the film and media arts majors. Laboratory fee required. (\*fall and spring semesters)

### **313 Documentary Production (4) (A)**

Cross-listed with ART 313. Prerequisites: COM 226 and COM/ART 241. This course offers students a hands-on opportunity to explore documentary filmmaking using digital technologies in a combined theory and practice approach. Class will include screenings and discussions on the history and theory of documentary film and video. Technical instruction includes digital cinematography, lighting, sound and editing. Each student will complete one or more short digital films that relate to the history, theory and aesthetics of the documentary film. May be used to fulfill the general distribution requirements for the humanities if not used for communication or the film and media arts majors. Laboratory fee required. (\*fall and spring semesters)

### **314 Experimental Filmmaking (4) (A)**

Cross-listed with ART 314. Prerequisite: COM/ART 241. This course offers students a hands-on opportunity to explore 16mm experimental filmmaking in a combined theory and practice approach. Each student will complete one or more short films in 16mm that relate to the history, theory and aesthetics of the experimental film. Technical instruction includes 16mm cinematography, camera operation, film stocks, lighting, editing and sound. Class will include screenings and discussions on the history and theory of experimental cinema. May be used to fulfill the general distribution requirements for the humanities, if not used for communication or the film and media arts majors. Laboratory fee required. (\*fall and spring semesters)

### **317 Advanced 3-D Animation (4) (A)**

Cross-listed with ART 317. Prerequisite: ART/COM 217. A studio/performance-oriented course: An investigation into three-dimensional computer animation that includes advanced techniques of modeling and animation. The course also includes necessary aspects of texture mapping, character rigging, motion control, animation principles, digital lighting, virtual camera principles, particle effects, dynamics and rendering. Laboratory fee required.

### **323 Frontiers of Communication (4)**

Prerequisite: COM 224. This is a course in the politics, economics and technologies of the information age. Areas covered include the basic designs of the new technologies, the marketing strategies utilized to bring them to the public and the social changes that may ensue. Emphasis is on the merger of telephone, television and computer technologies at the consumer level, and state-of-the-art developments within institutions. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (\*fall semester)

### **325 Writing for Broadcast News (4) (W)**

Cross-listed with WRI 325. Prerequisite: COM 225. This course covers the elements of broadcast news writing and production, including the structure of radio and television news and feature stories, research and interviewing techniques, "package" production and ethical considerations. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

### **326 Political Campaigns and Electoral Politics (4)**

Cross-listed with GWA 326. Prerequisite: COM 224 or consent of instructor. An exploration of the electoral process, particularly in the United States, with emphasis on the role of communication in political campaigns. (\*every other fall semester)

### **327 Communication and Law (4)**

Prerequisites: COM 224 and junior or senior standing. Communication and Law is the study of concepts, policies, laws

and court decisions that affect communication in our society. Through text, scholarly and popular articles, sound and video recordings, court decisions, lectures and class participation, we explore critical legal principles of civilized democratic society and the range of laws that protect or restrain communication within it. In addition to examining such principles and laws for their own merit (or lack of it), the course provides a practical basis upon which students who seek to become communications professionals can identify legal issues that will influence their professional conduct.

### **331 The Creative Triangle (4) (A)**

Cross-listed with ART 332. Prerequisites: any of the following: COM 312, 313, 314. The Creative Triangle explores the roles in the creative decision-making processes of the director, cinematographer and production designer. It emphasizes the technical, administrative and communication skills that provide the means for successful realization of drama, television, documentary and new media projects. The aim is to develop a wide range of skills necessary for effective performance in these roles in the context of complex creative collaboration. Laboratory fee required.

### **333 Studio Television II (4)**

Prerequisites: COM 303 or consent of instructor. The purpose of the course is to apply studio television training to the production of a weekly telecast. Students are required to expand previous training in studio television to include planning, budgeting, booking guests in advance and program planning. Each facet of producing a weekly telecast is explored, including pre-recorded elements and the roles of associate producer, assistant director, graphics wraparound and set design. Laboratory fee required. (\*spring semester)

### **334 Information and the New World Order (4) (NW) (IG)**

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Examines the cultural, political, economic and ethical issues surrounding a complex, international communication movement known as the New World Information Order. Explores all aspects of the topic, with an emphasis on threats to the national sovereignty of developing countries, the bias of international news agencies, and cultural imperialism. May be used to fulfill Third World requirements. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (\*fall semester)

### **335 Survey of Independent Video and Film (4) (A)**

Prerequisites: COM 232 or permission of the instructor. Students study and view tapes and films produced as part of the non-commercial independent movement. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (\*every other spring semester)

### **337 Corporate Uses of Media (4) (W)**

Prerequisite: COM 225. Students learn how to evaluate and script creative communication projects within the corporate environment. The scripts are for a variety of different applications, client needs and audience levels. May not be used to satisfy general curriculum distribution requirements. (\*occasionally)

### **338 Animation II (4)**

Cross-listed with ART 338. Prerequisite: ART/COM 241 or 238, or consent of instructor. The course objective is to professionalize the implementation and production of animation techniques, including the use of computers. Advanced projects deal with specific problems and exercises in drawing, storyboard and script/visual analysis. May not be used to satisfy general

curriculum distribution requirements. Laboratory fee required. (\*occasionally)

### **340 Screenwriting I (4) (W) (A)**

Cross-listed with WRI 340. Prerequisite: COM 226 or 240. Covers the elements of writing feature film scripts including character development, dialogue and dramatic structure. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

### **342 Producing for Motion Picture and Digital Media (4)**

Prerequisites: junior or senior standing and one or more of COM 263, 303, 312, 313, 314, or 363, or instructor's permission. A study of producing for cinema, television, interactive, and commercial and business applications. Students acquire skills in production budgets, package development, script breakdown, cost projections, shooting schedules, and marketing and sales presentations. (\*once a year)

### **343 Advanced Post-Production Techniques (4)**

Cross-listed with ART 343. Prerequisites: One of the following: COM 241, 312, 313, 314 or consent of the instructor. Students explore advanced creative and technical possibilities of motion picture editing using the University's advanced digital editing facilities. May not be used to satisfy general curriculum distribution requirements. Laboratory fee required. (\*fall semester)

### **344, 377 Special Topics (1-4)**

### **346 Writing for Interactive Media (4) (W)**

Cross-listed with WRI 346. Prerequisite: COM 225. This course explores practice and theory in three fields of writing for interactive media: copywriting, e-journalism, and experimental "net narrative" writing. May not be used to satisfy general curriculum distribution requirements.

### **348 Writing the Situation Comedy (4) (W)**

Prerequisite: COM 226 or consent of instructor. This course is an introduction to the mechanics of writing for television. From idea through final draft, students learn the process of developing scripts for television. The structural demands of commercial television and cable are explored. The student obtains a grounding in the historical development of marketable TV genres. The selling and buying of a script are analyzed, as well as strategies for creating a teleplay by oneself or with a staff of writers. May not be used to satisfy general curriculum distribution requirements. (\*fall semester)

### **354 Internship in Communication (1-4)**

Prerequisites: junior or senior standing, minimum GPA of 3.0 in major, and consent of instructor. Internships are with local, state and national sponsors throughout the communication field. Students may take a maximum of 8 credit hours. COM 354 cannot be used to meet the 300-or-above-level requirement in the major. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

### **360 Film Directors (4) (A)**

Prerequisite: COM 232 or consent of instructor. A search for the defining characteristics of a director's works, including issues of thematic motifs and visual style. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (\*spring semester)

### **363 CD/DVD Design and Production (4)**

Cross-listed with ART 363. Prerequisites: ART/COM 241, or consent of instructor. To introduce students to the principal software and programming languages used in designing interactive products for CD-ROM. May not be used to satisfy general

curriculum distribution requirements. (\*fall semester) Laboratory fee required.

### **365 Critical Analysis of Media Events (4)**

The course is designed to introduce intermediate research methodologies to a student's critical analysis of large-scale media events. It involves the practical analysis of a media event, including circumstances, details, historical perspective and reactions by journalists, officials and the public to the topic. Archival coverage, documentaries, feature films, print articles and Internet sites relating to a singular or series of events will encompass a majority of the analysis. Particular attention will be given to events with international implications. Students will review the previous exposure of related topics in an effort to compare the attention given to a subject in a comparison of "before and after." May be used to fulfill general distribution requirements for the social sciences if not used for the major.

### **370 Women, Film and Popular Culture (4) (A)**

Cross-listed with WST 370. Prerequisite: COM 232, or consent of the instructor. Focuses on the politics of representing women, particularly in film, television, advertising, popular literature and the popular press. The critical background includes texts on political economy, semiotics, feminist theory and cultural studies. The student completes a major research project during the course. May be used to fulfill general distribution requirements for the humanities, but not for the social sciences if not used for the major.

### **371 Journalism II (4) (W)**

Cross-listed with WRI 371. Prerequisites: FYW 101 and 102, and COM/WRI 271, or consent of instructor. Involves advanced training in reporting and research skills. Involves extensive writing assignments with emphasis on news and features. May not be used to satisfy general curriculum distribution requirements. (\*every other fall semester)

### **373 Interactive Journalism Production (4)**

Cross-listed with WRI 373. Prerequisite: COM/ART 241 or COM/WRI 225 or COM/WRI 271. This course combines training in web-based multimedia technologies with instruction in journalism and digital storytelling. Students will learn to plan online multimedia projects; to think as professional communicators when gathering information; to capture still images, audio, and video; and to publish materials they collect in interactive packages designed for the Web. Laboratory fee required. (\*spring semester)

### **380 Culture, Society and Computing Technology (4)**

Prerequisite: COM 224. This course explores history, philosophy and myth surrounding computing technology and the Internet. The course examines the specifics of computing technology beginning with Plato and concluding within the discussion of the post-human. Domestic and global political/economic considerations also are discussed. Language, discourse and legal implications relating to the Internet are introduced. (\*spring semester)

### **383 Writing for Advertising (4) (W)**

Cross-listed with WRI 383. Prerequisites: FYW 101 and COM 225, or consent of instructor. This course involves strategic concept-development and writing for advertising projects, as well as a look at ethical considerations related to the practice. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters) (*This course replaces COM 382, Writing for Advertising and Public Relations. This course*

*may not be taken if the student has already taken and received a passing grade in COM 382.*)

### **384 Writing for Public Relations (4) (W)**

Cross-listed with WRI 384. Prerequisites: FYW 101 and COM 225, or consent of instructor. This course involves training in theory, form and style of writing public relations materials for all stages and types of public relations campaigns. This course is designed to provide students with a broad range of public relations writing skills utilized in the industry. (\*fall and spring semesters) (*This course replaces COM 382, Writing for Advertising and Public Relations. This course may not be taken if the student has already taken and received a passing grade in COM 382.*)

### **390 Ethnicity in Film and Literature (Honors) (4) (A)**

Honors Program students only. This course is an exploration of the concept of "ethnicity" and how it may be expressed through literature and film. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major.

### **399 Independent Study in Communication (1-4)**

Prerequisites: junior or senior standing, COM 224, 225 or 226 and 232, minimum GPA of 3.0, or consent of instructor. Research or creative project under the auspices of a communication instructor. May be repeated for a maximum of 8 credit hours. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (\*fall and spring semesters)

### **401 Intercultural Communication (4)**

The purpose of this course is to provide students with an understanding of the socio-cultural dynamics that affect the communication process. Students focus on their own cultural world view as they are exposed to the cultural dynamics and characteristics of other societies. Emphasis is placed upon the nonverbal and oral/visual aspects of communication content, structure and context. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (\*fall and spring semesters)

### **425 Information Technology and Human Values (4)**

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Raises fundamental questions about the relationship between science and the humanities. Analyzes the role of technology in modern life with special emphasis on the impact of new information technologies. May be used to fulfill general distribution requirements for the humanities if not used for the major. (\*spring semester)

### **426 Public Opinion, the Media and Power (4)**

Cross-listed with GWA 426. Prerequisite: junior or senior standing, or consent of instructor. Examines public opinion from a variety of perspectives, providing students with the ability to be intelligent consumers of public opinion research and effective users of public opinion research tools. Explores the interaction between the media and public opinion, as well as public opinion's effects on contemporary society and politics. (\*every other fall semester)

### **435 Women Directors: Theory and Criticism (4) (A) (NW) (IG)**

Cross-listed with WST 435. Pre-requisites: FYW 101 and 102; or one of the following: either COM 232, 260, 261; or one course in Women's Studies; or consent of the professor. Examines women directors worldwide. The course will focus on the theoretical, critical, historical, cultural and aesthetic basis of films made by international, mainstream, documentary and the avant-

garde women film directors of New Zealand, Europe, the Middle East, Asia, the African and Asian diaspora and North and South America. Students will submit a series of written critical responses and complete a major project related to course material. May be counted in the Humanities if not counted in the major.

#### **436 Critical Studies in Public Communication (4)**

Prerequisite: COM 224. This course studies critical contexts of public communications to bring students an understanding of forces that shape media and representation, and relationships between mass communication and the public.

#### **440 Screenwriting II (4)**

Prerequisites: COM/WRI 340, or consent of instructor. Advanced explorations of feature film scriptwriting and analysis. May not be used to satisfy general distribution requirements. (\*occasionally)

#### **443 Communication and Cultural Studies (4) (W)**

Prerequisite: COM 224, junior or senior standing, or consent of instructor. Students explore the role of communication in the social construction of culture. Emphasis is on acquiring knowledge of culture as an evolving process of codifications and examining dominant and marginal cultural meaning systems in science, history and the arts. May be used to fulfill general distribution requirements for the social sciences if not used for the major. (\*every other spring semester)

#### **444 Wordimagebookscreen (4) (W) (A)**

Cross-listed with ENG 444. Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208 or 209) or permission of instructor is required. Drawing on various disciplines, this course focuses on methods for “reading” culture and contemporary consciousness, concentrating on word and image in the formation of attitudes, ideologies and myths. Introduces cultural analysis and a metalanguage through which students can understand the competing sign systems and discourses of culture.

#### **445 The Image and the Reality (4) (A)**

Prerequisites: junior or senior standing, and any of the following: COM 260, 261, 300, 308, 335, 360, 370 or 465, or consent of instructor. Explores the relationship between myth and cinema. Also looks at the politics of representation as it relates to race, gender and ethnicity. May be used to satisfy general curriculum distribution requirements in the humanities if not used for the major. (\*every other spring semester)

#### **446 Advanced Topics in Communication (4)**

#### **452 Advanced Producing and the International Film Market (4)**

Prerequisites: COM 342 and permission of instructor. A 7-week course with a 15-day study abroad component offered annually in mid-May at the leading film industry international festival of new narrative feature films and documentaries — Cannes Festival du Film and Marche. The core of the course is the Cannes intensive component, which is intended to provide a working understanding of the contemporary film market with an emphasis on how the film producer or business executive functions in the marketplace. Participants attend red carpet competition screenings and daily workshops, and participate in internships, networking meet-ups, business and film market symposiums and critique sessions. Film and media arts majors may have their short films juried into Short Film Corner screenings for distributors, producers and festival programmers. (\*spring semester)

#### **460 Senior Seminar in Film and Digital Production (4)**

Prerequisites: Film and media arts majors only, senior standing and any of the following: COM/ART 312, 313, or 314, or consent of the instructor. Seminar for seniors completing a film or digital production project as their senior thesis requirement for graduation in Film and Media Arts. Pre-production and production of the senior thesis production project will be completed by the end of this semester. Each student will pursue a production project of sufficient breadth and depth as to crystallize their experiences at the University. (\*fall semester) Laboratory fee required.

#### **465 Senior Seminar in Cinema Studies (4)**

Prerequisites: Senior standing, and any of the following: COM 260, 261, 300, 308, 335, 360, 370 or 445, or consent of instructor. Seminar for seniors completing a thesis paper in cinema studies as their Film and Media Arts senior thesis requirement for graduation. Each student will pursue a cinema studies thesis project, in written form, of sufficient breadth and depth as to crystallize their experiences at the University. Topic varies from semester to semester. (\*fall semester)

#### **470 Communication Research Methods (4)**

Prerequisites: COM 224, and junior or senior standing or permission of instructor. This course introduces students of communication to the core concepts and common practices of both quantitative and qualitative communication research. Students will be exposed to a variety of theoretical perspectives on the nature, practice, use and meaning of research in the field of communication. Particular emphasis will be placed on research concepts and methods appropriate to the practice of advertising and public relations.

#### **499 Senior Project (4)**

Prerequisite: senior standing. Students must apply for acceptance the semester before their anticipated enrollment. Each year, a select number of students may be able to choose a Senior Project Option in order to fulfill the 400-level requirement of the communication major. In this independent course, a student or group of students pursue a research or production objective of sufficient breadth and depth as to crystallize their experiences as communication majors at the University. (\*as needed)

#### **583 Advertising Campaigns (4)**

Prerequisites: COM 282, ART/COM 305 and COM/WRI 383 and senior standing or permission of instructor. This course teaches strategic development of advertising campaigns and involves research, branding, copywriting, design and digital production. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters) (*This course replaces COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication. This course may not be taken if the student has already taken and received a passing grade in COM 482.*)

#### **584 Public Relations Campaigns (4)**

Prerequisites: COM 282, ART/COM 305 and COM/WRI 384 and senior standing or permission of instructor. This course focuses on a systematic process of public relations, including research, strategic planning, communication tactics and evaluation. Through an extensive public relations campaign project, students will understand and practice the multifaceted and strategic nature of public relations. The course involves case studies, group problem-solving, writing, production and client relations work. (*This course replaces COM 482, Advertising and Public Relations: Strategic Design, Innovation and Communication. This course*

*may not be taken if the student has already taken and received a passing grade in COM 482.)*

## **Criminology and Criminal Justice (CRM)**

### **100 Introduction to Research and Writing in Criminology (1)**

An introduction to the techniques for conducting scholarly research in criminology and methods for proper composition of research papers. Should be taken in the semester when the student declares criminology as his or her major. (\*fall and spring semesters)

### **101 Introduction to Criminology (4)**

A study of deviant behavior as it relates to the definition of crime, crime statistics, theories of crime causation, crime typologies and victims of crime. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (\*fall and spring semesters)

### **102 Introduction to Criminal Justice (4)**

A study of the components of the criminal justice system from its early history through its evolution in the United States. Identifies various subsystems and their roles, expectations and interrelationships. (\*fall and spring semesters)

### **200 Law Enforcement (4)**

Prerequisite: CRM 102. A study of the elements of law enforcement agencies as subsystems of the criminal justice system, the history and philosophy of law enforcement, and the relationship between law enforcement and the community. (\*fall and spring semesters)

### **206 Criminal Investigation (4)**

Prerequisites: CRM 102 and 200. A study of the fundamentals of investigation including crime scene search, collection and preservation of physical evidence, interview and interrogation techniques, use of scientific aids and modus operandi. (\*fall and spring semesters)

### **210 Ethics in Justice (4)**

An examination of the field of justice with emphases on decision-making, ethical thinking, codes of ethics, and use of discretion throughout the justice system. (\*fall and spring semesters)

### **212 Juvenile Delinquency (4)**

Prerequisite: CRM 101 or 102, or SOC 100. An examination of definitions of delinquent behavior, theories of delinquency, and the adjudication process for juveniles. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (\*fall and spring semesters)

### **247 Comparative Criminal Justice Systems (4)**

A comparative study of the United States criminal justice system with those of other countries through personal observation of agencies in the countries visited, and personal interaction with agency personnel. This course requires travel outside of the United States. Countries visited will vary. This course may be repeated for credit when countries change. (\*as needed)

### **290-299 Special Summer Studies (2-4)**

Special course offered each year during the summer session. Course descriptions are published annually in a separate bulletin.

### **300 Victimology (4)**

Prerequisite (at least one of the following): CRM 101, CRM 102, SOC 100, GWA 100 or PSY 200. An examination of the extent and nature of victimization, theories of victimization, the

victims' rights movement, and consideration of several major kinds of victimization. (\*fall and spring semesters)

### **307 Forensic Science (4)**

Prerequisite: CRM 206. An examination of scientific techniques used to develop forensic evidence discovered at a crime scene offered in a practical laboratory setting. (\*fall and spring semesters)

### **310 Abnormal Behavior and Criminality (4) (W)**

Prerequisite: junior or senior standing. An overview of abnormal behavior as it relates to the criminal justice system. Emphasis placed on personality disorders, psychoses, sexual predators, and posttraumatic stress disorder. (\*spring semester)

### **311 Criminal Law and Procedure (4) (W)**

Prerequisite: CRM 102. This course provides an in-depth examination of criminal law and procedure, including issues related to the Fourth, Fifth and Sixth Amendments as well as substantive criminal law, liability and defenses. (\*fall and spring semesters)

### **313 Corrections (4) (W)**

Prerequisite: junior or senior standing. An introduction to the American correctional system emphasizing the history of corrections, the prison experience and correctional clientele. May be used to satisfy general curriculum distribution requirements if not used in the criminology major. (\*fall semester)

### **315 Appellate Advocacy (4)**

Cross-listed with GWA 315. The course focuses on persuasive writing and oral advocacy. Specifically, students will write an appellate brief and make oral arguments using the American Collegiate Moot Court Association case. Students will be chosen to participate in regional and national moot court competitions. (\*fall semester)

### **321 Comparative Criminology (4) (IG) (W)**

Prerequisites: CRM 101 and 102. A comparison of diverse types of criminal justice systems utilized by other countries and cultures with the United States criminal justice system. (\*fall and spring semesters)

### **323 Correctional Law (4) (W)**

A study of substantive and procedural law pertaining to the convicted criminal offender, including an examination of federal court decisions affecting correctional personnel and the penal process. (\*fall semester)

### **400 Crime and Punishment: Current Controversies (4)**

Prerequisites: junior or senior standing and CRM 101 or 102. An in-depth examination of current controversial issues of crime and punishment in the United States. (\*as needed)

### **401 Internship in Criminology (4-16)**

Prerequisite: junior or senior standing with a cumulative GPA of 2.8 (3.2 for federal internships). A meaningful field experience through placement in agencies of the criminal justice system. Graded on a pass/fail basis. Students may take a maximum of 16 credit hours. Internship credit may not be used to satisfy requirements for the major or the minor. (\*fall and spring semesters)

### **403 Drugs, Deviance and Crime (4)**

Prerequisite: CRM 101 or 102. An in-depth analysis of the nature and extent of drug use within American society, and its relationship to crime and deviance. (\*as needed)

### **405 Research Methods in Criminology (4) (W)**

Prerequisites: CRM 100, 101 and 102. An introduction to the elements of scientific logic, hypothesis testing, research design,



methods of data collection, and analysis and interpretation of data. (\*fall and spring semesters)

#### **406 Violence in America (4) (W)**

A study of the broad range of violence in society, examining historical and contemporary forms of violence. Topics explored include gun crime, serial murders and terrorism. (\*spring semester)

#### **411 Criminal Law and Social Policy (4)**

This course examines the use of social science as a tool to resolve controversial criminal law and policy issues. It will touch on a variety of constitutional and criminal law problems and analyze issues by employing legal and social science methodologies. (\*spring only, Honors in even years)

#### **421-426, 428-430 Special Issues in Criminal Justice (2-4)**

A forum for focusing on special issues in criminal justice, taught by visiting instructors or regular faculty. Topics covered may change each semester. (\*fall and spring semesters)

#### **427 Death Penalty (4)**

An examination of historical, contemporary and international perspectives on the death penalty and ramifications for victims' families, offenders, the criminal justice system and society as a whole. (\*as needed)

#### **431 Scholarly Issues in Criminology (2)**

Prerequisites: junior or senior standing and minimum GPA of 3.5. An examination of topics of special interest and contemporary significance provided by criminal justice practitioners from the Tampa Bay area. May be repeated to a maximum of eight semester hours. (\* as needed)

#### **450 Independent Study (1-5)**

Prerequisites: senior standing, minimum GPA of 3.0. A series of directed readings and short research projects on topics of interest to the student determined through student-faculty consultation. (\*fall and spring semesters)

#### **451 Senior Thesis (4)**

Prerequisites: senior standing and a GPA of 3.25 or higher, and membership in the Honors Program or approval of department chair. Requires a substantive research and writing project. (\*as needed)

#### **499 Criminology Capstone Experience (1)**

An integrative educational experience through which students comprehensively analyze and synthesize theories, policies and practices related to criminology. Should be taken in senior year. Grades are awarded on a satisfactory/unsatisfactory basis. (\*fall and spring semesters)

## **Cross-Cultural Studies (CST)**

#### **100 Language and Culture (2) (IG)**

Not open to native speakers of the language being studied. An introduction to the language and culture of the different ethnic groups in the United States. Content and emphasis vary. SPA 100 (or equivalent skills) is a prerequisite for Spanish courses that include a language instruction component. Graded on a pass/fail basis only. Equivalent to LAN 100. May be repeated when content varies. (\*occasionally)

#### **201 Cross-Cultural Studies (3-4) (IG)**

A study of culture and the various aspects of human behavior patterned by culture. Explores cultural differences in perceptions about space and time, basic human nature, relationship to natural forces, human relationships and possessions. Includes an overview

of the function of religion, political institutions, production and exchange systems, as well as linguistics, values and communication patterns in daily behavior. Enables students to identify basic cultural assumptions underlying differences in behaviors and values to facilitate cross-cultural communication.

## **Dance (DAN)**

*Dance courses are open to all University students. Students with pre-college dance training who are enrolled in the Performing Arts Major program may place out of lower-level technique classes by means of audition or with permission of instructor.*

#### **110 Dance Partnering (2) (A)**

A studio/performance-oriented course that focuses on development of basic skills of dance partnering, the art of two bodies moving as one through the use of lead and follow techniques. Dances to be covered include waltz, rumba, mambo/salsa, tango, swing and hustle. Required for a major in performing arts. May be repeated once.

#### **141 Beginning Jazz Dance (2) (A)**

A studio/performance-oriented course that focuses on fundamentals of jazz techniques. Studio work incorporates barre, development of strength and stretch, postural alignment and movement combination(s). Required for a major in performing arts. May be repeated once.

#### **142 Beginning Modern Dance (2) (A)**

A studio/performance-oriented course. Develops the basic skills of modern dance techniques, and includes stretching, movement combinations, improvisations, postural awareness and relaxation. May be repeated once.

#### **143 Latin Dance Forms (2) (A)**

A studio/performance-oriented course that focuses on Latin dance forms including salsa, samba, bachata, rumba and merengue. Students master dance steps and patterns of Latin dance forms. May be repeated once.

#### **144 Beginning Tap Dance (2) (A)**

A studio/performance-oriented course that focuses on basics of tap dance technique. Studio work concentrates on mastery of individual dance steps/styles and the application of these techniques in movement combination(s). Required for a major in performing arts. May be repeated once.

#### **149 Beginning Ballet I (2) (A)**

A studio/performance-oriented course that focuses on fundamentals of classical ballet techniques. Emphasizes body placement, theory of ballet "turnout," and development of basic skills in barre and floor exercises. Required for a major in performing arts. May be repeated once.

#### **151 Beginning Hip Hop, Urban and Funk (2) (A)**

A studio/performance-oriented course. Studio class focusing on fundamentals of hip hop and funk technique, with an emphasis on athletic skills. Course also focuses on body placement, floor work, complex rhythmic patterns, funk "tricks," and advanced leaps, turns and jumps. May be repeated once.

#### **199 Beginning Ballet II (2) (A)**

Prerequisite: DAN 149 or permission of instructor. A studio/performance-oriented course that focuses on fundamentals of classical ballet techniques. Emphasizes body placement, theory of ballet "turnout," and mastery of basic ballet movements in barre and floor exercises. May be repeated once.

**200 Dance in World Cultures (4) (W) (NW) (IG) (A)**

An examination of non-Western dance forms, including classical, ceremonial and folk/traditional, in their historical and cultural contexts. This course is enhanced by observing videotapes and live performances.

**201 Dance History (3) (A)**

An historical overview of 3,000 years of dance as an art form that has become a unique means of aesthetically expressing human emotions. Enhances study through viewing of videotapes and live performances.

**210 Dance Partnering II (2) (A)**

A studio/performance-oriented course that focuses on advanced knowledge and execution of elements in partnership dancing. Dances to be covered build on basic skills learned in Dance Partnering I, including waltz, rumba/bachata, mambo/salsa, tango, swing and hustle. May be repeated once.

**231 Special Projects in Dance: Dance Happening (0-1) (A)**

A studio/performance-oriented course for credit. Choreographing, performing, or working on the technical crew for the Dance Happening. May be repeated for credit. (\*fall and spring semesters)

**232 Special Projects in Dance: Spring Dance Concert (0-1) (A)**

A studio/performance-oriented course for credit. Performing in or working on the technical crew for the Spring Dance Concert. May be repeated for credit. (\*spring semester)

**233 Special Projects in Dance: Dance Production (0-1) (A)**

Project must be approved by dance instructor. A studio/performance-oriented course for credit. Working on the technical crew for a dance concert or other dance-related project on or off campus. May be repeated for credit. (\*fall and spring semesters)

**241 Intermediate Jazz Dance (2) (A)**

A studio/performance-oriented course. Studio class focusing on advancement of jazz techniques. Studio work incorporates barre technique, continuation and development of stretch/strengthening, postural alignment and movement combination(s). Fulfills Jazz Dance requirement for a major in performing arts. May be repeated once.

**242 Intermediate Modern Dance (2) (A)**

Prerequisite: DAN 141 or 142, or consent of instructor. A studio/performance-oriented course that focuses on further development and exploration of modern dance techniques. Emphasis is on more complex movement combinations and strength building. May be repeated once.

**244 Intermediate Tap Dance (2) (A)**

Prerequisite: Beginning Tap Dance or permission of instructor. A studio/performance-oriented course that focuses on advancement of tap techniques, including mastery of individual dance steps/styles and the application of these techniques in movement combinations. May be repeated once.

**246 Musical Theatre Dance (2) (A)**

A studio/performance-oriented course that focuses on modern and jazz dance technique as it pertains to musical theater dance/performance. Studio work is devoted to mastery of individual dance steps and various movement styles, incorporated into movement combination(s). Required for a major in performing arts. May be repeated once.

**249 Intermediate Ballet (2) (A)**

Prerequisite: DAN 199 or consent of instructor. A studio/performance-oriented course that focuses on basic and intermediate-level ballet techniques and French terminology. Emphasizes barre and floor exercises including turns, jumps and adagio movements. May be repeated once.

**251 Intermediate Hip Hop, Urban and Funk (2) (A)**

A studio/performance-oriented course. Prerequisite: Beginning Hip Hop or consent of instructor. Studio class focusing on fundamentals of hip hop and funk technique, with an emphasis on athletic skills. Course also focuses on body placement, floor work, complex rhythmic patterns, funk "tricks," and advanced leaps, turns and jumps. May be repeated once.

**261 Stretching and Relaxation (1)**

A studio/performance-oriented course. This course is designed to help a student develop and reinforce positive lifestyle habits based on body awareness through a systematic program of stretching and relaxation techniques. May be repeated once.

**269 Dance Improvisation (1) (A)**

A studio/performance-oriented course that explores creative movement skills and practices to build confidence, as well as techniques to prepare for building and choreographing dances. Emphases are on stretching boundaries of movement through improvisation, and practicing ways in which movement can be developed and manipulated toward choreography. (\*every fall semester)

**270 Composition and Choreography (1) (A)**

A studio/performance-oriented course. Prerequisite: DAN 269. An exploration of methods of building and structuring dances, beginning with movement, phrasing and patterns, and culminating in choreography projects. May be repeated once. (\*every spring semester)

**280 Dance Conditioning and Injury Prevention (2)**

Assesses core strength, muscular strength, balance, flexibility, aerobic capacity and skeletal alignment, and develops a variety of conditioning methods. Familiarizes students with common dance injuries, their causes, and basic methods of care and rehabilitation. Also emphasizes general knowledge of basic anatomy, stress management, nutrition and wellness.

**301 Special Topics in Dance (2)**

A studio/performance-oriented course. Special Topics in Dance will offer instruction and experiences in specialized dance techniques such as African dance, Caribbean dance. (\*offered as needed)

**310 Dance Pedagogy: Methods to Ages 3-12 (3) (A)**

This course is designed to meet the needs of students to better understand the developmental considerations, curricular choices, and teaching methods appropriate to the pre-school and elementary learner.

**311 Dance Pedagogy: Methods for Ages 13-18 (3) (A)**

This course is designed to meet the needs of students to understand the scope and sequence of dance curricular design and teaching methods appropriate to the secondary student.

**312 Dance Pedagogy: Methods for Adults and Diverse Populations (3) (A)**

This course is designed to help students to understand community-based art, and how to create movement-oriented programs and relationships with community centers and organizations that include age considerations, curricular choices, and teaching methods appropriate to diverse populations. Focus may include

working with the mentally ill, seniors, people with disabilities, people in prisons, and people in health care settings.

### **342 Advanced Modern Dance (2) (A)**

A studio/performance-oriented course. Prerequisite: DAN 242 or audition. Students continue to develop modern dance techniques on a more demanding level while exploring creativity through movement. May be repeated for credit.

### **349 Advanced Ballet (2) (A)**

A studio/performance-oriented course. Prerequisite: DAN 249 or audition. Studio classes in advanced-level ballet technique. May be repeated for credit.

## **Economics (ECO)**

### **204 Principles of Microeconomics (3)**

Prerequisite: MAT 150 competency recommended. An economic analysis of the interactions between households, businesses and the government regarding the allocation of goods, services and resources. Topics include the theory of consumer behavior, production and cost determination, and resource pricing. (\*fall and spring semesters)

### **205 Principles of Macroeconomics (3)**

Prerequisite: MAT 150 competency recommended. An introduction to aggregate economic analysis; use of the aggregate demand/aggregate supply model for the determination of output, employment, and prices; use of the production possibilities curve analysis to illustrate opportunity cost, and to show gains from trade applying the concept of comparative advantage; structure and functions of the Federal Reserve System, and conduct of monetary policy. (\*fall and spring semesters)

### **300 Labor Economics (4)**

Prerequisites: ECO 204 and ECO 205. Labor economics examines the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and the public policies relating to the employment and payment of labor resources. (\*fall and spring semesters)

### **310 Environmental Economics and Management (4)**

Prerequisite: ECO 204. The course teaches the student to use economic concepts to critically evaluate social, political and business decisions regarding environmental resource use, environmental regulation, and environmental degradation. Students will gain insight into how to respond as business decision-makers to environmental regulations and to increased global competition for scarce resources. (\*every other year)

### **315 International Economic Development (4) (NW) (IG)**

Cross-listed with IBS 305. Prerequisite: ECO 204 and ECO 205. This course is designed to provide students with an introduction and overview of development economics. The course will focus on the economics of countries other than the United States, explore the interaction between the developed and the less developed economies of the world, and examine international trade and environmental issues in developing countries. (\*every other year)

### **320 Intermediate Microeconomics (4)**

Prerequisites: ECO 204, ECO 205 and MAT 225 (or equivalent). The course analyzes consumer choice theory; the theory of production; competitive, oligopolistic, and monopolistic market structures; and behavioral economics. (\*spring semester)

### **321 Intermediate Macroeconomic Analysis (4)**

Prerequisites: ECO 204, ECO 205 and MAT 225 (or equivalent). This course is designed to analyze the domestic and

international impacts of public policy on GDP, employment, inflation, the trade deficit and budget surplus, the international flow of capital, foreign exchange rate variations and international competitiveness. (\*fall semester)

### **420 Public Finance and Public Choice (4)**

Prerequisites: ECO 320. Public Finance and Public Choice is a study of the public sector using applied microeconomic analysis. It carefully examines the rationale behind the size and scope of government in a market-based economy, how decisions are made in the public sector (the economics of voting/decision rules), income distribution and poverty issues, and tax theory (incidence, efficiency and equality). It also analyzes some of today's most important policy decisions facing the economy (and its individual decision-makers) including tax policy, Social Security and Medicare reform, and fiscal federalism. (\*fall semester)

### **421 Mathematical Economics (4)**

Prerequisites: MAT 225 (or equivalent) and ECO 320 or 321. The purpose of this course is to learn modeling techniques and apply them to current issues in modern economic research. Students will learn how to specify economic problems in terms of a mathematical model, solve them and interpret the results. Computational software programs are used in the course to solve these models and plot the results. (\*spring semester)

### **430 International Economics and Finance (4) (IG)**

Cross-listed with IBS 403. Prerequisites: ECO 204, ECO 205 and 321. This course covers the core concepts of international trade and international finance. The first half of the semester is devoted to international trade, including the basis for trade, gains from trade, trade policy, and factor mobility. The second half of the semester is dedicated to international macroeconomics-finance, including balance of payments, foreign exchange rates, and international capital flows. There will be a continual focus on current events throughout the semester. (\*spring semester)

### **432 Economics of Emerging Markets(4) (IG)**

Prerequisite: ECO 321. The course will examine major economic and financial issues related to emerging markets, with a particular emphasis on the BRIC countries (Brazil, Russia, India and China). The following topics will be considered: economic liberalization programs undertaken by emerging markets in recent decades, growth drivers in the emerging markets, financial sector challenges facing key emerging markets and monetary policy challenges faced by emerging markets. (\*fall semester)

### **460 Econometrics (4)**

Prerequisites: Either ECO 320 or ECO 321, and MAT 225 or equivalent. The course introduces basic econometric techniques that are of value to economics and business majors. The emphasis will be on understanding the linear regression model, including some key extensions and relevant applications. Besides basic fundamentals of regression analysis, the course will cover panel data models, instrumental variables, causality, time series and forecasting. The student will be required to undertake a forecasting exercise as part of the requirements for completion of the course. (\*fall semester)

### **461 Seminar in Economics (4)**

Prerequisites: ECO 321. To provide upper-level economics majors with a broad overview of key topics in economics (areas of emphasis include: survey of U.S. and global economic conditions, monetary policy, economic growth and international economics). This course is an applications course, relating the theoretical framework of economics to real world economic developments. A student successfully completing the course

should have a good grasp of some of the fundamental economic issues and developments currently affecting the U.S. and global economy. (\*spring semester)

#### **490 Economics Internship (1-8)**

Prerequisites: junior or senior standing, at least a 2.75 GPA or 2.5 overall GPA and 3.0 in COB courses, lower business core courses, and ECO 320 and 321. May not be used to satisfy major requirements. Approval of the associate dean required. (\*fall and spring semesters)

#### **495 Special Topics in Economics (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ECO department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **499 Independent Study in Economics (1-4)**

Prerequisites: minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent study course taken for variable credit.

#### **500 Foundational Economics for Managers (4)**

For graduate students only. This is an introductory course in macro- and microeconomics for graduate business students. It will study inflation, unemployment and growth. It develops the theory of how markets work, with special attention to how prices are set in different market structures. Topics will include: opportunity cost; comparative advantage; supply, demand and prices; elasticity; production and cost; aggregate demand and aggregate supply; monetary and fiscal policy; and trade and exchange rates. (\*fall and spring semesters)

#### **610 Environmental Economics and Management (4)**

For graduate students only. Prerequisite: ECO 500 or permission of the instructor. The course teaches the student to use economic concepts to critically evaluate social, political and business decisions regarding environmental resource use, environmental regulation, and environmental degradation. Students will gain insight into how to respond, as business decision-makers, to environmental regulations and to increased global competition for scarce resources. (\*spring semester)

#### **622 Global Macroeconomy (4)**

For graduate students only. Prerequisites: ECO 500. This course introduces the student to the global economic environment within which all modern business firms operate. The external factors considered in the course, which directly or indirectly impact business decision-making and operations, include: domestic and foreign interest rates, exchange rate policies, foreign investment, overseas economic conditions and international trade and capital flows. A primary objective of the proposed course is to introduce students to major contemporary economic issues that are of international significance. (\*spring semester)

#### **632 Economics of Emerging Markets (4)**

For graduate students only. Prerequisite: ECO 500. The course will examine major economic and financial issues related to emerging markets, with a particular emphasis on the BRIC countries (Brazil, Russia, India and China). The following topics will be considered: Economic liberalization program undertaken by emerging markets in recent decades; Growth drivers in the emerging markets; Financial sector challenges facing key emerging markets; and, monetary policy challenges faced by emerging markets. (\*fall semester)

#### **640 The Economics of Organizations (4)**

For graduate students only. Prerequisite: ECO 500. The Economics of Organizations uses the business-related tenets of economics to generate a modern, consistent, formal framework for strategic decision-making. After introducing intermediate microeconomic theory, we use economic intuition to address cost issues ranging from outsourcing to the addition of new product lines, agency issues from explicit contract theory to the multi-task principle and team production, and imperfect competition issues ranging from Bertrand pricing to the measurement of market competition using Herfindahl indexes. The international dimension is integrated throughout the course in establishing the competitive organizational form for the firm given the market in which it competes. (\*fall and spring semesters)

#### **690 Internship (1-2)**

Prerequisites: Approval by the Graduate Office, the college internship coordinator, and the associate dean. International students must consult with the Office of International Programs. May be used to satisfy practicum requirements. (\*fall, spring and summer semesters)

#### **695 Special Topics in Economics (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ECO department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **699 Independent Study in Economics (1-4)**

For graduate students only. Prerequisites: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in economics.

## **Education (EDU)**

#### **106 Writing in the Disciplines: Education (4)**

Prerequisite: Education majors only. This course is designed to develop skills in composition theory, the writing process, reading in content areas and critical thinking. The focus will be on reading and writing as it relates to current trends in the field of education.

#### **200 Foundations of American Education (3)**

An introduction to the contemporary issues and trends in public education from historical, sociological and philosophical perspectives. Requires ten hours of volunteer work in the public schools.

#### **206 Human Development and Learning (4)**

Prerequisite: Education majors only. The course introduces the topic of human development integrating basic concepts of physical, intellectual, cognitive, psychological, social, and emotional development of children, youth, and adults at each major life stage adopting a developmental psychology perspective. Theoretical viewpoints and recent research are considered with respect to the practical application of psychosocial theory emphasizing the interaction of human development and learning.

#### **207 Philosophy of Education and Teacher Learner Relationships (4)**

Prerequisite: Education majors only. Participants will investigate primary source data for philosophical orientations to teaching that include progressivism, perennialism, essentialism, social reconstructivism and existentialism. Participants will apply that data in the process of responding to contemporary teaching/learning scenarios and in developing their own teaching philoso-

phy. Participants will explore teacher-learner relationships and their impact on the quality of learning encounters.

### **209 Cross Cultural Comparative Research and Perspectives in International Education (4) (NW) (IG)**

Prerequisite: Education majors only. This course is designed to provide students with knowledge and practices of global education in the classroom. Emphasis is on international educational practices, management strategies, curriculum and instruction and their relationship to current practices in the United States. Specifically, the course is designed to address other elements of the UCC's # 3 and # 6, reading, interpretation, and the use of data for student achievement and classroom management, respectively, as delineated by the Florida Department of Education.

### **210 Technology in Education I (2)**

Prerequisite: Education majors only. This course is designed to promote beginning computer literacy and engages students in problem solving, evaluation of hardware and software, examination of microcomputer applications in an educational setting, and discussions of technology in education.

### **212 Understanding Childhood and Adolescent Disability and Exceptionality (4)**

Prerequisite: Education majors only. The introductory level course adopts a developmental psychology perspective with an emphasis on the new neuroscience of the exceptional brain. The course presents the types of disability in concert with the nature and needs of children and youth with disability. The course considers the intellectual, cognitive, psychological, developmental, physical, social, emotional, and learning characteristics of children and youth with special needs including gifted and talented children and youth. Children's literature is also used to explore the psychosocial aspects of disability.

### **252 Young Children with Special Needs (3)**

Developmentally appropriate procedures, resources and programs designed to meet the special needs of pre-kindergarten/primary age children are investigated, analyzed and assessed. Appropriate interventions, family conferencing, procedures for mainstreaming, and process for screening, assessment and placement are analyzed, applied and developed. Individualized Family Service Plans (IFSP) and Individual Educational Plans (IEP) are researched, compared and contrasted. Analyses are conducted of methods for working with children who are abused, abandoned, homeless or neglected. Experience is arranged with adaptive and assistive technologies for children with special needs.

### **300 Teaching Language Arts in the Secondary Schools (ESOL Infused course) (4)**

Prerequisites: EDU 200, 206, 210, THR 214, and admission to teacher education. This is a specialized methods course for secondary English education majors. Topics include teaching methods and processes, evaluation procedures, and curriculum development specific to secondary schools. Involves students in teaching simulations (\*spring semester)

### **302 Assessment and Continuous Improvement (ESOL Infused course) (4)**

Prerequisites and/or Corequisites: EDU 303, 305, 307, 309 are corequisites, admission to teacher education. This course is designed to provide pre-service teachers with knowledge of classroom assessment techniques needed to allow for continuous improvement for students and self. The course specifically includes knowledge related to the creation of traditional and alternative testing techniques, the review of student assessment data, the assessment of teaching impact for reflecting on personal

teaching experiences and the communication of student progress to stakeholders.

### **303 Instructional Planning and Design (ESOL Infused course) (4)**

Prerequisites and/or Corequisites: EDU 302, 305, 307, 309 are corequisites, admission to teacher education. This course is designed to provide teacher candidates with the knowledge, skills, and dispositions necessary for designing and planning instruction. The course provides research-based coverage of general teaching methods while emphasizing contemporary topics such as learning communities, differentiated instruction and modifications for student differences. Candidates will become proficient in the planning of instruction as specified in the Florida Educator Accomplished Practices Competencies Eight and Ten (8 & 10). Thus they will acquire knowledge of how to implement scientifically based instructional practices to ensure positive impact on student learning in the classroom. Field hours required (Practicum I)

### **305 Critical Thinking and Positive Learning Environments (ESOL Infused course) (4)**

Prerequisites and/or Corequisites: EDU 302, 303, 307, 309, admission to teacher education. This course investigates theories and strategies enabling teachers to manage student behavior and solve classroom problems. Provides intervention and management techniques for teachers and teacher candidates using principles of applied behavior analysis. Examines frameworks for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community. Areas of emphasis include structuring the classroom for success, planning for instruction, managing materials and equipment, and assessing and managing student and group behavior. The course emphasizes acquiring performance assessment techniques and strategies that measure higher order thinking skills and identifies strategies, materials and technologies that expand students' thinking abilities.

### **306 Teaching Reading in the Secondary Content Areas (ESOL Infused course) (4)**

Prerequisites: EDU 200, 206, 210, THR 214, and admission to teacher education. Emphasizes the teaching of reading skills and content material. Discusses the adolescent in relation to methods and materials. Requires simulated teaching and field hours. (\*spring semester)

### **307 Research Based Foundation in Language and Cognition (ESOL Infused course) (4)**

Prerequisites and/or Corequisites: EDU 302, 303, 305, 309 are corequisites, admission to teacher education. This course is designed to provide elementary education teacher candidates with the knowledge, skills, and dispositions necessary for teaching language arts/reading. Students will examine the language arts, the cognitive and literacy development of children, methods of instruction in the communication processes, the needs of diverse learners, and the integration of language arts across the curriculum. Candidates will become proficient in planning and implementing reading instruction as specified in the Florida Reading Endorsement Competencies One and Two (1 & 2). Thus they will acquire knowledge of how to implement scientifically based reading research instructional practices to ensure a positive impact on student learning in the elementary classroom. Field hours required (EDU 309: Practicum I).

**308 Teaching Social Studies in the Secondary School (ESOL Infused course) (4)**

Prerequisites: EDU 200, 206, 210, THR 214, and admission to teacher education. This is a specialized methods course for secondary social studies education majors. Topics include teaching methods and processes, evaluation procedures, and curriculum development specific to secondary schools. Involves students in teaching simulations. (\*spring semester)

**309 Practicum (with Seminar) I (ESOL Infused course) (1)**

Prerequisites and/or Corequisites: EDU 200, 206, admission to teacher education; EDU 302, 303, 305, 307 are corequisites for Elementary Education majors. This course is designed to provide teacher candidates with the opportunity to conduct careful and systematic field-based observations tied to coursework and engage in seminar discussions regarding those experiences. During Practicum I, candidates will complete eight essential research-based tasks required of those doing observations and fieldwork in school and classroom settings. Candidates will 1) observe, 2) notice, 3) notate, 4) predict, 5) generate, 6) analyze, 7) critique and 8) reflect. Employing the use of these eight tasks to guide classroom observation efforts promotes the critical analysis of classroom life and facilitates the development of a realistic perspective of the realities of teaching. This is a pass/fail course.

**310 Teaching Science in the Secondary School (ESOL Infused Course) (4)**

Prerequisites: EDU 200, 206, 210, THR 214, and admission to teacher education. This is a specialized methods course for secondary biology education majors. Topics include teaching methods and processes, evaluation procedures, and curriculum development specific to secondary schools. Involves students in teaching simulations. (\*spring semester)

**311 Teaching Mathematics in the Secondary School (ESOL Infused Course) (4)**

Prerequisites: EDU 200, 206, 210, THR 214, and admission to teacher education. This is a specialized methods course for secondary mathematics education majors. Topics include teaching methods and processes, evaluation procedures, and curriculum development specific to secondary schools. Involves students in teaching simulations. (\*spring semester)

**312 Communication and ESOL Applications (4)**

Prerequisites: Elementary Education major, EDU 302, 303, 305, 307, 309. Corequisites EDU 313, 317, 318, 319, admission to teacher education. This course provides a framework for synthesizing the five ESOL domains, the 12 ESOL performance standards, and the 11 ESOL competencies in order to prepare pre-professional teachers with effective linguistic and cultural classroom based practices. The focus of this course is on ESOL methods for comprehensible instruction, ESOL materials and curriculum, and ESOL assessment procedures for English language learners (ELLs). The final exam serves as a comprehensive overview of the ESOL components infused in the education program. An ESOL field experience is required for all students (EDU 319).

**313 Role of the Teacher, Professional Understanding and Leadership (ESOL Infused course) (4)**

Prerequisite: Admission to Teacher Education; Corequisites EDU 312, 317, 318, 319.

Role of Teacher, Professional Understanding and Leadership will place teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement

in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Participants will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness and site-based accountability can positively improve schools. Knowledge gained in the university classroom will be applied in site-based activities, including participant-observer studies, shadow studies, action research, problem-based learning activities, case studies, and quantitative and qualitative research studies. Students will develop a product representing their growth in understanding of role of teacher, professional understanding and leadership.

**315 Teaching Literature and Language Arts in the Elementary School (ESOL infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 301, 304, 314, FYW 101, 102, and admission to teacher education.

An examination of the language arts, the cognitive and literacy development of children, methods of instruction in the communication processes, the needs of the diverse learner, and the integration of the language arts across the curriculum. A focus is the use of children's literature in teaching by examining genres, student responses and a balanced literacy program.

**316 Teaching Reading in the Elementary School (ESOL infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 301, 304, 314, FYW 101, 102, and admission to teacher education.

A comprehensive survey of the basic methods of teaching reading in the elementary school. Examines the methods, materials, and basic skills of teaching reading, with a focus on skill development in the intermediate classroom.

**317 Diversity and Ethics (ESOL Infused course) (4) (W)**

Corequisites: EDU 312, 313, 318, 319 are corequisites, admission to teacher education

This course is designed to provide teacher candidates with the knowledge, skills, and dispositions necessary to conduct investigations of ethics and learner diversity, including linguistic diversity with an emphasis on developing anti-bias strategies, curriculum, and learning environments as well as corresponding interaction between teacher and learner. The course provides research-based coverage of diversity and ethics issues while emphasizing contemporary topics such as creating a climate of openness, inquiry and support by practicing classroom strategies of acceptance, tolerance, resolution and mediation. Candidates will become proficient in the areas of diversity and ethics as specified in the Florida Educator Accomplished Practices Competencies Five and Six (5 & 6). Thus they will acquire knowledge of how to implement scientifically based research instructional practices to ensure positive impact on student learning in the classroom.

**318 Teaching Reading Through Diagnostic Assessment and Instruction (ESOL Infused course) (4)**

Prerequisite: Admission to teacher education. Corequisites: EDU 312, 313, 317, 319. This course is designed to provide elementary education teacher candidates with the knowledge, skills, and dispositions necessary for diagnosis and correction of mild to moderate reading difficulties with an emphasis on reading instruction guided by assessment. The physical, physiological, cognitive, language, emotional, and socio-cultural correlates of reading disabilities are examined to help candidates understand the nature and causes of reading problems in grades K-6. Candidates will gain facility in the selection and use of formal and informal instruments for the early detection and correction of reading difficulties. The diagnostic-prescriptive model will be

applied to help candidates acquire expertise in the analysis of children's reading diagnostic data and the implementation of developmentally appropriate instructional methods that address the needs of diverse student populations. Candidates will become proficient in planning and implementing reading instruction as specified in the Florida Reading Endorsement Competencies Three, Four and Five (3, 4 & 5). Thus they will acquire knowledge of how to implement scientifically based reading research instructional practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension to ensure positive impact on student learning in the elementary classroom. Field hours required (Practicum II).

### **319 ESOL Practicum (with Seminar) II (1)**

Prerequisites and/or Corequisites: EDU 309 is a prerequisite, must be taken with EDU 312, admission to teacher education

This course is designed to provide teacher candidates with the opportunity to participate in more than 45 hours of ESOL field experience. Candidates will plan and implement ESOL relevant instruction in one-to-one, small group and large group settings. This course introduces the Florida State ESOL Performance Standards and Competencies in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

### **321 Curriculum, Methods and Foundations in Early Childhood Education (3)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Emphasis on developmentally appropriate objectives, materials, activities and methods of teaching the primary grades. Various historical, philosophical and sociological perspectives in early childhood education are investigated, analyzed and evaluated. The course includes 20 hours of field experience.

### **322 Early Childhood Integrated Curriculum Field Experience (3)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Involves observation/participation in early childhood education settings and an examination of instructional materials, procedures, and evaluation of nursery, kindergarten, and primary curricula and instructional strategies.

### **323 Home, School and Community Partnerships (3)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education. The course examines the ways early childhood programs are a part of the family support system. It focuses on the development of an understanding of traditional and non-traditional families, structural and lifestyle variations, parenting in diverse cultures and the needs of high-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, hold parent meetings and conduct home visits.

### **329 Teaching Physical Education and Health in the Elementary School (2)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Intended major in physical education or elementary education. Involves study and practice in elementary physical education methods. Examines and evaluates subject matter, methods and source materials for health programs. Field hours required.

### **331 Teaching Science in the Elementary School (ESOL Infused course) (3)**

Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Examines methods and materials for teaching science and the scientific method. Emphasis on teaching aids, demonstration equipment and simulated teaching.

### **332 Teaching Social Studies in the Elementary School (ESOL Infused course) (3)**

Prerequisites: EDU 200, 201, 203, 301, 304, and admission to teacher education. Involves participation in activities showing the relationship of humans to their physical and social environments. Students compare worldwide courses of study, with emphasis on multicultural diversity, prepare units and participate in simulated teaching.

### **333 Teaching in the Inclusive Elementary Classroom (ESOL Infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 304, or 354, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

### **354 Teaching English to Speakers of Other Languages I-Secondary (TESOL I) (3)**

Prerequisites: EDU 200, 201, 203 and admission to teacher education. Required for all secondary majors, and has a field component, EDU 301 which should be taken in the same semester. This survey course introduces the 25 Florida State ESOL Performance Standards in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL.

### **356 Secondary Educational Assessment (ESOL Infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education. Develops techniques for assessment, evaluation and measurement pertaining to secondary classroom instruction. Particular emphasis is on authentic assessment, performance assessment, elementary statistics, test construction and evaluation, and grade reports.

### **377 Elementary Physical Education Curriculum and Practicum (2)**

Prerequisites: EDU 200, 201, 203, and admission to teacher education; concurrent registration with or completion of EDU 329; declared ESC major in teaching. This course will provide an in-depth coverage of the various curricular models and developmentally appropriate teaching methods common at the elementary level in physical education. Students will be placed at a school to observe and teach physical education under the supervision of a licensed physical education teacher. Field study required.

### **380 Professional Development Clinical (0-3)**

This course is a clinical tutorial-based course that will provide students with additional, individualized and alternative curricula knowledge, skills and experiences to further develop the performance of teacher education candidates within the department of education.

### **401 Teaching Practicum II: Secondary (Not Music or PE) (ESOL infused course) (4)**

Prerequisites: EDU 200, 201, 203, 304 or 354, 441 or 451, admission to teacher education and a 2.5 GPA in the major(s) and overall. An intensive study involving the application of education theoretical, philosophical and pedagogical principles for grades

6-12. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.

#### **404 Teaching English to Speakers of Other Languages II (TESOL II) (3)**

Prerequisites: EDU 200, 201, 203, 301, 304 or 354, and admission to teacher education. Corequisites: EDU 443, Teaching Practicum II: Elementary, or EDU 401, Teaching Practicum II: Secondary. This course further develops the concepts presented in EDU 301 and 304. Emphasis will be placed on the content areas of applied linguistics, curriculum integration, and methods of teaching ESOL. This is a required course for all elementary majors and secondary English majors. Field hours required (as part of Teaching Practicum II).

#### **406 Teaching Practicum III: Elementary and Secondary Final Internship (ESOL Infused course) (10)**

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades K-12 in the areas of music and physical education. The semester involves seven weeks at the elementary level and seven weeks at the secondary level. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses concurrently without permission of chair granted only in the most exceptional circumstances.

#### **407 Teaching Practicum III: Secondary Final Internship (ESOL Infused course) (10)**

Prerequisites: admission to teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks under the guidance of certified teachers provides practical application for pre-service teachers seeking certification for grades 6-12 in the areas of English, mathematics, social sciences, and biology. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses concurrently without permission of chair granted only in the most exceptional circumstances.

#### **417 Diagnosis and Remediation of Reading Problems in the Elementary School (ESOL Infused course) (3)**

Prerequisites: EDU 200, 201, 203, 301, 304, 314, 315, 316 and admission to teacher education. Involves study and practice in diagnosing reading status of individuals and prescribing appropriate reading methods and materials to improve reading performance. Emphasizes instruments and other evaluative materials and practices. Field hours required.

#### **424 Secondary Music Education (3)**

Prerequisites: EDU 200, 201, and 203, and admission to teacher education. A specialized methods course for music education majors. Topics include teaching methods and curriculum materials, as well as planning and management of band, choral and orchestral programs. Field hours required. (\*every other fall semester)

#### **425 Teaching Middle School and Secondary Physical Education (4)**

Prerequisites: EDU 200 and 201, 20 hours of physical education and admission to teacher education. A study and practice in methods pertinent to middle school and secondary physical education. Field hours required. (\*fall semester)

#### **426 Teaching Intermediate Elementary Mathematics (3)**

Prerequisites: EDU 200, 201 and 203, and admission to teacher education program. Focuses on teaching intermediate mathematics in the elementary school. Topics include teaching the intermediate elementary mathematics curriculum, learning theories as they relate to intermediate-level mathematics, major topics facilitated in intermediate elementary mathematics and modern approaches to instruction, as well as facilitating the conceptual transfer from concrete manipulative understanding to progressively abstract understanding.

#### **433 Teaching in the Inclusive Secondary Classroom (ESOL Infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 304, and admission to teacher education. Discusses inclusion as a philosophy and practice. Focus is on the identification/instruction of students with special needs.

#### **441 Elementary Classroom Management (ESOL infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve elementary school classroom problems. Field hours required.

#### **442 Learner Diversity and Cross-Cultural Understanding (ESOL infused course) (3) (W) (NW)**

Prerequisites: EDU 200, 201, 203, 304 or 354, and admission to teacher education. Corequisites: EDU 401 or EDU 443. An investigation of learner diversity, including linguistic diversity, with emphasis on developing anti-bias learning strategies, curriculum, and learning environments, as well as corresponding interaction between teacher and learner.

#### **443 Teaching Practicum II: Elementary (ESOL Infused course) (4)**

Prerequisites: EDU 200, 201, 203, 301, 304, admission to teacher education and a 2.5 GPA in the major(s) and overall. Corequisites: EDU 404 and EDU 442. An intensive study involving the application of theoretical, philosophical and pedagogical principles for grades 1-6. Required is a 120-hour minimum field experience for which extensive, fully planned lessons are developed and implemented in the classroom. Lectures and seminars about curriculum and instruction issues are presented at the University. Field experience placements are assigned by the Department of Education.

#### **444 Teaching Practicum III: Seminar Final Internship (ESOL Infused course) (2)**

Prerequisites: Completion of all required coursework, passage of all sections of the FTCE, application for degree, and a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 445 Teaching Practicum III Final Internship. Topics include reflective inquiry, classroom management, the diverse classroom, lesson and unit planning, ethics and continued professional growth. Students develop a professional portfolio as part of their evaluation.



**445 Teaching Practicum III: Elementary Final Internship (ESOL Infused course) (10)**

Prerequisites: admission to the teacher education program, passage of all sections of the FTCE, application for degree, a minimum GPA of 2.5 overall and 2.5 in the major(s). Corequisite: EDU 444. A full semester of 14 weeks provides practical application and practice in an elementary classroom under the direction of a certified teacher. Seminars and lectures on campus are required throughout the semester. The internship is graded on a satisfactory/unsatisfactory basis. Students enrolling are advised that the internship is a full-time endeavor. Interns are advised against outside employment and may not enroll in additional courses concurrently without permission of the chair, granted in only the most exceptional circumstances.

**451 Secondary Classroom Management (ESOL Infused course) (3) (W)**

Prerequisites: EDU 200, 201, 203, 304 and admission to teacher education. A comprehensive survey of the theories and strategies enabling teachers to manage student behavior and solve secondary classroom problems. Field hours required.

**489 Special Topics in Education (1-4)**

Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

**490-491 Special Topics in Education (1-4)**

Prerequisites: EDU 200, 201, 203 or permission of the instructor, admission to teacher education or current teacher certification, and the consent of the Department of Education chair. Provides in-service and pre-service teachers with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

**600 The Adolescent Learner (3)**

Graduate students only. This course explores human development and learning with an emphasis on issues that are relevant to establishing effective conditions for successful learning and growth in middle and secondary contexts.

**601 Curriculum Theory (3)**

This course introduces graduate students to the study of curriculum theory. Students explore the nature of curriculum theory, differentiate curriculum theory from curriculum planning, place the study of curriculum theory within the larger history of the American school curriculum, and explore a variety of models of curriculum theory including alternative models.

**602 Language Acquisition and Cognition (3)**

This course is based on the study of language acquisition and its relationship to cognition. The course focuses on current theoretical notions of language acquisition while paying particular attention to how such notions might become relevant for learning in K-12 classroom settings. Topics include the social origins of mind as well as the role that language plays in human development and in the advancement of higher order thinking skills in children. Students will demonstrate an understanding of language acquisition and reading as a process of student engagement in fluent decoding of words and construction of meaning.

**603 Tests and Measurement (3)**

This course allows graduate students to explore the role and relevance of measurement, testing, and evaluation in education. Topics included are the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments, techniques of item analysis, and overall impact of high stakes testing.

**605 Professional Ethics, School Law, Safety, and Classroom Management (3)**

Graduate students only. This course provides a reflective look at current research and a variety of teaching strategies for the diverse classroom with a particular emphasis on adolescents' behaviors in the classroom context and effective options for classroom management. The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida will be discussed. This practical view of life in the middle and secondary classroom will feature procedures for school safety and salient information on school law.

**606 Multicultural Children's and Adolescent Literature as Comprehension Tools (4)**

This course is designed primarily for teachers to assist them in becoming knowledgeable about a wide range of multicultural literature from various cultural, ethnic, and religious groups, most of which are under-represented. Connections will be made across and within groups that can facilitate and expand the reading and writing skills of children. Students will demonstrate use of literature in developing fluency and comprehension of text. Fieldwork is required.

**607 Teaching Writing Across the Curriculum (4)**

This course offers teachers intensive graduate study in the teaching of writing. The course examines composition theory and focuses on applying that theory in a practical way in the classroom. Progressive models of writing instruction will be studied and demonstrated. Students will demonstrate understanding of scientifically based reading research as it applies to the language arts, particularly writing. Fieldwork is required.

**608 Cross-Cultural Diversity (4)**

This course is designed for graduate students and teachers who want to explore frameworks, materials, and strategies that will help them translate the rationale for diversity education into effective educational practice with learners of any age, level, or background. Accordingly, the course focuses on approaches to curriculum consonant with a diverse perspective.

**609 Reading Assessment, Diagnosis, and Remediation of Reading Disorders (4)**

This practicum course addresses the perceptual, linguistic, and cognitive processes involved in reading and reading disorders. Current theories of reading development are discussed and considered in the context of practice in reading instruction. Students will administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties. Fieldwork is required.

**610 Instructional Methods for Mathematics, Science or Social Science (3)**

Graduate students only. This course presents mathematics instruction or science instruction as one multifaceted and dynamic experiential learning module that responds to real world problems and issues. Emphasis is on strategies for exploring mathematics or science in local, state, national, and international community environments. *Teacher candidates whose emphasis is mathematics*

*6-12 or middle grades mathematics 5-9 are enrolled in the section co-taught by mathematics and education faculty. Teacher candidates whose emphasis is biology 6-12, chemistry 6-12, physics 6-12, or middle grades science 5-9 are enrolled in the section co-taught by science faculty and education faculty.*

### **611 Human Development and Social Dimensions of Learning (3)**

Graduate students only. This course addresses all social dimensions of learning including decisions regarding social aspects of classrooms, schools and other types of learning environments that teachers face and the powerful impact these decisions have on educational climate. Students will develop an understanding of the influence of social factors on teaching and learning and that social dimensions impact equal access, school progress and performance, and completion of academic programs.

### **612 Pedagogy and Innovation in Education (3)**

Graduate students only. Technology and innovation are key resources for education and school reform initiatives. They not only provide an avenue to access 21<sup>st</sup> century learning and teaching practices but also define and shape the way schools operate. Managed properly, technological innovations are a primary source of competitive advantage for school systems; they also enhance the educational well being of a nation and anchor its global know-how. The challenge of how best to manage technology and innovation has expanded beyond its traditional home in departments like instructional technology or media centers, to the point where it now permeates nearly every aspect of teaching and learning in modern schools. Schools are increasingly turning to technological innovations to enable new forums of engaging with knowledge, to change the way we think of teacher-learner roles, to improve quality and school/home/community communication patterns, and to create and retain student motivation. In addition, teachers now face an accelerating pace of innovation in the technologies supporting and changing processes involved in school management, assessment and instruction. This course will explore the strategic role of technology and innovation in the survival and success of schools and schooling. The course will have a strong emphasis on state of the art technologies in the selection of case examples.

### **613 Epistemology and Research in Education (3)**

Graduate students only. This course is an introduction to epistemology and historical, experimental, descriptive and survey research as it relates to seeking solutions to problems within the field of education. Classic educational research, research techniques, the analysis of research results, and the uses of research are explored. This course guides classroom teachers through the process of reviewing, evaluating, conducting, and disseminating educational research and is designed to help teachers evaluate research findings and their applications to classroom practice.

### **614 Social Change and the Diverse Classroom (3)**

Graduate students only. Examination of the educational theories, practice and research related to the education of diverse populations. The impact of nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels on knowledge bases, learning styles, socialization patterns and educational opportunities will be studied. Development of appropriate and diverse classrooms and curriculum will be emphasized. The role of teachers as social advocates and effective citizens within the context of our schools and our communities will be explored.

### **615 Mastering the Art of Teaching (3)**

Graduate students only. This course is a capstone course that connects learning to national and state standards and utilizes learning from EDU 600–EDU 625 for classroom applications for middle and secondary teachers who are developing the art of teaching. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

### **616 Philosophy, Politics and Leadership in Education (3)**

Graduate students only. This course provides a reflective (and reflexive) overview of the educational policymaking process at local, state and national levels, and of the ethical principles that can influence such policy making.

### **617 Technology for Education and Leadership (3)**

Graduate students only. Effectively using technology across all functions of a school system is, in itself, significant systemic reform. There is a wealth of evidence showing that facilitating change in schools, and especially maintaining that change, depends heavily on capable leadership. It is imperative, therefore, that we in higher education focus on leadership for technology in schools if we are to optimize its benefits in learning, teaching and school operations.

### **621 Exceptional Student Learning: Inclusive Classrooms (3)**

This course traces the historical development of special education and inclusive classrooms through landmark legislation and litigation, parent advocacy, and national economic and social needs. The provisions of federal and state special education mandates, judicial interpretations, and Florida state guidelines regulating the delivery of educational services to persons with handicaps also will be addressed.

### **623 Applied Research (3)**

This course utilizes the action research process to help educational practitioners plan and complete an action research project related to their current teaching assignment. The course examines the social, cultural and ethical issues of conducting research with children. Course activities foster critical inquiry and collaboration among practitioners, administrators, researchers, and other professionals. This culminating experience in applied research will assist the educator in improving or refining his or her actions.

### **625 Apprenticeship I (3)**

Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

### **630 Professional Development I (2)**

Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environment. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

### **635 Assessment in the Secondary School Curriculum (3)**

Graduate students only. This course is a study of secondary school curriculum and instruction as a specialized part of the total schooling system. The study of this curriculum is intended to examine historical, societal, and organizational issues with special emphasis on the interdisciplinary nature of curricular content and on the nature of the students being served in middle and secondary schools.

**640 Teaching English as a Second Language: TESOL (3)**

Graduate students only. This course provides linguistically and culturally appropriate instruction, assessment, and learning opportunities for students with limited English proficiency.

**645 Apprenticeship II (3)**

Graduate students only. This course is a full-time supervised apprenticeship in middle and secondary schools mathematics or science classrooms. A full semester provides practical application of pedagogy in middle and secondary classrooms.

**650 Professional Development II (2)**

Graduate students only. This seminar focuses on the applied implications of the concurrent coursework and practical issues in the middle and secondary schools environments. There will also be an emphasis on pedagogical content knowledge, academic service-learning and reflective practice.

**660 Secondary Reading in the Content Area (3)**

Graduate students only. This course provides students an understanding of reading instructional methods, including strategies, assessment, and teaching reading in the content areas. Emphasis is placed on reading comprehension in mathematics.

**665 Mastering the Art of Teaching Diverse Learners (3)**

Graduate students only. This course is a capstone course that connects learning from EDU 600–EDU 660 and provides connections of theory to practice for secondary classroom teachers. Evidences in this course will enhance and connect learning in the total program experience, including apprenticeships. Service-learning pedagogy and secondary research implications will be applied to the disciplines and the larger community.

**680 Professional Development Clinical (0-3)**

This course is a clinical tutorial-based course that will provide students with additional, individualized and alternative curricula knowledge, skills and experiences to further develop the performance of teacher education candidates within the department of education.

**English (ENG)****115 Editing Workshop (1)**

This one-credit course offers an intensive review of grammar and the conventions of standard edited English to FYW 101 students who are identified as needing additional instruction in editing. By permission of their FYW 101 instructors only, students enroll in ENG 115 in the second seven weeks of the semester.

**116 Writing on Cultures: Concepts of Primary Research (1-4)**

This course explores the concepts of doing primary research on target cultures, as well as ethical issues involved in performing such research. It may be taught on-site in an international setting. In addition, the course provides students opportunities to perform primary (first-hand) research and gain field experience on an issue of their choice that is related to the culture or community being studied. For example, students can investigate a particular environmental or social issue pertinent to the setting, culture, or community more in depth.

**117 War in Literature and Film (4) (A)**

Explores the vicarious experience of warfare and the practical and moral problems associated with command.

**121 The Literature of Countercultures (4) (A)**

A study of recurring patterns in social, cultural and artistic revolution of the last 100 years. Includes the decadents, the lost generation, the beats and the hippies.

**126 Literature and Film Classics (4) (A)**

A study of the techniques, history and development of selected literature and film classics. Content may vary depending on instructor.

**140 Introduction to the Novel (4)**

An introduction to one of the most popular literary genres, the novel, with particular focus on the varied relations novelists establish between individual and society, audience and storyteller, to entertain, unsettle and inspire readers.

**150 Introduction to Poetry (4) (A)**

This course will investigate the roots, elements and nature of poetry in an effort to make poetry a rich source of pleasure for a lifetime. We will read poetry of all types from all ages, with an emphasis on modern and contemporary.

**170 Stories and Wellness (4) (A)**

A thematically organized course that studies the power of stories from many narrative traditions — European, Chinese, Zen Buddhist, Native American — to promote good health and healing.

**175 Ethical Questions and Modern Drama (4) (A)**

Cross-listed with THR 175. This course deals with significant modern plays in which the conflict centers on ethical questions across a broad range of University subjects: business, science, politics, relations with and responsibilities to others. Classroom sessions and papers will address the plays first as works of literature, but will go on to discuss and debate the ethical issues involved.

**200 Introduction to Shakespeare (4) (W) (A)**

An introduction to the plays and poems of William Shakespeare, including a survey of the texts and an introduction to the staging and poetry of the work. The objectives of this course are to familiarize students with the work and techniques of a great poet and playwright. For English and writing majors, it is essential. For all students, a familiarity with Shakespeare is a cornerstone of a rounded liberal arts education. (\*fall semester)

**201 World Literature I (4) (W) (IG) (A)**

A survey of major world authors from the ancient world through the Renaissance. (\*fall semester)

**202 World Literature II (4) (W) (IG) (A)**

A survey of major world authors from the 18<sup>th</sup> century to the present. ENG 201 is not a prerequisite for ENG 202. (\*every third year)

**204 Advanced Composition (4) (W)**

Prerequisites: FYW 101 and 102 (101 may be waived). Further study of the principles of writing. (\*every other year)

**205 Advanced English Grammar (4) (W)**

Explores attitudes toward language and examines the way English works: its history, regional and social varieties, and its grammar. Includes a thorough review of the conventions of usage governing Standard American Written English. Satisfies a requirement for the secondary English education major. (\*fall semester of even-numbered years)

**206 British Literature I (4) (W) (A)**

A survey of major authors and literary trends up to the 18<sup>th</sup> century. (\*every fall or spring semester)

**207 British Literature II (4) (W) (A)**

A survey of major authors and trends from the 19<sup>th</sup> century to the present. ENG 206 is not a prerequisite for ENG 207. (\*at least every fall semester)

**208 American Literature I (4) (W) (A)**

A survey of major authors and literary trends from colonial and revolutionary periods to the westward expansion. (\*at least every fall semester)

**209 American Literature II (4) (W) (A)**

A survey of major authors and literary trends from the Civil War to modern times. ENG 208 is not a prerequisite for ENG 209. (\*at least every spring semester)

**210 Basic Linguistics (4)**

Cross-listed with LIN 210. An introduction to the study and description of language according to the principles of modern linguistics. No prerequisites. Satisfies the ENG 205 Advanced English Grammar requirement for teacher certification. (\*every other spring semester)

**211 Myth and Epic: From Orality to Literacy (4) (W) (IG) (A)**

A study of great myths and epics from Mesopotamia, ancient Greece, classical Rome, medieval Europe and Africa. Open to all students. (\*every third year)

**214 Introduction to Literature and Interpretation (4) (W) (A)**

In this introductory course students will study and practice various ways of reading and interpreting literary texts. The course will acquaint students with the methods and materials of literary scholarship and the specific vocabulary needed to identify and discuss a range of major 20th-century theories that helped shape English as a discipline.

**215 Literary Interpretation of the Bible (4) (W) (A)**

This course introduces Biblical literature and scripture exegesis. Selections from the historical, prophetic, and wisdom texts of the Tanakh (Old Testament) will be studied as well as selections from the Gospels and epistles of the Christian Scriptures. The texts will be read in the context of Near Eastern literature and with the aid of established Biblical criticism. Students will practice the art of expository writing and will learn the basics of Biblical scholarship: translation comparison, concordance work, and commentary research.

**216 Mothers and Daughters in Literature and Film (4) (W) (A)**

Cross-listed with WST 216. An exploration of the myths and realities of the mother-daughter relation as presented in poetry, fiction, autobiography, film and visual art by women.

**220 Spiritual Autobiography (4) (W, NW) (IG) (A)**

Cross-listed with REL 220. A comparative survey of spiritual autobiographies chosen from Buddhist, Christian, Jewish, Muslim, Lakota Sioux and independent spiritual traditions.

**229 Contemporary African and Third World Literature (4) (W) (NW) (IG) (A)**

A study of the contemporary world scene as perceived by the authors of African and Third World literature. (\*every other year)

**238 Women's Literature (4) (W) (IG) (A)**

Cross-listed with WST 238. This course critically examines women's writing and may incorporate a variety of genres, including fiction, non-fiction, poetry and drama. The texts in this course may come from a variety of traditions, from classic texts by women writers to the avant-garde, and/or from a variety of historical and literary periods. (\*every other year)

**240 Contemporary Themes: Memoir (4) (W)(A)**

A study of selected contemporary memoir. Content will vary depending on instructor. (\*occasionally)

**249 Transformation: Fiction to Screen (4) (W) (A)**

Cross-listed with COM 249. A study of the transformation of short stories and novels to the screen aimed at an enhanced appreciation of both the written page and the visual medium.

**250 Spanish Literature in English Translation (4) (A)**

Cross-listed with SPT 250. No prerequisites. A study of selected masterpieces of Spanish literature. Course and readings are in English. (\*occasionally)

**251 Latin American Literature in English Translation (4) (NW) (A)**

Cross-listed with SPT 251. No Prerequisites. Reading and analysis of literary masterworks from Latin America. Texts, periods, and regions will vary from semester to semester. Course and readings are in English. (\*occasionally)

**253 Religious Motifs in Modern Literature (4)(A)**

The study of a body of modern literature which relates to religious experience: forms of faith, doubt, disbelief, absence, discovery of the spiritual, science and faith.

**257 The Contemporary Novel (4) (W) (A)**

No prerequisites. A study of selected novels by major contemporary authors. (\*every other year)

**260-269 Studies in Rhetoric and Composition (4) (W)**

An introductory-level study of the history, theory, and/or uses of rhetoric; may include issues in rhetoric and composition pedagogy, studies of cultural or political rhetoric, and literacy studies. May be repeated if content varies.

**270-278 Topics in English (4) (W) (A)**

A topics course at the 200 or introductory level. A study of traditional or experimental fiction, non-fiction or poetry at the introductory level. May be repeated if the content varies.

**282-289 Modern Drama (4) (W) (A)**

Cross-listed with THR 282-289. Studies include survey of modern drama (Ibsen to the present), contemporary British drama, contemporary American drama or modern Continental drama. May be repeated if content varies. Open to all students. (\*offered in rotation)

**300 The Romantic Writers (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of the Romantic Movement from Blake to Keats. (\*every other year)

**301 The Victorian Writers (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of Victorian literature from Carlyle to Kipling. (\*every third year)

**303 Modern Poetry (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. An introduction to the major poets and schools of modern and contemporary poetry in England and the United States. (\*every other year)

**307 Shakespeare's Romances and Tragedies (4) (W) (A)**

Prerequisite: FYW 101 and 102, or consent of instructor. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. An advanced study of several of Shakespeare's finest romances and tragedies, involv-

ing a close analysis of the texts and incorporating a thorough grounding in the Renaissance mind set. (\*every other spring semester)

### **308 Shakespeare's Comedies and Histories (4) (W) (A)**

Prerequisite: FYW 101 and 102, or consent of instructor. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. An advanced study of several of Shakespeare's finest comedies and history plays. (\*every other spring semester)

### **309-311 Advanced Drama (4) (W) (A)**

Cross-listed with THR 309-311. Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies. (\*at least every other year)

### **312 Contemporary World Literature (4) (W) (NW) (IG) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A selection of today's major living authors from around the world. (\*every year)

### **318-322 Fiction (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of traditional or experimental novels or short fiction. May be repeated if content varies. (\*every year)

### **323 Post-Colonial Literature and Theory — Asian Subcontinent (4) (W) (NW) (IG) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. This course explores postcolonial identity in literature written by writers from the subcontinent. Particular attention will be given to cultural and historical issues which discuss the emergence of nationalism as a reaction to the British Raj, and the decolonization movements that contribute to the forming of India, Pakistan and Bangladesh. The primary texts will be literary, but we will ground our discussions in theoretical issues related to postcolonial studies.

### **324 Post-Colonial Literature and Theory (4) (W) (NW) (IG) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. This course is designed to focus on a variety of colonial and post-colonial literatures in Africa, the Caribbean, Indonesia or Latin America. It will be a study of the representation of personal, racial and national identity in works from the selected region, written during the period of struggle against colonialism and afterwards. May be repeated if content varies. (\*every other year)

### **325 The Eighteenth Century (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Studies the major authors of the neoclassical period. (\*every third year)

### **326 Buddhism and Literature (4) (W) (A) (NW) (IG)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 206, 208, 209) or permission of instructor is required. Buddhism is one of the world's great philosophical systems and has engendered literary works of surpassing artistry and spiritual merit. This introduction to its literature encom-

passes selections from classical texts and modern expressions, both East and West.

### **334 The Medieval Vision (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Investigation of medieval views of the world and humankind through close reading of several literary masterpieces. (\*every third year)

### **335 English Renaissance Literature (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. The poetry, prose and drama of England's most glorious literary period, the 16<sup>th</sup> and 17<sup>th</sup> centuries. Includes Shakespeare's sonnets, but not the plays. (\*every third year)

### **337 Multiethnic U.S. Literature and Film (4) (NW) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. This course explores four major ethnic heritages — Native American, Hispanic, African American and Asian American — through contemporary literature and film. Discussion of the unique historical background casts light upon multicultural expression in literature and film. Other arts, such as dance, music, and folklore, enrich our appreciation of each community's artistic identity.

### **340-342, 344 Major Poets (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Close reading and analysis of one or more major poets. May be repeated if content varies. (\*every other year)

### **343 Approaches to TESOL and Teaching Second and Foreign Languages (4)**

Cross-listed with LIN 343. Prerequisites: FYW 101 and 102, and LIN 210 or instructor permission. This course focuses on methods and approaches to teaching second and foreign languages. It will also incorporate theories of second/foreign language teaching and learning as well as essential concepts from applied linguistics. (This course is intended for non-education majors who may pursue graduate studies in TESOL (Teaching English to Speakers of Other Languages), applied linguistics or foreign languages or to students who may have interest in teaching/tutoring English to non-native speakers in the U.S. or abroad.)

### **345 Composition Pedagogy (4)**

Prerequisites: FYW 101 and 102. This course will focus on concepts, issues and approaches related to the teaching of composition. It will incorporate study of the definition and characteristics of writing and the writing/composing process.

### **347 Irish Literature (4) (W) (IG) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of Irish fiction, drama, poetry, memoir, and film of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Will include the influences of colonialism, politics, sectarianism, religion, and notions of family and women's roles on this body of literature. Includes a study of major writers from the early part of the 20<sup>th</sup> century, such as James Joyce, and their influence on contemporary writers. (\*every third year)

### **350-355 Topics in English (4)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. This is a special topics course at the 300 level. The course will incorporate an advanced study of a topic and/

or genre. The course material may be from any historical period and may include any nationality, ethnicity, etc. Course may be repeated if content varies.

### **360-365 Major Authors (4) (W) (A)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of one or more of the most significant American, British or world writers. May be repeated if content varies. (\*every year)

### **425 Seminar (4) (W) (A)**

Prerequisites: FYW 101, FYW 102, and junior or senior status. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A capstone course focused on a defined area of literary study, such as a major author, literary movement, or genre. Content varies depending on instructor. Especially recommended for students going on to professional or graduate school. (\*every year)

### **430 Literary Criticism (4) (W) (A)**

Prerequisites: FYW 101, 102, and a 200-level literature course. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A study of significant contemporary literary theories. Selected approaches to literary texts may include formalist, Freudian, reader response, post-structural, cultural and new historicist criticism. (\*every other year)

### **444 Wordimagebookscreen (4) (W) (A)**

Cross-listed with COM 444. Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Drawing on various disciplines, this course focuses on methods for “reading” culture and contemporary consciousness, concentrating on word and image in the formation of attitudes, ideologies and myths. Introduces cultural analysis and a metalanguage through which students can understand the competing sign systems and discourses of culture.

### **450-454 Topics in English (1-4)**

Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Deals with different subjects each time course is offered and may be repeated for credit.

### **460-465 English Studies: Career Internship for English Majors (1-8)**

Prerequisites: junior or senior standing and a minimum 3.0 GPA. An internship program to acquaint English majors with careers in their field and to show them how their special skills can be used in those environments. May not count toward the requirements for the major.

### **495-499 Directed Reading (1-4)**

Prerequisites: FYW 101 and 102, and consent of instructor and department chairperson. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. A program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

## **Entrepreneurship (ENT)**

### **320 Introduction to Entrepreneurship/Feasibility (4)**

This course requires students to develop a feasibility study for a new business venture. The study will be utilized throughout courses in the major and will form the basis of the business plan in

ENT 487. In addition to a historical review of entrepreneurship, students assess the value of a concept and explore opportunity recognition, innovation and creativity, pro forma financial statement development, the legal structures of business, risk analysis and types of entrepreneurial ventures. (\*fall and spring semesters)

### **360 New Venture Finance (4)**

Prerequisite: ENT 320 and FIN 310. ENT 360 must be taken during the term in which ENT 487 is taken. Major sources of funding for new ventures are reviewed and evaluated in this course, including family and friends funding, angels, venture capital, informal investors, banks, investment banks, suppliers, buyers and the government. Some of the topics for this course include debt and equity capital markets, valuation, bootstrapping, joint ventures, strategic alliances, private placements, IPOs and management buyouts. Student will create proformas and develop a funding plan for a new venture. (\*spring semester)

### **390 Managing the Family Business (4)**

Prerequisite: MGT 330. This course provides an overview in the beginning of the basic business principles as they apply to multi-generational businesses. The course covers the vital importance of family businesses to communities and national economies, and the unique problems and opportunities they face. A systems perspective is used to understand the dynamics among family members, the ownership and the management of the business. The course uses speakers, case studies and assessment tools to develop understanding and strategies for managing those dynamics. It is designed for majors and non-majors either from or interested in family businesses. (\*fall semester)

### **486 International Entrepreneurship (4)**

Cross-listed with IBS 486. Prerequisite: ENT 320. This course includes the study of cross-national comparisons of entrepreneurial activity and examines the formation and functioning of innovative, proactive, and risk-taking organizations that cross national borders. Attention is given to understanding the skills necessary to successfully launch a new venture in the global economy. (\*as needed)

### **487 Business Plan Development (4)**

Prerequisites: ENT 320 and MKT 360. Corequisite: ENT 360. This course draws on a broad range of business disciplines including management, marketing, finance, and accounting to develop the business plan. Critical elements of the plan include industry/market analysis, clear opportunity and concept definition, target market analysis, a comprehensive human resource plan, financial proforma analysis as well as statements of sources and uses of funds, and an assessment of critical risks. The semester long work on the business plan culminates with a business plan competition. (\*spring semester)

### **495 Seminar in Entrepreneurship (4)**

Prerequisite: ENT 320 or permission of instructor. Topics vary and focus on emerging ideas and the latest research in areas of entrepreneurship that are not covered by the current curriculum. Sample topics include creativity and problem-solving, innovation and technology entrepreneurship, legal issues for entrepreneurs, corporate entrepreneurship, real estate venturing and social entrepreneurship. (\*spring semester)

### **670 Creating and Leading New Ventures (4)**

For graduate students only. Prerequisites: Foundations courses and MKT 609. This course focuses on developing the skills necessary for successful entrepreneurship. Students will develop a business concept, define a new venture to market the concept, research the market and determine the commercial viability of the

business concept, forecast sales and production, prepare financial proformas, develop a marketing and funding plan and prepare and present a business plan for the new venture. Students will have the opportunity to submit their work in a business plan competition. (\*spring semester)

#### **683 Legal Environment of Entrepreneurial Ventures (4)**

For graduate students only. Prerequisite: ENT 670. This course broadly surveys the legal issues common to entrepreneurial ventures, including: selecting and working with an attorney, business entity selection, corporate governance, contracts, the Uniform Commercial Code, operational liabilities, insurance, debtor-creditor relations, bankruptcy, human resources and buying and selling a business. (\*as needed)

#### **686 International Entrepreneurship (4)**

For graduate students only. Cross-listed with IBS 686. Prerequisite: ENT 670. This course provides an understanding of international entrepreneurship, including the development of managerial and knowledge-based skills that underlie the successful launch of a new venture or existing business in the global economy. (\*as needed)

#### **695 Seminar in Entrepreneurship (4)**

For graduate students only. ENT 670 or permission of instructor. Topics will vary and will focus on emerging ideas and the latest research in areas of entrepreneurship that are not covered by the current curriculum. Though not limited to these, example topics include creativity and problem-solving, innovation and technology entrepreneurship, legal issues for entrepreneurs, corporate entrepreneurship, real estate venturing and social entrepreneurship. (\*as needed)

## **Exercise Science and Sport Studies (ESC)**

### **105 Biokinetics and Conditioning (2)**

Involves testing, designing, and implementing a personal physical fitness program. Emphasis is on developing and implementing personal fitness programs that include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. (\*fall and spring semesters)

### **110 Introduction to Exercise Science and Sport Studies (2)**

An introduction to the exercise science profession, including the objectives, structure, history, philosophy and biological aspects of physical education and their field applications. (\*fall and spring semesters)

### **150 First Aid (2)**

A standard course leading to Red Cross certification in first aid and in personal safety and cardiopulmonary resuscitation (CPR). This course prepares students to act as citizen responders. (\*fall and spring semesters)

### **151 Swimming (1)**

Develops fundamental skills and methods for teaching swimming and water safety. (\*fall and spring semesters)

### **200 Methods of Teaching Tennis (1)**

Covers methods and procedures for teaching tennis. May be used toward professional activities requirement of adult fitness concentration. (\*spring semester)

### **202 Outdoor Education (4)**

An interdisciplinary approach to education in the outdoors, combining lectures, observations, field investigations and practical

experiences in camping, canoeing, fish and wildlife management, environmental control and other concomitants of the outdoors. Two hours may be used toward professional activities requirement of adult fitness concentration. (\*summer sessions)

### **240 Lifetime Sports (2)**

Covers methods of teaching the recreational sports of archery, badminton and golf. May be used toward professional activities requirement of adult fitness concentration. (\*fall and spring semesters)

### **252 Gymnastics (3)**

Prepares students for teaching educational gymnastics, tumbling and apparatus. May be used toward professional activities requirement of adult fitness concentration.

### **270 Prevention and Care of Sports Injuries (3)**

Prerequisites: HSC 220 or HSC 230 and ESC 150 or HSC 150. Familiarization with the field of athletic training and the basic techniques, principles and theories underlying the prevention and care of a variety of athletic injuries and conditions. (\*fall and spring semesters)

### **280 Adult Fitness (3)**

A comprehensive discussion of corporate fitness that stresses fitness testing, prescriptive fitness programs and the role of fitness centers in the corporate/community structure. (\*fall and spring semesters)

### **307 Movement Education/Games and Sports (3)**

Prerequisite: EDU 200. A comprehensive discussion of movement education, stressing an individual approach to teaching basic movement skills, games and sports. (\*spring semester)

### **312 Dance/Rhythmics (3)(A)**

Prepares students for teaching creative rhythmics, folk and square dancing, and aerobic dancing. (\*spring semester)

### **320 Coaching and Teaching of Football and Wrestling (2)**

Focusing on developing and testing skills in participants, as well as officiating in football and wrestling and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (\*fall semester)

### **321 Coaching and Teaching of Baseball, Basketball and Softball (2)**

Focusing on developing and testing skills in participants, as well as officiating in baseball, basketball and softball and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (\*spring semester)

### **322 Coaching and Teaching of Volleyball and Track and Field (2)**

Focusing on developing and testing skills in participants of volleyball and track and field and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (\*fall semester)

### **323 Coaching and Teaching of Soccer and Field Hockey (2)**

Focusing on developing and testing skills in participants of soccer and field hockey and examining the psychology of coaching. May be used toward professional activities requirement of adult fitness concentration. (\*spring semester)

### **329 Coaching Team and Individual Sports (3)**

A comprehensive approach to coaching athletics, including planning, values, psychology, roles and goals. (\*fall and spring semesters)

**330 Motor Development and Skill Acquisition (3)**

Prerequisites: HSC 220 or HSC 230. A study of motor development through the life cycle, with emphasis on physical growth, the effects of exercise, fundamental motor patterns and developmental skill acquisition. (\*fall and spring semesters)

**340 Applied Kinesiology (3) (W)**

Prerequisite: HSC 220 or HSC 230. A study of the bone-muscle relationships and problems of analysis in human motion as related to the muscular skills in body mechanics and athletics. (\*fall and spring semesters)

**372 Principles of Exercise Leadership (2)**

Prerequisites: ESC 105, HSC 100, HSC 220 or HSC 230. In addition, EDU 200 or equivalent EDU course for teaching majors and ESC 280 for adult fitness majors. This course will provide ESC adult fitness and teaching majors with the proper form, mechanics and cues to perform and present fundamental movement skills safely. In addition, majors will learn proper execution, identify and analyze movement errors, and develop appropriate correction and cueing. The basics of assessment, presentation, observation and correction will be applied as students work with individuals and lead groups with the intent of developing motor and fitness skills and routines.

**380 Exercise Testing and Prescription (3)**

Prerequisite: HSC 220 or HSC 230 (ESC 340 recommended). Studies trends in exercise habits, exercise evaluations and the process for clients developing a total wellness approach to living. Students will learn to apply principles of developing a fitness program. Lab fees for personal trainer certification examination required. Current First Aid/CPR certification required for certification examination. (\*spring semester)

**400 Physical Education and Fitness for Special Populations (3) (W)**

Examines the special physical education and physical fitness needs of individuals with chronic or functional handicaps. (\*fall and spring semesters)

**411 Recreation Leadership and Administration (2)**

A study of the organizational patterns and administrative processes involved in leisure-oriented organizations. (\*fall and spring semesters)

**412 Principles of Administration for Sport and Physical Education (3) (W)**

Cross-listed with SPM 412. Prerequisite: ESC 110 for non-sport management majors. Studies the procedures for organizing and managing physical education, fitness and sports programs, and analyzes the administrative concepts. (\*fall and spring semesters)

**414 Sports and Society (3)**

An analysis of sports from a sociological perspective. Investigates sport theory from historical to modern contexts. Includes a critical appraisal of the expanding literature on the origins, functions and effects of sports in society.

**450 Tests and Measurement (3)**

Prerequisites: ESC 105 and 110 or HSC 120. Open only to junior and senior exercise science majors whose concentration is teaching physical education, and exercise science students whose concentration is adult fitness. A study of the available tests, measurement and assessment procedures for the physical education or fitness instructor. (\*fall semester)

**460 Physiology of Exercise (3) (W)**

Prerequisite: HSC 220 or HSC 230. Develops knowledge and understanding of the function and limitations of the organism during exercise. (\*fall and spring semesters)

**470 Field Work in Recreation (4-6)**

Prerequisite: completion of six semester hours of professional courses, and departmental approval. An instructional program that includes supervised pre-professional practice in approved recreational service agencies. Involves observation and participation in planning, conducting and evaluating at the face-to-face supervisory and executive levels of leadership. Graded on a pass/fail basis. (\*fall and spring semesters)

**480 Internship in Adult Fitness Programs (2-12)**

Prerequisite: senior academic status and departmental approval. Offers practical experience in health and fitness center programming. Admission by application to the department chair. Students must provide proof of current CPR certification, and may be required to provide individual liability insurance. Graded on a pass/fail basis. This course may be repeated for credit for a maximum of 12 semester hours. (\*fall, spring and summer semesters)

**499 Special Topics in Physical Education (1-4)**

Prerequisite: junior standing. A seminar and/or independent study incorporating special issues in the field of physical education. May be repeated for credit. (\*fall and spring semesters)

**Finance (FIN)****310 Financial Management (4)**

Prerequisites: FYW 101 and 102, ACC 202 and 203, ECO 204 and 205, ITM 210 and 220. A study of the processes, institutional framework and decisions faced by firms in the acquisition and use of funds. Practical emphasis is on corporate entities, including their utilization of capital budgeting in a world of taxes, law and risks. A traditional first course in corporate finance. (\*fall, spring and summer semesters)

**410 Intermediate Financial Management (4)**

Prerequisite: FIN 310. An in-depth study of financial decision-making primarily in the corporate environment. This course builds and expands on the skills developed in the managerial finance course. Topics include financial statement analysis, the capital budgeting process, cost of capital, capital structure, dividend policy, working capital management and short and long-term financial planning. The course will include both theory and practice, and students will make extensive use of Excel. (\*fall and spring semesters)

**415 Applied Investment Management (4)**

Prerequisite: FIN 440. Not open to graduate students. Admission by permission of instructor. This course provides an opportunity for students to blend the theory of investments with the practical demands of hands-on investment management. Hands-on management of a real portfolio achieves the practical objectives. Periodically, security analysts and portfolio managers are invited as guest speakers to share practical insights on the investment management process. Bloomberg training is provided. (\*fall and spring semesters)

**425 International Financial Management (4) (IG)**

Cross-listed with IBS 405. Prerequisite: FIN 310. The course examines the role of the multinational firm as a catalyst and facilitator of international business. Examines and explores the management of international financial risk, foreign exchange,



corporate financing from a global perspective, direct foreign investment decisions, and international portfolio allocation. Not open to graduate students. (\*fall and spring semesters)

#### **440 Investments (4)**

Prerequisite: FIN 310. An introductory investment analysis class. Covers common stocks, options, government and corporate bonds, mutual funds and portfolio management. Not open to graduate students. (\*fall and spring semesters)

#### **470 Financial Markets, Institutions, and Money (4)**

Prerequisite: FIN 310. A survey of the global financial environment, including major financial institutions, securities markets and other financial markets. Topics include money and banking, the determination of interest rates, monetary policy, market efficiency, investment banking, hedging, risk management and derivatives. The course emphasizes current and recent economic trends and financial innovations. (\*fall and spring semesters)

#### **490 Finance Internship (1-8)**

Prerequisites: junior or senior standing with at least a 2.75 overall GPA, or at least a 2.5 overall GPA and a 3.0 in COB courses; FIN 310 and one additional finance course. May not be used to satisfy major requirements. Approval of the associate dean required. (\*fall and spring semesters)

#### **491 Financial Policies and Strategies (4)**

Prerequisites: FIN 310 and 410, and senior status. Senior seminar course for finance majors. An advanced course in finance with heavy use of cases that explore timely topics in-depth, such as forecasting and financial modeling, financial statement analysis, and working capital management. Not open to graduate students. (\*fall and spring semesters)

#### **495 Special Topics in Finance (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the finance department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **499 Independent Study in Finance (1-4)**

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean. A readings or independent study course taken under faculty guidance for variable credit.

#### **611 Financial Management and Strategy (4)**

This course is concerned with the theory and the practice of managerial finance, especially in the context of the publicly held corporation in a competitive global environment. The course includes analysis of current and historical financial position and short-term financial decisions. The course emphasizes long-term, strategic decisions such as major investments, acquisitions and capital structure decisions. The principles of cost-benefit analysis, value creation, risk and return, and time value of money are demonstrated in a variety of business case examples. The course includes an introduction to portfolio theory, international finance, and financial derivatives. (\*fall and spring semesters)

#### **616 Advanced Financial Management (4)**

For graduate students only. Prerequisite: FIN 611. This course uses real business case studies to examine practical corporate financial management, policy and strategy. Students perform financial analysis and forecasting, examine complex financial transactions, and evaluate alternatives under uncertainty. Case topics include sustainable growth, financial distress, capital budgeting, economic value added, cost of capital and capital structure. (\*fall semester)

#### **630 International Finance (4)**

Cross-listed with IBS 601. For graduate students only. Prerequisite: FIN 611. Course applies no-arbitrage theory to multinational financial management. Topics include international financial markets, international parity conditions, hedging foreign cash flows, arbitrage portfolios, international capital budgeting, international portfolio allocation and international cost of capital. (CFA®) (\*fall and spring semesters)

#### **640 Investment Portfolio Management (4)**

For graduate students only. Prerequisite: ITM 500 and ACC 500. Investigates the various investment alternatives available to individuals in the securities market. Topics of analysis include quantitative economic sector accounting, valuation concepts, fixed-income securities and portfolio performance. (CFA®) (\*fall and spring semesters)

#### **645 Security Analysis and Advanced Portfolio Management (4)**

Prerequisite: FIN 640. This course deals with the theory and practice of portfolio management and investment analysis at an advanced level. The emphasis is on strategic investment management topics and applications, including portfolio optimization, performance measurement, index construction, and behavioral finance. Students will learn to critically evaluate new and recently developed portfolio management models and techniques. Much of the material covered in this class is also part of the Level 2 and Level 3 CFA® curriculum (\*occasionally)

#### **650 Venture Capital and Alternative Investments (4)**

This course describes the common types of alternative investments, methods for their valuation, unique risks and opportunities associated with them, and the relationships that alternatives have to more traditional investments. The course covers material from the CFA® Candidate Body of Knowledge (CBOK) (\*summer semester)

#### **655 Financial Analysis of Commercial Real Estate with ARGUS (4)**

This course deals with the theory and practice of evaluating commercial real estate. The emphasis is on real estate valuation, cash flow analysis, financing, and partnership structures. ARGUS software is utilized to apply the lecture material and is an integral part of the course. Students perform scenario analysis and generate reports at introductory and intermediate levels using ARGUS in a series of case studies. The course features analysis of actual commercial real estate ventures in the Tampa area. (\*summer semester)

#### **670 Financial Markets, Institutions and Money (4)**

For graduate students only. Prerequisite: FIN 611. This course covers the array of financial markets and financial institutions that make up our global financial system. Topics include financial intermediation, the determination of interest rates, money and banking, monetary policy, investment banking, hedging with derivatives, and market efficiency. Students learn to use financial computations involving interest rates, security prices, currency rates and other financial data. The course emphasizes current and recent trends and financial innovations. (CFA®) (\*fall and spring semesters)

#### **690 Internship (1-2)**

Prerequisites: Approval by the Graduate Office, the college internship coordinator, and the associate dean. International students must consult with the Office of International Programs. May be used to satisfy practicum requirements. (\*fall, spring and summer semesters)

**695 Special Topics in Finance (4)**

Prerequisites: to be specified at time of offering. A course of offered at the discretion of the finance department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

**699 Independent Study in Finance (1-4)**

For graduate students only. Prerequisite: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in finance.

**First Year Writing (FYW)****100 Basics of Grammar and Writing (4)**

An intensive review of basic writing strategies and English usage offered as preparation for First Year Writing 101 and 102. The course emphasizes clarity, organization and purpose in the writing process. FYW 100 does not fulfill general curriculum distribution requirements, nor does it replace FYW 101 or 102 or count toward the English major or minor. Students who have earned credit for FYW 101 or 102 may take this course only by written permission of the department chair. Students must complete FYW 100 with a grade of “C” or better to register for FYW 101. (\*fall and spring semesters)

**101 Writing and Inquiry (4)**

Writing and Inquiry invites students to explore questions and think of themselves as writers, constructing answers rhetorically in academic and community contexts. During the writing process, students will consider their own and others’ perspectives on a variety of vital personal, historical, philosophical, and social issues. Taking their own experiences and their peers’ perspectives as credible sources of knowledge, students will expand their inquiries beyond the personal into complex discussions in academic, literary, and public textual forms. Students will also practice appropriate use and critique of technology, using digital sources as support for their arguments and grounds for further inquiry. Students must complete FYW 101 with a grade of “C” or better to register for FYW 102. May not count for the English or writing major or minor. (\*fall and spring semesters)

**102 Composition and Rhetoric II (4)**

Teaches the process of writing effective expository essays. FYW 102 includes extensive instruction and practice in research writing. May not count for the English of writing major or minor. (\*fall and spring semesters).

**110, 111 English for Non-Native Speakers I, II (4, 4)**

Designed to develop and improve skills for students for whom English is a second language. Non-native or bilingual students with English-language difficulties must take FYW 110 before taking FYW 101 and 102. (See statement on placement testing in English in the *Academic Programs* chapter.) The professor also may recommend a student take FYW 111 before taking FYW 101 and 102. Neither FYW 110 nor FYW 111 meets the requirements for FYW 101 or 102, or any other requirement of the general curriculum distribution. Neither of the courses counts toward the English major or minor. Must be completed with a grade of “C” or better to register for FYW 101.

**French (FRE)**

*Students who have had one or more years of French in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-and 400-level courses. Credit cannot be earned in 100-and 200-level French courses that are prerequisites for courses already successfully completed.*

**101, 102 Elementary French I, II (4, 4) (IG)**

Not open to native speakers of French. FRE 101 (or equivalent skills) is a prerequisite for FRE 102. Beginning French with an emphasis on French culture, as well as understanding and speaking French in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of French in secondary school within the previous eight years may not enroll in French 101 for credit, except by written permission of the instructor. (\*fall and spring semesters)

**105 Elementary French Review (4) (IG)**

Not open to native speakers of French. May not be taken after FRE 101. Review of French for students who have studied the language in high school for at least two years. Emphasis on accelerated grammar and on speaking. Listening comprehension, reading and writing are included. Credit may not be earned for both French 102 and 105.

**201, 202 Intermediate French I, II (4, 4) (IG)**

Not open to native speakers of French. Prerequisite: French 102 or two or more years of high school French, or equivalent skills is required for FRE 201. French 201 or three or more years of high school French, or equivalent skills is required for FRE 202. Develops a greater understanding of French culture and everyday French, as well as speaking, reading and writing skills. (\*FRE 201 fall semester; FRE 202 spring semester, occasionally in other semesters)

**251-259 Topics in French (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

*Courses at the 300 or 400 level are conducted in French, are non-sequential, and may be taken in any order, or individually, unless otherwise specified in the course description.*

**300, 301 Advanced French I, II (4, 4) (IG)**

Prerequisite: FRE 202 or equivalent, or four or more years of high school French or equivalent skills. Not open to students who received their secondary education in the French language. Emphases in Advanced French I are on oral expression, reading and vocabulary building. Emphases in Advanced French II are on writing, vocabulary building and grammar. (\*every third year; 300 in fall semester, 301 in spring semester)

**311 Commercial French (4) (IG)**

Prerequisite: FRE 202 or equivalent skills. This course is designed to give students a working knowledge of French in a business setting. It provides a basis from which students will learn about culturally appropriate business practices in France and in the Francophone world. (\*every third year, fall semester)

**320 French Cinema (4) (A) (IG)**

Prerequisite: FRE 202 or equivalent, or four or more years of high school French, or equivalent skills. A broad survey of French cinema from the silent era through the present covering the history and evolution of French filmmaking through the viewing and analysis of its masterworks. (\*every third year, spring semester)

**331 Introduction to French Literature (4) (A)**

Prerequisite: FRE 202 or equivalent skills. A reading and discussion of selections by master writers of French literature. (\*every third year, spring semester)

**351-359 Topics in French (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

**421 French Culture and Civilization (4) (IG)**

Prerequisite: Two 300-level French courses or equivalent skills. An integrated picture of the political, economic, social, geographical and cultural forces that have shaped France and the Francophone world. (\*every third year, spring semester)

**451-459 Topics in French (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

## French Literature in English Translation (FRT)

**250 French Literature in English Translation (4) (A)**

A study of great themes and values expressed by selected authors and movements in French literature. Course and readings are in English. No prerequisite. (\*occasionally)

## Gateways (GTW)

**100 Gateways (1)**

Gateways is a required course for all incoming first-year students. Students learn the necessary skills for college success, including course planning, time management, study skills, personal and relationship issues, and student organization involvement. Grades in Gateways classes are awarded on a satisfactory/unsatisfactory basis.

**102 Gateways II (1)**

Gateways II is a required course for all second-semester freshmen. The course emphasizes career and major decision-making, as well as career exploration activities, preparing students for a future beyond college. Grades in Gateways classes are awarded on a satisfactory/unsatisfactory basis.

## Geography (GEO)

**102 World Regional Geography (4) (NW) (IG)**

An introductory study with major attention to the principles and concepts of the subject. (\*every other fall semester)

**202 Physical Geography (4) (IG) (NW)**

Landforms, soil, flora, fauna, climate, water, minerals and the forces that shape earth's physical geography. Understanding latitude, longitude and the use of maps in the study of physical geography.

**205 Principles of Resource Utilization (4) (W)**

Preservation, conservation and exploitation of natural resources. Survey of global resources and their influence on society. (\*fall semester)

**207 Economic Geography (4) (W) (IG)**

A survey of the resources, industry and commerce of the United States and foreign countries. (\*every other spring semester)

**235 Introduction to Geographic Information Systems (3)**

Cross-listed with BIO 235. This course is aimed at teaching students the applications of geographic information systems technology to a variety of biological issues including delimiting species and habitat distribution, identifying landscape-level relationships between abiotic and biotic factors and their spatial effects on populations, identifying potential effects of human activity on natural areas and populations, and developing management and regulatory policies including defining potential protected areas.

## German (GER)

*Students who have had one or more years of German in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-level courses. Credit cannot be earned in 100-and 200-level German courses that are prerequisites for courses already successfully completed.*

**101, 102 Elementary German I, II (4, 4) (IG)**

Not open to native speakers of German. German 101 (or equivalent skills) is a prerequisite for German 102. Beginning German with an emphasis on German culture, as well as understanding and speaking German in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of German in secondary school within the previous eight years may not enroll in German 101 for credit, except by written permission of the instructor. (\*GER 101 fall semester; GER 102 spring semester)

**201, 202 Intermediate German I, II (4, 4) (IG)**

Not open to native speakers of German. Prerequisite: German 102 or two or more years of high school German, or equivalent skills is required for GER 201. German 201 or three or more years of high school German, or equivalent skills is required for GER 202. Develops a greater understanding of German culture and everyday German, as well as speaking, reading and writing skills. (\*GER 201 fall semester; GER 202 spring semester, occasionally in other semesters)

**251-259 Topics in German (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

**351-359 Topics in German (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

## Government and World Affairs (GWA)

*GWA 100, 200 or 201 is a prerequisite for all other Government and World Affairs courses.*

**100 Introduction to Government and World Affairs (4) (NW) (IG)**

Covers the essential elements of political science from a national and international perspective. (\*fall and spring semesters)

**200 American Government (4)**

Covers the political processes, institutions and policies of the national political system of the United States. (\*spring semester)

**201 World Affairs (4) (W) (NW) (IG)**

An exploration of the political, economic and social processes between and among actors in the global community. (\*fall semester)

**202 International Political Economy (4) (NW) (IG)**

Introduces the contours of the international economic system, including issues of dependency, aid, trade, multinational corporations, and the politics of economic exchange. (\*every other spring semester)

**203 Political Parties and Interest Groups (4) (W)**

Studies the organization and functions of political parties and interest groups, primarily in the political system of the United States. (\*every other spring semester)

**204 Introduction to Law and the Legal System (4) (W)**

An examination of the role of laws in society, the fundamental sources of law and the legal system and its procedures. Develops the skills for legal research, writing and analysis. Introduces the substantive areas of constitutional, contract and criminal law and torts. (\*fall semester)

**205 Contemporary Europe (4) (IG)**

Cross-listed with IST 205. This course analyzes the cultural, economic and political spheres of Europe in the wake of the European Union, the demise of the Cold War, and broad globalization trends. (\*every other year)

**206 Contemporary Latin America (4) (NW) (IG)**

Cross-listed with IST 206. This course analyzes the cultural, economic, social and political dimensions of Latin America. Focuses primarily on how several broad issues shape contemporary Latin America. (\*every other spring semester)

**207 The Urban World (4) (NW) (IG)**

Cross-listed with SOC 200. An overview of the courses and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives. (\*fall semester)

**210 Urban Politics and Policy (4) (W)**

Covers political processes, institutions and policies of urban political systems in the United States. (\*every other fall semester)

**220 The Congress and the Presidency (4) (W)**

Studies legislative and executive roles and interactions in the national government of the United States. (\*every other fall semester)

**232 Imperialism and Nationalism in Asia and Africa (4)**

Cross-listed with HIS 232.

**250 Introduction to Thailand (4) (NW)(IG)**

Cross-listed with IST 250. Introduces students to the political, economic, social and cultural evolution as well as contemporary aspects of Thailand. Course concludes with two week travel to Thailand. (\*as needed)

**255 Introduction to Russia (4)**

Cross-listed with IST 255. This course focuses on the history of the political and cultural impact of Moscow. (\*every other year)

**260 Greece's Contribution to Western Civilization (4) (NW) (IG)**

Cross-listed with IST 260. This course will examine the cultural contributions of ancient Greece to western civilization. The course will focus on the social, political, economic and philosophical aspects of this contribution. Course concludes with two-week travel to Greece. (\*as needed)

**270 Research Methods for Government and World Affairs (4)**

Trains students in the methods of research relevant to the field of government and world affairs. Examines the entire research

process from initial conception to final production. (\*spring semester)

**280 Introduction to Peace Studies (4) (W)**

An introduction to peace studies with a focus on the meanings and nature of peace and non-peace, the origins and causes of conflict and war, and the quest for achieving peace. (\*every other spring semester)

**296 America and Vietnam (4) (NW) (IG)**

Cross-listed with HIS 296. An examination and analysis of America's role in the Vietnam conflict. (\*spring semester)

**290-299 Special Studies (2-4)**

Special courses are offered each year.

**302 Modern Legal and Political Thought (4) (W) (IG)**

Studies the major political and legal ideas that have shaped the contemporary world, including democracy, fascism, conservatism, classical and reform liberalism, socialism, communism, feminism and environmentalism. (\*every other fall semester)

**303 The Politics and History of Tampa (4) (W)**

This course explores the development of political, social and economic structures of the city of Tampa since the 19<sup>th</sup> century.

**304 Public Policy Analysis (4) (W)**

Cross-listed with SOC 304. Studies the formulation, implementation and evaluation of public policies. (\*spring semester)

**305 Nuclear Proliferation and Nonproliferation (4) (W) (IG) (NW)**

Examines the origins of the drive for nuclear weapons, the history of the nuclear nonproliferation regime, and incentives and disincentives for nuclear proliferation and nonproliferation. Analyzes current nuclear weapons states, "threshold" states, and states that purposefully chose to forgo nuclear weapons development.

**310 Theories of Democracy (4)**

Cross-listed with PHL 310. What is democracy? How is it tied to justice? Is liberal democracy the only legitimate form of democracy? Can we make democracy better? How should democracy be shaped by culture and context? This course will focus on contemporary philosophical debates about democracy, but readings also will include texts in political theory and political philosophy. Specific topics may include democratic representation; minimalism/realism about democracy; liberal democracy; classical pluralism; social choice theory; difference democracy and issues of gender, race, and class; deliberative democracy; green/environmental democracy; globalization and cross-cultural issues as they relate to democracy.

**314 U.S. National Security Policy (4) (W) (IG)**

Examines the process and substance of U.S. national security policy, including institutional settings and specific policy problems. (\*every other spring semester)

**315 Appellate Advocacy (4)**

Cross-listed with CRM 315. Prerequisite: junior and senior standing. The course focuses on persuasive writing and oral advocacy. Specifically, students will write an appellate brief and make oral arguments using the American Collegiate Moot Court Association case. Students will be chosen to participate in regional and national moot court competitions. (\*fall semester)

**316 Trial Advocacy (4)**

Prerequisite: junior and senior standing. The course will focus on trial advocacy, process and evidence. A case problem developed by the American Mock Trial Association will be

used as the foundation of the course. Students will be chosen to participate in regional and national mock trial competitions. (\*spring semester)

### **317 China's Revolutionary Twentieth Century (4)**

Cross-listed with HIS 317.

### **326 Political Campaigns and Electoral Politics (4)**

Cross-listed with COM 326. Prerequisites: COM 224 or consent of instructor. An exploration of the electoral process, particularly in the United States, with emphasis on the role of communication in political campaigns. (\*every other fall semester)

### **340 The Political Economy of Western Europe (4) (W) (IG)**

Examines political cultures, processes, institutions and policies in the European Union, Britain, France, Germany and selected other Western European systems. (\*every other fall semester)

### **342 The Political Economy of Latin America (4) (W) (NW) (IG)**

Examines political cultures, processes, institutions and policies in selected Latin American political systems. (\*every other spring semester)

### **343 Third World Political and Economic Development (4) (W) (IG) (NW)**

Examines the political and economic problems facing developing Third World states. (\*every other spring semester)

### **344 The Political Economy of Africa (4) (W) (IG) (NW)**

Examines the political and economic problems and opportunities facing the continent of Africa; the African colonial experience and its impact on modern African development; and how the continent has struggled with political and economic trends over the past 40 years. (\*every other fall semester)

### **345 Politics of the Middle East and North Africa (4) (W) (IG) (NW)**

Examines the politics of this diverse region straddling the nexus of Africa, Europe and Asia. Topics explored include Islam and politics, governance, the oil economy, war and peace in a volatile region, and prospects for the future in a globalizing world.

### **350 Politics of Identity (4) (IG) (NW)**

Examines the role identities like nationality, gender, ethnicity, race, religion, class, culture, and species have played historically and contemporaneously in domestic and international politics. The course addresses these topics both through canonical theories and through case studies that span the globe. We explore various understandings of these identities ranging from those that assume them to be fixed and primordial to those that view them as socially constructed and contestable.

### **365 Politics of East Asia (4) (W) (IG) (NW)**

Examines post-1950 politics of China, Japan, Korea and Taiwan, focusing on common themes of democratization, economic development, elite politics, political culture, foreign policy and human rights. Analytical writing is the primary form of course evaluation. (\*every other spring semester)

### **402 Constitutional Law and the Supreme Court (4) (W)**

A study of the federal judiciary and federal courts, their roles in relation to the executive and legislative branches of government, and the constitutional aspects of discrimination, privacy and procedural due process. (\*every year)

### **404 Gender, Sexuality, and the Law (4)(W)**

Prerequisite: junior or senior standing. An overview of the U.S. constitutional and statutory law concerning gender and sexuality.

Topics including the right of privacy, legal theories of sexuality and gender, sexual speech and identity speech are analyzed in detail. In addition, the course considers gender and sexuality in education, family law and the nontraditional family, and sexuality and gender in the workplace. (\*every other year)

### **407 Constitutional Law, Race Relations and Emerging Civil Rights Doctrines (4)**

Prerequisite: junior or senior standing. An examination of the evolution of race relations and civil rights within the United States through the prism of American constitutional law. (\*every other year)

### **408 The First Amendment and the Supreme Court (4) (W)**

A critical examination of law and policy relating to the issues of free press versus fair trial, defamation, national security, obscenity and compelled communication. (\*fall semester)

### **409 Comparative Legal Systems: Western Europe (4) (W) (IG)**

A comparative examination of the institutions, structure and sources of law in the Continental and Anglo-American legal systems, as well as in the European Union. (\*spring semester)

### **410 International Law (4) (W) (IG)**

Concentrates on public international law, examining the legal and political framework by which international legal instruments are created, litigated and enforced across national boundaries. Makes limited reference to private international law. (\*fall semester)

### **413-425 Topics in Government and World Affairs (2-4)**

Involves selected topics in political science. May be repeated for credit if subject matter is not repeated. Content varies.

### **426 Public Opinion, the Media and Power (4)**

Cross-listed with COM 426. Prerequisite: junior or senior standing, or consent of instructor. Examines public opinion from a variety of perspectives, providing students with the ability to be intelligent consumers of public opinion research and effective users of public opinion research tools. Explores the interaction between the media and public opinion, as well as public opinion's effects on contemporary society and politics. (\*every other fall semester)

### **440 Field Work Intern Program (4-16)**

Involves practical experience in government or politics at the local, state or national level. Graded on a satisfactory/unsatisfactory basis. (\*fall and spring semesters)

### **450 Independent Study (1-10)**

Prerequisites: 12 hours of government and world affairs and a minimum 3.0 GPA. Involves guided readings, research and criticism. (\*fall and spring semesters)

### **451 Senior Thesis (4)**

Prerequisites: senior standing and a minimum 3.25 GPA or membership in the Honors Program. A substantial research and writing project. (\*fall and spring semesters)

### **492 Development Strategies and Projects in Africa: A Travel Course to Ghana (4) (W) (IG) (NW)**

Through class readings, films, discussions and a travel component, this course focuses on development as part of an academic discourse and as an underlying assumption behind applied service projects. Students begin by questioning what development is, ask who defines it, and explore who benefits from it. They then read about a wide range of development projects and evaluate them for their effectiveness. Finally students and residents of

the poor and rural villages of Nabdam, Ghana, put together developmentally-oriented service projects and implement them during a trip to Ghana.

## Health Science (HSC)

### 100 Health Science (2)

A study of wellness and concepts for developing healthy lifestyles. Covers lifestyle risk factors associated with chronic and communicable diseases. (\*fall and spring semesters)

### 120 Introduction to Allied Health Professions (2)

This course is required of all students enrolled in the pre-professional allied health concentration. This is an introductory course examining the various career opportunities (as recognized by the American Medical Association) within allied health. Content includes professional foci, educational requirements and career outlook, and philosophical issues in allied health. Field experiences are integrated into the course content on the observational level. Students are required to provide documentation of current immunizations and health screenings, and to provide transportation to and from external field sites. Instructor consent is required to enroll in this course. (\*fall and spring semesters)

### 130 Medical Terminology (1)

This course introduces the student to common word roots, prefixes and suffixes used by the medical and allied health professions. Upon completion of this course, students should be able to define common medical terminology by deciphering its parts. (\*fall and spring semesters)

### 150 Emergency Response (3)

This course provides cognitive and practical training for those working in and around the allied health professions. Skill sets include advanced first aid, one-and two-responder CPR with AED training, administering supplemental oxygen, and prevention of infectious disease transmission. This course is required of those accepted into the athletic training education or pre-professional allied health program. Red Cross certification(s) in First Responder may be earned. Permission is required to enroll in this course. Lab fees for durable equipment and certification required. (\*fall and spring semester)

### 203 Nutrition (3)

A study of nutritional status and the effect of eating habits and food consumption on the society, family and individual. (\*fall, spring and summer semesters)

### 220 Functional Anatomy (3)

This is a one-semester course without lab that covers the structure and function of the human body on the cellular, systemic and organismal levels. Special emphasis is given to the skeletal, nervous, cardiovascular and respiratory systems. (\*fall and spring semesters)

### 230 Human Anatomy and Physiology I (3)

A study of the structures and functions of the body, with special emphases on the histology and the integumentary, skeletal, muscular, and nervous systems. (\*fall and spring semesters)

### 231 Human Anatomy and Physiology II (3)

Prerequisites: HSC 230 or permission of instructor. A study of the structure and functions of the body, with special emphases on the endocrine, circulatory, digestive respiration, urinary, and reproductive systems. (\*fall and spring semester)

### 234 Human Anatomy and Physiology I Laboratory (1)

Prerequisites: concurrent enrollment in HSC 230 or permission of instructor. This laboratory course introduces the students

to hands-on exercises related to the structure and function of tissues, and the skeletal, muscular, and nervous systems (including dissections of cats and brains as well as physiological concepts). (\*fall and spring semesters)

### 235 Human Anatomy and Physiology II Laboratory (1)

Prerequisites: HSC 230 and concurrent enrollment in HSC 231 or permission of the instructor. This laboratory course introduces the students to hands-on exercises related to structure and function of the endocrine, circulatory, digestive, respiratory, urinary and reproductive systems (including dissections of cats, hearts, and kidneys as well as physiological concepts). (\*fall and spring semesters)

### 236 Introduction to Public Health (3)

This course provides the student with a clear understanding of public health: the science and art of preventing disease, prolonging life, and promoting health. (\*fall and spring semesters)

### 350 Biostatistics (3)

Prerequisite: junior standing. This course provides the student with an overview of health science research and data analysis, the organization and summarization of data, and drawing inferences about the characteristics of sample data. Conceptual topics include study design, descriptive statistics, probability, confidence intervals, hypothesis testing, power and sample size, inferential statistics, and decision-making. Statistical techniques include prevalence, incidence, odds ratio, relative risk, sensitivity, specificity, measures of central tendency, dispersion, and variability, measures of bivariate association (Pearson, Spearman, Chi-square), independent samples and paired samples (t-tests), between groups design and repeated measures factor (one-way and two-way ANOVA), and linear and multiple regression. (\*spring semester)

### 360 Principles of Epidemiology in Exercise and Public Health (3)

Prerequisite: junior standing. This course provides the student with an overview of morbidity and mortality surveillance by understanding disease etiology, distribution, and control. The course focuses on disease surveillance related to exercise, rehabilitation, public, and community health through both descriptive and analytical methods. Cohort, case, and experimental studies will be examined in relation to prevalence, outbreak, rate-adjustment and study design.

### 371 Fundamentals of Pharmacology (3)

Prerequisites: CHE 150 or 152 and permission of the instructor. Lecture/discussion course emphasizing an understanding of the basic principles of pharmacology specifically aimed at the needs of allied health professionals. The application of these principles to drug categories commonly encountered by allied health professionals is covered.

### 375 Social and Behavioral Sciences (3)

Prerequisites: SOC 100, HSC 236. This course provides a strong social and behavioral theoretical foundation within the context of public health. The course will focus on critical thinking about public health issues, social determinants of health, health risk behaviors and intervention strategies. The course includes long-term trends in morbidity and mortality, social factors that correlate with these trends, and theories that attempt to explain disparities in health and status across sub-populations. The course introduces data on health risks associated with specific behaviors such as smoking, poor diet, sedentary lifestyle and substance abuse and introduce various strategic approaches for

developing individual-, group- and community-based behavioral interventions.

#### **420 Nutritional Supplements (2)**

Prerequisites: One of the following, HSC 203, HSC 230, NUR 432, CHE 232, BIO 330, BIO 360, or permission of the instructor. This course addresses contemporary issues in the usage of dietary supplements and sports performance aids, including vitamin and mineral supplements, herbs and botanicals promoted to the general public and to the athlete. The focus is to use the scientific method to evaluate product and research literature and health claims, when it is known that data are often likely to be incomplete or inconclusive. The course also reviews safety data, adverse event reports, and legal issues involving dietary supplements.

#### **440 Health Policy and Social Change (3)**

Prerequisites: HSC 236. This course provides key concepts and knowledge regarding how health policy is formulated, enacted, and implemented. The course analyzes health policy by focusing on how and why health policy is developed at the federal, state and local levels. The course will begin with a brief overview of the concepts and theories associated with public policy development in the health sector. The main emphasis will be upon providing the tools with which to understand how both public and private institutions produce health policy in its various forms. This course should provide a practical background to the study of health policy.

#### **445 Health Promotion Program Planning and Evaluation (3)**

Prerequisites: SOC 375, HSC 236, HSC 350, HSC 360 and HSC 375. This course will introduce students to the development, implementation and evaluation strategies that address health promotion issues at multiple levels. The course will provide a strong foundation of theories and conceptual frameworks used to develop, implement and evaluate health promotion from an ecological perspective — encompassing the individual, interpersonal, organizational, community, social and policy levels.

#### **450 Public Health Management and Leadership (3)**

Prerequisites: HSC 236. This course develops the student's ability to: 1) work with organizations and communities; 2) develop the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges and achieve the national health objectives; and 3) enable participation and leadership in a network that fosters the future of public health. The course exposes students to concepts and theories of leadership, performance improvement, organizational behavior, marketing, operations, organizational strategy and continuous quality improvement. The general management perspective is emphasized.

#### **480 Internship in Allied Health (0-12)**

Prerequisites: HSC 120, 230, 234, 231, 235, ESC 340, junior status and departmental approval. This is an instructional, field-based experience in the allied health occupations for the pre-professional. Both directed and self-directed experiences under the supervision of a certified/licensed allied health care practitioner in an approved healthcare setting are required. Students must earn program coordinator approval, provide documentation of current immunizations, health screening and CPR certification, and make provisions for transportation to the clinical affiliation site. Minimum allowable number of clinical contact hours is 120. This course may be repeated for credit for a maximum of 12 semester hours. (\*fall, spring and summer semesters)

#### **490 Internship in Public Health (6-12)**

Prerequisites: Instructor permission. This course integrates public health theory and practice in a professional setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects and interact with a range of health professionals. The student works with both faculty advisor and an academically and professionally qualified preceptor. This course may be repeated for credit for a maximum of 12 semester hours. (\*fall, spring and summer semesters)

## **History (HIS)**

#### **102 World History to 1500 (4) (NW) (IG)**

The course surveys the development of agriculture and urban settlements; the several major civilizations of the ancient world; the emergence of the great religions; the medieval periods in a number of cultures; the history of Africa and the Americas before the European onslaught; the European Renaissance and Reformation; and the impact of Western technological progress and explorations on the rest of the world.

#### **103 World History from 1500 to the Present (4) (NW) (IG)**

The course surveys Western absolutism and the age of reason; the scientific, political and industrial revolutions; the development and spread of capitalism, socialism, nationalism and imperialism; the two world wars; fascism and communism; the resurgence around the world of ethnic strife and neo-nationalism; the nuclear age and the cold war; and the collapse of the Soviet empire.

#### **202 The United States to 1877 (4)**

Surveys the cultural, political, social and economic developments in this country from the discovery of America through Reconstruction. (\*fall and spring semesters)

#### **203 The United States Since 1877 (4)**

Surveys the urbanization and industrialization of the nation and its rise to world power. (\*fall and spring semesters)

#### **205 Indians/Native Americans of North America (4) (NW) (IG)**

A study of North American Indian history and culture from pre-contact times to the present. Covers Native American contributions to civilization; wars, removals, and forced assimilation; and modern political activism. (\*every year)

#### **206 Slavery and Racism in the Early Americas: A Comparative Perspective (4) (NW) (IG)**

A study of the development of slavery and relations between European Americans and African Americans in British, Spanish, and Portuguese America from the beginning of European settlement in the New World until the abolition of slavery in the mid-19<sup>th</sup> century.

#### **210 American Military History (4)**

Cross-listed with MSL 203. A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. (\*fall semester)

#### **212 Witchcraft and Magic in the Early Modern Atlantic World (4) (IG)**

Cross-listed with WST 212. A study of the development of witchcraft accusations, beginning with continental Europe in the 15<sup>th</sup> and 16<sup>th</sup> centuries and continuing with the later scares in England and New England. Particular emphasis will be given to international comparisons and to the changing social, cultural and economic positions of women. (\*spring semester)

**214 Russia's Modern Centuries (4) (W) (NW) (IG)**

This course surveys the political, economic, social, intellectual, cultural and diplomatic history of Russia in the Imperial, Soviet and post-Soviet periods.

**215 Women in American History (4)**

Cross-listed with WST 215. A survey of women's accomplishments, lifestyles, changing image and struggle for equality and recognition from colonial times to the present. (\*fall semester)

**216 Economic History of the United States (4) (W)**

A study of American economic developments and their impact on social and political conditions. (\*every other year)

**217 China's Modern Centuries (4) (W) (NW) (IG)**

This course surveys the interplay between China and the outside world from before the Opium War through the late Imperial period, early Republic, Nationalist regime, Japanese invasion, Nationalist-Communist civil war, and the People's Republic, down to the present.

**221 Japan's Modern Centuries (4) (W) (NW) (IG)**

This course surveys Japanese history from the coming of the Western gunboats in the 1850s through the Meiji restoration, the early development of international trade and democracy, the rise of militarism in the 1930s, World War II, the American Occupation, the economic "miracle," and the troubled 2000s.

**222 Fascism and Nazi Germany (4) (W) (IG)**

A study of the rise and fall of the Third Reich and the legacy of Hitlerism.

**224 Russia and the West (4) (W) (IG) (NW)**

This course surveys, from the 10<sup>th</sup> century to the present, the various relationships — political, social, economic, intellectual, cultural, religious, and diplomatic — between Russia and an ever-changing "West," which have engendered mutual admiration, loathing and, at times, hatred.

**225 The Age of the Civil War (4)**

A study of mid-19<sup>th</sup> century America, with particular emphases on the political developments, changing regional economies, patterns of interracial, interethnic and interclass relationships, as well as the course of military events during the Civil War. (\*every other year)

**227 Traditional China (4)**

This course covers an examination and analysis of traditional Chinese history.

**230 The Balkans: the Powder Keg of Europe (4) (W) (NW) (IG)**

The course covers, from the Medieval period to the present day, the political, social, economic, intellectual and cultural history of the following southeast European states: Slovenia, Croatia, Bosnia, Macedonia, Serbia, Romania, Moldova, Bulgaria and Albania. The similarities and differences in development from Western Europe are thoroughly analyzed.

**232 Imperialism and Nationalism in Asia and Africa**

Cross-listed with GWAH 232.

**260 The Holocaust (4) (IG) (NW) (W)**

This course covers the abuse and systematic extermination by the Nazis and their collaborators of millions of Jews, Gypsies, Slavs and other peoples of Europe. It deals with Germany and other parts of Europe under Nazi domination. (\*every other fall semester)

**275 The Civil Rights Movement (4)**

This course focuses on the struggle for racial equality and freedom in the American South after World War II. It also helps

students comprehend this struggle within the broader context of post-Civil War American race relations.

**296 America and Vietnam (4) (NW) (IG)**

An examination and analysis of America's role in the Vietnam Conflict. Equivalent to GWA 296 (\*every spring semester)

**290-299 Special Studies (2-4)**

Special courses are offered each year.

**300 The Middle East (4) (W) (NW) (IG)**

A study of Islamic tradition and the challenge of modernization. Covers Arab nationalism, Zionism, Pan-Arabism, Imperialism and the development of OPEC from its origin to the present. Also examines Middle Eastern lifestyles, values and economic relations. (\*every other year)

**301 Irish History (4) (IG)**

A survey of Irish political, cultural, religious and economic development, with emphasis on colonial relationships, post-colonial Ireland and the Northern Ireland "Troubles."

**305 The Ancient World (4) (W) (IG)**

A study of Western culture in the ancient Near East and the Greco-Roman world. (\*every other year)

**306 The Middle Ages (4)**

A study of European society from the fall of Rome to the Renaissance. (\*every other year)

**308 Renaissance and Reformation (4)**

A study of the origins, progress, interrelationships and impact of new forms and ideas that characterized the Renaissance and the Reformation in Europe from 1400 to 1650.

**309 England and her Celtic Neighbors (4) (W) (IG)**

A survey of English political, cultural and economic development, with emphases on the Tudor-Stuart era and the British Empire. (\*every other fall)

**310 England's Emergence as a World Power since 1780 (4) (IG) (W)**

The creation of the world's first industrialized economy and modern urban society in the wake of the industrial revolution, 1780-1830. Additional foci will be Britain's 19<sup>th</sup> and 20<sup>th</sup> century empire and declining world leadership role in the 20<sup>th</sup> century. (\*every other spring)

**312 Modern Europe (4) (W)**

A study of European nationalism, industrialization and other developments since the mid-19<sup>th</sup> century. (\*every other year)

**313 Latin America (4) (NW) (IG)**

A study of Latin American history from the colonial period to the present. (\*fall semester)

**317 China's Revolutionary Twentieth Century (4)**

Cross-listed with GWAH 317.

**321 Revolutionary America (4) (W)**

A study of the history of the United States before, during and after the Revolutionary War. Focuses on the role of ideology and the patterns of change in religion, racial relations and the status of women. (\*every other year)

**325 Narcotic Drugs and Modern Society (4) (IG)**

This course explores the history of narcotic drugs and modern society, focusing on America. The course also examines the history of U.S. drug policy. (\*fall semester)

**326 The History of U.S. Foreign Relations (4) (W)**

Studies the formulation of American foreign policy and issues in American diplomatic history. (\*every other year)



**327 Women and Gender in East Asia (4)**

Cross-listed with WST 327. This course explores the historical treatment of women and gender in East Asia and evolution of norms in this area.

**330 America in the 1960s (4)**

This course covers the Bay of Pigs invasion and the Cuban missile crisis, the war in Vietnam, the concern about nuclear warfare, the civil rights movement, and the student movement of the late 1960s.

**350 The Newly Independent States of the Former Soviet Union (4) (W) (NW) (IG)**

This course covers the history and present status of 14 states which, in addition to the Russian Federation, emerged from the collapse of the USSR in 1991. The following will be studied: Estonia, Latvia, Lithuania, Belarus, Ukraine, Moldova, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan and Uzbekistan.

**401 Field Work (3-4)**

Involves practical work in museums, historical preservation and historical archives. Requires permission of area coordinator. Graded on a pass/fail basis.

**413 The Era of World War I (4) (IG)**

The course traces the diplomatic and economic events leading to the outbreak of war in 1914 and follows the progress of the war, revolution and peace. (\*every summer I semester)

**414 The Era of World War II (4) (IG)**

The course traces the political, economic, social and diplomatic events leading to the outbreak of hostilities and the military and diplomatic aspects of the war itself. It concludes with the Nuremberg Trials. (\*every other year)

**450 Independent Study (2-4)**

Prerequisites: minimum 3.0 GPA 12 hours of history, and permission of the area coordinator. Involves guided readings, research and criticism. May be repeated for credit if subject matter varies. (\*fall and spring semesters)

**451 Senior Thesis (4)**

Prerequisites: senior standing, minimum 3.0 GPA, membership in the Honors Program, and permission of area coordinator. A substantial research and writing project. (\*fall and spring semesters)

**Honors (HON)****100 Pathways to Honors 1 (1)**

Introduces the student to the Honors Program and to the Excellence in Leadership and Service (EXCELS) program. EXCELS is designed to develop leadership skills and a commitment to community service among Honors Program students. Focus is on active learning through outside-the-classroom experiences, such as community outreach and the Honors Symposia series. Graded.

**102 Pathways to Honors 2 (1)**

Introduces the student to the philosophical underpinnings of the Honors Program: "Challenging Mindsets." Encourages students to explore Honors Program offerings and to continue their pursuit of experiential learning and their development of leadership skills. Graded.

**Information and Technology Management (ITM)****200 Introduction to Computers (1)**

Introduction to Microsoft Word, PowerPoint, and Excel computer applications. Delivered through lectures and computer-based modules, and designed to take students to an intermediate skill level. Requires no previous experience with computers. This course must be taken in the first year. (\*fall and spring semesters)

**210 Managerial Statistics (4)**

Prerequisites: MAT 160 and ITM 200. An introductory course in business statistics. Topics include sampling techniques, descriptive statistics, probability, random variables and probability distributions, normal distribution, sampling distributions, interval estimation, one-sample and two-sample tests simple and multiple linear regression, forecasting and statistical applications in quality management. A statistical software package is used to illustrate all methods and techniques. (\*fall and spring semesters)

**220 Information Systems (4)**

Prerequisites: BUS 101 and ITM 200. This course studies the integration of information systems solutions and business processes. Topics include how information and information systems relate to business processes; how organizations use information systems for competitive strategy, supply chain and resource management; and how information systems are developed and managed. The ethical implications of information systems and international dimensions of information systems use are also covered. Students apply knowledge acquired in this course to use contemporary software applications and an enterprise resource planning simulation to run their own simulated company. (\*fall and spring semesters)

**251 Application Development (4)**

Prerequisite: ITM 200. Studies the fundamental concepts of designing and writing computer programs to solve problems. Emphasizes structured programming and object-oriented methods

in the .NET environment. Includes Web-based client-server application development using contemporary programming tools. (\*fall and spring semesters)

**280 IT Infrastructure (4)**

Prerequisite: ITM 200. This course provides an introduction to IT infrastructure for students majoring in management information systems. Topics covered include computer and systems architecture, communication networks and the services and capabilities IT infrastructure solutions enable in an organization. It gives the students the knowledge and skills they need for communicating effectively with professionals whose special focus is on hardware and systems software technology and for designing organizational processes and software solutions that require in-depth understanding of the IT infrastructure capabilities and limitations. The course focuses on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance. (\*fall and spring semesters)

**318 Systems Analysis, Design, and Project Management I (4) (W)**

Prerequisite: ITM 220. This course introduces students to analysis and design of business information systems. The course addresses the key concepts of user requirements, modeling and information systems project management. The course covers structured and object oriented requirements modeling ap-

proaches. A semester-long project provides students with the opportunity to integrate concepts in analyzing and designing an information system. The project management component of the course exposes students to project feasibility analysis, project tracking, developing service requests, and reporting minutes of weekly meetings. To facilitate understanding of strategic IT issues, concepts of IT governance, IT service management, and strategic IT planning are introduced. (\*fall and spring semesters)

#### **350 IS Security and Risk Management (4)**

Prerequisite: ITM 220. This course introduces students to the concepts of Information Systems (IS) security and development of organizational policies to implement IS security controls. IS security architecture and design, network, application and information security are examined. Security threats and vulnerabilities that affect different IS are identified and methods for controlling those threats are discussed. The students learn how IS security risk can be measured and subsequently managed through the process of business continuity planning and disaster preparedness. The course concludes by examining the standards in IS security and current regulatory and ethical considerations pertaining to IS security and risk management. (\*fall semester)

#### **360 Advanced Application Development (4)**

Prerequisite: ITM 251. This course emphasizes advanced programming concepts, development of server-side applications and integration of applications with enterprise systems. Topics include contemporary languages and methodologies used in the business community to support interoperable computer-to-computer interaction over a network. Students complete hands-on exercises, expand their personal e-portfolio of professional skills, and participate in an experiential learning project with an outside organization. (\*fall and spring semesters)

#### **361 Operations Management (4)**

Prerequisites: COB core requirements and MGT 330. This course examines the short- and long-term decisions that are made in manufacturing and service systems relating to the operations function. Emphasis is placed on maximizing productivity and competitiveness, improving quality, production planning, enterprise resource planning, supply chain management and understanding global competition. The course also covers the strategic use of information systems in operations and provides hands-on experience using enterprise systems. (\*fall and spring semesters)

#### **366 Financial Operations Management (4)**

Prerequisites: MGT 330. This course examines the short- and long-term decisions that are made in operational financial service systems relating to heavily used transaction processing functions. Emphases are placed upon maximizing transaction throughput, minimizing transaction response times, maximizing productivity, maximizing competitiveness, improving service quality and understanding global competition. (\*fall semester)

#### **408 Data and Information Management (4)**

Prerequisite: ITM 318. Studies fundamental concepts of data and information management with primary focus on database systems including identifying organizational requirements, conceptual data modeling, logical and physical database design, SQL and database administration tasks. Other topics include business intelligence technologies, data quality management, and emerging trends. This course requires completion of an application prototype on a currently popular DBMS. (\*fall and spring semesters)

#### **410 Advanced IT Infrastructure (4)**

Prerequisite: ITM 280. An in-depth study of IT infrastructure, network design and management. Additional topics include network security, virtualization, cloud computing and emerging IT technologies. Course includes hands-on experience designing and installing a small network. (\*as needed)

#### **419 Enterprise Architecture and Systems Design (4) (W)**

Prerequisites: ITM 360 and ITM 408. This is the capstone course for MIS majors. This course continues the design of a business system started in ITM 318 and introduces systems development in an enterprise systems environment. The course focuses on enterprise architecture, designing the system processes, development of a database, use of data and processes residing within enterprise systems, design of user interfaces, design of the network (if applicable), design and development of user documentation and training, implementation of the system, testing of the system and preparing for conversion to the system. (\*fall and spring semesters)

#### **430 Global Information Systems Management (4)**

Prerequisite: ITM 220 and senior standing. The premise of IT governance is that IT capability can no longer be a black box. IT governance implies all stakeholders have input into the decision-making process. Using case examples from global companies, the course covers business/IT alignment, strategic planning, demand management, IT governance frameworks, IT service management (ITSM), ITIL, COBIT, the Balanced Scorecard and other metrics and controls to enable technologies (\*fall and spring semesters)

#### **466 Business Intelligence and Analytics (4)**

Prerequisite: ITM 210 and 220. The course focuses on the use of data, statistical and quantitative analysis, and explanatory and predictive models to generate data-driven insight for decision-making and competitive strategy. Students gain knowledge and skills required to manipulate and analyze large datasets. Topics include the strategic value of business intelligence and analytics, relevant concepts related to databases and data warehouses, data and text mining techniques, and business applications of data mining and analytics. Students use software tools to analyze large data sets. (\*spring semester)

#### **490 Internship in Information and Technology Management (1-8)**

Prerequisites: junior or senior standing with at least an overall 2.75 GPA, or at least an overall 2.5 GPA with minimum 3.0 in COB courses. Special assignment in local industry. May not be used to satisfy major requirements. Approval of the associate dean required. (\*fall and spring semesters)

#### **495 Special Topics in Information and Technology Management (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ITM department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **499 Independent Study in Information and Technology Management (1-4)**

Prerequisite: minimum 3.0 GPA, consent of department chair and associate dean. A readings or independent study course taken under faculty guidance for variable credit. (\*as needed)

#### **500 Statistics for Decision-Makers (4)**

For graduate students only. Prerequisite: ITM 510. This is an introductory course in statistical analysis as it applies to managerial

decision-making. Topics include sampling techniques, descriptive statistics, probability, random variables and probability distributions, sampling distributions, interval estimation, one-sample and two-sample tests simple and multiple linear regression, forecasting and statistical applications in quality management. A statistical software package is used to illustrate all methods and techniques. (CFA®) (\*fall and spring semesters)

#### **510 Developing Software Competencies (1)**

For graduate students only. This course is an introduction to Microsoft Word, PowerPoint, Excel and Access. Delivered through hands-on computer-based modules, and designed to take students to an intermediate skill level (test out or take until pass). (\*fall and spring semesters)

#### **608 Information Systems and Operations Management (4)**

For graduate students only. Prerequisite: Foundation courses. This course provides an integrated view of managing information systems and operations. Case studies and the SAP enterprise system are used to address key concepts. The course covers the strategic use and development of information systems as well as providing hands-on experience with enterprise systems. Emphasis is placed on managing the supply chain and its impact on strategic planning. The course addresses each element in the operation of a successful supply chain including having the right quantity, quality, location, time, price and information at each stage of the supply chain process. Both classroom and alternative instructional methods may be employed.

#### **612 Decision Modeling and Analysis (4)**

For graduate students only. Prerequisite: Foundation courses. This course is a survey of quantitative techniques used in business decision making, including linear programming, forecasting, decision analysis, and queuing analysis. Students will develop spreadsheet models that enable these techniques to utilize the data available to them and apply the results to business decisions. (\*fall and spring semesters)

#### **614 Effective Project Management (4)**

For graduate students only. Prerequisite: Foundation courses. This course is a study of project management using the systems approach to problem solving. This course covers the nine project management knowledge areas. Contemporary project management software is used to illustrate all concepts. The course covers management of multiple projects, new product development, and large technology programs. Information-processing methods such as the Design Structure Matrix are used to analyze task dependencies. Methods for managing uncertainty in project management are covered. Students use case studies, readings and software applications to learn the sophisticated techniques and management designs used to effectively manage risk and uncertainty, financial exposure and human constraints. (\*fall and spring semesters)

#### **615 Business Analytics (4)**

For graduate students only. Prerequisite: ITM 608. Leading companies compete on analytics. This course focuses on using data, statistical and quantitative analysis, explanatory and predictive models, and data-driven insight to support decision-making and actions. Students gain knowledge and skills required to manipulate and analyze large datasets for the purpose of business intelligence and decision making. Topics include the strategic value of analytics and building analytical capabilities, relevant concepts related to databases and data warehouses, data and text mining techniques, and business applications of data mining and

analytics. Students apply analytic technologies to explore and analyze large data sets. (\*as needed)

#### **619 Enterprise Systems (4)**

For graduate students only. Prerequisite: ITM 608. This course examines enterprise systems concepts with a focus on understanding how enterprise systems integrate information across business functional areas. Students will learn the fundamentals of a current Enterprise Resource Planning (ERP) application (SAP). The use of enterprise systems at both the transaction processing level and the managerial level is covered. Case studies, business simulation, and hands-on exercises with an enterprise system are used to enhance student understanding. Configuration of an enterprise system for business processes is covered. Students will prepare a comparative analysis of two enterprise systems. (\*as needed)

#### **630 Managing the IT Organization (4)**

For graduate students only. Prerequisites: ITM 608. The course presents an integrated approach to manage IT organization by guiding the participant through a process of effectively aligning, investing, measuring, deploying and sustaining the strategic and tactical direction of IT organizations in 21<sup>st</sup>-century businesses. The course leverages and integrates current and emerging industry best practices, standards guidelines and leading company case studies. Students will learn how to develop and evaluate an IT management plan by studying an IT organization in a contemporary business as part of the semester-long project. (\*as needed)

#### **635 Managing Innovation (4)**

For graduate students only. Prerequisite: Foundation courses. This course focuses on innovation's role in 21<sup>st</sup>-century organizations. It addresses the need for a systemic approach to building innovation capabilities and the challenges of integrating the many facets of innovation management. Leading innovators and building innovative organizations are covered from both a theoretical and applied approach. Topics addressed include fundamental theories of innovation, developing an innovation strategy, innovation as a business process, the role of the innovation context including leadership and organization, culture and values, people and skills, and processes and tools, and assessing and improving innovation performance. (\*as needed)

#### **690 Internship in Information and Technology Management (1-3)**

Prerequisites: Approval by the Graduate Office, the college internship coordinator, and the associate dean. International students must consult with the Office of International Programs. May be used to satisfy up to two hours of practicum requirements. (\*fall, spring and summer semesters)

#### **695 Special Topics in Information and Technology Management (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the ITM department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

#### **699 Independent Study in Information and Technology Management (1-8)**

For graduate students only. Prerequisite: minimum 3.5 GPA and written permission of the department chair. Contemporary topics in information systems and technology management. (\*as needed)

## International Business (IBS)

### 305 International Economic Development (4) (NW) (IG)

Cross-listed with ECO 315. Prerequisite: ECO 204 and ECO 205. This course is designed to provide students with an introduction and overview of development economics. The course will focus on the economies of countries other than the United States, explore the interaction between the developed and the less developed economies of the world, and examine international trade and environmental issues in developing countries. (\*every other year)

### 397 Global Organizational Behavior (4) (W) (IG)

Cross-listed with MGT 345. Prerequisite: MGT 330. This course examines the influence of individual differences, ethnic, and national culture on behaviors in organizations. It addresses the questions of when and how to be sensitive to these issues, and develops skills required to effectively manage in the diverse environment of the 21<sup>st</sup> century. Within this context, the course focuses on six essential skill-building areas: managing diversity, team building, communicating, motivating, negotiating and conflict management, and creativity and critical thinking. (\*fall and spring semesters)

### 398 International Business (4) (W) (IG)

Cross-listed with MGT 350. Prerequisite: MGT 330. This course covers a broad range on international business topics that impact the strategic operations of global enterprises. It offers a managerial perspective of the practices and principles involved in conducting business across national boundaries. The course content explores the interaction between the macro global dimensions (economic, political, and socio-cultural) and the functional operations of business (i.e. international finance, management and marketing.) (\*fall and spring semesters)

### 399 The Art and Science of Negotiation (4)

Cross-listed with MGT 355. Prerequisite: MGT 330. This course focuses on the development of problem-solving and communication competencies relevant to a broad spectrum of negotiation settings from personal relationships to the global business environment. Students learn useful analytical frameworks to understand the effect of content and communication skills on the negotiation process and outcomes. Through the use of extensive role-playing, students have the opportunity to practice an array of negotiation techniques and to develop their communication and problem-solving skills. (\*fall and spring semesters)

### 402 International Accounting (4)

Cross-listed with ACC 560. Prerequisite: ACC 420. This course provides a pragmatic study on international accounting and reporting issues facing multinational corporations. This course includes topics on worldwide accounting diversity, the international financial reporting standards (IFRS), foreign currency transactions and hedging exchange risks, translation of foreign currency financial statements and international transfer pricing. (\*fall semester)

### 403 International Economics and Finance (4) (IG)

Cross-listed with ECO 430. Prerequisites: ECO 321. This course covers the core concepts of international trade and international finance. The first half of the semester is devoted to international trade, including the basis for trade, gains from trade, trade policy, and factor mobility. The second half of the semester is dedicated to international macroeconomics-finance, including balance of payments, foreign exchange rates, and international capital flows. There will be a continual focus on current events throughout the semester. (\*spring semester)

### 405 International Financial Management (4) (IG)

Not open to graduate students. Cross-listed with FIN 425. Prerequisite: FIN 310. The course examines the role of the multinational firm as a catalyst and facilitator of international business. Explores the management of international financial risk, foreign exchange, corporate financing from a global perspective, direct foreign investment decisions, and the management of ongoing operations. (\*fall and spring semesters)

### 406 Global Marketing (4) (W) (IG)

Not open to graduate students. Cross-listed with MKT 410. Prerequisite: MKT 300. Prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion and distribution decisions to the foreign environment. (\*spring semester)

### 490 International Business Internship (1-8)

Prerequisites: junior or senior standing with at least a 2.75 overall GPA or at least a 2.5 overall GPA and a 3.0 in COB courses, and completion of at least 45 hours of COB core and major requirements. May be used to satisfy the cross-cultural experience requirement of the IB major. Approval of the college of business required. (\*fall and spring semesters)

### 492 Seminar in International Business (3) (IG)

Prerequisite: ECO 205. Examines select economic, political and cultural aspects of specific countries through readings, lectures, research and travel abroad. Country selection varies with instructor. Travel abroad includes visits to foreign stock exchanges, universities, corporations and international organizations. The trip is required for course credit, and the cost of the trip is not included in tuition. May require class meetings during the last seven weeks of the spring semester. (\*in summer only, at the discretion of the coordinator of International Business and the International Programs Office)

### 495 Special Topics in International Business (4)

Prerequisites: to be specified at time of offering. A course offered at the discretion of the Department of International Business. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

### 499 Independent Study in International Business (1-4)

Prerequisite: minimum 3.0 GPA, consent of the department chair and COB associate dean. A readings or independent study course taken under faculty guidance for variable credit.

### 601 International Finance (4)

For graduate students only. Cross-listed with FIN 630. Prerequisite: FIN 611. Course applies no-arbitrage theory to multinational financial management. Topics include international financial markets, international parity conditions, hedging foreign cash flows, arbitrage portfolios, international capital budgeting, international portfolio allocation, and international cost of capital. (CFA®) (\*spring semester)

### 602 International Management (4)

For graduate students only. Cross-listed with MGT 625. Prerequisites: Foundation courses. This course examines the challenges associated with managing a multinational enterprise that competes in today's dynamic global business environment. Through extensive readings, class projects and case analyses, students obtain a fundamental understanding of the cultural, economic, political and legal factors in the global environment that affect doing business internationally as well as the strategic,

operational and ethical choices global managers make in response to those factors. (\*fall semester)

### **603 Global Marketing (4)**

For graduate students only. Cross-listed with MKT 613. Prerequisite: MKT 609. This course prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion, and distribution decisions to the foreign environment. (\*spring semester).

### **695 Special Topics in International Business (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the Department of International Business. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

### **699 Independent Study in International Business (1-4)**

For graduate students only. Prerequisite: minimum 3.5 GPA, written permission of department chair. Contemporary topics in international business.

## **International Studies (IST)**

### **205 Contemporary Europe (4) (IG)**

This course analyzes the cultural, economic and political spheres of Europe in the wake of the European Union, the demise of the Cold War and broad globalization trends. (\*every other year)

### **206 Contemporary Latin America (4) (IG) (NW)**

This course analyzes the cultural, economic, social and political dimensions of Latin America. Primary focus is on the ways several broad issues have shaped contemporary Latin America. (\*every other spring)

### **250 Introduction to Thailand (4) (NW) (IG)**

Cross-listed with GWA 250. Introduces students to the political, economic, social and cultural evolution as well as contemporary aspects of Thailand. Course concludes with two-week travel to Thailand.

### **255 Introduction to Russia (4)**

Cross-listed with GWA 255. This course focuses on the history of the political and cultural impact of Moscow. (\*every other year)

### **260 Greece's Contribution to Western Civilization (4) (NW) (IG)**

Cross-listed with GWA 260. This course will examine the cultural contributions of ancient Greece to western civilization. The course will focus on the social, political, economic and philosophical aspects of this contribution. Course concludes with two-week travel to Greece.

### **270 Introduction to International Studies Research Methods (2) (IG)**

Introduction to essential skills and critical issues in international studies research. (\*spring semester)

### **290-299 Special Studies (2-4)**

Special courses are offered each year, including travel abroad experience. Check descriptions published annually.

### **350 Andean Civilization and the Inca Legacy (4)**

Overview of the Pre-Columbia civilization in the Americas, with special emphasis on Andean cultural history and the Inca Empire. Upon completion of this course students will travel to

the city of Cusco in Peru for 10 days of on-site classroom instruction and guided tours of archaeological sites, including the Sacred Valley of the Incas and Machu Picchu.

### **470 Senior Research Seminar in International Studies (4) (IG)**

A capstone course for international and cultural studies majors that focuses on the analysis of proposed solutions to contemporary global issues. (\*spring semester)

## **Italian (ITA)**

*Students who have had one or more years of Italian in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-level courses. Credit cannot be earned in 100-and 200-level Italian courses that are prerequisites for courses already successfully completed.*

### **101, 102 Elementary Italian I, II (4, 4) (IG)**

Not open to native speakers of Italian. ITA 101 (or equivalent skills) is a prerequisite for Italian 102. Beginning Italian with an emphasis on Italian culture, as well as understanding and speaking Italian in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Italian in secondary school within the previous eight years may not enroll in Italian 101 for credit, except by written permission of the instructor. (\*ITA 101 fall and spring semesters; ITA 102 spring semester, occasionally in other semesters)

### **201, 202 Intermediate Italian I, II (4, 4) (IG)**

Not open to native speakers of Italian. Prerequisite: ITA 102 or two or more years of high school Italian, or equivalent skills is required for ITA 201. Italian 201 or three or more years of high school Italian, or equivalent skills is required for ITA 202. Develops a greater understanding of Italian culture and everyday Italian, as well as speaking, reading and writing skills. (\*ITA 201 fall semester; ITA 202 spring semester)

### **251-259 Topics in Italian (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

### **351-359 Topics in Italian (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

## **Japanese (JPN)**

### **101, 102 Elementary Japanese I, II (4, 4) (IG) (NW)**

Not open to native speakers of Japanese. JPN 101 (or equivalent skills) is a prerequisite for JPN 102. Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Japanese in secondary school within the previous eight years may not enroll in Japanese 101 for credit, except by written permission of the instructor. (\*JPN 101 fall semester; JPN 102 spring semester)

### **201, 202 Intermediate Japanese I, II (4, 4) (IG) (NW)**

Not open to native speakers of Japanese. JPN 201 (or equivalent skills) is a prerequisite for JPN 202. Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Japanese in secondary school within the previous eight years may not enroll in Japanese 101 for credit,

except by written permission of the instructor. (\*JPN 201 fall semester; JPN 202 spring semester)

### **251-259 Topics in Japanese: (1-4) (IG) (NW)**

Prerequisite: Consent of Instructor. Content varies. May be repeated for credit.

### **351-359 Topics in Japanese: (1-4) (IG) (NW)**

Prerequisite: Consent of Instructor. Content varies. May be repeated for credit.

## **Language (LAN)**

### **100 Language and Culture (2)**

Not open to native speakers of the language being studied. An introduction to the language and culture of the different ethnic groups in the United States. Content and emphasis vary. SPA 100 (or equivalent skills) is a prerequisite for Spanish courses that include a language instruction component. Graded on a satisfactory/unsatisfactory basis only. Equivalent to CST 100. May be repeated when content varies. (\*occasionally)

### **105 Language For Travel (2)**

Designed to give students the ability to communicate on a basic level in a given language. Materials facilitate the practice of speaking and listening skills, emphasizing the situations one would encounter while traveling. Includes information about cross-cultural communication. Graded on a satisfactory/unsatisfactory basis only. Not open to students with previous experience in the language being offered.

### **110, 111 Basic American Sign Language I, II (4)**

Beginning American sign language with emphases on structure, basic vocabulary and an introduction to manual communication systems. Includes the psychology, socioeconomics and philosophies of education of the deaf in the United States, as well as an explanation of the field of interpreting and historical notes on sign languages worldwide. LAN 111 is a continuation of the skills learned in LAN 110 as used in the deaf community. (\*LAN 110 fall semester; LAN 111 spring semester, occasionally in other semesters)

### **151-159 Topics in Language (1-4)**

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. (IG/NW when appropriate.)

### **200 Studies in Language (1-4)**

Directed, independent study of a subject chosen from a language, such as Latin or another Romance language or dialect. Materials covered must be different from those in current courses. May be repeated for additional credit if content varies.

### **251-259 Topics in Language (1-4)**

Prerequisite: consent of instructor. May be repeated for additional credit if content varies. (IG/NW when appropriate.)

## **Latin (LAT)**

### **101, 102 Elementary Latin I, II (4, 4) (IG)**

LAT 101 (or equivalent skills) is a prerequisite for LAT 102. Beginning Latin with an emphasis on ancient Roman culture. Includes practice in reading and writing. Students who have successfully completed two or more years of Latin in secondary school within the previous eight years may not enroll in Latin 101 for credit, except by written permission of the instructor. (\*LAT 101 fall semester; LAT 102 spring semester)

### **201, 202 Intermediate Latin I, II (4, 4) (IG)**

Prerequisite: LAT 102 or two or more years of high school Latin or equivalent skills is required for LAT 201. LAT 201 or three or more years of high school Latin, or equivalent skills is required for LAT 202. LAT 201 prerequisite for LAT 202, or equivalent skills. (\*LAT 201 fall semester; LAT 202 spring semester)

### **251-259 Topics in Latin (1-4) (IG)**

Prerequisite: Consent of Instructor. Content varies. May be repeated for credit.

### **351-359 Topics in Latin (1-4) (IG)**

Prerequisite: Consent of Instructor. Content varies. May be repeated for credit.

## **Leadership (LED)**

### **099 Experiences in Leadership Studies (0)**

LED 099 is designed to provide academic structure for students completing their experiential requirements to fulfill their leadership development plan. In consultation with their leadership advisor, LED 099 designates students who are pursuing the Leadership Studies minor. It also provides a record of progress toward completing their experiential activities requirements. (\*fall and spring semesters)

### **200 Introduction to Leadership Studies (4)**

Prerequisites: Acceptance into the leadership minor program. This is a 4-credit hour course designed for students interested in learning more about the nature of leadership. Over the course of the semester, we will look at leadership from the individual, group, organizational and global perspectives. The course will demonstrate the interrelatedness of an individual with the community/organization and the skills necessary for leading in a global society (\*fall and spring semesters)

### **450 Capstone in Leadership Studies (4)**

Prerequisites: Enrollment in leadership minor, LED 200 and completion of LED 099 sequence. Provides an in-depth understanding of how leaders ethically mobilize resources to be effective in their roles. This course examines how power and influence are acquired, retained and used in organizations. In addition, the course explores what effect power has on followers and the overall performance of the organization. Students learn through a variety of experiential exercises and case studies. (\*spring semester)

## **Linguistics (LIN)**

### **210 Basic Linguistics (4)**

Cross-listed with ENG 210. No prerequisites. An introduction to the study and description of language according to the principles of modern linguistics. (\*fall semester)

### **217 ESOL Foundations (4)**

Prerequisite: Education majors only. This course is designed to provide pre-service teachers at the undergraduate level a knowledge base in applied linguistics, a broad understanding of the theoretical underpinnings of the field of second language acquisition, and familiarity with issues in culture, cross-cultural communication, language instruction, and assessment in order to meet the educational, linguistic, and cultural needs of English Language Learners (ELLs) as is mandated by the ESOL Consent Decree in the State of Florida. The course will address theoretical constructs of the field as well as exemplify research-based practi-

cal applications in the classroom for meeting the academic and communication needs of English Language Learners.

### **310 Applied Linguistics (4)**

This course deals with principles of linguistics, methodologies employed by linguists working in linguistic variation in diverse contexts significant across social/ethnic/cultural strata and domains of interaction, and application in the professional setting. Includes, language acquisition, learning and teaching, and the psychology of language. (\*occasionally)

### **343 Approaches to TESOL and Teaching Second and Foreign Languages (3)**

Cross-listed with ENG 343. Prerequisites: FYW 101, FYW 102 and LIN 210 or instructor permission. This course focuses on methods and approaches to teaching second and foreign languages. It will also incorporate theories of second/foreign language teaching and learning as well as essential concepts from applied linguistics. (This course is intended for non-education majors who may pursue graduate studies in TESOL (Teaching English to Speakers of Other Languages), applied linguistics or foreign languages or to students who may have interest in teaching/tutoring English to non-native speakers in the U.S. or abroad.)

## **Management (MGT)**

### **330 Principles of Management (4)**

Prerequisites: Minimum GPA of 2.25 in 22 hours of 100- and 200-level required COB courses. This course studies the evolution and practice of the core management functions of planning, organizing, leading and controlling. A strong emphasis on leadership skills is integrated into the course content to provide the student a framework to translate classroom theory and practice into individual and team performance in the accomplishment of organizational objectives. (\*fall and spring semesters)

### **340 Human Resource Management (4)**

Prerequisite: MGT 330. This course analyzes the acquisition, development, and retention of human resources to accomplish the organization's strategic objectives appropriately, efficiently, and economically. This course provides an overview of the functional areas within HRM and further examines the ethical and legal environment relevant to HRM, contemporary health and safety responsibilities and trends, and labor unions. Additionally, the course surveys social, legal, and ethical international HRM issues. (\*fall and spring semesters)

### **345 Global Organizational Behavior (4) (W) (IG)**

Cross-listed with IBS 397. Prerequisites: MGT 330. This course examines the influence of individual differences, ethnic, and national culture on behaviors in organizations. It addresses the questions of when and how to be sensitive to these issues, and develops skills required to effectively manage in the diverse environment of the 21<sup>st</sup> century. Within this context, the course focuses on six essential skill-building areas: managing diversity, team building, communicating, motivating, negotiating and conflict management, and creativity and critical thinking. (\*fall and spring semesters)

### **350 International Business (4) (W) (IG)**

Cross-listed with IBS 398. Prerequisite: MGT 330. This course covers a broad range of international business topics that impact the strategic operations of global enterprises. It offers a managerial perspective of the practices and principles involved in conducting business across national boundaries. The course

content explores the interaction between the macro global dimensions (economic, political, and socio-cultural) and the functional operations of business (i.e. international finance, management and marketing). (\*fall and spring semesters)

### **355 The Art and Science of Negotiation (4)**

Cross-listed with IBS 399. Prerequisite: MGT 330. This course focuses on the development of problem-solving and communication competencies relevant to a broad spectrum of negotiation settings from personal relationships to the global business environment. Students learn useful analytical frameworks to understand the effect of content and communication skills on the negotiation process and outcomes. Through the use of extensive role-playing, students have the opportunity to practice an array of negotiation techniques and to develop their communication and problem-solving skills. (\*fall and spring semesters)

### **380 Sustainable Development: A New Business Paradigm (4)**

Prerequisite: MGT 330. In a world of exploding population growth, diminishing natural resources, changing climate, and instantaneous worldwide communications businesses are being held to increasingly higher performance standards by an increasingly larger numbers of stakeholders. Today's business leaders are responsible for the firms' financial, social, and environmental performance, the "triple-bottom line." Using management tools in sustainability and sustainable development, students will be able to analyze business environments and develop corporate strategies that are responsive to the multiple stakeholders of the firm. Students will analyze sustainable business practices and identify best practices in the field. (\*as needed)

### **431 Practical Strategic Assessment (4) (W)**

Prerequisites: senior standing, FIN 310, and MKT 300. Not open to graduate students. This course focuses on the application of strategic management skills and the knowledge gained from prior coursework. Students analyze an organization's situation, recognize strategic issues and make recommendations. The course utilizes a group project to challenge students' skills in critical thinking, speaking, writing, teamwork, and the ability to apply theory to real-world situations. This is the integrative capstone experience required for the undergraduate business program. (\*fall and spring semesters)

### **490 Management Internship (1-8)**

Prerequisites: junior or senior standing with at least a 2.75 overall GPA or at least a 2.5 overall GPA and a 3.0 in COB courses, completion of 100- and 200-level COB required courses, MGT 330 and at least one additional management course. May not be used to satisfy major requirements. Approval of the associate dean required. (\*fall and spring semesters)

### **495 Special Topics in Management (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the management department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

### **499 Independent Study in Management (1-4)**

Prerequisite: minimum 3.0 GPA, consent of the department chair and COB associate dean. A readings or independent studies course taken for variable credit. May not be used to satisfy major requirements.

### **521 Business Law for Management (4)**

Prerequisite: BUS 221. This course teaches students the language, meaning and impact of the law as applied to financial

decisions made by professionals in business. Informed, intelligent decision-makers are familiar with the legal, moral, and ethical ramifications of their decisions. This course is intended to provide the decision-maker with an overview of those ramifications as applied to business. Students successfully completing this course will have an understanding of the Uniform Commercial Code, Employment Regulation, Securities Law Issues and Professional Liability. (\*spring semester)

### **602 Leading for Performance (3)**

For graduate students only. This course allows students to assess and develop their leadership skills as well as apply leadership concepts in personal and organizational environments. Students explore models related to behavioral aspects of leadership, including trust, power, diversity and ethics. Through experiential learning, readings and analyses, students develop an understanding of leadership concepts and how to utilize this body of knowledge to inspire others to achieve organizational goals. Emphasis is placed on a holistic approach to leadership success through work-life integration. This class begins with an intensive weekend workshop involving a comprehensive business simulation. (\*fall and spring semesters)

### **615 Strategic Management (4)**

For graduate students only. Prerequisites: Foundation courses, MGT 602, MKT 609. This is the capstone course for the MBA. It focuses on business-unit and corporate-level strategy formulation and implementation. Through readings, case analyses and participation in the Strategic Analysis Program (SAP) field study project involving a local organization, students will apply the ideas, tools, concepts, and knowledge that was gained from previous coursework to real-world problems. (\*fall and spring semesters)

### **624 Business Ethics and Social Responsibility (4)**

For graduate students only. Prerequisite: Foundation courses. This course analyzes the principles applicable to managerial decisions, with a focus on the business ethics and social responsibility dimensions of these decisions. It is designed to provide an understanding of the rapidly evolving concepts, practices, and leadership techniques that facilitate the development of legal compliance, ethics, and social responsibility initiatives. Particular focus will be made on the use of the “triple bottom line.” This course draws on case analysis and is offered through an interactive and dynamic format involving leading ethics and compliance officers in the community. (\*as needed)

### **625 International Management (4)**

For graduate students only. Cross-listed with IBS 602. Prerequisite: Foundation courses. This course examines the challenges associated with managing a multinational enterprise that competes in today’s dynamic global business environment. Through extensive readings, class projects and case analyses, students obtain a fundamental understanding of the cultural, economic, political and legal factors in the global environment that affect doing business internationally as well as the strategic, operational and ethical choices global managers make in response to those factors. (\*fall semester)

### **626 HR Strategy: Effective Utilization of People (4)**

For graduate students only. Prerequisites: MGT 602. This course involves strategically analyzing human resource management by integrating the external environment and competition with the internal corporate strategies and HRM tasks of the firm. The course focuses on recruitment, selection, planning and information systems, equal employment opportunity, compensation and benefits, organization and job design, labor relations, training

and development, performance appraisal, international HRM issues, and contemporary health and safety issues. Students will critically evaluate these HRM support subsystems from a cost-benefit and legal perspective and learn to align HRM solutions with business strategy and the realities of labor markets.

### **635 Leadership by Design (4)**

For graduate students only. Prerequisites: MGT602. This interactive seminar course investigates the role of leaders, using organizational design concepts to build systems and processes that align people in the organization with its vision, mission and goals. Students develop a realistic, applied understanding of how leaders use organizational design to lead their organizations, construct decision models, and develop processes to improve efficiency and effectiveness. Students gain insights into how to use design tools to analyze and solve complex business problems. Emphasis is on leadership through design, implementation and evaluation. (\*as needed)

### **650 Nonprofit Management and Innovation: Thinking Strategically (3)**

This course develops context for social enterprise and nonprofit strategic planning. It includes a historic overview of the innovative development of nonprofit organizations, a study of the environmental elements in society that affect nonprofit organizations, orientation and success, discussion of the role of boards in planning, the means for developing effective partnerships and a template for strategic planning. The course will include a capstone exercise which will be application oriented.

### **659 Nonprofit Management and Innovation: Leadership and Innovation (3)**

This course is the final in the four-week course sequence for the Nonprofit Management and Innovation certificate program. The week has two major segments: leadership and innovation. The leadership portion will help you identify and assess your leadership potential and evaluate team roles and contributions. The second theme of the week, innovation, is designed to help you formulate an understanding of innovation and social entrepreneurship. The capstone project will tie together the two themes by requiring your group to conduct a feasibility study that identifies an innovative idea and develops an implementation plan that conceptualizes the role of strategic leadership. (\*summer semester)

### **660 Optimizing Organizational Learning (4)**

For graduate students only. Prerequisite: MGT 602. This course explores how organizations acquire, create, share and leverage what they know to create sustainable competitive advantage in their markets. Their stock of knowledge represents intellectual capital that must be effectively managed. Knowledge management processes and systems are discussed based on case studies and research of best practices in leading companies. The course also covers the international and domestic laws governing intellectual property. (\*as needed)

### **690 Internship (1-2)**

Prerequisites: Approval by the Graduate Office, the college internship coordinator, and the associate dean. International students must consult with the Office of International Programs. May be used to satisfy practicum requirements. (\*fall, spring and summer semesters)

### **695 Special Topics in Management (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the management department. Subject may focus on a topic of current interest in the field, training in a



specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

### **699 Independent Study in Management (1-8)**

For graduate students only. Prerequisite: minimum 3.5 GPA and written permission of the department chair.

## **Marine Science (MAR)**

### **100 Open Water (2)**

Prerequisites: All students must show swimming proficiency. Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This is a PADI Open Water SCUBA course that teaches safe diving procedures and the use of diving equipment. The course involves lectures, pool sessions, and two weekend days for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student for the weekend dives. Laboratory fee: \$150.

### **102 Advanced Open Water (1)**

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (SSI, NASDS, etc.). Any student under medical care or on prescription medication must see the instructor before registering for this course. Course description: This is a PADI Advanced SCUBA course covering topics on navigation, deep diving (60-100 feet), boat diving and drift diving. The course involves lectures, and three weekend days for the certification dives. Use of the equipment is provided, except for snorkeling equipment. Transportation is not provided for the student for the weekend dives. Laboratory fee: \$260.

### **1021 Specialty Diver, part 1 (1)**

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification. Course description: This PADI diving course covering three specialty dive certifications: Enriched Air Nitrox, Peak Buoyancy and Equipment Specialist. The course involves lectures and one weekend day for the certification dives. Use of the equipment is provided, except for snorkeling equipment. This course is only offered during the first seven weeks of the spring semester. Note: Specialty Diver, part 2, may be taken before Specialty Diver part 1. Laboratory fee: \$200.

### **1022 Specialty Diver, part 2 (1)**

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (SSI, NASDS, etc.). Course description: During this course, the student completes two specific PADI specialty diver certifications: Boat Diver and Drift Diver Specialist. The course involves lectures and a two-day weekend dive trip for the certification dives. Use of the equipment is provided, except for snorkeling equipment. This course is only offered during the second seven weeks of the spring semester. Note: Specialty Diver, part 2, may be taken before Specialty Diver, part 1. Laboratory fee: \$260.

### **103 Rescue Diver (1)**

Prerequisite: PADI Advanced Open Water certification (MAR 102) or equivalent valid certification from a recognized international organization (SSI, NASDS, etc.). Student must be current in First Aid and CPR by the first week of this course. Course description: Course topics cover SCUBA-related rescue techniques and emergency procedures. The course involves lectures, pool sessions, and a one-day weekend dive trip for the certification dives. Use of the equipment is provided, except for snorkeling

equipment. This course is only offered during the second seven weeks of the fall semester. Laboratory fee: \$175.

### **104 PADI Divemaster (2)**

Prerequisite: PADI Rescue Diver certification (MAR 103). Student must have proof of 20 dives. Course description: Students learn how to organize and plan safe and successful dives for dive groups, supervise students in training. PADI Divemaster certification may be applied for through PADI Headquarters after successful completion of the course requirements. The course involves lectures, pool sessions, and a minimum of two weekends of diving. Some SCUBA equipment is provided for use. It is recommended that students have all of their own diving equipment except air tanks. Course only offered during the spring semester. Laboratory fee: \$200.

### **126 Marine Biology (3)**

Designed for non-science majors. A survey of marine biology including a discussion of the basic marine environments, natural history of marine animals, special adaptations of marine mammals, elementary marine chemistry, marine plants and their economic importance, and the impact of pollution on marine ecosystems. Satisfies general curriculum distribution requirements, but is not applicable toward a marine science or biology major or minor. Lecture only. (\*fall and spring semesters)

### **150 Physical Geology (laboratory included) (4)**

A broad survey of the geological processes at work on and within the earth. Topics include the origin and composition of rocks, as well as the origin, location and characteristics of volcanoes, earthquakes and mountain belts, within the framework of plate tectonics. Also covers the modification of the earth's surface by wind, rivers, glaciers, ground water, waves and currents, and the evolution of continents and ocean basins. Lecture and laboratory. (\*fall semester)

### **200 Introduction to Marine Science (3)**

This course is intended as a broad introduction to Marine Science that will serve as a foundation for more advanced coursework in one or more of the disciplines introduced in this course. Topics covered in this course will include: 1) the physical geology of the earth with special emphasis on ocean basins, 2) the physical properties of water as they relate to tides, currents, waves and climate modulation, 3) the chemistry of seawater with regard to dissolved elements and gasses, and 4) a broad overview of life in the oceans. May be used to satisfy major requirements in marine-science biology, and general elective credit otherwise. Lecture only. (\*fall and spring semesters)

### **222 Marine Ecology (laboratory included) (4) (W)**

Prerequisites: biology lower core curriculum or special permission. Studies the interactions between marine organisms and their biotic and abiotic ocean environment, including an investigation of the distribution, abundance and diversity of organisms in the sea, the causes of these patterns, and the roles of these species in marine ecosystems. The course and its companion laboratory address marine systems from an experimental perspective with an emphasis on experimental design, statistical data analysis, quantitative skills, and techniques in scientific writing. Two weekend field trips are required. (\*spring semester)

### **226 Marine Zoology (laboratory included) (4)**

Prerequisites: biology lower core curriculum. A study of the taxonomy, ecology and behavior of marine invertebrates. Examines local fauna and habitats through field-oriented studies. Requires some Saturday field trips. (\*fall semester)

**301 Physical Oceanography (4)**

Prerequisite or concurrent: PHY 201. A study of the physical properties of seawater, global heat balance, hydrodynamics, ocean currents, waves, tides and underwater sound and optics. Lecture only. (\*spring semester)

**327 Marine Botany (laboratory included) (4)**

Prerequisites: biology lower core curriculum, and BIO 212 or MAR 222. Studies the ecology, physiology and communities of marine primary producers with emphases on Tampa Bay and the Gulf of Mexico. Topics explored are phytoplankton, benthic macroalgae, mangroves, seagrass and saltmarsh communities. (\*fall semester)

**Marketing (MKT)****300 Principles of Marketing (4)**

FYW 101, BUS 101, and ECO 204. Studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. Incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities. (\*fall and spring semesters)

**352 Services Marketing and Management (4) (W)**

Prerequisite: MKT 300. This course is designed to address the distinct needs and problems of service organizations in the area of marketing. Services management is also addressed, exposing students to the unique operations, human resources, and promotional elements implicit in running a service firm. New service development is the final step, as the class culminates in the conceptualization of a brand new service offering along with a completed service marketing plan. (\*spring semester)

**354 Buyer Behavior (4)**

Prerequisite: MKT 300. A study of the behavioral science concepts applicable to the consumer decision-making process such as personality, perception, and group and cultural influences. Emphasis is on how these concepts and characteristics can be used by marketers to develop more effective relationships and strategies. (\*fall semester)

**360 Marketing Research (4)**

Prerequisite: ITM 210 (or equivalent statistics course) and MKT 300. A methodological approach to marketing and consumer research problems and opportunities, using both primary and secondary research. Examines the information needs of marketing managers and the use of information for making effective marketing decisions. Covers the marketing research process, including research design, analysis and interpretation, and reporting of findings. (\*fall and spring semesters)

**371 Personal Selling and Sales Management (4) (W)**

Prerequisite: MKT 300. Examines the personal selling process and the use of a professional, customer-oriented, problem-solving approach in selling situations. Studies the nature of the sales job, selection of salespeople, sales training programs, and issues in the compensation, supervision, motivation, and ethical challenges of salespeople. (\*spring semester)

**372 Retail and Distribution Management (4)**

Prerequisite: MKT 300. Explores the dynamics of retailing and the range of firms that make up the retailing industry. Examines the functions, practices and organizations of various store types. Focuses, through current articles, on those retailers who hold leadership positions in key retailing disciplines such as customer service, operations management and TQM, market orienta-

tion, technology, research and development, human resources, e-commerce, and promotions. Examines the future of retailing, international retailing, future trends and their impact on retailers, and the impact of e-commerce. (\*fall semester)

**410 Global Marketing (4) (W) (IG)**

Cross-listed with IBS 406. Prerequisite: MKT 300. Not open to graduate students. Prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion and distribution decisions to the foreign environment. (\*spring semester)

**411 Promotion and Branding Strategies (4) (W)**

Prerequisites: MKT 300. Focuses on integrated marketing communications and branding strategies, with coverage of advertising, sales promotion, public relations, direct marketing, branding and social media. Studies the development of integrated communications plans for organizations. Also for students minor-ing in advertising. (\*fall and spring semesters)

**450 Marketing Strategy (4)**

Prerequisites: completion of nine hours of marketing courses. Develops students' ability to use facts in the analysis of marketing strategy. A capstone course that serves as a vehicle for the application and integration of the concepts, analytical tools and problem-solving approaches taught in lower-level marketing courses. (\*fall and spring semesters)

**490 Marketing Internship (1-8)**

Prerequisite: junior or senior standing with at least a 2.75 overall GPA, or at least a 2.5 overall GPA and a 3.0 in COB courses, and nine hours of credit in marketing courses. May not be used to satisfy major requirements. Approval of the associate dean required. (\*fall and spring semesters)

**495 Special Topics in Marketing (4)**

Prerequisites: to be specified at time of offering. A course offered at the discretion of the marketing department. Subject may focus on a topic of current interest in the field, training in a specific area of the field, or a topic that is of interest to a particular group of students. (\*as needed)

**499 Independent Study in Marketing (1-4)**

Prerequisite: minimum 3.0 GPA, consent of the department chair and associate dean. A readings and independent studies course taken for variable credit.

**500 Introduction to Marketing (2)**

For graduate students only. Studies the interacting business activities designed to plan, price, promote, and distribute want-satisfying products and services to present and potential customers. Incorporates current development in marketing to acquaint students with the present-day challenges of marketing activities. (\*fall and spring semesters)

**609 Marketing Management and Customer Value (4)**

For graduate students only. Prerequisite: MKT 500. Examines the development and evaluation of marketing, planning and strategy from a managerial perspective. Integrates the delivery of high levels of customer value (delighting customers) which enhances the 'connection' the firm has with the customer, ultimately leading to more loyal, profitable customers. Measurement of marketing metrics, decision theory, pricing and promotion are also topics. Covers applicable research techniques, as well as contributions from other disciplines in the context of marketing management. (\*fall and spring semesters)

**610 Strategic Marketing Analysis (4)**

For graduate students only. Prerequisite: MKT 609. Focuses on the rapidly evolving concepts and analytical techniques that facilitate strategic plan development using interactive simulations and real-world case studies. Topics include analytical prerequisites for planning, formal strategic planning methods, and business and marketing strategies. (\*spring and summer semesters)

**612 Business Research Methods (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. This course demonstrates a logical approach to marketing and business research by focusing on the process of research and examining information needs of marketing managers. Primary and secondary research tools, survey design and analysis techniques, and methods of interpreting and reporting results are examined. (\*fall and spring semesters)

**613 Global Marketing (4)**

For graduate students only. Cross-listed with IBS 603. Prerequisite: MKT 609. This course prepares students for the global marketing environment by examining marketing in other countries, the marketing implications of cultural and environmental differences, international marketing research, and adaptation of product, price, promotion, and distribution decisions to the foreign environment. (\*spring semester)

**614 Personal Selling and Sales Management (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. Through lectures, student presentations, journal articles, and lab sessions, examines the personal selling process and the use of a professional, customer-oriented problem-solving approach in selling situations. Reviews the nature of a sales job and issues in the supervision and motivation of salespeople, and ethical challenges they face. (\*as needed)

**615 Integrated Marketing Communications (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. This course focuses on the strategic concept of integrated marketing communications (IMC). IMC incorporates advertising, sales promotions, publicity, public relations, personal selling, social media and any other means by which marketing information is communicated to people. The course involves a synthesis of the theoretical, practical, and social considerations of IMC. (\*as needed)

**616 Marketing on the Cutting Edge (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. This course consists of a variety of specialty, cutting-edge marketing topics that students would not usually be exposed to when taking a traditional sequence of marketing classes. The course is team taught as a series of independent lectures by experts in the specialty field. (\*as needed)

**650 Nonprofit Management and Innovation: Marketing, Development and Communications (3)**

The Nonprofit Management and Innovation certificate program was developed against a backdrop of increasing national concern over nonprofit executive succession, fills a unique niche among area college and university programs, and responds to interests expressed by Tampa Bay nonprofit and foundation leaders. This course covers marketing, development and communications.

**652 Services Marketing and Management (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. This course focuses on developing and managing the service encounter across different industries, including the nonprofit sector, in order to deliver service quality

to the customer. In this course students learn how the unique challenges of services and the different roles both employees and customers have in the creation and delivery of services. Students will be able to develop measures of service quality, research and anticipate customer expectations, design new services, and create service recovery strategies. (\*as needed)

**654 Strategic Brand Management (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. Studies the important role of creating, building and managing an organization's branding strategy. The course integrates the theoretical foundation of brand strategy with contemporary readings on branding practice. Coursework involves discussion, case analysis and projects with a high level of student interaction. (\*as needed)

**655 Marketing Law (2)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. Explore the legal environment of marketing including a history of marketing law, legal implications in each strategic marketing area, and current legal cases in marketing. (\*as needed)

**656 Electronic Marketing Strategy (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. This course explores, from the strategic perspective, the unique marketing challenges and opportunities that electronic marketing presents. It requires a fundamental grounding in the principles of marketing. It explores the nexus between e-marketing and traditional marketing activities. The class also incorporates current developments in electronic marketing to acquaint students with the present day challenges and opportunities of e-marketing. (\*as needed)

**657 Buyer Behavior (4)**

For graduate students only. Prerequisite: Foundation courses. Corequisite: MKT 609. The course introduces a wide range of behavioral concepts, and explores the strategic implications of customer behavior for marketers. The course challenges students to explore the realities and implications of buyer behavior in traditional and e-commerce markets. Key to the course is demonstrating how an understanding of buyer behavior can help improve strategic decision making. (\*as needed)

**690 Internship (1-2)**

Prerequisites: Approval by the Graduate Office, the college internship coordinator, and the COB associate dean. International students must consult with the Office of International Programs. May be used to satisfy practicum requirements. (\*fall, spring and summer semesters).

**695 Special Topics in Marketing (2-4)**

For graduate students only. Prerequisites: To be specified at time of offering. This course is offered at the discretion of the marketing department. Subject will focus on a topic of current interest in the field, training in a specific area of the field or a topic that is of interest to a particular group of students. (\*as needed)

**699 Independent Study in Marketing (1-4)**

For graduate students only. Prerequisites: minimum 3.5 GPA, MKT 609 and written permission of the department chair. Contemporary topics in marketing.

**700 Marketing Consulting Seminar (4)**

For graduate students only. Prerequisites: MKT 609 and 610. This course focuses on a hands-on, comprehensive, team-based consulting project for a live client. The course is designed to be comprehensive in using marketing concepts and critical thinking

skills. The consulting project should focus on innovative and overarching solutions for the client. (\*fall semester)

#### **704 Marketing New Technology and Innovations (4)**

For graduate students only. Prerequisite: MKT 609. This course focuses on the rapidly evolving concepts and analytical techniques for strategically marketing innovations and high-tech offerings. The impact of technology modifies traditional marketing strategies, and these differences are explored. The course involves developing a comprehensive strategic marketing plan for a new technology client so students can apply updated strategic planning methods to business and marketing strategies. (\*spring semester)

## **Mathematics (MAT)**

*Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.*

#### **150 Introductory Algebra (4)**

A study of the basic concepts of algebra such as first-degree equations, factoring, rational expressions, graphing, quadratic equations, exponents and radicals. *May not be used to satisfy general curriculum distribution requirements of the Baccalaureate Experience.* (\*fall and spring semesters)

#### **155 Finite Mathematics for Liberal Arts (4)**

Prerequisite: MAT 150 or equivalent. Appropriate as a general curriculum distribution requirement for liberal arts students. Topics include graph theory, planning and scheduling, data collection, descriptive statistics, social choices and voting, the problem of fair division, and the study of size and shape. (\*fall and spring semesters)

#### **160 College Algebra (4)**

Prerequisites: MAT 150 or equivalent. Topics include rational exponents, equations and inequalities, functions and their operations, polynomials, exponential and logarithmic functions, rational functions, systems of equations, inequalities and matrices. (\*fall and spring semesters)

#### **170 Precalculus (4)**

Prerequisite: MAT 160 or equivalent. Covers exponential and logarithmic functions, applications to growth and decay problems, trigonometry and analytic geometry with emphasis on the use of graphing calculators. (\*fall and spring semesters)

#### **201 Introduction to Statistics (4)**

Prerequisite: MAT 155 or equivalent (or higher). An introduction to descriptive and inferential statistics, with applications in various disciplines using statistical computer software. (\*fall and spring semesters)

#### **225 Calculus for Business (4)**

Prerequisite: MAT 160 or equivalent. This course is designed to provide students with the fundamental components of differential and integral calculus, with a particular emphasis on those aspects of calculus that have applications to business. The course covers exponential and logarithmic functions, limits, differentiation and differentiation techniques, applications of the derivative (e.g. marginal cost, marginal revenue, rate of growth), anti-derivatives, the integral as an area, functions of several variables, and partial derivatives.

#### **260 Calculus I (4)**

Prerequisite: MAT 170 with a grade of “C” or higher, or equivalent. Covers limits, continuity, differentiation and its applications, integration, and the calculus of logarithmic, exponential,

and trigonometric functions with emphasis on the use of graphing calculators. (\*fall and spring semesters)

#### **261 Calculus II (4)**

Prerequisite: MAT 260 with a grade of “C” or higher. Covers integration techniques and applications, polar coordinates, parametric equations and infinite series. (\*fall and spring semesters)

#### **262 Calculus III (4)**

Prerequisite: MAT 261 with a grade of “C” or higher. Covers partial differentiation, multiple integration and vector analysis in three dimensions. (\*fall semester)

#### **299 Introduction to Higher Mathematics (4)**

Prerequisite: MAT 261 with a grade of “C” or higher. Covers proof techniques and their applications to various branches of mathematics, basic set theory, properties of number systems, and basic history of mathematics. (\*spring semester)

#### **300 Differential Equations (4)**

Prerequisite: MAT 262 with a grade of “C” or higher. Topics include first order differential equations, systems of equations, higher order differential equations, eigenvalues and eigenvectors, applications. (\*once every two years)

#### **301 Discrete Mathematics (4)**

Prerequisite: MAT 261 with a grade of “C” or higher. Covers sets, induction, algorithms, recursion, matrices, relations, functions, digraphs, partially ordered sets, lattices, Boolean algebra, switching circuits, trees and combinatorial analysis. (\*once every two years)

#### **308 Linear Algebra (4)**

Prerequisite: MAT 299 with a grade of “C” or higher. Covers vectors and vector spaces, matrices, and linear transformations on a vector space. (\*once every two years)

#### **310 Probability and Mathematical Statistics (4)**

Prerequisite: MAT 261 with a grade of “C” or higher. Covers probability, descriptive statistics and inferential statistics. (\*once every two years)

#### **401 Real Analysis (4)**

Prerequisites: MAT 262 and 299 both with a grade of “C” or higher. Covers theories of limits, continuity, differentiation and integration. (\*once every two years)

#### **410 Complex Analysis (4)**

Prerequisite: MAT 262 and 299 both with a grade of “C” or higher. Coverage includes complex numbers, analytic functions, elementary functions, integrals, series, residues and poles. (\*once every two years)

#### **420 Modern Abstract Algebra (4)**

Prerequisite: MAT 299 with a grade of “C” or higher. An introduction to the theory of groups, rings and fields. (\*once every two years)

#### **490 Senior Seminar (1)**

Prerequisite: senior standing in mathematics or mathematical programming. An in-depth study of a topic in mathematics or mathematical programming. Requires consultation with a faculty member, personal research, library research and an oral presentation. (\*fall and spring semesters)

#### **499 Selected Topics (1-4)**

Subject may be chosen from point-set topology, partial differential equations, combinatorics, graph theory or other topics. (\*fall and spring semesters)

## Military Science and Leadership (MSL)

*Note: Grades earned in MSL courses and curriculum (physical training, leadership opportunities) and overall university academic performance provide the foundation for cadet leadership positions in the Spartan Battalion, selection for Cadet Professional Development Training slots (Airborne School, Air Assault School, internships, etc.) during summer months, and for the national order of merit list ranking for the U.S. Army commissioning process during senior year. Leadership Laboratory courses are offered only to Army ROTC Cadets who qualify to become commissioned officers in the U.S. Army. Enrollment is subject to the approval of the professor of military science.*

### 101 Leadership and Personal Development (2)

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining an overall understanding of the ROTC program and its advantages for the student. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 101 does not include military obligation. (\*fall semester)

### 102 Introduction to Tactical Leadership (2)

Discusses leadership fundamentals such as problem solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of leadership, values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 102 does not include military obligation. (\*spring semester)

### 110 Basic Leadership Laboratory (0)

Required of MSL I cadets (freshmen) enrolled in MSL 101. Involves practical exercises in the principles of military courtesy, discipline, self-confidence, drill and ceremonies, as well as introduction to basic soldier skills and tactics. (\*fall semester)

### 111 Basic Leadership Laboratory (0)

Required of MSL I cadets (freshmen) enrolled in MSL 102. Involves practical exercises in the development of leadership fundamentals and soldier skills including basic land navigation, troop-leading procedures and squad tactical operations. (\*spring semester)

### 201 Innovative Team Leadership (2)

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team-building in the context of planning, executing and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE). All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 201 does not include military obligation. (\*fall semester)

### 202 Foundations of Tactical Leadership (2)

Examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSL 202 provides a smooth transition into MSL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. All cadets must take a Leadership Laboratory course to fulfill Army commissioning requirements. Participation in MSL 202 does not include military obligation. (\*spring semester)

### 203 American Military History (4)

Cross-listed with HIS 210. A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. All cadets must complete MSL 203 to fulfill Army commissioning requirements. Participation in MSL 203 does not include military obligation. (\*fall semester)

### 210 Basic Leadership Laboratory (0)

Required of MSL II cadets (sophomores) enrolled in MSL 201. Involves practical exercises in the mission, organization and composition of military units, and continued development of soldier skills including basic land navigation, troop-leading procedures and squad tactical operations. (\*fall semester)

### 211 Basic Leadership Laboratory (0)

Required of MSL II cadets (sophomores) enrolled in MSL 202. Involves practical exercises at the military team/squad level, emphasizing the functions, duties and responsibilities of junior leaders. Students are evaluated for acceptance into the Army ROTC advanced course (MSL 300-and 400-level courses). (\*spring semester)

### 301 Adaptive Team Leadership (3)

Challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their tactical leadership. Based on such feedback, as well as self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is on developing cadets' tactical leadership abilities to enable them to succeed at Army ROTC summer Leadership Development and Assessment Course (LDAC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend a summer leader's training course, or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (\*fall semester)

### 302 Applied Team Leadership (3)

Challenges cadets by utilizing increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units at the squad and platoon level. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated and developed. Aspects of military operations are reviewed as a means of preparing for the Army ROTC Leadership Development and Assessment Course. Cadets are expected to apply the Army leadership development model while leading teams, apply tactical principles and doctrine to Army operations, and conduct a self-assessment in personal development areas such as character, adaptability, and fitness in a garrison and field environment. Cadets also participate in a physical

training program. They must either meet the prerequisites (MSL 100/200-level courses and MSL 301), attend a summer leader's training course, or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (\*spring semester)

### **303 Leader Development and Assessment (3)**

Prerequisite: Permission of professor of military science. A four-week, continuous Army ROTC leadership course conducted at Fort Lewis, WA. The course environment is highly structured and demanding, stressing leadership at small-unit levels under challenging conditions. Topics include weapons applications, land navigation, small-unit tactics and various other military skills, as well as team-building and management techniques. The focus is on developing and assessing leadership, and individuals are continuously and formally assessed on their potential leadership ability. Attendance requires the permission of the professor of military science. Cadets receive pay, and the U.S. Army defrays travel, lodging and meal costs. Failure to attain course requirements at any time will result in immediate dismissal, return to campus, and potential disenrollment from Army ROTC. Each graduate receives a written Cadet Evaluation Report. (\*summer session and fall semester)

### **310 Advanced Leadership Laboratory (0)**

Required of MSL III cadets (juniors) enrolled in MSL 301. Involves practical exercises emphasizing the leader's role in directing and coordinating the efforts of individuals and small units in the execution of squad battle drills and offensive tactical missions. (\*fall semester)

### **311 Advanced Leadership Laboratory (0)**

Required of MSL III cadets (juniors) enrolled in MSL 302. Involves practical exercises that emphasize the duties and responsibilities of junior leaders in a garrison or field environment. Focuses on advanced individual skills and collective training in preparation for the four-week ROTC Leader Development and Assessment course. Particular emphasis is placed on the understanding of troop-leading procedures and the ability to develop and communicate a plan. (\*spring semester)

### **401 Adaptive Leadership (3)**

Develops cadet proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow Army ROTC cadets. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 cadets for commissioned service as an officer. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates. Cadets also participate in a physical training program. Cadets must either meet the prerequisites (MSL 100/200/300-level courses) or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (\*fall semester)

### **402 Leadership in a Complex World (3)**

Explores the dynamics of leading in the complex situations of current military operations in the Contemporary Operating Environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It

uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100-, 200- and 300-level courses) or substitute past military experience with the approval of the professor of military science. All cadets must take the Advanced Leadership Laboratory course to fulfill Army commissioning requirements. (\*spring semester)

### **410 Advanced Leadership Laboratory (0)**

Required of MSL IV cadets (seniors). Involves practical exercises in staff planning and coordination at the battalion level with emphasis on leadership and management of the Spartan Battalion. (\*fall semester)

### **411 Advanced Leadership Laboratory (0)**

Required of MSL IV cadets (seniors). A continuation of MSL 410 that involves practical exercises to prepare cadets for service as commissioned officers. (\*spring semester)

### **450 Independent Study in MSL (1-4)**

Prerequisite: Permission of professor of military science. An independent study in Military Science and Leadership (Army ROTC) that provides cadets with an opportunity to pursue a topic, project or tailored curriculum under the guidance of an MSL faculty member. Variable credit. (\*fall and spring semesters)

## **Music (MUS)**

### **100 Music Fundamentals (3) (A)**

Covers basic music reading, theory and terminology, including beginning keyboard, vocal and aural skills. (\*fall and spring semesters)

### **102 Music for Life (3) (W) (A)**

A survey of Western musical thought and the history and evolution of musical forms and styles. Requires attendance at selected recitals on campus. (\*fall and spring semesters)

### **105 Basic Guitar Class (1) (A)**

Elementary lessons in guitar, including music reading and basic instrument techniques. (\*fall and spring semesters)

### **108 Introduction to Recording and Electronic Music (3) (A)**

Techniques for creating sound and music for electronic media. Emphasis is on software-based recording, synthesis, and sequencing. Course includes studio projects for developing aural perception and creativity, understanding principles of acoustics, and acquiring basic audio production skills. Background on electronic music history, aesthetics and literature is provided. (\*fall and spring semesters)

### **109 Recording and Synthesis Techniques (3) (A)**

Prerequisite: MUS 108 or consent of instructor. A continuing exploration of contemporary electronic music, multi-track recording techniques, and the convergence of electronic music with other media in the digital era. Focus is on creative work and studio recording. Survey of contemporary electronic music aesthetics and literature is provided. (\*spring semester)

### **110 Piano Class I (1) (A)**

Elementary group lessons in piano for the beginner, given in the electronic piano lab. (\*fall and spring semesters)

### **111 Piano Class II (1) (A)**

Prerequisite: MUS 110 or equivalent. Post-elementary group lessons in piano. Scales, cadences and sight-reading skills are

emphasized. Individualized piano study programs are designed for maximum growth using the electronic piano lab. (\*spring semester)

### 112 Musicianship I (1) (A)

Prerequisite: MUS 100 or permission of instructor. Intended to be taken simultaneously with MUS 122, this course is an elementary study of aural musical skills. Sight-singing and ear training are emphasized. Aural recognition of scale types, scale degrees, intervals and triad types is emphasized along with rhythm and melodic dictation. (\*fall semester)

### 113 Musicianship II (1) (A)

Prerequisite: MUS 112 or equivalent. Intended to be taken simultaneously with MUS 123, this course is a continuation of the study of aural musical skills. Sight-singing and ear training are emphasized along with melodic and rhythmic dictation. (\*spring semester)

### 114 Voice Class I (2) (A)

Foundations of solo vocal technique and interpretation, song-learning and stage deportment. Taught in a group environment, lectures and discussions are combined with solo and group singing. Requires attendance at select recitals on campus. (\*fall and spring semesters)

### 115 Voice Class II (2) (A)

Prerequisite: MUS 114 or permission of instructor. Continuation of the solo vocal techniques and skills introduced in Voice Class I. Taught in a group environment, lecture/discussion sessions are combined with a strong emphasis on solo singing. Requires attendance at select recitals on campus. May be repeated for credit. (\*spring semester)

### 116 Basic Guitar Class II (1) (A)

Prerequisite: MUS 105. Continuation of Basic Guitar Class I. Taught in a group environment, lecture/discussion sessions are combined with a strong emphasis on solo and chamber playing. This course may be repeated for credit. (\*fall and spring semesters)

### 117 Musicianship for Performing Arts I (1) (A)

Corequisite: MUS 127. Sight-singing and piano skills tailored to the needs of performing arts majors. (\*fall semester)

### 118 Musicianship for Performing Arts II (1) (A)

Prerequisite: MUS 117. Corequisite: MUS 128. Sight-singing and piano skills tailored to the needs of performing arts majors. (\*spring semester)

### 122 Music Theory I (3) (A)

Prerequisite: MUS 100 or permission of instructor, or passing score on Music Department Theory Placement Test. Corequisite: MUS 112. A comprehensive study of musicianship through notation and aural recognition of tonal music basics. (\*fall semester)

### 123 Music Theory II (3) (A)

Prerequisite: MUS 122 or permission of the instructor. Corequisite: MUS 113. A continuation of MUS 122. (\*spring semester)

### 127 Music Theory for Performing Arts I (3) (A)

Corequisite: MUS 117. Theoretical music fundamentals tailored to the needs of performing arts majors. (\*fall semester)

### 128 Music Theory for Performing Arts II (3) (A)

Prerequisite: MUS 127. Corequisite: MUS 118. Theoretical music fundamentals tailored to the needs of performing arts majors. (\*fall semester)

### 147-168 Studio Lessons (1) (A)

Corequisites: MUS 269: Recital/Concert Attendance and enrollment in a Music Department ensemble. Studio/performance-oriented courses. Studio courses 147-168 may be repeated for credit. All 100-level lessons are for one credit hour (25-minute weekly lessons) for students who are not music majors or minors. These lessons will not satisfy requirements for studio lessons in the primary performance area for any music major or minor. (Up to two credit hours of 100-level lessons may be counted toward a minor in music.) Music majors and minors may take studio lessons in a secondary performance area at the 100 level. Students studying voice for credit with a University of Tampa instructor are not permitted to study from anyone else during the semester of enrollment. (\*fall and spring semesters)

147 Organ (1)	159 Trombone (1)
149 Harpsichord (1)	160 Baritone (1)
150 Piano (1)	161 Tuba (1)
151 Voice (1)	162 Percussion (1)
152 Flute (1)	163 Violin (1)
153 Oboe (1)	164 Viola (1)
154 Clarinet (1)	165 Cello (1)
155 Bassoon (1)	166 String Bass (1)
156 Saxophone (1)	167 Classical Guitar (1)
157 Trumpet (1)	168 Electric Bass (1)
158 French Horn (1)	

### 191 World Music (3) (NW) (IG) (A)

An examination of the cultures of various countries and societies through their music and their musical practices. May be used to fulfill non-Western/Third World requirement. (\*fall and spring semesters)

### 192 World Music Drumming Ensemble (0-1) (A)

A studio/performance-oriented course in which students learn vocal music and percussive accompaniments from outside the Western art tradition. To the degree that is possible, music is performed with integrity of vocal and musical style and always in the native language. A portion of the rehearsal time is devoted to developing an understanding of the music in relation to aspects of the culture from which it comes. Natives of the culture and other scholars provide information about the music and the culture. May be repeated for a maximum of 8 credit hours. If taken for three or more semesters, the combined credit (a minimum of 3 credits) may satisfy one Humanities/fine arts course in the core curriculum. Open to all University students without audition. This course does not satisfy the primary ensemble requirement for a music major or minor. (\*fall and spring semesters)

### 207 Technological Revolutions in Music (3) (A)

This course examines the technological impact on music created during the 20th century. Film, radio, popular and cultivated musical styles are studied from the focus of the development of the recording and computer industries. Musical issues such as political censorship, musicians' unions and bootlegging are included.

### 208 Topics in Music (1-3)

Topic varies as announced in the class schedule. May be repeated if content is different. (\*as needed)

### 211 Piano Class III (1) (A)

Prerequisite: MUS 111 or equivalent. Early intermediate piano skills and repertoire designed to train the student for the Piano Proficiency Examination required for the Bachelor of Music degree. Memorizing a solo, scales, cadences, harmonizing folk songs, rhythm reading skills and sight-reading are included. May be repeated once for credit. (\*fall and spring semesters)

**212 Musicianship III (1) (A)**

Prerequisites: MUS 112 and 113 or equivalent. Intended to be taken simultaneously with MUS 222, this course develops skills in keyboard harmony, aural skills and sight-singing, along with melodic and harmonic dictation exercises. (\*fall semester)

**213 Musicianship IV (1) (A)**

Prerequisite: MUS 212 or equivalent. Intended to be taken simultaneously with MUS 223, this course is a comprehensive study of keyboard harmony, aural skills and sight-singing to prepare the music student with essential skills for teaching, composition or performance. (\*spring semester)

**217 Musicianship for Performing Arts III (1) (A)**

Prerequisites: MUS 117, 127, 118, 128. Upper intermediate sight-singing and piano skills tailored to the needs of performing arts majors. (\*fall semester)

**220 Music for Dance (3) (A)**

This course is designed to give both the dancer and the choreographer the necessary tools to realize their musical needs, as well as to learn how to communicate those needs to musicians. These tools can be divided into two categories: music fundamentals and music appreciation. Students also explore ethical issues in the reproduction and use of recorded music in the studio and on the stage.

**221 The First Viennese School (3) (A)**

A music history course with a travel-abroad component designed for both music and non music-majors alike to study the lives and music of leading Viennese composers of the Classical period. The dominant composers of the era like Haydn, Mozart and Beethoven will receive full biographical scrutiny at each stage of their development; aesthetics, structures, and performing styles will be analyzed and compared. During travel, the places of interest will include birthplaces, concert halls, theatres, museums, royal residences, and libraries that are directly relevant to the subject matter of the course.

**222 Music Theory III (3) (A)**

Prerequisites: MUS 122 and 123, or equivalent. Corequisite: MUS 212. A continuation of MUS 122 and 123, focusing on the evolution of the tonal system. (\*fall semester)

**223 Music Theory IV (3) (A)**

Prerequisites: MUS 122, 123 and 222, or equivalent. Corequisite: MUS 213. A continuation of MUS 222 from 19<sup>th</sup>-century practice and into 20<sup>th</sup>-century theory and composition techniques. (\*spring semester)

**224 Pedagogy (2) (A)**

A study of pedagogical techniques for teaching studio lessons on the elementary and intermediate levels. Techniques include teaching in traditional style and new approaches using piano labs, recordings, compact discs, computers and MIDI accompaniments. Required for performance majors. (\*as needed)

*Note: The following techniques courses (MUS 225-229) are for music majors only. Each course is a pragmatic study of techniques, elementary and secondary methods, and representative repertoire in preparation for teaching or the study of orchestration.*

**225 Voice Techniques (1) (A)**

Music majors only. Students explore fundamental vocal techniques, repertoire and classroom methods for working with young singers. (\*every third semester)

**226 String Techniques (1) (A)**

Music majors only. (\*every third semester)

**227 Woodwind Techniques (1) (A)**

Music majors only. (\*every third semester)

**228 Brass Techniques (1) (A)**

Music majors only. (\*every third semester)

**229 Percussion Techniques (1) (A)**

Music majors only. (\*every third semester)

**238 Music Theater Workshop (1) (A)**

Studio/performance class focusing on musical preparation, analysis of scene/dramatic structure, incorporation of musical staging/blocking/choreography, and the development of performance techniques. (\*spring semester or as needed)

**239 Jazz Improvisation (1) (A)**

Guided study in the theory and practice of jazz improvisation. (\*as needed)

**241 Musical Production Participation (1) (A)**

Provides practical onstage or technical/backstage experience in musical theater production. Requires audition, interview, or permission of instructor. May be repeated for credit. May be used to fulfill performance credit(s) requirement of the major in performing arts. (\*fall and spring semesters)

**242 Career Development and Audition Seminar (1)**

A practicum course for performing arts majors. Studio class focusing on audition preparation for the musical theater, as well as emphasizing the business techniques required for a career in the performing arts. (\*fall semester or as needed)

**243 Performance Internship (1)**

For performing arts majors. Prerequisite: junior or senior standing. Students are auditioned for placement in performance or theater-technical internships with local entertainment organizations. Special off-campus arrangements can be made with permission of the co-directors of the Performing Arts (Musical Theatre) Program.

**245 Special Project in Music (1) (A)**

Prerequisite: consent of project director. (\*as needed)

**246 Camerata (0-1) (A)**

A very small, select, auditioned ensemble of mixed voices. Members also must sing with the Collegiate Chorale. The repertoire is varied, ranging from madrigals and folk arrangements to contemporary and seasonal tunes. (\*fall and spring semesters, as faculty load permits)

**247-268 Studio Lessons (1-2) (A)**

Corequisites: MUS 269 Recital/Concert Attendance and enrollment in a music department ensemble. Music majors and minors only. Studio/performance-oriented courses. Studio courses 247-268 may be repeated for credit. In the class schedule, "1" indicates one credit hour (25-minute weekly lessons), and "2" indicates two credit hours (50 minute weekly lessons). All instruments may be studied for one or two credit hours, with the exception of organ, which may be taken for two credit hours only. Music majors usually study for two credit hours. Students studying voice for credit with a University of Tampa instructor are not permitted to study from anyone else during the semester of enrollment. (\*fall and spring semesters)

247 Organ (2)	259 Trombone (1, 2)
249 Harpsichord (1, 2)	260 Baritone (1, 2)
250 Piano (1, 2)	261 Tuba (1, 2)
251 Voice (1, 2)	262 Percussion (1, 2)
252 Flute (1, 2)	263 Violin (1, 2)
253 Oboe (1, 2)	264 Viola (1, 2)
254 Clarinet (1, 2)	265 Cello (1, 2)



- 255 Bassoon (1, 2)      266 String Bass (1, 2)  
 256 Saxophone (1, 2)    267 Classical Guitar (1, 2)  
 257 Trumpet (1, 2)      268 Electric Bass (1, 2)  
 258 French Horn (1, 2)

**269 Recital/Concert Attendance (0)**

All students enrolled in Studio Lessons (MUS 147-148, MUS 247-268) are automatically enrolled in MUS 269 (Recital/Concert Attendance). These students must attend 10 music department-sponsored events as an audience member (not a performer). Specific requirements appear in the course syllabus.

**270 Composition-Arranging (1-2) (A)**

Prerequisite: MUS 223. May be repeated for additional credit. Taught as a studio lesson, this course is tailored to the background of the individual student. Some students have tried writing music on their own. For others, composition is a nascent process. Students for whom this is the first experimentation with this kind of creative process often perform better by being given specific compositional parameters. These students may fare better by starting with an arrangement assignment. Bearing in mind that music is an aural art, an effort is made for students taking this course to have at least one piece performed during the semester. Many have had their pieces performed at one of the scheduled student recitals. Others who are more advanced may even perform original works at their senior recitals. (\*as needed)

*Note on Ensembles: MUS 192: World Music Chorus/Drumming Ensemble, MUS 290: Spartan Band, MUS 295: Glee Club, and MUS 245: Commercial Music Ensemble are open to all students without audition. All ensembles may be repeated for additional credit. Upon successful completion of their auditions, students are graded largely on attendance and participation. Students may enroll in any ensemble for zero credit, but only if they are enrolled in 18 credit hours or more.*

**289 Orchestra (0-1) (A)**

A studio/performance-oriented course. A large ensemble of strings, woodwind, brass and percussion instruments that performs two or three times each semester, both on and off campus. The repertoire consists of major works, overtures, historical, contemporary and popular literature for orchestra and variable-sized ensembles. Auditions are held at the beginning of the fall and spring terms. (\*fall and spring semesters)

**290 Spartan Band (0-1) (A)**

A studio/performance-oriented course. Spartan Band is open to all students with instrumental music experience. The Spartan Band performs a repertoire of up-tempo popular and jazz tunes at a variety of University and community events. (\*fall and spring semesters)

**291 Wind Ensemble (0-1) (A)**

A studio/performance-oriented course. A large ensemble of woodwind, brass and percussion instruments that performs two or three times each semester, both on and off campus. The repertoire consists of major works, overtures, historical, contemporary and popular literature for band and variable-sized ensembles. Auditions are held at the beginning of the fall and spring terms. (\*fall and spring semesters)

**292 Jazz Ensemble (0-1) (A)**

A studio/performance-oriented course. A big band of saxophones, trumpets, trombones and rhythm section with repertoire from traditional swing charts to contemporary jazz. The UT Jazz Ensemble performs two or three times each semester. (\*fall and spring semesters)

**293 Collegiate Chorale (0-1) (A)**

An auditioned chamber ensemble of mixed voices. The Chorale gives a major performance each semester. The Chorale also is called upon to serve the University and Tampa Bay communities at various times during the regular school year as the schedule allows. The repertoire consists of major works, madrigals, anthems, comic songs, jazz arrangements and works from other genres. (\*fall and spring semesters)

**294 Opus (0-1) (A)**

A small, auditioned vocal ensemble of mixed voices. Membership is understood to be a year-long commitment. The repertoire is drawn primarily from musical theater. Opus performs a major concert each semester. This ensemble is also frequently asked to perform for many University functions on campus as well as other venues in the Tampa Bay area. A tour is usually planned to take place at the end of the first semester. (\*fall and spring semesters)

**295 UT Women's Glee Club (0-1) (A)**

A chorus of women who sing a varied repertoire in 1-3 parts. (\*fall and spring semesters)

**296 Tampa Oratorio Society (0-1) (A)**

An auditioned University/community choral ensemble of mixed voices. The repertoire consists of major works for large chorus. (\*fall and spring semesters)

**301 Interactive Arts Ensemble (3) (A)**

An interdisciplinary performance ensemble and creative workshop for experimental musicians, digital video artists, dancers, and others who have an interest in working with interactive technology. Class lectures will introduce students to software and hardware for real-time control of music and video, as well as sensor interfaces and motion capture systems for dance. Students will participate in the development of new works, new instruments, group performances, and collaborative projects. (\*spring semester only)

**307 Opera Workshop (0-1) (A)**

Opera Workshop is an auditioned ensemble. It is open to vocal performance majors and students enrolled in voice lessons during the semester. Individuals will perform in staged ensemble scenes representing various style periods, which will be assigned according to students' voice type and technical ability.

**309 Performance Class (0-1) (A)**

A studio/performance-oriented course. Students study and rehearse solo and small ensemble literature for their instruments. Required performance on monthly student recitals. Master classes with studio teachers may be included. Annual spring concert. (\*fall and spring semesters)

**310 String Ensemble (0-1) (A)**

A studio/performance-oriented course. (\*as needed)

**311 Classical Guitar Ensemble (0-1) (A)**

A studio/performance-oriented course.

**312 Woodwind Ensemble (0-1) (A)**

A studio/performance-oriented course. (\*as needed)

**313 Brass Ensemble (0-1) (A)**

A studio/performance-oriented course. (\*as needed)

**314 Percussion Ensemble (0-1) (A)**

A studio/performance-oriented course. (\*as needed)

**315 Choral Conducting (3) (A)**

A study of basic conducting techniques with practical application to choral ensembles. (\*every other year)

**316 Instrumental Conducting (3) (A)**

A study of basic conducting techniques with practical application to instrumental ensembles. (\*every other year)

**319 Music History: Greek through Classic (4) (W) (A)**

Prerequisites: MUS 122 and 123. It is recommended that MUS 102 Music for Life be taken before enrolling in this course. A survey of Western music from its incipience through 1810. (\*fall semester)

**320 Music History: Romantic through Contemporary (4) (W) (A)**

Prerequisites: MUS 122 and 123. It is recommended that MUS 102 Music for Life be taken before enrolling in this course. A survey of Western music from 1810 to the present. (\*spring semester)

**322 Counterpoint (3) (A)**

Prerequisite: MUS 223. Studies the free-counterpoint practice of the 17<sup>th</sup> and 18<sup>th</sup> centuries.

**324 Form and Analysis (3)**

Prerequisite: MUS 223. Studies the development of an analytical method for music literature. Involves application of analytical techniques to representative works from all music-style periods, emphasizing the historical evolution of forms to develop music-analysis skills. (\*fall semester of odd-numbered years)

**325 Orchestration (3) (A)**

Prerequisites: MUS 222 and 223, or permission of instructor. A study of the string, woodwind, brass and percussion instruments, their characteristics and ranges, and the techniques required to play them. Requires many short, written examples in various media. Final project involves the arranging of a specified piece for the Concert Band. Students prepare the score and parts, and conduct their own works. (\*spring semester of odd-numbered years)

**330 Audio in Media (3) (A)**

Prerequisite: MUS 108 or instructor consent upon interview. This course specifically addresses audio recording and sound production, as well as manipulation techniques of contemporary media. Radio, television, film sound, and related music recording and production techniques are explored. (\*fall semester as needed)

**346 Junior Recital (0, 1)**

Corequisite: Applied Music study in the primary instrument/voice used for the recital. A studio/performance course with required preview. All repertoire must be approved and coached by the studio instructor. See Music Department Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours. (\*fall and spring semesters)

**446 Senior Recital/Showcase (0, 1)**

Corequisite: Applied Music study in the primary instrument/voice used for the recital. A studio/performance course with required preview. All repertoire must be approved and coached by the studio instructor. See Music Department Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours. (\*fall and spring semesters)

**450 Advanced Project in Music Theory (2)**

Guided readings, research and writings, culminating in a paper. May require a composition, at the instructor's discretion. Also includes some supervised teaching of basic musicianship studies. (\*as needed)

**499 Senior Project in Music (3)**

Variable topics. Instructor and chair approval required.

**Naval Science (NAV)**

*Naval ROTC courses are open only to students enrolled in the Naval Reserve Officers' Training Corps program offered under the cross-town agreement with the University of South Florida.*

**1110 Introduction to Naval Science (3)**

Emphasis on the mission, organization, regulations and components of the Navy and Marine Corps.

**1110L Naval Science Laboratory (0)**

A weekly three-hour laboratory covering professional and military subject matter. Attendance is mandatory for all midshipmen.

**1140 Seapower and Maritime Affairs (3)**

This course deals with the importance of seapower in historical events, including emphasis on worldwide political-military confrontations following the Cold War.

**2121 Naval Ships Systems I (3)**

Types, structures and purpose of naval ships. Hydrodynamic forces, stability compartmentalization, electrical, and auxiliary systems. Theory of design and operation of steam turbine, gas turbine, and nuclear propulsion plants. Shipboard safety and firefighting.

**2212C Navigation/Naval Operations I: Navigation (3)**

Piloting and celestial navigation theory, principles, and procedures; tides, currents, weather, use of navigation instruments and equipment, and practicum. Laboratory required.

**2221 Evolution of Warfare (3)**

A survey of military history emphasizing principles of warfare, strategy and tactics, and significant military leaders and organizations.

**2231 Principles of Naval Management I (3)**

Theory and principles of management, focusing on the officer-manager as an organizational decision maker. Includes interpersonal skills, behavior factors, and group dynamics.

**2931 Directed Study in Naval ROTC (1-3)**

Prerequisite: Permission of professor of naval science. Intensive individualized study in particular aspects of naval science that are not covered in regular course offerings. Enrollment is recommended for NROTC students who anticipate attending the Naval Science Institute in Newport, RI, during sophomore/junior summer. Course content and title may vary from term to term.

**3123 Naval Ships Systems II (3) US NAVY**

Prerequisite: NAV 2121. Capabilities and limitations of fire control systems and weapons types. Physical aspects of radar and underwater sound for target acquisition, threat analysis, tracking, weapons selection, delivery, and guidance. Explosives, fusing, and Naval ordnance.

**3214C Navigation/Naval Operations II: Seamanship and Ship Operations (3) US NAVY**

Prerequisite: NAV 2212C. International and inland rules of the road; relative motion-vector analysis; ship handling, employment and tactics, afloat communications; operations analysis. Laboratory required.

**4224 Amphibious Warfare (3) US NAVY**

History of amphibious warfare emphasizing doctrine and techniques as well as an understanding of the interrelations of political, strategic, operational, tactical, and technical levels of war from the past.

**4232 Principles of Naval Management II (Leadership and Ethics) (3) US NAVY**

Prerequisite: NAV 2231. Integration of professional competencies and qualities of effective leadership with emphasis on moral and ethical responsibilities, accountability, communications and military law for the junior officer.

**Nursing (NUR)**

**Note:** *There are two BSN degree programs. The four-year program (basic) prepares students to become eligible for the RN licensing examination. The RN to BSN program provides the opportunity for licensed registered nurses to complete the baccalaureate in nursing degree.*

**201 Foundations of Nursing (4)**

For basic students only. Prerequisite: acceptance to the nursing program. This course introduces students to the foundations of professional nursing practice. Topics include historical, philosophical and theoretical perspectives in nursing. In addition, the concepts of caring, communication, critical thinking and cultural competence are introduced. Emphasis is placed upon self-care, the nursing process, nursing theory, and legal and ethical aspects of nursing.

**210 Intro to Pathophysiology (3)**

For basic students only. Prerequisite or corequisite: NUR 201. This course provides students with a basic understanding of pathophysiology from a structural and functional organizational framework. It builds upon the student's knowledge in the sciences, and explores how alterations in structure and function disrupt the body as a whole. Physiological changes across the lifespan are examined. Students utilize critical thinking to analyze selected diseases for symptomatology, pathophysiology and implications for health care intervention.

**213 Professional Skills in Nursing and 213L (4)**

For basic students only. Corequisite: NUR 201. NUR 213 and 213L must be taken concurrently. Laboratory and clinical experiences provide students the opportunity to learn and apply the cognitive knowledge and technical skills necessary to provide effective patient care to diverse populations. Experiences include on-campus activities and supervised clinical learning opportunities in a variety of health care settings.

**218 Health Assessment and 218L (4)**

For basic students only. NUR 218 and 218L must be taken concurrently. Prerequisite: BIO 183; corequisite: NUR 210. This course provides the basic nursing student with knowledge and skills to obtain and record a health history and physical examination. Assessing the level of health and wellness of clients throughout the lifespan also is included. The course provides both a didactic and laboratory experience.

**301 Concepts of Professional Nursing (3) (W)**

For RN to BSN students only. Prerequisite: admission to the nursing program. The nursing profession is analyzed with foci on professionalism, socialization, theories, roles and philosophies. (\*fall semester).

**312 Nursing Care of Adults (1.5)**

For basic students only. Prerequisites: NUR 201, 210, 218. Corequisite: NUR 345. NUR 312 and 312L must be taken concurrently. This course explores the concepts and theories necessary to promote and restore health of adults with biological problems and related physiological and psychological responses.

**312L Nursing Care of Adults Laboratory (1.5)**

For basic students only. Corequisite: NUR 312. This course provides students the opportunity to apply concepts and processes required to help adults in the promotion and maintenance of health. Students examine adults from physical, social, psychological and developmental perspectives through a combination of laboratory and supervised clinical practice activities. Clinical experiences will occur under faculty supervision in a variety of patient care settings.

**313 Nursing Care of Older Adults (1.5)**

For basic students only. Prerequisites: NUR 312 and 312L. This course is the examination of the theories of aging and developmental tasks of families who are aging. The physical, psychological, social, cultural, economic, legal, ethical and spiritual needs of aging persons are addressed.

**313L Nursing Care of Older Adults Laboratory (1.5)**

For basic students only. Corequisite: NUR 313. This course provides students the opportunity to apply concepts and processes of aging through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of patient care settings.

**314 Nursing Care of the Developing Family (1.5)**

For basic students only. Corequisite: NUR 314L. This course examines the concepts associated with the diverse responses of families during the childbearing cycle, including normal and high-risk pregnancies, and normal and abnormal events occurring in women. Families experiencing normal developmental changes and developmental deviations are examined.

**314L Nursing Care of the Developing Family Laboratory (1.5)**

For basic students only. Corequisite: NUR 314. The course provides students the opportunity to apply the concepts associated with responses of families during the childbearing cycle through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of childbearing patient care settings.

**315 Nursing Care of Children (1.5)**

For basic students only. Corequisite: NUR 315L. This course presents the essential concepts, theories and developmental processes vital in understanding the health concerns and problems of children, adolescents and their families. Students examine family-centered nursing care in the health promotion and health maintenance of infants, children and adolescents.

**315L Nursing Care of Children Laboratory (1.5)**

For basic students only. Corequisite: NUR 315. This course provides students the opportunity to apply the essential concepts, theories and processes useful in meeting the health and developmental needs of children and their families. Learning experiences are provided that emphasize the role of the nurse and continuity of care in meeting the needs of children and families in acute care and community settings.

**318 Health Assessment (4) and 318 Lab (0)**

For RN to BSN students only. Prerequisite or corequisite: NUR 301. Health Assessment provides the nurse with the necessary knowledge to obtain and record a history and physical examination, as well as to assess the level of health and wellness of the client throughout the lifespan. This course offers a didactic and laboratory experience (\*fall and spring semesters)

**322 Contemporary Issues in Health Care (3) (W)**

For basic and RN to BSN students. The health care delivery system is examined from political, economic, legal and ethical

perspectives with particular emphasis on the written analysis of legal and ethical dilemmas related to the practice of nursing. (\*fall and spring semesters).

### **345 Pharmacology (3)**

For basic students only. Prerequisites: NUR 201, 210 and 218. Corequisite: NUR 312. This course introduces students to the fundamentals of pharmacology and therapeutics in the treatment of illness, and the promotion, maintenance and restoration of health in patients across the lifespan. The major drug categories are reviewed with emphasis placed on the therapeutic use, action and adverse reaction, as well as benefits and risks to the drug therapy. This prepares the health professional for safe, therapeutic pharmacological interventions.

### **346 Expressive Art in Healing (3) (A)**

Subtitle: Health Promotion through the Arts. This course examines creativity through a variety of expressive art forms to promote healing for clients and to heal the healer, an imperative for holistic nurses. Various art forms are explored, including visual arts, mask-making, visual and written journals, storytelling, movement and others. Students experience expressive arts through guided exercises and art practices.

### **347 Clinical Human Nutrition (2)**

For basic students only. Prerequisites: NUR 201, 210 and 218. This course provides information on the fundamentals of nutrition and application. Nutritional needs across the lifespan and nutritional support in selected disorders are specifically discussed.

### **400 Cultural Diversity in Health Care (3) (NW — Not IG)**

This course explores interrelationships between diversity, socio-cultural, economic and political contexts of health and illness. It increases the student's awareness of the biological variation, time and space perception, spiritual dimensions and complexities involved in caring for people with diverse world views. There is focus on specific cultural groups including African Americans, Native Americans, Asian Americans, Hispanic Americans and selected additional ethnically diverse groups. (\*once annually)

### **410 Mental Health Nursing Across the Lifespan (1.5)**

For basic students only. Prerequisites: NUR 322, 312, 312L, 313, 313L, 314, 314L, 315, 315L, 345 and 347. This course examines the biological, environmental, cultural and interpersonal factors that predispose individuals to mental illness. Mental health is viewed as the continuous adaptation to the inevitable stressors of life, and deviations are a result of the inability of individuals to adapt to life's stressors. Individuals are viewed holistically across the lifespan.

### **410L Mental Health Nursing Across the Lifespan Laboratory (1.5)**

For basic students only. Corequisite: NUR 410. The course provides students the opportunity to apply the concepts of mental health nursing through a combination of laboratory and supervised clinical practice. Clinical experiences occur under faculty supervision in a variety of settings in which patients and families with acute and chronic mental health problems may be found.

### **412 Nursing Care of Clients in the Acute Care Setting (3)**

For basic students only. Prerequisites: Completion of 300 level nursing core. Prerequisites or corequisites: NUR 410, 410L and 412L. This course examines advanced concepts related to patients experiencing complex multi-system biological problems and related physiological and psychological responses.

### **412L Nursing Care of Clients in the Acute Care Setting Laboratory (3)**

For basic students only. Corequisite: NUR 412. The course provides the opportunity for students to apply advanced concepts and processes required to help adults with complex multi-system problems. Students examine adults from physical, social, psychological and developmental perspectives through a combination of laboratory and supervised clinical practice activities. Clinical experiences occur under faculty supervision in a variety of acute care settings.

### **415 Leadership and Management (3)**

For basic students, RN to BSN students, or with instructor approval. Prerequisites: Basic Students: Completion of 300-level nursing core. RN to BSN: completion of NUR 301. This course examines key concepts in leadership and management within the health care system. Emphasis is on organizing and delivering health care, assessing financial resources, planning, managing human resources, improving quality and promoting positive change.

### **420 Principles of Community Health (3)**

For RN to BSN students. Prerequisite or corequisite: NUR 432. This course focuses on the community health system by examining it from historical, organizational and political perspectives. Emphasis is on analysis of epidemiological trends and the relevance of community assessment to community health nursing practice. The impact of local, state and federal legislation is explored related to the impact on community health. (\*fall semester)

### **421 Clinical Leadership (3)**

Prerequisite: NUR 411. This course expands on leadership and management concepts for health care providers. Emphasis is placed on the evaluation of student projects and dissemination of knowledge learned.

### **422 Principles of Community Health Nursing (3)**

For basic students or RN to BSN students. Prerequisites: Basic students: Completion of 300-level nursing core, NUR 432. Corequisite: NUR 422L. RN to BSN students: prerequisite or corequisite: NUR 432. This course focuses on the community health system by examining it from historical, organizational and political perspectives. Emphases are on analysis of epidemiological trends and the relevance of community assessment to community health nursing practice. The impact of local, state and federal legislation is explored related to the impact on community health.

### **422L Community Health Laboratory (2)**

For basic students only. Corequisite: NUR 422. The course provides the opportunity to synthesize and apply the cognitive knowledge gained in NUR 422 through supervised clinical practice. Students provide culturally competent care to individuals, families and groups in a variety of community agencies. This course includes approximately 4 hours per week in a clinical practicum experience plus a class seminar.

### **430 Holistic Care: Alternative Therapies for Self-Care and Professional Practice (3) (IG) (NW)**

Open to non-nursing students. This course examines alternative health practices from a cross-cultural perspective. Healing interventions such as acupuncture, biofeedback, homeopathy, meditation, and traditional Chinese and herbal medicine are studied and demonstrated by practitioners. Emphases are on the historical underpinnings of holistic health practices and the political/economic ramifications on global health. This course

also compares and contrasts non-traditional modalities of health care with industrial models. (\*once each year)

#### **432 Introduction to Nursing Research (3) (W)**

Prerequisites for basic students: NUR 201 and 313 and statistics. Prerequisites or corequisites for RN to BSN students: NUR 301, ITM 200, and statistics. Introduction to nursing research with emphasis on the research process and the critique of nursing research studies. (\*fall and spring semesters)

#### **438 Principles of Family Health (3)**

For RN to BSN students only. Prerequisite or corequisite: NUR 432. This course focuses on the theoretical concepts of family development and functioning essential in understanding the contemporary family and the current trends related to families. The course emphasizes the role of the nurse in assessing and planning intervention strategies needed to provide comprehensive nursing care to families. (\*fall semesters)

#### **440 Community/Family Practicum (4)**

For RN to BSN students only. Prerequisite: NUR 318. Corequisites or prerequisites: NUR 420 and 438. This course provides the student with the opportunity for in-depth experiences with individuals, families and groups in the health system. This clinical practicum enables the student to synthesize the knowledge acquired in NUR 420 and 438. (\*fall and spring semesters, summer semester if sufficient enrollment)

#### **446 Senior Practicum (4)**

For RN to BSN students only. Prerequisite: NUR 432. Corequisites or prerequisites: NUR 411 and 440. This course provides the student the opportunity to synthesize nursing knowledge and to experience professional role implementation in a variety of health care settings. (\*fall and spring semesters; summer semester if sufficient enrollment)

#### **447 Legal Nurse Consulting I (3)**

Prerequisites: NUR 322 (or equivalent). This course provides students the opportunity for in-depth exploration of legal foundations of nursing practice liability issues, nursing malpractice and the American legal system (with special emphasis on Florida law and personal injury claims). Case analyses, synthesis of fact and law, and introduction to written and oral communication skills that are essential in the role of legal nurse consultant are the foci, as well as the steps inherent in discovery. The evolving roles of legal nurse consultants are explored. (\*fall and spring semesters)

#### **448 Legal Nurse Consulting II (3)**

Prerequisites: NUR 322 (or equivalent), NUR 447. This course provides students the opportunity to develop skill and knowledge related to the process of performing legal research (including record reviews) and medical and legal verbal and written communication. Emphases are on conducting and organizing literature searches, and reviews and facilitation of life-care and end-of-life planning, as well as preparation of documents for trial. The roles of expert witness and risk manager also are explored. (\*fall and spring semesters)

#### **449 Legal Nurse Consulting Practicum (2)**

Prerequisites: NUR 447 and 448. This course provides the legal nurse consultant student with a capstone clinical experience to apply the theoretical legal nurse consulting principles learned in the previous courses in the sequence.

#### **450 Independent Study in Nursing (1-3)**

An independent study that provides students with an opportunity to pursue a topic or project under the guidance of a nursing

faculty member. By permission of instructor and department director. May include a practicum.

#### **451-459 Selected Topics in Nursing (1-3)**

For elective credit only. An in-depth study of a selected nursing topic of concern to students and faculty. Emphasis is on contemporary issues affecting nursing and health care.

#### **452 Clinical Preceptorship (5)**

For basic students only. Prerequisites: Lower core courses and NUR 412, 412L, 410 and 410L. . This course focuses on the integration, analysis, and synthesis of knowledge acquired throughout the nursing curriculum. The student utilizes knowledge from the physical, biological and behavioral sciences to provide safe, high quality, culturally competent nursing care. Critical thinking skills are further developed. The student incorporates principles of teaching and learning to promote, maintain and restore health.

#### **453 Special Topics: Clinical Leadership Practicum**

#### **454 Senior Seminar (2)**

For basic students only. Prerequisite: NUR 415. This seminar course addresses professional role transition and assists the student in preparing for the NCLEX-RN licensure examination.

#### **601 Current Perspectives in Health (2)**

For graduate students only. Prerequisite: acceptance to the MSN program. This course focuses on professional, socio-cultural, economic and political forces exerting pressure on the health care system. Emphasis is on the leadership role advanced practice nurses can play related to shaping the direction and substance of changes. (\*each academic term)

#### **602 Scholarly and Professional Communication in Nursing (3)**

This course focuses on communication skills and strategies for nursing professionals. Students will develop the ability to construct logical and appropriately referenced papers and presentations in nursing. Students will practice writing position papers, policy issue briefs, nursing theory applications and nursing research proposals, and conducting nursing education presentations. (\*each academic term)

#### **605 Theory Development in Nursing (3)**

For graduate students only. Prerequisite or corequisite: NUR 601. Emphasizes theory development in nursing science in terms of historical perspective, concept formulation and available models. Selected theories are analyzed. (\*summer and fall semesters)

#### **615 Nursing Research (3)(W)**

For graduate students only. Prerequisites or corequisites: NUR 601, 605 and statistics. Focuses on research process and the use of evidence-based practice. Provides opportunity for development of a research proposal or evidence-based practice project. (\*spring and summer)

#### **618 Advanced Health Assessment and 618 Lab (4)**

For graduate students only. Prerequisites or corequisites: NUR 601, 605 and 615. This course builds on the competencies acquired in a baccalaureate nursing assessment course, and expands expertise in completing comprehensive assessment and developing diagnostic reasoning skills. The course includes a laboratory experience. (\*fall and spring semesters)

#### **635 Professional Issues and the Nurse Practitioner (3)**

For graduate students only. Prerequisites or corequisites: NUR 601, 605 and 615. This course focuses on current practice issues related to the emerging role of the nurse practitioner in health

care delivery. Emphases are on critical review and analysis of role theory, role implementation strategies, and role performance as a clinician, educator, case manager, leader, consultant and colleague. (\*12-week summer session only)

#### **645 Clinical Pharmacology (3)**

For graduate students only. Prerequisite: NUR 655. Prerequisites or corequisites: NUR 601 and 605. This course emphasizes the clinical application of the major classifications of drugs and the development of knowledge needed by the advanced practice nurse to assure that drug therapy is based on sound therapeutic judgments and decision-making processes. A lifespan approach is utilized to address client needs of drug therapy in primary, secondary and tertiary care settings. Statutory authority for prescription writing protocols is examined. (\*fall and spring semesters)

#### **646 The Family: Theory, Research and Practice (2)**

For graduate students only. Prerequisites or corequisites: NUR 601, 605 and 615. This course examines frameworks for family nurse practice, incorporating issues in practice, theory development and research. Additional foci are on theoretical bases for comprehensive family assessment and intervention. (\*12-week summer session only)

#### **655 Advanced Pathophysiology (3)**

For graduate students only. Prerequisites or corequisites: NUR 601 and 605. This course addresses the concepts that contribute to alterations in health status of clients throughout the life cycle. Concepts of focus include the cellular environment, altered tissue biology, and principles of genetics as they apply to health status, immunity and cellular proliferation. (\*fall and spring semesters)

#### **656 Nursing Education Practicum (4)**

For graduate students only. Prerequisite for MSN students: successful completion of the oral comprehensive examination. Focuses on the application of educational theories and strategies in classroom and clinical settings. Provides opportunities to practice role behaviors as a nurse educator under the guidance of a qualified preceptor in a post-secondary academic setting. Includes 224 hours on site in a selected institution. (\*each academic term)

#### **658 Community Nursing Education Practicum (4)**

For graduate students only. Prerequisite for MSN students: successful completion of the oral comprehensive examination. Focuses on the application of educational theories and strategies in classroom and clinical settings. Provides opportunities to practice role behaviors as a nurse educator in staff development, continuing education and community education under the guidance of a qualified preceptor. Includes 224 hours on site in a selected institution. (\*each academic term)

#### **660 Health Policy Development (3)**

Focuses on the analysis, application and synthesis of selected health policy concepts, models and theories. Leadership qualities needed to influence the political system at all stages in the policy process will be incorporated. Emphasis is on issues of importance to the continued development and empowerment of the nursing profession. Provides students with an opportunity to examine the relationship of political advocacy to all phases of the policy process.

#### **675 Practicum in Adult Primary Care I (4)**

Corequisites or prerequisites: NUR 677 and successful completion of oral comprehensive examination. Each practicum experience provides the student the opportunity to apply knowledge

and skills learned in the classroom while caring for adult clients. Each practicum includes a minimum of 224 hours of supervised clinical practice in the role of nurse practitioner in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (\*each academic term)

#### **676 Practicum in Adult Primary Care II (4)**

Corequisite or prerequisite: NUR 677. Prerequisite: successful completion of oral comprehensive examination. Each practicum experience provides the student the opportunity to apply knowledge and skills learned in the classroom while caring for adult clients. Each practicum includes a minimum of 224 hours of supervised clinical practice in the role of family nurse practitioner in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (\*each academic term)

#### **677 Clinical Management of the Adult Client (3)**

Prerequisites: NUR 618, 645 and 655. Prerequisites or corequisites: NUR 635 and 646. This course emphasizes primary care management of common acute and chronic health problems of adult clients. (\*each summer session)

#### **685 Practicum in Infants, Children and Adolescent Primary Care (4)**

Prerequisite: successful completion of oral comprehensive examination. Prerequisite or corequisite: NUR 687. This practicum experience provides the opportunity to apply knowledge and skills learned in the classroom in caring for infants, children and adolescent clients. The course includes 224 hours of supervised clinical practice in a variety of settings. Students may enroll for no more than two practicum courses in a single academic term. (\*each academic term)

#### **686 Practicum in Women and Older Adult Primary Care (4)**

Prerequisite: successful completion of oral comprehensive examination. Prerequisite or corequisite: NUR 697. This practicum course provides the opportunity to apply knowledge and skills learned in the classroom in caring for women and older adult clients. This practicum includes a minimum of 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than two practicum courses in a single academic term. (\*each academic term)

#### **687 Clinical Management of Infants, Children and Adolescents (3)**

Prerequisites: NUR 618, 645 and 655. Prerequisites or corequisites: NUR 635 and 646. This course emphasizes primary care management of common acute and chronic health problems of infants, children and adolescents. (\*spring semester only)

#### **695 Selected Topics in Nursing (1-3)**

Prerequisite: Permission of instructor and department director. An in-depth study of a selected nursing topic of concern to students and faculty. Emphasis is on contemporary issues of global relevance affecting nursing and health care.

#### **697 Clinical Management of Women and Older Adults (3)**

Prerequisites: NUR 618, 645 and 655. Prerequisites or corequisites: NUR 635 and 646. This course emphasizes primary-care management of common acute and chronic health problems of women and older adults. (\*fall semester only)

## Philosophy (PHL)

### 200 Introduction to Philosophy (4)

A study of philosophical methods and concepts via selected philosophical systems and problems. (\*fall and spring semesters)

### 201 Logic (4)

Studies principles of correct reasoning: formal and informal arguments. (\*fall and spring semesters)

### 202 Ethics (4)

Examines major systems of thought regarding problems of moral value and the good life.

### 203 Contemporary Philosophy (4)

Examines major concepts and methods of 20<sup>th</sup>- and 21<sup>st</sup> century philosophy.

### 204 Aesthetics (4) (A)

An examination of selected topics in the philosophy of art and critical appreciation such as the nature of art, aesthetic experience, and aesthetic objects. (\*every other fall semester)

### 206 Philosophy of Religion (4)

Examines the nature and validity of religious beliefs.

### 208 Business Ethics (4)

An examination by case study of moral problems in the business world. Topics include the obligation of industry to the natural environment, governmental regulation of private enterprise, employee rights and truth in advertising. Develops a number of ethical theories to assist the analysis.

### 209 Biomedical Ethics (4)

An investigation of selected moral problems that arise in the contemporary biomedical setting. Issues include abortion, euthanasia, patient rights, animal experimentation, in-vitro fertilization, surrogate motherhood and genetic engineering.

### 210 Environmental Ethics (4) (NW) (IG)

An examination of issues that arise from human beings interacting with their natural environment. Initial discussion involves selected ethical problems that arise from human use of “common systems” (e.g., the atmosphere, oceans, wilderness). Further discussions consider whether ecological systems, natural features and non-human animals have moral worth independent of their utility for human commerce.

### 212 Critical Thinking (4)

Designed to strengthen students’ skills in reasoning about problems and issues of everyday life by helping them to distinguish between good and bad arguments. Students work to achieve these goals through reading and discussion of course materials, written analyses of others’ arguments or development of their own arguments, and class debates for practice in persuasive argument. (\*fall and spring semesters)

### 215 Ancient Philosophy: Plato and Aristotle (4)

An examination of ancient philosophy in the Western world with a concentration on the philosophical views of Plato and Aristotle.

### 217 Social and Political Philosophy (4)

A study of major social and political systems and issues from Plato to the present.

### 218 Minds, Brains, and Metaphysics (4)

What is the mind? How is it related to the brain and body? How is it connected to the world? What exactly is consciousness? This course is an introduction to the philosophy of mind, with a focus on issues of metaphysics. Topics covered may include

mind-brain dualism, logical behaviorism, mind-brain identity theory, functionalism, connectionism, artificial intelligence, philosophical questions about mental representation and the nature of consciousness, embodied cognition, and other current trends in philosophy of mind.

### 220 Problems of Philosophy (4) (NW) (IG)

An in-depth study of selected philosophers or philosophical problems. May be repeated if content varies.

### 225 Modern Philosophy: Descartes to Kant (4)

A study of the views of selected modern philosophers from Descartes to Kant.

### 237 Indian and Asian Philosophy (4) (NW) (IG)

Cross-listed with REL 217. An introduction to Indian and East Asian philosophy. Surveys the Upanishads, the Bhagavad Gita, early Indian Buddhism, Confucianism, Daoism (a.k.a. Taoism), and East Asian Buddhism.

### 305 Philosophy of the Emotions (4)

An investigation into the nature of emotions and their relationship to rationality and moral responsibility. We first examine some traditional philosophical accounts that analyze emotions in terms of specific sensations. We then examine a Freudian account of emotion which holds that one can have an unconscious emotion. Existential theories of emotion are then considered, followed by an examination of contemporary cognitive theories. (\*every other fall semester)

### 306 Existentialism (4)

A study of central themes in existential philosophy and literature. (\*every other spring semester)

### 308 Film Aesthetics (4) (A)

Cross-listed with COM 308. A study of film as an aesthetic medium. Explores the social, technological, historical and artistic influences on the development of cinema. Also examines how theories of film (i.e., realism, formalism, expressionism and semiology) affect the aesthetic construction and critical reception of films. (\*every other spring semester)

### 310 Theories of Democracy (4)

Cross-listed with GWA 310. What is democracy? How is it tied to justice? Is liberal democracy the only legitimate form of democracy? Can we make democracy better? How should democracy be shaped by culture and context? This course focuses on contemporary philosophical debates about democracy, but readings also include texts in political theory and political philosophy. Specific topics may include: democratic representation; minimalism/realism about democracy; liberal democracy; classical pluralism; social choice theory; difference democracy and issues of gender, race, and class; deliberative democracy; green/environmental democracy; globalization and cross-cultural issues as they relate to democracy.

### 320 Chinese Philosophy (4) (NW) (IG)

An in-depth survey of classical Chinese philosophy, with an emphasis on the cross-cultural comparison of philosophical traditions, methods, and commitments. This course will focus on classical Confucianism and Daoism (Taoism), but will also cover topics such as Mohism, the legalist philosophy of Hanfeizi, and Yin/Yang metaphysics. It is recommended that students have had at least one course in philosophy, religion, or Asian studies (including Asian languages), but this course may be taken as a first course in philosophy or Asian studies by ambitious students who are interested in the subject matter.

**330 Asian Philosophy Special Topics (4) (NW) (IG)**

An exploration of special topics in Asian or Indian philosophy, with an emphasis on the cross-cultural comparison of philosophical traditions, methods and commitments. It is recommended that students have had at least one course in philosophy, religion, or Asian studies (including Asian languages), but this course may be taken as a first course in philosophy or Asian studies by ambitious students who are interested in the subject matter. May be repeated if content varies.

**350 Special Topics (4)**

An exploration of one or more special topics in philosophy. It is recommended that students have had at least one philosophy course, but this course may be taken as a first philosophy course by ambitious students who are interested in the subject matter. May be repeated if content varies.

**450 Independent Study (4)**

A project designed in consultation with a full-time professor in philosophy in which the student researches a philosophical topic or problem. May be repeated if content varies.

**499 Senior Thesis (4)**

A capstone course in which a student, in consultation with a fulltime philosophy professor, writes a major research thesis on a philosophical topic.

**Physical Education Service (PES)****111 Aerobic Dance (2) (Elective)**

A co-educational activity class providing instruction in the principles of aerobic conditioning and development of aerobic dance skills. (\*according to availability of faculty)

**112 Ballroom Dance (1) (Elective)**

A co-educational activity providing instruction in basic ballroom dancing and associated skills. Special emphases are placed upon balance, rhythm, coordination and creative expression. (\*according to availability of faculty)

**113 Bowling (1) (Elective)**

A co-educational activity class for developing and improving basic bowling skills. (\*according to availability of faculty)

**116 Lifesaving (1) (Elective)**

Trains individuals to establish and carry out emergency plans for recreational aquatic facilities. Also teaches how to educate the public on its role in promoting safety. May lead to certification. (\*according to availability of faculty)

**119 Racquetball (1) (Elective)**

A co-educational activity class examining the rules of racquetball and developing associated skills. (\*according to availability of faculty)

**122 Water Safety Instructor (1) (Elective)**

Trains instructor candidates to teach American Red Cross water safety classes, while improving the candidate's skill level and knowledge of swimming and water safety. Successful completion of all aspects of the course qualifies the student to be a certified Red Cross water safety instructor. (\*according to availability of faculty)

**125 Weight Training (1) (Elective)**

A co-educational activity class that covers the necessary skills and techniques to enjoy participation in weight training for health and recreation. (\*according to availability of faculty)

**Physics (PHY)****125 Physical Science (3)**

Designed for non-science majors. Not open to students who have previously taken a course in college physics or chemistry. Covers the basic concepts of astronomy, electricity, energy and motion. Satisfies general curriculum distribution requirements. Lecture only. (\*dependent on availability of faculty.)

**126 Introduction to Astronomy (3)**

Prerequisite: MAT 150 or equivalent. Designed for non-science majors. Topics include naked-eye observations, planetary motion, the solar system, and the origin, structure and evolution of stars, galaxies and the universe. Satisfies general curriculum distribution requirements. Lecture only. (\*dependent on availability of faculty.)

**200 General Physics I (4)**

Prerequisite: MAT 170. A non-calculus course intended primarily for CNHS majors. Topics include kinematics, Newton's laws of motion, linear and angular momentum, work and energy, gravity, oscillations and waves, sound, fluids and thermodynamics. Lecture and laboratory. (\*fall semester)

**201 General Physics II (4)**

Prerequisite: PHY 200. A continuation of General Physics I. Topics include electricity, magnetism, optics, relativity, atomic physics, nuclear physics and particle physics. Lecture and laboratory. (\*spring semester)

**205 General Physics w/Calculus I (4)**

Prerequisite: MAT 170 or equivalent. Corequisite: MAT 260. This is the first of a two-course sequence in calculus-based general physics. Topics covered include translational and rotational kinematics, Newton's laws of motion and gravitation, work and energy, linear and angular momentum, periodic motion and waves, sound, fluids, and thermodynamics. Lecture and laboratory. (\*fall semester)

**206 General Physics w/Calculus II (4)**

Prerequisites: PHY 205 and MAT 260. This is the second of a two-course sequence in calculus-based general physics. Topics covered include electricity, magnetism, optics, relativity, and selected topics in modern physics. Lecture and laboratory. (\*spring semester)

**499 Special Topics in Physics (1-4)**

A lecture and/or laboratory course offered at the discretion and availability of the physics faculty. Topics may include modern issues in physics, advanced topics in classical mechanics, electromagnetism, and quantum mechanics, astrophysics, materials physics and other related subjects.

**Psychology (PSY)**

*PSY 200 is a prerequisite for all courses in psychology. Three courses at the 200 level (including PSY 200 and PSY 211) are required before taking 300-or 400-level courses. Additionally, PSY 312 is required before taking 400-level courses. There may be additional prerequisites listed under individual course descriptions.*

**200 General Psychology (4)**

An introduction to the basic principles of psychology. (\*every semester)

**201 Psychological Assessment (4)**

A study of psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests. (\*every year)



**202 Industrial Psychology (4)**

Studies the application of psychological principles to business and industry. Includes topics such as personnel selection, training, job satisfaction and work motivation. (\*every semester)

**203 Social Psychology (4)**

Studies the psychological processes (i.e., values, attitudes, communication and social adjustment) arising from the interaction of human beings. (\*every semester)

**204 The Great Psychologists (2)**

Survey of the history of psychology by examining the ideas of leading thinkers in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Detailed attention is given to original writings of psychologists such as Wilhelm Wundt, William James, John Watson, Sigmund Freud and Abraham Maslow. (\*every semester)

**205 Psychology of Religion (4)**

Studies the psychological literature, both empirical and theoretical, regarding religious belief and behavior. It is a survey of the psychological research on the origins and consequences of religion, especially for the individual. The course examines, among several topics, the psychological development of religious experience, psychological variables related to mystical experience and conversion and the interface of religion and mental health. (\*every year)

**210 Development I: Child Psychology (4)**

Focuses on psychological development in infants, children and adolescents. Emphases are on applied, practical applications of research findings and consideration of the “how-to” as well as the “how” of growth and development. (Service learning required) (\*every semester)

**211 Statistics and Experimental Methods I (4) (W)**

Prerequisite: MAT 160. An introduction to statistical techniques and experimental methods. Statistical coverage includes frequency distributions, graphic representations, central tendency measures, variability measures, probability, and the t-tests. Methodological coverage includes the nature of science, ethics, research approaches, the experimental approach, hypothesis testing, two-group designs, and control for two-group designs. Students must complete PSY 211 with a grade of “C” or better to register for PSY 312. (\*every semester)

**220 Fundamentals of Biopsychology and Learning (4)**

Introduces the student to fundamental concepts and examples in biological psychology and the study of learning and memory. The first part of the course focuses on topics essential to understanding the biological bases of behavior, including how the brain is organized, the units of brain function, and how neurons communicate sensory information, process perceptions and control behavior. Part two covers unconditioned behaviors (reflexes, fixed-action patterns), simple learning (habituation and sensitization), conditioned behaviors (classical/Pavlovian and instrumental/operant), theories of reinforcement, and memory mechanisms. (\*every semester)

**227 Applied Cognitive Psychology (4)**

Examines how the findings of cognitive psychology can be applied to educational and everyday settings. The core of cognitive psychology is the science of how people acquire, process, store, and use information. As such, it can assist in the design and creation of educational curriculum, software (educational and otherwise), and other human inventions. (\*every year)

**230 Theories of Personality (4)**

Examines the theoretical approaches to the study of human personality, including psychoanalytic, behavioral and phenomenological conceptions. (\*every semester)

**250 Health Psychology (4)**

Explores the area of psychology that examines psychological aspects of how individuals maintain health, become ill, and respond to illness. (\*every year)

**299 Special Summer Studies (2-4)**

Special courses are offered occasionally during the summer sessions.

**Note:** *Three 200-level psychology courses, including PSY 200 and PSY 211, are required before taking any 300-or 400-level courses. There may be additional prerequisites listed under individual course descriptions.*

**303 Abnormal Psychology (4)**

A systematic presentation of concepts related to the etiology, symptoms and treatment of behavior disorders. (\*every semester)

**305 Applied Psychology: Consumer Psychology (4)**

Focuses on the application of the principles of psychology to consumer behavior. (\*every year)

**311 Evolutionary Psychology (4)**

Prerequisite: PSY 220. Examines theory and research in evolutionary psychology. The course is structured around ultimate explanations, descriptions that focus on the survival and reproductive consequences of (sometimes difficult to explain) human behaviors, and how they could have been shaped by natural selection. Comparative examples from pertinent animal literature are provided where appropriate. (\*every year)

**312 Statistics and Experimental Methods II (4) (W)**

Prerequisite: PSY 211 with a grade of “C” or better. Extension of elementary statistical and experimental methodological topics begun in PSY 211. Statistical coverage includes correlation, regression, and one-way and two-way analyses of variance. Methodological coverage includes a review of ethics, hypothesis testing, various experimental designs, and control in experimentation. (\*every semester)

**316 Psychopharmacology (4)**

Prerequisite: PSY 220. Examines current and possible future drug treatments for psychopathological symptoms. Addictive drugs of abuse and their biological mechanisms are covered, as are controversies involving the possible over-diagnosis and overmedication of disorders that also respond well to behavioral and other therapeutic interventions. Critical interactions between “talk therapy” and the client’s medicated or un-medicated state are addressed. (\*every year)

**317 Development II: Adulthood and Aging (4)**

Prerequisite: PSY 210. The course focuses on the growth, decline, and stability of psychological functioning in adulthood and aging. Some topics to be covered include: physical and cognitive development, perception, memory, language, intelligence, thinking, knowledge, and moral reasoning. (Service learning required) (\*every year)

**318 Sensation and Perception (4)**

Prerequisite: PSY 220. Explores the sensory and physiological bases of perception and how people process relevant information in their environments. All five senses are covered, with primary emphasis on vision. Focal topics include the perceptual process,

neural processing, perceiving objects, color, depth, size, movement, sound, speech, touch, flavor and odor. (\*every year)

### **319 Psychology of Personal Relationships (4)**

Prerequisite: PSY 203. Examines current theory and research in the field of interpersonal interaction. Primary approach is social psychological, but other major theories of relationships are examined. (\*every year)

*Note: PSY 312 is required before taking 400-level courses.*

### **402 Social Psychology and the Law (4)**

Prerequisite: PSY 203. Issues explored include the factors that influence the judgments of police officers, attorneys, judges and jurors. A special emphasis is placed upon basic social psychological processes as they relate to legal processes and issues. Additional topics will include defendant characteristics, jury selection, eye-witness testimony and jury decision making. (\*every year)

### **404 Human Sexual Behavior: Seminar (4) (W)**

Cross-listed with WST 404. A survey of the physiological, sociological and psychological aspects of human sexuality. Requires independent study project and seminar presentation. (\*every year)

### **405 Internship in Clinical Psychology (4)**

Open only to psychology majors. Prerequisites: PSY 200, 201, and 303, senior status and GPA in the PSY major of 3.0. A supervised internship in community agencies. Admission by application to the clinical internship coordinator. Graded on a pass/fail basis. (\*spring semester)

### **406 Internship in Industrial/Organizational Psychology (1-4)**

Open only to psychology majors. Prerequisites: PSY 200, 202 and 211, and GPA in the PSY major of 3.0. A supervised internship in local organizations. Admission by application to the industrial/organizational internship coordinator. Graded on a pass/fail basis. (\*every semester)

### **407 Internship in Experimental Psychology (1-4)**

Open only to psychology majors. Prerequisites: PSY 200, 211, 220 and 311, and a GPA in the PSY major of 3.0. A supervised internship with local or collaborative research-suitable institutions. Admission by application to the experimental psychology internship coordinator. Graded on a satisfactory/unsatisfactory basis. (\*every semester)

### **410 Sexual Harassment: Seminar (4)**

Examines the topic of sexual harassment as an organizational problem. Students will explore the topic from a psychological, historical, and legal perspective. Specific topics will include: definitions and theories of sexual harassment; perceptions of harassment; legal definitions of harassment; harassment of men; effects of harassment, and cross-cultural perspectives on harassment.

### **414 Understanding Childhood Disorders (4)**

Prerequisite: PSY 210. Students will take an in-depth look into childhood disorders in order to gain an accurate understanding of what qualifies as abnormal development in childhood. The information in this course will familiarize the student with how childhood disorders are diagnosed, assessed, and treated. Students will also learn about the etiology and characteristics of behavioral, emotional, and developmental disorders.

### **420 Behavioral Neuroscience (4)**

Prerequisite: PSY 220 or permission of the instructor and department chair. Recommended: PSY 311 or 316. Surveys current knowledge of the biological bases of behavior and psychological abilities (learning and memory), diseases (Alzheimer's, Parkin-

son's) and disorders (anxiety, depression, PTSD). Incorporates research findings from both animal models and human neuropsychiatric cases. (\*every year)

### **424 Cognitive Psychology (4)**

Prerequisite: PSY 220. Recommended: PSY 318. The various roles of the mind are examined in this course. Central topics investigated may include neurocognition, pattern recognition, selective and divided attention, sensory memory, working memory, long-term memory, acquisition and retrieval processes, memory errors, models of long-term memory, language, visual knowledge, and conscious versus unconscious thinking. (\*every year)

### **425 Thinking (4)**

Examines the emerging field of cognitive science, a discipline encompassing cognitive psychology, computer science, philosophy, and linguistics, among others. Topics include problem solving, reasoning, expertise, categorization, and analogies. Upon completing this course students will have an appreciation of the current major research findings in the area. (\*every year)

### **430-449 Selected Topics in Psychology: Seminar (4)**

A seminar course involving special topics in psychology. Provides students with the opportunity to explore subject matter in psychology more thoroughly than is possible in a formal class. Requires an independent study project and a seminar presentation. (\*occasionally)

### **450 Independent Study (1-4)**

Prerequisite: consent of department chair. Involves independent study and honors research on individual problems in psychology. May be repeated for credit if subject matter varies. (\*fall and spring semesters)

### **451 Senior Thesis (4)**

Prerequisites: senior standing, minimum 3.5 GPA, completion of 24 hours in psychology, and consent of instructor and department chair. A substantial research and writing project expected to yield a journal-ready manuscript. (\*fall and spring semesters)

### **499 Senior Capstone (1)**

Psychology majors only. The course is taken in the student's senior year. This course is required and is offered on a pass/fail basis. Themes of personal reflection and integration of the educational experience are the course goals. Informal and guided discussions are designed to allow the exiting psychology majors a chance to synthesize and organize their four-year experience, and to prepare them for post-graduate success. (\*every year)

## **Religion (REL)**

### **203 The Old Testament (4)**

A study of Hebrew history and literature with emphasis on historical, prophetic and wisdom writings.

### **204 The New Testament (4)**

Studies the origin of early Christianity with emphasis on the canonical Gospels and Epistles.

### **205 World Religions (4) (NW) (IG)**

A survey of the religions of the world other than Judaism and Christianity, such as Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto and Taoism.

### **210 Judaism (4)**

An historical and theological survey of the ideas, practices and philosophy of Judaism. Traces the development of those ideas, starting with the intertestamental period.

**212 Christianity (4)**

An historical and theological survey of the Christian church, beginning with the post-Apostolic age and continuing through the Protestant Reformation.

**217 Indian and Asian Philosophy (4) (NW) (IG)**

Cross-listed with PHL 237. An introduction to Indian and East Asian philosophy. Surveys the Upanishads, the Bhagavad Gita, early Indian Buddhism, Confucianism, Daoism (a.k.a. Taoism), and East Asian Buddhism.

**220 Problems of Religious Thought (4) (NW) (IG)**

A selected topics course with varying subject matter.

**350 Independent Study (1-4)**

## Saturday Masters of Business Administration (SMBA)

**710 Dynamic Leadership (4)**

This course begins with a weekend workshop that provides students with the perspective, learning, and team-building skills needed to maximize their MBA experience. The course then examines leadership as “the ability to influence others in the absence of positional power,” through interactive, experiential learning. Students develop an understanding of leadership and gain insight into their own personal leadership styles. The course addresses group dynamics, team building, problem solving, conflict resolution, the interrelationship of trust and power, and ethical behavior in the workplace. Assignments and topics will be coordinated with SMBA 715, offered during the same semester.

**715 Business Communication and Interpersonal Skills (4)**

This is a hands-on course designed to help students sharpen communication and interpersonal skills through class activities, writing, presentations and simulations. It focuses on writing, speaking, and interpersonal skills (i.e., negotiations, persuasion, and diplomacy) necessary for a career as a business leader. Assignments and topics will be coordinated with SMBA 710, offered during the same semester.

**720 Accounting for Strategic Management (4)**

This course provides a pragmatic study of selected financial and management accounting concepts, methods, and practices relating to financial analysis, cost assignment, cost management, performance management and decision analysis. The central focus of this course is how accounting information helps managers identify strategies and make decisions to produce a sustainable competitive advantage.

**725 Decision Modeling and Analysis (4)**

This course provides an overview of methodologies used for statistical data analysis and decision modeling. Topics include descriptive statistics, hypothesis testing, regression analysis, sampling and quality control, forecasting for long- and short-run periods, decision making under uncertainty, and the use of linear programming. The use of these methodologies by managers for organizational decision making is emphasized. The course is taught using lectures, cases, and statistical computer packages. Both classroom and alternative instructional methods may be employed.

**730 Financial Management and Strategy (4)**

Prerequisite: SMBA 720. This course focuses on the core concepts of financial decision making: maximizing wealth, cash flow, net present value, and the existence of risk and return tradeoffs in most corporate decisions. The course also explores

the implications of various financial strategies within the dynamic global financial environment. Accounting concepts learned in SMBA 720 are applied using models that are realistic and robust. Students compute prices and returns on corporate securities and the weighted average cost of capital for a firm and evaluate long term capital investment projects using capital budgeting techniques. Students also learn about capital structure theory and financing strategies firms choose to optimize their mix of debt and equity.

**735 Managing Innovation (4)**

This course focuses on the role of innovation in the 21<sup>st</sup>-century organization. It addresses the need for a systematic approach to building innovation capabilities and the challenges of integrating the many facets of innovation management. Leading innovators and building innovative organizations are covered from a theoretical and applied approach. Topics addressed include fundamental theories of innovation, developing innovation strategy, innovation as a business process, the role of the innovation context including leadership and organization, culture and values, people and skills, and processes and tools, and assessing and improving innovation performance. Both classroom and alternative instructional methods may be employed.

**740 Economics for Business Leaders (4)**

The goal of the course is to provide business leaders with an economic framework for making decisions. The course begins by exploring the efficiency of the market-based system and an examination of how repugnance, price controls and taxation affect that system. We examine why business institutions exist and how their boundaries are determined. We study how incentives and monitoring alter employee behavior. Tools for mitigating systemic risk within financial institutions are investigated. Models for optimally pricing in commodity markets, entrepreneurial markets, and markets with dominant rivals are developed. And lastly, we explore how design architecture influences individual decision making.

**745 Marketing Strategy and Value Creation (4)**

This course introduces students to strategic decision-making tools for planning, promoting, pricing, and distributing products and services to targeted markets, with a goal of delivering high levels of customer value. Strategic marketing management techniques that lead toward the formation of exceptional firms are applied with the use of analytical practices. The course will use current events readings, cases, simulations, discussions and formal strategic plans.

**750 Information Systems and Operations Management (4)**

This course provides an integrated view of managing information systems and operations. Case studies and the SAP enterprise system are used to address key concepts. The course covers the strategic use and development of information systems and provides hands-on experience with enterprise systems. Emphasis is placed on managing the supply chain, and its impact on strategic planning. The course addresses each element in the operation of a successful supply chain including having the right quantity, quality, location, time, price and information at each stage of the supply chain process. Both classroom and alternative instructional methods may be employed.

**755 International Experience (4)**

This course will work with a company to assess its readiness to enter a specific foreign market. This assessment will include an examination of the company's internal strengths and weaknesses with respect to internationalization readiness, a global industry

analysis, and an in-depth country study of the cultural and business environment. The course will include a 10-day to two-week travel-study trip at the end of the semester to the country of study where students will visit relevant businesses and attend presentations from local experts.

#### **760 Business Strategy (4)**

Prerequisite SMBA 755. This course will continue to work with the company in SMBA 755 to develop a detailed strategic globalization plan which may or may not include a strategy for market entry into the country previously studied. The plan and implementation recommendation will be presented to the company executives at the end of the semester.

#### **765 Seminar in Emerging Issues (4)**

This course consists of a variety of specialty, cutting-edge business topics that students would not usually be exposed to and may be staffed by guest lecturers who are experts in a specialty field or topic. In keeping with emerging trends in graduate business education, this course is purposely left flexible to be able to accommodate critical topics as they come to light.

## **Sociology (SOC)**

*SOC 100 is a prerequisite for all other courses in sociology.*

#### **100 Introduction to Sociology (4) (NW) (IG)**

An introduction to the structure, function and development of human societies. Emphasizes the nature and meaning of culture, socialization, social institutions, social inequality and social change. (\*fall and spring semesters)

#### **101 Social Issues and Social Movements (4)**

Examines the relationship between social issues and the mobilization of social protest and social movements. Surveys several 20<sup>th</sup>-century social movements, including the labor, civil rights, anti-war, women's, farm workers and gay rights movements.

#### **200 The Urban World (4) (NW) (IG)**

Cross-listed with GWA 207. An overview of the courses and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives.

#### **202 Marriage and Family (4)**

Studies mate selection and marriage in the United States. Includes the processes of family formation, maintenance and dissolution, as well as alternative family forms.

#### **210 Sociology of Popular Culture (4)**

The course relies on a variety of sociological perspectives to examine the role of popular culture in contemporary society, with a particular emphasis on mass media and its role as an agent of socialization. Students learn how to be critical consumers of media images.

#### **215 Sociology of Sexualities (4)**

An exploration of the interactions among and between people and institutions that form the boundaries through which sexualities are understood in the United States.

#### **245 Individual and Society (4)**

This class examines how people and the social forces that impinge on them affect one another's thoughts, feelings and behavior. The class consists of an overview of major theories and research streams in micro-level sociological analysis, and explorations of various sub-fields in this area of sociology.

#### **250 Sociological Analysis (4)**

Demonstrates to students why social scientific research is a legitimate and profound way of knowing; helps students to understand how researchers move from concept to variable to measurement, and how data are collected, entered into the computer and analyzed.

#### **290-299 Special Studies (2-4)**

Special courses may be offered each year.

#### **302 Sociology of Aging (4) (W)**

An examination of the sociological implications of aging for the individual and society. Theories of aging and research are emphasized.

#### **304 Public Policy Analysis (4) (W)**

Cross-listed with GWA 304. Studies the formation, implementation and evaluation of public policies. (\*spring semester)

#### **305 Field Work Intern Program (2-4)**

Prerequisite: 9 hours of sociology completed at The University of Tampa with grade of "C" or higher. Designed to provide students an opportunity to apply sociological theories and tools while serving in the community. Students spend five to 10 hours each week in supervised community service. The variable credit allows students to take two community placements, if they desire. Graded on a satisfactory/unsatisfactory basis.

#### **306 Racial and Ethnic Relations (4)**

A comparative study of inter-group relations, social conflict and modes of adjustment in the United States and elsewhere. Examines prejudice and discrimination, their sources, their consequences and potentials for change.

#### **307 Families in Global Perspective (4) (W) (NW) (IG)**

Cross-listed with WST 307. A comparative study of families in Western or developed countries with families in non-Western or developing countries. The effects of globalization on the structure and functioning of families are emphasized.

#### **308 Sociology of Religion (4)**

An examination of the meanings of religion lived in experiences in the United States and the world. Emphasis is placed on the social construction, maintenance and impact of religious meanings and communities.

#### **310 Applied Sociology (4)**

A survey course of applied and clinical sociology. Students will experience a hands-on approach that illustrates the use of sociological theory and data collection in public policy arenas, social action programs and social interventions. (\*spring semester)

#### **313 Social Stratification (4)**

Focuses on the three dominant lines of division in modern American society: class, race and gender. Covers the nature of human inequality, its origins and its modern manifestations. Examines theories of social inequality and attempts to eliminate it.

#### **320 Sociology of Gender (4) (W)**

Cross-listed with WST 320. Offers theoretical and empirical bases for prescriptions of masculinity and femininity. Studies the effect of gender-role differentiation on social institutions including the family, politics and the economy. Examines the impact of social change and the women's movement on gender roles in contemporary society.

#### **355 Social Statistics (W) (4)**

Statistics useful for data analysis and understanding are covered, including most nonparametric and parametric statistics that involve most bivariate and multivariate analyses. (\*fall semester)

**375 Research Methods (4) (W)**

Applies the scientific method to the analysis of society. Includes elements in scientific logic, problem formation, research design, methods of data collection and analysis, and interpretation of data. (\*spring semester)

**410 Sociological Theory (4) (W)**

A survey of major trends in social thought. Interpretive skills, logic, good writing, and critical thinking will be emphasized in a review of the major classical and contemporary schools of sociological thought. (\*fall semester)

**420 Global Sociology (4) (IG)**

A review of the types of human societies throughout history, with a particular emphasis on the recent phenomenon of economic, political, cultural and ideological globalization. Students evaluate whether humankind is better off today than in earlier generations.

**450 Independent Study (2-4)**

Prerequisites: completion of 20 hours of sociology, minimum 3.0 GPA, and consent of instructor and area coordinator. A series of directed readings and short research projects on a topic of interest to the student. Materials covered must be different from those included in current courses. Independent studies may be taken with any full-time professor in the sociology area. Subject matter must be determined through student-faculty consultation. (\*fall and spring semesters)

**451 Senior Thesis (4)**

Prerequisites: completion of 28 hours of sociology, minimum 3.25 GPA, and prior consent of instructor and area coordinator. Involves a major research paper planned and written with possible publication in mind. A senior thesis can be written under the guidance of any full-time professor in the sociology department. Subject matter must be determined through student-faculty consultation. (\*fall and spring semesters)

**Spanish (SPA)**

*Students who have had one or more years of Spanish in high school are encouraged to register at the highest level compatible with their knowledge of the language, including 300-and 400-level courses. Credit cannot be earned for 100-and 200-level Spanish courses that are prerequisites for courses already successfully completed.*

**100 Introduction to Practical Spanish (2)**

Not open to native speakers of Spanish. A basic introduction to Spanish with an emphasis on the practice of speaking and listening skills. Basic grammar also is covered. This course is a prerequisite for those LAN/CST 100 Language and Culture courses having a language instruction component, and is open only to those students who have had no previous coursework in Spanish. May be followed by SPA 101 or SPA 110. Graded on a pass/fail basis only. (\*as needed)

**101, 102 Elementary Spanish I, II (4, 4) (IG)**

Not open to native speakers of Spanish or Portuguese. SPA 101 or equivalent skills is a prerequisite for SPA 102. May not be taken after SPA 105. Beginning Spanish with emphasis on Hispanic culture, as well as understanding and speaking Spanish in practical situations. Includes practice in reading and writing. Students who have successfully completed two or more years of Spanish in secondary school within the previous eight years may not enroll in Spanish 101 for credit, except by written permission of the instructor. (\*fall and spring semesters)

**105 Elementary Spanish Review (4) (IG)**

Not open to native speakers of Spanish. May not be taken after SPA 101. Review of Spanish for students who have studied the language in high school for at least two years. Emphases on accelerated grammar and speaking. Listening comprehension, reading and writing are included. Credit may not be earned for both Spanish 102 and 105. (\*fall and spring semesters)

**107 Conversational Spanish I (1) (IG)**

Not open to native speakers of Spanish. Prerequisite: SPA 102, SPA 105, or equivalent skills. Designed for students who wish to maintain or improve their conversational skills and improve their listening and speaking skills through structured materials. May be taken concurrently with SPA 201, but not after successful completion of SPA 201. (\*fall and spring semesters)

**201, 202 Intermediate Spanish I, II (4, 4) (IG)**

Not open to native speakers of Spanish. Prerequisites: SPA 102, two or more years of high school Spanish, or equivalent skills is required for SPA 201. Spanish 201 or three or more years of high school Spanish, or equivalent skills is required for SPA 202. Develops a greater understanding of Hispanic culture and everyday Spanish, as well as speaking, reading and writing skills. (\*fall and spring semesters)

**207 Conversational Spanish II (1) (IG)**

Not open to native speakers of Spanish. Designed for students who wish to maintain or improve their conversational skills and to improve their listening and speaking skills through structured materials. Prerequisite: SPA 201 or equivalent skills. May be taken concurrently with SPA 202, but not after successful completion of SPA 202. May not be taken concurrently with, or after successful completion of any 300-or 400-level course. (\*fall and spring semesters)

**251-259 Topics in Spanish (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for additional credit.

*Courses at the 300 or 400-level are conducted in Spanish, are non-sequential and may be taken in any order, or individually, unless otherwise specified in the course description.*

**300, 301 Advanced Spanish I, II (4, 4) (IG)**

Prerequisite: SPA 202 or equivalent, four or more years of high school Spanish, or equivalent skills. Not open to students who received their secondary education in the Spanish language. Emphases in Advanced Spanish I are on oral expression, reading and vocabulary building. Emphases in Advanced Spanish II are on writing, vocabulary building and grammar. Either course may be taken out of sequence. SPA 300 not open to native speakers. (\*fall and spring semesters)

**306 Phonetics and Phonology (4)**

Prerequisite: one 300-level Spanish course, equivalent skills or consent of instructor. Covers the theory and practice of pronunciation. A systematic analysis of the sounds of Spanish, including stress and intonation patterns, phonetic transcription and oral practice. (\*every other spring semester)

**307 The Structure of Modern Spanish (4)**

Prerequisite: SPA 202, four or more years of high school Spanish, equivalent skills, or consent of instructor. A study of the forms and syntax of Spanish. Involves training in composition and translation. (\*every other fall semester)

**311 Commercial Spanish (4) (IG)**

Prerequisite: SPA 202 or equivalent skills. The study of the fundamentals of practical, commercial Spanish, including business report and letter writing, as well as the language of advertising,

foreign trade, transportation, banking and finance. Also considers the cultural context of Hispanic business.

(\*every other year, fall semester)

### **320 Hispanic Cinema (4)**

Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. A study of 20<sup>th</sup>-century Hispanic cinema, taking into account the historical and cultural backgrounds of the different periods with an examination of how the changing historical times affect the Spanish-language film industry. The course includes the use of critical writing to carry out a comparative analysis of films from both Latin America and Spain. Class conducted in Spanish. (\*occasionally)

### **331 Reading Literature (4)**

Prerequisite: SPA 202 or equivalent, four or more years of high school Spanish, or equivalent skills. Introduction to reading literature and understanding poetry, prose, and drama in Spanish. Includes basic literary techniques, devices and verse forms. Selections are from Spanish and Latin-American writers. Class conducted in Spanish. (\*every third year, fall semester)

### **341 Hispanic Women Writers (4) (W)**

Cross-listed with WST 322. Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. This course consists of an exploration of the development of Hispanic women writers with an examination of the relationship between gender and literature. A selection of readings will be the foundation of the comprehension of these themes within a literary and social-cultural context. Class conducted in Spanish. (\*occasionally)

### **351-359 Topics in Spanish (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

### **421, 422 Hispanic Culture and Civilization I, II (4, 4) (422: NW) (IG)**

Prerequisites: two 300-level Spanish courses, equivalent skills, or consent of instructor. An integrated picture of the political, economic, social, geographic and cultural forces that have shaped Spain and Latin America. SPA 421 covers Spain; SPA 422 covers Latin America. Class conducted in Spanish. (\*every other fall semester)

### **431, 432 General Spanish Literature I, II (4, 4) (IG) (A)**

Prerequisite: one 300-level Spanish course, equivalent skills, or consent of instructor. A reading and discussion of selections by master writers of Spanish literature for an understanding of how ideas, feelings and social points of view are conveyed through literature. Reviews the historical and cultural background of each period. Class conducted in Spanish. (\*every other spring semester)

### **435 Latin American Literature (4) (IG) (NW) (A) (W)**

Prerequisite: one 300-level Spanish course, equivalent skills, or consent of instructor. An introductory survey of the main trends in contemporary Latin American literature through selected works of some of its most representative authors. Class conducted in Spanish. (\*every other spring semester)

### **436 The Latin American Novel (W)**

The rise and influence of the Latin American novel in the 20<sup>th</sup> century is studied through a careful selection of representative works. Authors include Asturias, Carpentier, Cortázar, Donoso, Fuentes, García Márquez, Piglia, Peri Rossi, Poniatowska, Rulfo, Saer, Vargas Llosa and many others. (\*occasionally)

### **451-459 Topics in Spanish (1-4) (IG)**

Prerequisite: consent of instructor. Content varies. May be repeated for credit.

## **Spanish Literature in English Translation (SPT)**

### **250 Spanish Literature in English Translation (4) (A)**

Cross-listed with ENG 250. No prerequisites. A study of selected masterpieces of Spanish literature. Course and readings are in English. (\*occasionally)

### **251 Latin American Literature in English Translation (4) (A) (NW)**

No prerequisites. Reading and analysis of literary masterworks from Latin America. Texts, periods, and regions will vary from semester to semester. Course and readings are in English. Equivalent to ENG 251. (\*occasionally)

## **Speech (SPE)**

### **100 Voice and Diction (4)**

A study of voice production, articulation, vocal expressiveness and an introduction to phonetics. (\*fall semester)

### **200 Oral Communication (4)**

Develops and improves skills in speech composition and delivery by exposure to various speech types and situations. Concentrates on poise in group speaking situations.

### **205 Oral Interpretation of Literature (4) (A)**

Develops interpretive skills, vocal range and flexibility, understanding of language, and expressiveness of voice and body in the interpretation of literary forms.

### **208 Speech for Business and the Professions (4)**

Offers practice in briefings, interviews, problem-solving conferences and communication management. Covers techniques for speaking situations commonly encountered in business and the professions, and also includes formal and informal professional writing assignments.

### **300 Storytelling: Voice, Script and Movement (4) (W) (A)**

This course includes practical application of ideas toward writing and performance of personal stories. (\*spring semester)

### **303 Seminar in Public Performance (4) (A)**

Cross-listed with THR 303. A project-oriented course that provides guided study in areas such as oral interpretation, readers' theater, public speaking and acting. (\*as needed)

### **330-331-332 Special Topics in Speech (2-4)**

Special Topics in Speech will offer instruction and experiences in specialized speech-related courses such as forensics, more advanced speech courses, and analysis of public political rhetoric speech.

## **Sport Management (SPM)**

### **290 Introduction to Sport Management (3)**

This course will introduce the NASPE/NASSM academic content standards for sport management and discuss career paths in the sport industry. In addition, students will develop networking skills and partake in an experiential learning exercise. (\*fall and spring semesters)

**297 Fall Practicum in Sport Management (1)****298 Spring Practicum in Sport Management (1)****385 Media Relations and Communication in Sport (3)**

Prerequisite: SPM 290. This course will provide a framework for understanding the connection between the informational and commercial sides of sport information management. Emphasis will be placed on allowing future sport managers the opportunity to acquire and refine effective ways of communicating, both internally and externally, with all their constituencies.

**390 Financial Issues in Sport (3)**

Prerequisites: SPM 290, ACC 202 and ECO 204. An in-depth study of the administrative and financial policies, standards and procedures involved in the sport management profession and related fields. (\*fall semester)

**393 Stadium and Arena Management (3)**

Prerequisites: SPM 290, ACC 202, and ECO 204. Covers the various aspects and functions of managing a stadium and/or arena. Covers the basic considerations in planning these facilities and how proper planning facilitate their management. (\*fall and spring semesters)

**395 Sport Marketing/Fundraising (3)**

Prerequisites: SPM 290, ACC 202, and ECO 204. Studies marketing, fund-raising and promotion techniques as they apply to the sports business. (\*spring semester)

**397 Legal Issues and Risk Management in Sport (3)**

Prerequisite: SPM 290 or athletic training major. This course is designed as an overview of the legal issues most often encountered in sport. The course emphasizes tort, contract, and select areas of constitutional, statutory, labor and commercial law. Students become aware of the rights of participants, athletes, coaches, managers, teachers, referees, and others engaged in amateur and professional sport. (\*fall and spring semesters)

**399 European Sport Management (2-4)**

Prerequisites: Either SPM 290 and SPM 395, or MGT 330 and MKT 300. Sport serves as a global language bridging many cultural and political barriers. As an industry, Sport accounts for 2 percent of the worldwide economy. This course examines strategic, operational, cultural and technological factors to prepare future business leaders for success in the competitive sport marketplace. (\*spring semester)

**412 Principles of Administration for Sport and Physical Education (3) (W)**

Cross-listed with ESC 412. Prerequisite: SPM 290 for sport management majors. Studies the procedures for organizing and managing physical education, fitness and sports programs and analyzes the administrative concepts. (\*fall and spring semesters)

**425 Professional Selling in Sport (3)**

Prerequisites: SPM 290 and 395. This course focuses on promotion and sales of sport. Quite often, selling is a student's initial entryway into the sport business. This course will examine the relationship between rights holders and sponsors of sport teams and events. It will also examine how events sell tickets and the technology associated with ticketing. Presentation skills, prospecting and closing will be addressed. This course will utilize guest speakers from the Tampa sport industry and will culminate with the class being a part of selling tickets/sponsorship for a Tampa Bay area sport event.

**475 History of the Modern Olympic Games (4)**

The Olympics are the foundation of organized sport throughout the world. This course will explore the political, social, cul-

tural and economic impact the games have had on society. It will also examine the administrative functions of governing bodies of professional and amateur sport across the world.

**491 Seminar in Sport Management (3) (W)**

Prerequisites: SPM 290, ACC 202, ECO 204 and senior standing. A seminar dealing with advanced problems in sport management. Issues include legal aspects, governance of athletics, eligibility standards and ethics in athletics.

**493 Venue and Event Management (4)**

Prerequisite: SPM 393. This course takes advantage of many of the world class sport and event venues in the Tampa Bay Area. The course consists of lecture and numerous site visits to venues such as the St. Pete Times Forum, Raymond James Stadium, Tampa Convention Center, Tropicana Field, Legends Field, Florida State Fairgrounds, the Sun Dome, Ed Radice Sports Complex, the TPC of Tampa Bay and others. The course explores commonalities and differences in managing and marketing different venues and events.

**495 Internship in Sport Management (1-12)**

Prerequisite: senior standing. Graded on a satisfactory/unsatisfactory basis. Offers practical experience in sport management within the sport business community.

## Technology and Innovation Management (TIM)

**710 Competing Through Innovation (1.5)**

For graduate students only. Prerequisites: Foundation course sequence or concurrent enrollment in foundation courses. The global innovation economy requires that companies continually innovate at all phases of the business cycle to create sustainable competitive advantage through their products, services and operating processes. This course examines the complete innovation system and provides an overview of the key conceptual frameworks and analytic tools for developing and implementing innovation strategies. Available as an elective in the MBA program.

**720 Accelerating New Product Development (3)**

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course examines the processes organizations use to increase R and D effectiveness and the rate of new product introduction. Emphasis is on the organization processes and leadership used to effectively integrate all key functional areas of the organization. Special emphasis is given to the interactive roles played by technologists (scientists, engineers) and marketers in identifying and translating market opportunities and knowledge breakthroughs into successful products. The course explores numerous methodologies to identify and manage potential problems in those processes.

**730 Leading Innovators (1.5)**

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course focuses on strategies and theories for leading and supporting innovators within organizations. Through case studies and experiential exercises, the course explores such topics as characteristics of technical professionals and teams, inhibitors to innovation, emergent collaboration, tailoring of reward and recognition systems that allow for learning from failures, creating receptive organizational cultures, and organizational environments that foster innovation.

**740 Optimizing Organizational Learning (3)**

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. This course explores how organizations acquire, create, share and leverage what they know to create sustainable competitive advantage in their markets. Their stock of knowledge represents intellectual capital that must be effectively managed. Knowledge management processes and systems are discussed based upon case studies and research of best practices in leading companies. The course also intensively focuses on the international and domestic laws governing intellectual property.

**745 Forecasting for Technology Companies (1.5)**

Prerequisites: Foundation course sequence and TIM 710. This course covers quantitative and qualitative techniques for effective forecasting in technology companies. We use spreadsheet tools to build, analyze and solve models to enable effective technology forecasting by managers, business analysts and consultants. Quantitative techniques include correlational, regression, moving-average, exponential smoothing and seasonal models, as well as technology trend models such as Pearl-Reed, Fisher-Pry and Gompertz curves. Qualitative techniques include Delphi, and modified Delphi for new product forecasting.

**750 Surveying New Technologies (1.5)**

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. Companies once considered the leading edge of new technologies often are severely affected by “disruptive technologies” that fundamentally change their markets. This course provides the concepts and tools needed to assess the impact of emerging new technologies across several scientific and technical fields. Emphasis is on understanding how companies competitively react and transform themselves in response.

**760 Managing Large Technology Programs (1.5)**

For graduate students only. Prerequisites: foundation course sequence, TIM 710 and ITM 614. This course augments the project management concepts and tools introduced in ITM 614. Its focus is on the management of multiple projects that compose a large technology program such as the introduction of a new aircraft, facility or process. Case studies, readings and guest lecturers provide an overview of the sophisticated techniques and management designs used to effectively manage risk, financial exposure and human resource constraints. Advanced features of Microsoft Project are utilized in course assignments.

**770 Designing for Quality and Performance (1.5)**

For graduate students only. Prerequisites: Foundation course sequence and TIM 710. Companies in mature markets must be able to excel at innovation in operations to realize sustainable competitive advantage. This course investigates concepts, tools and techniques from the field of operations management for achieving significant differentiation through operational excellence and delivering services and products that achieve superior results. Students study organizational successes and failures, identify critical success factors, and survey technologies needed to develop and implement innovative operations strategies.

**800a and 800b Assessing Innovative Capacity and Performance (1.5 each, 3 total)**

For graduate students only. Prerequisites: Foundation course sequence, TIM 710 and ITM 614. TIM 800a and 800b are completed sequentially over the last two semesters of the program. TIM 800a is a prerequisite for TIM 800b. This capstone course provides an integrative, hands-on team experience with an actual company in assessing its strategic capacity for innovation, and specific ways to improve its overall competitive performance.

Concepts and tools from all program courses are available for application in this assessment.

**Theatre (THR)****101 Improvisation for the Theatre (3) (A)**

Introduces creative dramatics as a means for development of the basic skills required in actor training. Students will become familiar with sound and movement, transformation, exploration of sensory awareness, and creativity as it pertains to character development.

**175 Ethical Questions and Modern Drama (4) (A)**

Cross-listed with ENG 175. This course deals with significant modern plays in which the conflict centers on ethical questions across a broad range of University subjects: business, science, politics, relations with and responsibilities to others. Classroom sessions and papers will address the plays first as works of literature, but will go on to discuss and debate the ethical issues involved.

**200 Movement for the Actor (3) (A)**

Prerequisite: Theatre/PAR majors only. Teaches the fundamentals of stage movement and the use of voice in performance. Increases awareness of the physical self, helping students master the physicalization of emotion and physical character building. (\*spring semester)

**201 Acting I for Majors (3) (A)**

Prerequisites: THR 101 and 200. A studio/performance course introducing the craft of acting. Teaches basic technique and develops skills of relaxation, observation and concentration using exercises, improvisation, monologues and scene work. Required for majors/minors. (\*fall semester)

**202 Acting II for Majors (3) (A)**

Prerequisite: THR 201. This studio/performance course provides training and experience in stage performance for students with initial expertise in the craft of acting. Emphasizes monologue or scene preparation and performance. Required for majors. (\*spring semester)

**204 Acting I for Non-Majors (3) (A)**

A studio/performance-oriented course introducing the beginning student to the craft of acting. Teaches basic stage technique, and develops skills of relaxation, observation and concentration using exercises, improvisation, monologues and scene work. Open to all non-THR/PAR students.

**205 Oral Performance of Literature (4) (A)**

Offers the beginning student an opportunity to study, perform and evaluate the reading of prose, poetry and drama. Develops interpretive skills: vocal range and flexibility, understanding of language, and expressiveness of voice and body. (\*spring semester)

**214 Fine Arts and Brain Compatible Learning Environments (4)**

Prerequisite: Education majors only. Students will explore how the fine and performing arts can be a cornerstone for meaningful teaching and learning, and will discover the various ways learning environments are conducive to optimal brain functions. Learners will also expand their personal connection to, and involvement with, the fine and performing arts. (\*fall and spring semesters)

**240 Special Project: Theatre Participation (0-1) (A)**

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (\*fall and spring semesters)



**241 Special Project: Musical Participation (0-1) (A)**

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (\*fall and spring semesters)

**242 Special Project: Cabaret/Studio Theatre Participation (0-1) (A)**

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in performing arts. May be repeated for credit. (\*fall and spring semesters)

**245 Special Projects: Technical Theatre (1) (A)**

Provides practical onstage and backstage experience. May be repeated for credit. Required for the major in performing arts and theatre. (\*fall and spring semesters)

**246 Special Projects: Stage Management and Design (1) (A)**

Prerequisite: THR 245. Provides experience and the skills/techniques of stage management for the theatre. Students will also learn about the basic principles of design for production. Required for the major in theatre. (\*spring semester)

**253 Survey of World Theatre (3) (W) (A)**

Introduces students to the art of theatre as it evolved from ancient Greece to Elizabethan England. Surveys the aesthetics of theatre, plays written for the stage, and the roles of collaborating artists in creating theatre. Involves some stage work in acting and directing. Requires attendance at University theatre productions. (\*fall semester)

**254 Survey of World Theatre II (3) (NW-IG-W) (A)**

Introduces the student to the art of theatre as it evolved from the 17<sup>th</sup> century onward. Includes study in the traditional non-Western dramatic forms of the orient. Surveys the aesthetics of theatre, plays written for the stage, and the roles of collaborating artists in creating theatre. Involves some stage work in acting and directing. Requires attendance at University theatre productions. (\*spring semester)

**282-289 Modern Drama (4) (W) (A)**

Cross-listed with ENG 282-289. Studies include survey of modern drama (Ibsen to the present), contemporary British drama, contemporary American drama, or modern Continental drama. May be repeated if content varies. Open to all students. (\*every other year)

**298 Creativity and the Learning Environment (3)**

Investigates and applies strategies for developing both hemispheres of the brain. Develops a creative, centered lifestyle that includes daily disciplined activity to enhance overall mental, physical, emotional and spiritual health. Classroom activities include discussion, review of assignments, exploration of models for lifelong vitality, and creative activities related to art, theatre, dance, music, storytelling and writing. Activities include attendance at theatrical and arts-related events.

**301 Acting III for Majors (3) (A)**

An advanced studio-performance oriented course that continues the skills gained in THR 201 and 202. Emphasis is on scene work utilizing techniques for finding and playing intentions, connecting action with others, and developing strong and realistic characters and relationships.

**302 Career Development for the Actor (3) (A)**

A practicum course for theatre majors, which focuses on audition preparation and performance, and the business techniques required to market yourself for a career in the theatre.

**303 Seminar in Public Performance (4) (A)**

Cross-listed with SPE 303. Prerequisite: 8 or more hours of drama and/or speech courses, or consent of instructor. Provides guided study and rehearsal in such areas as oral interpretation, readers' theater, public speaking and acting. Project-oriented course involves public performances and critiques.

**304 Acting II for Non-Majors (3) (A)**

Prerequisite: THR 204 or consent of the instructor. This studio/performance-oriented course provides training and experience in stage performance for students with basic understanding of the craft of acting. Emphasizes monologue and/or scene preparation and performance. Open to all non-THR/PAR students.

**308 Development of Musical Theatre (3) (A)**

No prerequisites. May not be repeated for credit. Students study significant developments in the history of musical theatre as a distinct art form. Includes the artists who contributed to musical theatre and significant works from the repertory. (\*spring semester, every other year)

**309-311 Advanced Drama (4) (W) (A)**

Cross-listed with ENG 309-311. Prerequisites: FYW 101 and 102. At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor is required. Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies. (\*at least every other year)

**315 Advanced Acting Workshop (3) (A)**

Prerequisites: THR 204 and 304, or consent of instructor. A studio/performance-oriented course designed to enhance previously acquired acting skills via intensive study, demonstration and observation of the physicalization of emotion and text, in-class exercises, and instruction. The study of advanced methods of acting techniques are examined through scene study, dramatic interpretation and analysis, as well as monologue preparation and performance.

**320 Play Analysis (3) (W) (A)**

Prepares the more advanced student for play selection, analysis and production. Students are required to make a director's study/analysis of a specific play. Required for the major in performing arts and theatre.

**330-331-332: Special Topics in Theatre (2-4)**

Special Topics in Theatre will offer instruction and experiences in specialized theatrical-related courses such as Theatre Styles, Stage Makeup, Stage Costuming, Non-Western Theatre, Beginnings of Realism, and Performance Arts.

**401 Acting Shakespeare (3) (A)**

A studio/performance-oriented course. Provides training, analysis and experience in the stage performance of the works of Shakespeare and his contemporaries. Emphases are on monologue and scene study.

**402 Advanced Acting Styles (3) (A)**

An advanced studio performance-oriented course that focuses on exercises and presentation reflecting historical period and styles of performance. Emphases include research of the period, manners and conventions, language and physicality.

**420 Survey of Dramatic Literature (3) (A)**

Prerequisite: THR 320 or consent of instructor. Intended to provide students an opportunity to study the diversity of literature written for the stage, as well as the historical, socio-political and cultural aspects that contributed to the creation of these works.

**425 Directing (3) (W) (A)**

Prerequisite: THR 320 or consent of the instructor. Studies the basic tasks of the director: play selection, analysis, casting, rehearsing, and mounting the production. Each student is responsible for directing the performance of a one-act play or equivalent dramatic scene. (\*spring semester as needed)

**450 Senior Capstone Showcase (1)**

Allows the graduating theatre majors to showcase his/her skills in the creation of a solo presentation of monologues and scenes to demonstrate his/her development as a performer and theatre artist. All majors will be required to enroll in this course for the completion of their program of study.

**Urban Studies (UST)****200 The Urban World (4) (NW) (IG)**

An overview of the courses and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives. (\*fall semester)

**210 Urban Politics and Policy (4) (W)**

Cross-listed with GWA 210. Covers political processes, institutions and problems of urban-political systems in the United States. (\*fall semester)

**304 Public Policy Analysis (4)**

Covers the formulation, implementation and evaluation of public policies. (\*spring semester)

**440 Field Work Intern Program (4-16)**

Prerequisite: consent of area coordinator. Offers practical experience in an agency or agencies dealing with urban policies or problems. (\*fall and spring semesters)

**450 Independent Study (2-4)**

Prerequisites: 12 hours of urban studies, minimum 3.0 GPA, and consent of area coordinator. Involves guided readings, research and criticism. May be repeated for credit if subject matter varies. (\*fall and spring semesters)

**451 Senior Thesis (4)**

Prerequisites: senior standing, minimum 3.25 GPA or membership in the Honors Program, and consent of area coordinator. A substantial research and writing project. (\*fall and spring semesters)

**Women's Studies (WST)****125 Introduction to Women's Studies (4)**

This course is an introduction to the ways in which gender shapes interpersonal relationships, our personal knowledge, society in general and various institutions within society. Through an interdisciplinary approach, students will explore, understand, and celebrate the diversity of women's experiences and achievements. May be used toward satisfying the humanities component of the general curriculum distribution.

**212 Witchcraft and Magic in the Early Modern Atlantic World (4) (IG)**

Cross-listed with HIS 212. A study of the development of witchcraft accusations, beginning with continental Europe in the 15<sup>th</sup> and 16<sup>th</sup> centuries and continuing with the later scares in England and New England. Particular emphases will be given to international comparisons and the changing social, cultural and economic positions of women.

**215 Women in American History (4) (W)**

Cross-listed with HIS 215. A survey of women's accomplishments, lifestyles, changing image and struggle for equality from colonial times to the present. (\*fall semester)

**216 Mothers and Daughters in Literature and Film (4) (W) (A)**

Cross-listed with ENG 216. An exploration of the myths and realities of the mother-daughter relation as presented in poetry, fiction, autobiography, film and visual art by women.

**238 Women's Literature (4) (W) (A) (IG)**

Cross-listed with ENG 238. An introduction to the classics of world literature written by women. Special emphases are on English literature and the contemporary era. May count toward the humanities component of the general curriculum distribution, but not toward the social science component. (\*every other year)

**290-299 Special Topics (4)**

A study of women's and gender issues and topics from a variety of disciplines, aspects and/or approaches. May be repeated if content varies.

**307 Families in Global Perspective (4) (W) (NW) (IG)**

Cross-listed with SOC 307. A comparative study of families in Western or developed countries with families in non-Western or developing countries. The effects of globalization on the structure and functioning of families are emphasized. This course may count as a social science in the general education distribution.

**320 Sociology of Gender (4) (W)**

Cross-listed with SOC 320. Offers theoretical and empirical bases for the prescriptions of masculinity and femininity. Studies the effect of sex-role differentiation on social institutions, including the family, politics and the economy. Examines the impact of social change and the women's movement on sex roles in contemporary society. (\*every other spring semester)

**322 Hispanic Women Writers**

Cross-listed with SPA 341. Prerequisite: SPA 202 or equivalent, or four or more years of high school Spanish, or equivalent skills. An exploration of the development of Hispanic women writers with an examination of the relationship between gender and literature. A selection of readings will be the foundation of the comprehension of these themes within a literary and social-cultural context. Class conducted in Spanish.

**327 Women and Gender in East Asia (4)**

Cross-listed with HIS 327. This course explores the historical treatment of women and gender in East Asia and evolution of norms in this area.

**370 Women, Film and Popular Culture (4) (A)**

Cross-listed with COM 370. Focuses on the politics of representing women, particularly in film, television, advertising, popular literature and the popular press. The critical background includes texts on political economics, semiotics, feminist theory and cultural studies. A major research project is required. May not count toward social science component of the general curriculum distribution. (\*every other spring semester)

**383 Women's Studies (4) (W)**

An overview of women's studies that examines the pervasive and often unacknowledged ways that gender shapes our social institutions, individual knowledge and interpersonal relationships. Includes history, literature and film by and about women. May be used to satisfy general curriculum distribution in social science.

### 390-399 Special Topics

An advanced study of women's and gender issues and topics from a variety of disciplines, aspects and/or approaches. May be repeated if content varies.

#### 404 Human Sexual Behavior: Seminar (4) (W)

Cross-listed with PSY 404. A survey of the physiological, sociological and psychological aspects of human sexuality. Requires independent study project and seminar presentation. (\*every other year)

#### 435 Women Directors: Theory and Criticism (4) (A) (NW) (IG)

Cross-listed with COM 435. Pre-requisites: FYW 101 and 102; or one of the following: either COM 232, 260, 261; or one course in Women's Studies; or consent of the professor. Examines women directors worldwide. The course will focus on the theoretical, critical, historical, cultural and aesthetic basis of films made by international, mainstream, documentary and the avant-garde women film directors of New Zealand, Europe, the Middle East, Asia, the African and Asian diaspora and North and South America. Students will submit a series of written critical responses and complete a major project related to course material. May be counted in the Humanities if not counted in the major.

## Writing (WRI)

#### 200 Introduction to Creative Writing (4) (W) (A)

An introduction to the forms and techniques of creative writing, with opportunities to write poetry, fiction and drama. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every year)

#### 210 Writing as a Means of Self-Discovery (4) (W) (A)

A beginning creative writing course that employs intensive exercises in self-discovery as preparation for writing stories, poems or plays that authentically convey emotion. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every spring)

#### 225 Media Writing (4) (W)

Cross-listed with COM 225. Studies the creative elements in electronic media (i.e. sound effects, visuals, actuality and narration). Covers script formats, techniques, terminology and editing skills. Students apply these skills to documentary, narrative and instructional projects. May not be used to satisfy general curriculum distribution requirements. (\*every semester)

#### 230-239 Special Topics (1-4) (W)

A study of one or more specialized writing genres and/or techniques. Topics may include science fiction and fantasy writing, autobiography, persuasive writing, critical reviews, travel writing, photojournalism, unblocking writer's block and writing for the stage. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

#### 234 Topics in Communication/Writing (1-4)

Cross-listed with COM 234.

#### 240 Writing Drama (4) (W) (A)

Cross-listed with COM 240. An introduction to the techniques of writing stage and television scripts. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every other spring semester)

#### 242 Publication Editing and Design (2-4)

Primarily for students new to student publications, this course offers an introduction to a range of editing concerns and tech-

niques. We will focus on strategies for working with staff and writers; editing for grammar, spelling and word use; developing content, structure and readability; and managing space, design and visual appeal. The course may cover elements of online publication editing. Students are encouraged to take this course concurrently with Writing 245 or 273.

#### 245 Yearbook Publication (2)

Yearbook design and production. Students will learn to write and edit copy, take and crop digital photographs, use software specific to yearbook production, and manage business aspects of publishing a yearbook. Not recommended for first-semester freshmen. May be repeated for a maximum of 8 credits. Up to 4 credits may be applied to the writing major.

#### 247 Dramatic Writing for Radio and Alternative Performance (4) (W)

Cross-listed with COM 247. A writing workshop devoted to nontraditional dramatic works such as radio drama and spoken-word performance. Students listen to, read and critique monologues and dialogues, as well as write and perform. May not be used to satisfy general curriculum distribution requirements.

#### 250 Poetry Writing I (4) (W) (A)

Poetry writing and reading of related works. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every year)

#### 255 Poetic Forms (4) (W) (A)

Prerequisites: FYW 101 and 102. The course introduces students to major formal aspects and concerns of poetry written in English, and provides students opportunities to deepen their understanding of poetic form through practicing various forms and writing critical prose about poetics. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

#### 260 Fiction Writing I (4) (W) (A)

Techniques of writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum requirements if not used for the writing major. (\*every year)

#### 271 Journalism I (4) (W)

Cross-listed with COM 271. Prerequisite: FYW 101. Covers the elements of news, the style and structure of news and feature stories, methods of gathering and evaluating news, and copy editing. May not be used to satisfy general curriculum distribution requirements. (\*every year)

#### 273 Practicum in Student Publications (1-4) (W)

Prerequisite: consent of instructor. Not recommended for first-semester freshmen. A seminar involving supervised practical experience on a student publication. Students may sign up for credit as follows: editor (4 semester hours of credit), assistant editor or area editor (3 semester hours of credit), assistant area editors (2 semester hours of credit), or other staff (1 semester hour of credit). No student may receive more than 4 semester hours of credit in student publications in any one semester. May be repeated for a maximum of the following semester hours of credit: *Minaret*, 10; *Moroccan*, 8; *Quilt*, 6. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

#### 274 Creative Nonfiction (4) (W) (A)

A workshop devoted to the writing and reading of creative (literary) nonfiction (i.e., literary journalism, memoir, the personal essay, travel writing, biography): prose engaged in the rendering

of fact, but employing the formal techniques and styles of fiction and other types of imaginative writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every year)

**280 Business Writing (4) (W)**

Prerequisites: FYW 101 and 102. Guided practice in the major forms of business communication (i.e. letters, memos, summaries, proposals, and reports) for successful writing on the job. May not be used to satisfy general curriculum distribution requirements. (\*every other year)

**281 Technical Writing (4) (W)**

Prerequisite: FYW 101. Involves guided practice in the major forms of technical communication (i.e., instructions, scientific descriptions, proposals, and research and analysis reports) for successful writing on the job. May not be used to satisfy general curriculum distribution requirements. (\*every year)

**285 Information Design (4) (W)**

Cross-listed with COM 285. Draws from a variety of design theories to create and analyze workplace documents such as training, marketing, and documentation materials. Emphasis will be placed on thinking creatively about how to make information as usable as possible and choosing appropriate media and genre for communicative purpose. Students will put theory into practice by writing and designing portfolio pieces. May not be used to satisfy general curriculum distribution requirements.

**325 Writing for Broadcast News (4) (W)**

Cross-listed with COM 325. Prerequisite: COM/WRI 225. This course covers the elements of broadcast news writing and production, including the structure of radio and television news and feature stories, research and interviewing techniques, “package” production and ethical considerations. May not be used to satisfy general curriculum distribution requirements. (\*once each year)

**340 Screenwriting (4) (W) (A)**

Cross-listed with COM 340. Prerequisites: WRI 226 or 240. Covers the elements of writing feature film scripts, including character development, dialogue and dramatic structure. May not be used to satisfy general curriculum distribution requirements. (\*every year)

**346 Writing for Interactive Media (4) (W)**

Cross-listed with COM 346. Prerequisite: COM 225. This course explores practice and theory in three fields of writing for interactive media: copywriting, e-journalism, and experimental “net narrative” writing. May not be used to satisfy general curriculum distribution requirements.

**351 Poetry Writing II (4) (W) (A)**

Prerequisites: WRI 250 or 255, or consent of instructor. Advanced poetry writing and reading of related works. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every year)

**352-359 Special Topics (1-4)**

Prerequisite: 8 semester hours of WRI or consent of instructor. Advanced study of one or more specialized writing genres and/or techniques. Topics may vary but may include new journalism, memoir and biography, advanced feature writing, advanced editorial practice, and other creative and professional writing topics.

**361 Fiction Writing II (4) (W) (A)**

Prerequisite: WRI 260, or consent of instructor. Advanced techniques for writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May

be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*every year)

**362 Multigenre Creative Writing Seminar (4) (W) (A)**

Prerequisites: one of the following or consent of instructor: WRI 247, 250, 255, 260, 274. A workshop/seminar for advanced creative writing students, involving prose, poetry, experimental forms, reading work aloud, and publication of work. May be repeated for advanced credit if content varies and with permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\*as needed)

**371 Journalism II (4) (W)**

Cross-listed with COM 371. Prerequisites: FYW 101 and 102, and COM/WRI 271, or consent of instructor. Advanced training in reporting and research skills. Involves extensive writing assignments with emphases on news and features. May not be used to satisfy general curriculum distribution requirements. (\*every year)

**373 Interactive Journalism Production (4)**

Cross-listed with COM 373. Prerequisite: COM/ART 241 or COM/WRI 225 or COM/WRI 271. This course combines training in web-based multimedia technologies with instruction in journalism and digital storytelling. Students will learn to plan online multimedia projects; to think as professional communicators when gathering information; to capture still images, audio and video; and to publish materials they collect in interactive packages designed for the Web. Laboratory fee required. (\*spring semester)

**381 Technical and Professional Editing (4)**

The purpose of this course is to introduce the principles of comprehensive editing and basic copy editing. The comprehensive editing level involves higher order issues, such as reasoning and evidence, organization, visual design, style and use of illustrations. Basic copy editing is the final editing level, covering consistency, grammar and usage, and punctuation, for example. May not be used to satisfy general curriculum distribution requirements.

**383 Writing for Advertising (4) (W)**

Cross-listed with COM 383. Prerequisites: FYW 101 and COM 225, or consent of instructor. This course involves strategic concept development and writing for advertising projects, as well as a look at ethical considerations related to the practice. May not be used to satisfy general curriculum distribution requirements. (\*fall and spring semesters)

**384 Writing for Public Relations (4) (W)**

Cross-listed with COM 384. Prerequisites: FYW 101 and COM 225, or consent of instructor. This course involves training in theory, form and style of writing public relations materials for all stages and types of public relations campaigns. This course is designed to provide students with a broad range of public relations writing skills utilized in the industry. (\*fall and spring semesters)

**427 Practicum in Teaching Creative Writing to Children (4) (W)**

This seminar pairs creative writers with education majors in after-school programs and other community settings to teach creative writing to children. Classroom sessions focus on writing process pedagogies, children’s literature, and conferring strategies to equip participants for their service-learning placements. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

**450 Seminar in Poetry Writing (4) (A)**

Prerequisites: one of the following or consent of instructor, WRI 250, 255 or 351. Advanced training in poetry writing, as well as directed reading and discussion of modern poetry. May be used to satisfy general curriculum distribution requirements if not used for the writing major. May be repeated for advanced credit with portfolio by permission of instructor. (\*every other year)

**455-459 Directed Poetry Writing (1-4) (W) (A)**

Prerequisite: WRI 450 or consent of instructor. Individual advanced training and supervision of poetry writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

**460 Seminar in Fiction Writing (4) (W) (A)**

Prerequisite: WRI 260 or 361, or consent of instructor. Involves advanced training in fiction writing, as well as directed reading and discussion of modern fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general curriculum distribution requirements if not used for the writing major. (\* every other year)

**465-469 Directed Fiction Writing (1-4) (W) (A)**

Prerequisite: WRI 460 or consent of instructor. Involves individual advanced training and supervision of fiction writing. May be used to satisfy general curriculum distribution requirements if not used for the writing major.

**485-489 Directed Professional Writing (1-4) (W)**

Prerequisites: one of the following or consent of instructor: WRI 271, 280, 281 or 285. Involves advanced training in professional writing on the job or for freelance markets, with emphases on flexibility and practicality of topic and style. May not be used to satisfy general curriculum distribution requirements.

**495 Writing Internship (1-10)**

Open only to juniors and seniors. Prerequisites: consent of full-time member of writing faculty and department chair. Involves closely supervised on-the-job training in career writing. May be repeated for a maximum of 10 semester hours of credit, 8 of which may count toward the writing major. Students must apply for the internship one semester in advance. May not be used to satisfy general curriculum distribution requirements.

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**The Faculty**

*The faculty is listed below in alphabetical order. This listing is current as of June 1, 2010. Date in parentheses shows initial appointment at The University of Tampa.*

**Farouq Alhourani, B.S., M.S., M.S., Ph.D. (2006)**, *Associate Professor of Information and Technology Management*; B.S., University of Engineering and Technology, Pakistan, 1997; M.S., Jordan University of Science and Technology, Jordan, 2000; M.S., University of Wisconsin–Milwaukee, 2003; Ph.D., *ibid.*, 2004.

**Jody Carl “J.C.” Andersen, B.S., M.S., Ph.D. (2003)**, *Assistant Professor of Athletic Training*; B.S., Mankato State University, 1985; M.S., Texas Woman’s University, 1987; Ph.D., Ohio University, 1992.

**Mary R. Anderson, B.A., M.A., M.S., Ph.D. (2008)**, *Assistant Professor of Government and World Affairs*; B.A., University of Central Florida, 1994; M.A., *ibid.*, 1996; M.S., Florida State University, 2003; Ph.D., *ibid.*, 2005.

**Angela Angeleska, B.S., M.A., Ph.D. (2009)**, *Assistant Professor of Mathematics*; B.S., University of St. Cyril and Methodius, Macedonia, 2002; M.A., University of South Florida, 2005; Ph.D., *ibid.*, 2009.

**Marcus Arvan, B.A., Ph.D., Ph.D. (2009)**, *Assistant Professor of Philosophy*; B.A., Tufts University, 1998; Ph.D., Syracuse University, 2001; Ph.D., The University of Arizona, 2008.

**James M. Aubry, B.A., M.A. (2007)**, *Assistant Professor of Languages*; B.A., Université du Havre, 1998; M.A., University of South Florida, 2001.

**Gregg P. Bachman, B.A., M.A., Ph.D. (1991)**, *Professor of Communication*; B.A., Vassar College, 1978; M.A., *ibid.*, 1981; Ph.D., The Union Institute, 1995.

- C. Eric Ballard**, B.S., Ph.D. (2004), *Associate Professor of Chemistry*; B.S., University of Kentucky, 1995; Ph.D., North Carolina State University, 2003.
- Kevin S. Beach**, B.S., Ph.D. (1997), *Professor of Biology*; B.S., University of New Hampshire, 1990; Ph.D., University of Hawaii at Manoa, 1996.
- Marca Marie Bear**, B.S., M.A., Ph.D. (2000), *Associate Professor of Management*; B.S., The Ohio State University, 1989; M.A., *ibid.*, 1990; Ph.D., *ibid.*, 1992.
- Colleen Beaudoin**, B.S., M.Ed. (2010), *Instructor of Mathematics*; B.S., University of South Florida, 1988; M.Ed., University of Tampa, 2010.
- David J. Bechtold**, B.S., MBA, Ph.D. (2008), *Assistant Professor of Management*; B.S., Arizona State University at Tempe, 1979; MBA, University of Hawaii at Manoa, 1997; Ph.D., *ibid.*, 2007.
- James A. Beckman**, B.A., JD, LL.M (2000), *Associate Professor of Law and Justice*; B.A., The University of Tampa, 1990; JD, The Ohio State University College of Law, 1993; LL.M, Georgetown University Law Center, 1998.
- Amy V. Beekman**, B.A., MBA, JD, Ph.D. (2003), *Associate Professor of Management*; B.A., University of Florida, 1980; MBA, Florida Atlantic University, 1984; JD, University of Florida, 1987; Ph.D., University of South Carolina, 1997.
- Robert L. Beekman**, B.S., Ph.D. (2003), *Assistant Professor of Economics*; B.S., University of Florida, 1987; Ph.D., University of South Carolina, 1998.
- Rebecca R. Bellone**, B.S., Ph.D. (2002), *Associate Professor of Biology*; B.S., University of Florida, 1996; Ph.D., University of Kentucky, 2001.
- Marguerite Bennett**, B.A., B.S., MFA (2001), *Associate Professor of Theatre and Speech*; B.A., Iowa State University, 1978; B.S., *ibid.*, 1979; MFA, University of Minnesota, 1986.
- Lisa C. Birnbaum**, B.A., M.S., Ph.D. (1988), *Associate Professor of English*; B.A., Goddard College, 1975; M.S., Florida State University, 1985; Ph.D., *ibid.*, 1988.
- Robert M. Birrenkott**, B.S., M.S., Ph.D. (1974), *Associate Professor of Exercise Science and Sport Studies*; B.S., Black Hills State College, 1969; M.S., Eastern New Mexico University, 1971; Ph.D., The University of Mississippi, 1976.
- Bradford A. Blackburn**, B.M., M.M., DMA (2008), *Assistant Professor of Music*; B.M., State University of New York at Fredonia, 1996; M.M., University of Miami, 1998; DMA, University of Illinois at Urbana-Champaign, 2006.
- Stephen B. Blessing**, B.S., M.S., Ph.D. (2004), *Associate Professor of Psychology*; B.S., University of Illinois at Urbana-Champaign, 1992; M.S., Carnegie Mellon University, 1994; Ph.D., *ibid.*, 1996.
- Lisa N. Bostick**, B.S., MPA, DBA (2001), *Associate Professor of Accounting*; B.S., Southeastern Louisiana University, 1980; MPA, Louisiana Tech University, 1998; DBA, *ibid.*, 2001.
- George F. 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.
- Carol A. Botwinski**, B.S., MSN, ARNP, RNC, Ed.D. (2006), *Assistant Professor of Nursing*; B.S., University of Saint Francis, 1997; MSN, State University of New York at Stony Brook, 1999; Ed.D., Nova Southeastern University, 2005.
- Kathryn A. Branch**, B.A., M.A., Ph.D., (2006), *Assistant Professor of Criminology*; B.A., University of South Florida, 1998; M.A., *ibid.*, 1999; Ph.D., *ibid.*, 2005.
- Susan F. Brinkley**, B.A., M.A., Ph.D. (1990), *Associate Professor of Criminology*; B.A., Memphis State University, 1977; M.A., *ibid.*, 1979; Ph.D., Sam Houston State University, 1983.
- Amy L. Brownlee**, B.S., MBA, Ph.D. (2009), *Assistant Professor of Management*; B.S., University of Florida, 1990; MBA, *ibid.*, 1995; Ph.D., *ibid.*, 1999.
- Peter J. Brust**, B.A., M.A., Ph.D. (1981), *Associate Professor of Economics*; B.A., St. Ambrose College, 1967; M.A., Marquette University, 1969; Ph.D., Indiana University, 1980.
- Lonnie Bryant**, B.S., MBA, Ph.D. (2010), *Assistant Professor of Finance*; B.S., Florida Agricultural and Mechanical University/Florida State University College of Engineering, 1998; MBA, University of North Carolina at Chapel Hill and The Escuela Superior de Administracion y Direccion de Empresas (ES-ADE), 2002; Ph.D., The University of South Florida, 2008.
- Stephen M. Burroughs**, B.S., M.A., Ph.D. (1981), *Professor of Physics*; B.S., University of Massachusetts, 1971; M.A., *ibid.*, 1980; Ph.D., University of South Florida, 2001.
- Whitney Douglas Buser**, B.B.A., M.S., Ph.D. (2010), *Visiting Instructor of Economics*; B.B.A., Mercer University, 2006; M.S., Florida State University, 2007; Ph.D., *ibid.*, 2010.
- Maureen Butler**, B.S., Ph.D. (2010), *Assistant Professor of Accounting*; B.S., Syracuse University, 1986; Ph.D., University of Arkansas at Fayetteville, 2006.
- Todd S. Campbell**, B.S., M.S., Ph.D. (2003), *Associate Professor of Biology*; B.S., Eastern Illinois University, 1984; M.S., *ibid.*, 1986; Ph.D., The University of Tennessee, 2000.
- John Capouya**, B.A., M.A. (2008), *Assistant Professor of Journalism*; B.A., Grinnell College, 1978; M.S., Columbia University, 1980.
- Christopher R. Capsambelis**, B.S., M.A., Ph.D. (1996), *Associate Professor of Criminology*; B.S., Edinboro University of Pennsylvania, 1973; M.A., Indiana University of Pennsylvania, 1977; Ph.D., University of South Florida, 1998.
- Michael Carastro Jr.**, A.A., B.S., Ph.D. (2006), *Assistant Professor of Chemistry*; A.A., Hillsborough Community College, 1989; B.S., The University of Tampa, 1994; Ph.D., University of Miami School of Medicine, 2002.
- Catherine M. Chastain-Elliott**, B.A., Ph.D. (2005), *Professor of Art*; B.A., Rhodes College, 1990; Ph.D., Emory University, 1998.
- Evan S. Chipouras**, B.S., M.S., Ph.D. (1999), *Associate Professor of Biology*; B.S., The University of Georgia, 1977; M.S., *ibid.*, 1985; Ph.D., University of Florida, 1994.
- Edward F. Cloutier**, B.S., M.S., CAS, Ed.D. (1984), *Associate Professor of Education*; B.S., Northern Illinois University, 1970; M.S., *ibid.*, 1972; CAS, *ibid.*, 1974; Ed.D., University of Illinois, 1980.
- Ann Marie Coats**, A.A., B.S., M.A. (2006), *Instructor of Theatre and Speech*; A.A., Hillsborough Community College, 1997; B.S., University of South Florida, 1999; M.A., *ibid.*, 2004.
- Thomas F. Cohen**, B.A., M.A., Ph.D. (2009), *Visiting Assistant Professor of English*; B.A., New York University, 1992; M.A., University of Florida, 1994; Ph.D., *ibid.*, 2001.



- Liv Coleman**, B.A., M.A., Ph.D. (2009), *Assistant Professor of Government and World Affairs*; B.A., Smith College, 2001; M.A., University of Wisconsin–Madison, 2002; Ph.D., *ibid.*, 2008.
- Suzanne E. Collins**, BSN, MPH, JD, Ph.D. (2005), *Associate Professor of Nursing*; BSN, The University at Tampa, 1987; MPH, University of South Florida, 1989; JD, Stetson University College of Law, 1992; Ph.D., University of South Florida, 2001.
- Audrey A. Colombe**, B.S., MFA, Ph.D. (2003), *Associate Professor of English*; B.S., Oregon State University, 1986; MFA, Sarah Lawrence College, 1989; Ph.D., University of Houston, 1999.
- Marcy L. Courier**, A.A., B.A., M.S., Ph.D. (1984), *Professor of Information and Technology Management*; A.A., University of Florida, 1967; B.A., University of Maryland, 1970; M.S., University of Southern California, 1971; Ph.D., University of South Florida, 1982.
- Ryan T. Cragun**, B.A., M.A., Ph.D. (2007), *Assistant Professor of Sociology*; B.A., University of Utah, 2000; M.A., University of Cincinnati, 2004; Ph.D., *ibid.*, 2007.
- Kimberly M. Cummings**, B.A., Ph.D. (1997), *Associate Professor of Psychology*; B.A., State University of New York at Geneseo, 1991; Ph.D., University of Albany, State University of New York, 1996.
- Kim Curry**, BSN, MBA, MSN, Ph.D. (2004), *Associate Professor of Nursing*; BSN, University of Florida, 1976; MBA, Southern Illinois University, 1983; MSN, University of South Florida, 1998; Ph.D., *ibid.*, 1991.
- Juliet Davis**, B.A., MAT, MFA (2003), *Associate Professor of Communication*; B.A., Indiana University, 1985; MAT, Brown University, 1986; MFA, Vermont College of Fine Arts, 2004.
- Erica Dawson**, B.A., MFA, Ph.D. (2010), *Assistant Professor of English*; B.A., The John Hopkins University, 2001; MFA, The Ohio State University, 2006; Ph.D., University of Cincinnati, 2010.
- Candice Lynette Deal**, B.S., MBA, (2010), *Visiting Instructor of Accounting*; B.S., Morgan State University, 2004; MBA, Morgan State University, 2006.
- Ethan A. Denault**, B.S., M.S., Ph.D. (2006), *Assistant Professor of Physics*; B.S., Worcester Polytechnic Institute, 1999; M.S., Clemson University, 2001; Ph.D., *ibid.*, 2004.
- Jeffrey R. Donaldson**, B.S., M.A., Ph.D. (2000), *Associate Professor of Finance*; B.S., The Ohio State University, 1989; M.A., University of South Florida, 1993; Ph.D., *ibid.*, 1998.
- William C. Doyle**, B.A., M.A., M.Phil., Ph.D. (2008), *Assistant Professor of English*; B.A., University of Maryland, 1991; M.A., The Claremont Graduate School, 1992; M.Phil., University of Dublin, Ireland, 1996; Ph.D., The University of Tennessee, 2008.
- Santiago Echeverry**, B.A., MPS (2005), *Associate Professor of Art*; B.A., Universidad Nacional de Colombia, 1992; MPS, Tisch School of the Arts at New York University, 1998.
- Antony K. Erben**, B.A., Dip.Ed., M.A., Ph.D. (2007), *Associate Professor of Education*; B.A., The University of Sydney, Australia, 1984; Dip.Ed., *ibid.*, 1989; M.A., *ibid.*, 1991; Ph.D., The University of Lancaster, England, 2001.
- Beth E. Eschenfelder**, B.A., M.S., M.P.A., Ph.D. (2007), *Assistant Professor of Communication*; B.A., Syracuse University, 1988; M.S., *ibid.*, 1989; M.P.A., University of South Florida, 2007; Ph.D., *ibid.*, 2007.
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- Kenyon M. Evans-Nguyen**, B.A., Ph.D. (2009), *Assistant Professor of Chemistry*; B.A., Maryville College, 1998; Ph.D., The University of North Carolina at Chapel Hill, 2005.
- Martin A. Favata**, B.A., M.A., Ph.D. (1985), *Professor of Languages and Linguistics*; B.A., University of South Florida, 1963; M.A., The University of North Carolina, 1966; Ph.D., Florida State University, 1973.
- James M. Fesmire**, A.A., B.A., Ph.D. (1973), *Dana Professor of Economics*; A.A., Daytona Beach Junior College, 1967; B.A., University of South Florida, 1968; Ph.D., University of Florida, 1973.
- Donald C. Flagg**, B.A., MBA, Ph.D. (2007), *Assistant Professor of Finance*; B.A., University of Central Florida, 1998; MBA, *ibid.*, 1999; Ph.D., University of South Florida, 2007.
- Kari E. Fowler**, B.S., M.S., Ph.D. (2004), *Associate Professor of Mathematics*; B.S., Aurora University, 1996; M.S., Northern Illinois University, 1999; Ph.D., *ibid.*, 2004.
- Kevin S. Fridy**, B.A., M.A., Ph.D. (2007), *Assistant Professor of Government and World Affairs*; B.A., The George Washington University, 1999; M.A., American University, 2001; Ph.D., University of Florida, 2007.
- Bruce K. Friesen**, B.A., M.A., Ph.D. (2005), *Associate Professor of Sociology*; B.A., University of Waterloo, Canada, 1983; M.A., University of Calgary, Canada, 1986; Ph.D., *ibid.*, 1993.
- Kendra Frorup**, BFA, MFA (2007), *Assistant Professor of Art*; BFA, The University of Tampa, 1992; MFA, Syracuse University, 1996.
- Bella L. Galperin**, B.A., M.S., Ph.D. (2004), *Associate Professor of Management*; B.A., McGill University, Quebec, 1990; M.S., Concordia University, Quebec, 1995; Ph.D., *ibid.*, 2002.
- Michael L. Garcia**, B.S., MBA, B.S. (2008), *Instructor of Accounting*; B.S., University of Bridgeport, 1983; MBA, The University of Tampa, 1984; B.S., *ibid.*, 1999.
- Brian L. Garman**, B.A., M.A., Sp.A., Ph.D. (1980), *Associate Professor of Mathematics*; B.A., Cornell University, 1967; M.A., Western Michigan University, 1973; Sp.A., *ibid.*, 1974; Ph.D., *ibid.*, 1976.
- Thomas G. Garrett**, B.A., MFA (2007), *Assistant Professor of Communication*; B.A., University of New Haven, 1983; MFA, New York University, 1992.
- Steven F. Geisz**, B.A., Ph.D. (2006), *Associate Professor of Philosophy*; B.A., University of Maryland, 1994; Ph.D., Duke University, 2000.
- F. Frank Ghannadian**, B.S.B.A., MBA, Ph.D. (2007), *Professor of Finance*; B.S.B.A., The University of Tennessee, 1980; MBA, Queens College, Queens University of Charlotte, 1981; Ph.D., Georgia State University, 1987.
- Francis X. Gillen**, B.S., M.A., Ph.D. (1971), *Dana Professor of English*; B.S., Canisius College, 1960; M.A., Fordham University, 1964; Ph.D., *ibid.*, 1969.

- Robert M. Gonzalez**, BFA, MFA, Ph.D. (2007), *Assistant Professor of Theatre and Speech*; BFA, Boston University, 1977; MFA, University of Wisconsin–Madison, 1980; Ph.D., University of South Florida, 2008.
- James A. Gore**, B.A., M.A., Ph.D. (2009), *Professor of Biology*; B.A., University of Colorado, 1971; M.A., The University of Montana, 1976; Ph.D., *ibid.*, 1981.
- Anne V. Gormly**, B.A., M.A., Ph.D. (2008), *Professor of Psychology*; B.A., Rhode Island College, 1966; M.A., University of Illinois at Urbana-Champaign, 1968; Ph.D., *ibid.*, 1970.
- Pranjali Gupta**, B.S., MBA, Ph.D. (2006), *Assistant Professor of Marketing*; B.S., National University of Singapore, 1991; MBA, Nanyang Business School, Nanyang Technological University, Singapore, 1996; Ph.D., Texas A&M University, 2002.
- Christopher T. Gurrie**, B.A., M.S. (2005), *Assistant Professor of Speech*; B.A., Purdue University, 2001; M.S., Florida State University, 2002.
- Joshua Hall**, B.S., Ph.D. (2010), *Assistant Professor of Economics*; B.S., Elizabethtown College; Ph.D., Drexel University, 2010.
- Susan Hallman**, B.S., M.S., Ph.D. (2007), *Assistant Professor of Physics*; B.S., University of Central Florida, 1995; M.S., *ibid.*, 1998; Ph.D., *ibid.*, 2003.
- Deletha P. Hardin**, B.A., M.A., Ph.D. (2001), *Associate Professor of Psychology*; B.A., The University of Alabama in Huntsville, 1994; M.A., The University of North Carolina at Chapel Hill, 1996; Ph.D., *ibid.*, 2000.
- Lewis Harris**, BFA, MFA (1968), *Professor of Art*; BFA, University of Illinois, 1966; MFA, University of Florida, 1968.
- Martha M. Harrison**, B.S., M.Ed., Ed.D. (2003), *Associate Professor of Education*; B.S., The University of Tennessee, 1971; M.Ed., Memphis State University, 1990; Ed.D., *ibid.*, 1992.
- Judy Ann Hayden**, B.A., M.A., Ph.D. (2001), *Associate Professor of English and Writing*; B.A., Western Washington University, 1991; M.A., University of Wales, 1994; Ph.D., University of East Anglia, England, 1999.
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- Susan M. Taylor**, B.A., M.A., Ph.D. (1990), *Associate Professor of Languages and Linguistics*; B.A., University of South Florida, 1970; M.A., *ibid.*, 1977; Ph.D., University of Michigan, 1986.
- Stephanie J. Thomason**, B.S., MBA, Ph.D. (2007), *Assistant Professor of Management*; B.S., Florida State University, 1989; MBA, Florida Atlantic University, 1999; Ph.D., *ibid.*, 2007.
- Barbara Tilley**, B.A., M.A., Ph.D. (2009) *Visiting Assistant Professor of English*; B.A., Antioch College, 1992; M.A., San Francisco State University, 1998; Ph.D., University of Florida, 2002.
- Kacy D. Tillman**, B.A., M.A., Ph.D. (2009), *Assistant Professor of English*; B.A., Baylor University, 2001; M.A., *ibid.*, 2004; Ph.D., The University of Mississippi, 2008.
- Albert H. Tillson Jr.**, B.A., M.A., Ph.D. (1986), *Professor of History*; B.A., George Mason College of the University of Virginia, 1971; M.A., The Johns Hopkins University, 1974; Ph.D., The University of Texas at Austin, 1986.
- George H. “Jody” Tompson**, B.S., Ph.D. (2000), *Associate Professor of Management*; B.S., Trinity University, 1987; Ph.D., University of South Carolina, 1995.
- Emilio Toro**, B.A., M.A., Ph.D. (1984), *Associate Professor of Mathematics*; B.A., Universidad de Los Andes, Colombia, 1969; M.A., University of South Florida, 1974; Ph.D. *ibid.*, 1976.
- Jeffrey L. Traster**, BME, M.M., DMA (1996), *Professor of Music*; BME, Baylor University, 1979; M.M., University of Colorado, 1981; DMA, The University of Texas at Austin, 1989.
- Stephanie L. Tripp**, B.A., M.A., Ph.D. (2009), *Assistant Professor of Communication*; B.A., The University of Tampa, 1983; M.A., University of Florida, 1996; Ph.D., *ibid.*, 2006.
- Michael H. Truscott**, B.A., MBA, Ph.D. (1971), *Dana Professor of Economics*; B.A., Southwestern at Memphis, 1962; MBA, Memphis State University, 1966; Ph.D., Louisiana State University, 1971.
- Annie Tuttle**, B.A., M.A., Ph.D. (2010), *Instructor of Sociology*; B.A., University of Texas–Arlington, 2003; M.A., Florida State University, 2005; Ph.D., Florida State University, 2010.
- Chris Valle**, BFA, MFA (2008), *Assistant Professor of Art*; BFA, Valdosta State University, 1999; MFA, University of Florida, 2002.
- Kathryn VanSpanckeren**, B.A., M.A., M.A., Ph.D. (1982), *Professor of English*; B.A., University of California, Berkeley, 1967; M.A., Brandeis University, 1968; M.A., Harvard University, 1969; Ph.D., *ibid.*, 1976.
- Ronald L. Vaughn**, B.S., MBA, Ph.D. (1984), *Professor of Marketing, Max Hollingsworth Chair of American Enterprise*; B.S., Indiana State University, 1968; MBA, *ibid.*, 1970; Ph.D., The University of Georgia, 1975.
- Natasha F. Veltri**, B.A., B.S., MBA, Ph.D. (2008), *Assistant Professor of Information and Technology Management*; B.A., Udmurt State University, Russia, 1998; B.S., *ibid.*, 1998; MBA, University of Central Florida, 2000; Ph.D., *ibid.*, 2005.
- Daniel A. Verreault**, B.A., M.S., Ph.D. (2004), *Associate Professor of Accounting*; B.A., University of Massachusetts Amherst, 1968; M.S., Northeastern University, 1972; Ph.D., Texas A&M University, 1984.
- Raymond Vince**, B.D., M.A., M.Th., M.Sc., Ph.D. (2010), *Visiting Assistant Professor of English*; B.D., University of London, 1969; M.A., University of Briton, England, 1972; M.Th., Kings College, University of London, 1980; M.Sc., London School of Economics & Political Science, London, 1983; Ph.D., University of South Florida, 2005.
- Eric Vlahov**, B.A., M.A., Ph.D. (1977), *Professor of Exercise Science and Sport Studies*; B.A., Duke University, 1970; M.A., University of Maryland, 1974; Ph.D., *ibid.*, 1977.
- Rebecca J. Waggett**, B.S., Ph.D. (2009), *Assistant Professor of Biology*; B.S., Providence College, 1999; Ph.D., The University of Texas at Austin, 2005.
- L. Melissa Walters**, B.S., MBA, Ph.D. (2006), *Associate Professor of Accounting*; B.S., University of Central Florida, 1985; MBA, *ibid.*, 1987; Ph.D., *ibid.*, 1993.
- Jin Wang**, B.A., M.A., Ph.D. (2007), *Professor of Economics*; B.A., Zhongshan University, China, 1982; M.A., Ohio University, 1984; Ph.D., Kansas State University, 1989.

- Maria R. Warda**, BSN, M.S., Ph.D. (2006), *Professor of Nursing*; BSN, Catholic University of Puerto Rico, 1969; M.S., Texas Woman's University, 1976; Ph.D., University of California, San Francisco, 1997.
- Judith H. Washburn**, B.S.B.A., MBA, Ph.D. (2003), *Associate Professor of Marketing*; B.S.B.A., Drake University, 1976; MBA, Southern Illinois University Edwardsville, 1989; Ph.D., Saint Louis University, 1999.
- Mary Anne Watson**, B.A., MBA, Ph.D. (1986), *Professor of Management*; B.A., Wake Forest University, 1970; MBA, University of South Carolina, 1976; Ph.D., *ibid.*, 1988.
- Harold W. Webb**, B.S., MBA, Ph.D. (2003), *Associate Professor of Information and Technology Management*; B.S., The University of Alabama, 1977; MBA, Texas Tech University, 1992; Ph.D., *ibid.*, 1999.
- Linda A. Webb**, BBA, MBA, M.S. (2009), *Instructor of Information and Technology Management*; BBA, Columbus State University, 1983; MBA, *ibid.*, 1984; M.S., Texas Tech University, 1998.
- Michael R. Weeks**, BEE, MBA, M.S., Ph.D. (2007), *Assistant Professor of Management*; BEE, Auburn University, 1986; MBA, *ibid.*, 1994; M.S., University of Oxford, England, 2002; Ph.D., *ibid.*, 2004.
- Eric J. Werner**, B.S., Ph.D. (2010), *Assistant Professor of Chemistry*; B.S., University of Florida, 2002; Ph.D., University of California, Berkeley, 2007.
- Yun-Oh Whang**, B.S., M.S., MBA, Ph.D. (2010), *Assistant Professor of Marketing*; B.S., Seoul National University, 1985; M.S., *ibid.*, 1987; MBA, Washington University, 1995; Ph.D., University of Southern California, 2002.
- Jennifer K. Whelihan**, B.A., M.A. (2010), *Visiting Instructor of Communication*; B.A., Florida State University, 2001; M.A., *ibid.*, 2002.
- Rebecca J. White**, B.S., MBA, Ph.D. (2009), *James W. Walter Distinguished Chair of Entrepreneurship and Professor of Management*; B.S., Concord University, 1978; MBA, Virginia Polytechnic Institute and State University, 1980; Ph.D., *ibid.*, 1994.
- Ann H. Williams**, B.S., Ph.D. (2006), *Assistant Professor of Biology*; B.S., Pennsylvania State University, 1994; Ph.D., University of Maryland, 2002.
- Jacob Wilson**, B.S., M.S. (2010), *Assistant Professor of Exercise Science*; B.S., California State University, 2004; M.S., *ibid.*, 2006.
- Elizabeth Winston**, B.A., M.A., Ph.D. (1987), *Professor of English*; B.A., Vanderbilt University, 1968; M.A., University of Wisconsin–Madison, 1969; Ph.D., *ibid.*, 1977.
- Norma A. Winston**, B.A., M.A., Ph.D. (1977), *Professor of Sociology*; B.A., University of Otago, New Zealand, 1965; M.A., Washington State University, 1971; Ph.D., *ibid.*, 1979.
- James C. Woodson**, B.A., M.A., Ph.D. (2004), *Associate Professor of Psychology*; B.A., University at Albany, State University of New York, 1993; M.A., University of California, Los Angeles, 1996; Ph.D., *ibid.*, 2000.
- Jennifer L. Wortham**, B.S., Ph.D. (2004), *Associate Professor of Exercise Science and Sport Studies*; B.S., The University of Tampa, 1995; Ph.D., University of Louisiana at Lafayette, 2001.
- Chuanyin Xie**, B.E., M.E., Ph.D. (2008), *Assistant Professor of Management*; B.E., Northeastern University, China, 1988; M.E., University of Science and Technology of China, 1993; Ph.D., The University of North Carolina at Chapel Hill, 2007.
- Kiyoko Yokota**, B.S., Ph.D. (2008), *Assistant Professor of Biology*; B.S., Saint Cloud State University, 1995; Ph.D., University of Minnesota, 2007.
- Grigorios Zamparas**, B.M., M.M., DMA (2006), *Assistant Professor of Music*; B.M., University of Indianapolis, 1999; M.M., Indiana University, 2002; DMA, University of Miami, 2007.

### Composer-in-Residence

**David Clark Isele**, B.M., M.M., MSM, DMA (1980), *Professor of Music and Composer-in-Residence*; B.M., Oberlin College, 1968; M.M., Southern Methodist University, 1970; MSM, *ibid.*, 1970; DMA, Eastman School of Music, University of Rochester, 1973.

### Professors Emeriti

**Patricia Wall Benz**, B.S., M.A. (1968-81), *Associate Professor of Education, Emerita*; B.S., The University of Tampa, 1960; M.A., University of Florida, 1966.

**Ruth C. Bragg**, B.S., M.Ed. (1962-94), *Associate Professor of Physical Education, Emerita*; B.S., The University of Tampa, 1958; M.Ed., West Chester State College, 1963.

**Samuel E. Brick**, A.B., M.S., Ph.D. (1968-81), *Professor of Education, Emeritus*; A.B., Kansas Wesleyan, 1939; M.S., The University of Kansas, 1947; Ph.D., *ibid.*, 1952.

**George H. Cave Jr.**, B.A., STB, STM (1969-92), *Associate Professor of Philosophy and Religion, Emeritus*; B.A., The University of the South, 1956; STB, Berkeley Divinity School at Yale, 1959; STM, The University of the South, 1964.

**Gordon W. Couturier**, BSEE, MSEE, Ph.D. (1988-2008), *Professor of Information and Technology Management, Emeritus*; BSEE, Michigan State University, 1964; MSEE, *ibid.*, 1965; Ph.D., Northwestern University, 1971.

**Joe F. Decker**, B.A., M.A., Ph.D. (1971-92), *Professor of History, Emeritus*; B.A., Samford University, 1958; M.A., University of Louisville, 1964; Ph.D., The University of Georgia, 1969.

**Gilbert De Meza**, B.A., MFA (1970-2007), *Professor of Art, Emeritus*; B.A., The University of Tampa, 1965; MFA, The University of Georgia, 1967.

**Eustasio Fernandez**, B.S., MAE, M.A., Doctor en Letras. (1951-87), *Professor of Modern Languages, Emeritus*; B.S., University of Florida, 1941; MAE, University of Maryland, 1947; M.A., Middlebury College, 1950; Doctor en Letras, National University of Mexico, 1960.

**John A. Giancola**, B.A., M.A. (1984-2005), *Associate Professor of Communication*; B.A., Oklahoma State University, 1966; M.A., University of South Florida, 1991.

**Curtis A. Gilgash**, A.B., M.A., Ph.D. (1962-81), *Dana Professor of Psychology, Emeritus*; A.B., Washington College, 1949; M.A., American University, 1953; Ph.D., *ibid.*, 1956.

**Richard H. Gude**, B.S., M.S., Ph.D. (1968-2001), *Professor of Biology, Emeritus*; B.S., Wisconsin State College, 1960; M.S., Michigan State University, 1962; Ph.D., *ibid.*, 1965.

- Thomas J. Hegarty**, A.B., A.M., Ph.D. (1989-2007), *Professor of History, Emeritus*; A.B., Harvard College, 1957; A.M., Harvard University, 1958; Ph.D., *ibid.*, 1965.
- Charles L. Hyde**, B.S., M.A. (1960-85), *Professor of Economics and Business, Emeritus*; B.S., Southwest Missouri State College, 1952; M.A., University of Missouri, 1955.
- George F. Jackson**, B.A., Ph.D. (1973-2006), *Professor of Chemistry, Emeritus*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.
- Theodore W. Jennings**, A.B., B.D., M.S., Ph.D. (1965-87), *Professor of Psychology, Emeritus*; A.B., University of Florida, 1946; B.D., Emory University, 1948; M.S., University of Miami, 1962; Ph.D., *ibid.*, 1963.
- Julius D. Locke**, A.B., M.A., Ph.D. (1958-86), *Professor of English, Emeritus*; A.B., The University of Tampa, 1949; M.A., University of Florida, 1955; Ph.D., *ibid.*, 1958.
- Clayton S. Long**, B.S., M.S., Ph.D. (1982-2006), *Professor of Information and Technology Management, Emeritus*; B.S., East Carolina University, 1968; M.S., *ibid.*, 1971; Ph.D., University of South Carolina, 1975.
- Michael J. Mendelsohn**, B.A., M.A., Ph.D. (1972-93), *Professor of English, Emeritus*; B.A., University of Pittsburgh, 1951; M.A., Trinity University, 1954; Ph.D., University of Colorado, 1962.
- Terry L. Mohn**, B.M., M.M., DMA (1976-2008), *Professor of Music, Emeritus*; B.M., Bradley University, 1968; M.M., University of Illinois, 1974; DMA, *ibid.*, 1976.
- R. Jack Munyan**, B.S., MBA, Ed.D. (1979-96), *Professor of Computer Science, Emeritus*; B.S., University of Pennsylvania, 1951; MBA, Drexel University, 1956; Ph.D., Temple University, 1977.
- Harold Nosti**, B.A. (1963-92), *Associate Professor of Art, Emeritus*; B.A., University of Washington, 1955.
- Karin E. Otto**, B.A., M.S., Ph.D. (1991-2007), *Assistant Professor of Biology, Emerita*; B.A., The University of Kansas, 1961; M.S., Abilene Christian University, 1982; Ph.D., Texas Tech University, 1992.
- J. Richard Piper**, B.A., M.A., Ph.D. (1976-2008), *Dana Professor of Government and World Affairs, Emeritus*; B.A., Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., *ibid.*, 1972.
- Fred Punzo**, B.S., Ph.D. (1981-2008), *Dana Professor of Biology, Emeritus*; B.S., St. Francis College, 1968; Ph.D., Loyola University, 1975.
- Everett D. Richards**, B.S., M.S., MBA (1975-92), *Associate Professor of Management, Emeritus*; B.S., United States Military Academy, 1952; M.S., University of Virginia, 1959; MBA, The University of Tampa, 1974.
- G. Lawrence Roberts Jr.**, B.S., M.Ed. (1948-81), *Professor of Economics, Emeritus*; B.S., Boston University, 1942; M.Ed., *ibid.*, 1948.
- Alice Rodriguez**, B.S., MPH, Ed.D. (1960-94), *Professor of Physical Education, Emerita*; B.S., The University of Tampa, 1952; MPH, University of Florida, 1956; Ed.D., The University of Alabama, 1972.
- Helene Silverman**, B.A., M.A., Ph.D. (1981-2007), *Professor of Education, Emerita*; 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., MST, Ph.D. (1972-93), *Professor of Biology, Emeritus*; B.S., Michigan State University, 1959; MST, The University of Montana, 1964; Ph.D., Michigan State University, 1972.
- Joe Testa-Secca**, B.S., MFA (1965-94), *Dana Professor of Art, Emeritus*; B.S., The University of Tampa, 1950; MFA, The University of Georgia, 1956.
- Malcolm Westly**, B.A., M.A. (1962-94), *Professor of Music, Emeritus*; B.A., The State University of Iowa, 1953; M.A., *ibid.*, 1954.

### *Distinguished University Professor*

**Michael J. Mendelsohn**, B.A., M.A., Ph.D. (1972-present), *Professor of English, Emeritus*; B.A., University of Pittsburgh, 1951; M.A., Trinity University, 1954; Ph.D., University of Colorado, 1962.

### *Librarians*

**Arthur E. Bagley**, B.A., MLS (1987), *Associate Librarian*; B.A., Florida State University, 1974; MLS, *ibid.*, 1986.

**Elizabeth L. Barron**, B.A., MSLS (1994), *Associate Librarian*; B.A., University of Florida, 1979; MSLS, The University of North Carolina at Chapel Hill, 1988.

**Melisandre Hilliker**, B.A., MLIS (2007), *Assistant Librarian*; B.A., Eckerd College, 1996; MLIS, University of South Florida, 1998.

**Marlyn R. Pethe**, B.A., M.A. (1972), *Librarian*; B.A., Stetson University, 1969; M.A., University of South Florida, 1972.

**Laura Rounds**, B.A., M.A. (2005), *Assistant Librarian*; B.A., University of Florida, 1988; M.A., University of South Florida, 1991.

**Shannon Spencer**, B.A., MSA, MLIS (2007), *Assistant Librarian*, B.A., University of Wisconsin, 1990; MSA, Florida State University, 1994; MLIS, University of South Florida, 2006.

**Jeanne S. Vince**, B.A., MLS (1992), *Associate Librarian*; B.A., University of Minnesota, 1970; MLS, University of North London, England, 1979.

**Michael E. Wells**, B.A., MLS (1986), *Associate Librarian*; B.A., University of South Florida, 1984; MLS, *ibid.*, 1985.

### *Librarian Emerita*

**Gloria C. Runton**, B.A., M.A. (1954-93), *Librarian Emerita*; B.A., The University of Tampa, 1944; M.A., Florida State University, 1959.

### *Military Science*

**Craig N. Collett**, B.S. (2007), *Assistant Professor of Military Science*; B.S., Indiana State University, 1981.

**Karen V. Parker**, B.S., M.A. (2006), *Assistant Professor of Military Science*; B.S., Eastern Michigan University, 1981; M.A., *ibid.*, 1983.

**Robert E. Proctor**, B.S., M.A. (2008), *Professor of Military Science*; B.S., United States Military Academy, 1991; M.A., Webster University, 2004.



## 2010-11 Honors Undergraduate Research Fellows

J. P. Buche  
 Baochi Doan  
 Amanda Handley  
 Gesime Ismaili  
 Lauren Jekowsky  
 Janelle Nelson  
 Jenine Rossington  
 Brianna Welsh  
 Tessa Wimberley

## Officers of Administration

*This listing is current as of June 1, 2010.*

### President's Office

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 Ronald L. Vaughn, Ph.D.  
*Executive Assistant*  
 Dolores D. Hull  
*Staff Assistant II*  
 Deborah Massicotte

### Academic Affairs

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 Janet M. McNew, Ph.D.  
*Administrative Assistant*  
 Nancy Wietholter, B.A.  
*Coordinator of Academic Systems*  
 Lezlie L. Rovnanik, B.A.  
*Associate Provost and Dean of Academic Services*  
 Jin Wang, Ph.D.  
*Administrative Assistant*  
 Stefanie Hahn, B.S.  
*Dean of the John H. Sykes College of Business*  
 F. Frank Ghannadian, Ph.D.  
*Associate Dean of the John H. Sykes College of Business*  
 Cheri G. Etling, Ph.D.  
*Administrative Assistant*  
 Joyce Keller, A.A.  
*Dean of the College of Arts and Letters*  
 Haig Mardirosian, DMA  
*Administrative Assistant*  
 Gina M. Lineberger, M.A.  
*Dean of the College of Natural and Health Sciences*  
 James Gore, Ph.D.  
*Administrative Assistant*  
 Jana Davila  
*Dean of the College of Social Sciences, Mathematics and Education*  
 Anne V. Gormly, Ph.D.  
*Administrative Assistant*  
 Andrea Calow

*Associate Dean, Baccalaureate Experience*  
 Kevin Beach, Ph.D.  
*Associate Dean, Graduate and Continuing Studies*  
 Donald Morrill, Ph.D.  
*Associate Dean, International Programs and Services*  
 Marca M. Bear, Ph.D.  
*Director, Academic Center for Excellence*  
 Janice E. Law, M.A.  
*Director, Honors Program*  
 Gary S. Luter, Ph.D.  
*Director, Macdonald Kelce Library*  
 Marlyn Pethe, M.A.  
*Director, Academic Advising Office*  
 Michael Ranahan, MLS  
*Director, ROTC/Military Science and Leadership*  
 Lt. Col. Robert E. Proctor

### Administration and Finance

*Vice President for Administration and Finance*  
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*Administrative Assistant*  
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*Assistant to the Vice President and Budget Coordinator*  
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*Bursar*  
 Jeanne Gregory, B.S.  
*Comptroller*  
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*General Manager, UT Dining Services*  
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*Director of Facilities*  
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*Director of Safety and Security*  
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*Manager of the Campus Store*  
 John Meyer  
*Manager of the Post Office*  
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### Development and University Relations

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*Capital Campaign Director*

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*Director of Alumni and Parent Relations*

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*Director of Annual Fund*

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Schezy Barbas, M.A.

*Major Gifts Officer*

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Julie M. Bostick, B.A.

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Jacqueline LaTorella, B.A.

*Director of Admissions*

Brent Benner, M.A.

*Director of Systems Technology for Enrollment Management*

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*Registrar*

Michelle Pelaez, MBA

*Director of Admissions for Graduate and Continuing Studies*

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*Human Resources Specialist*

Beverly A. Snelling

*Assistant Director of Human Resources*

Lori O. Fitzgerald, B.S.

*Benefits Manager*

Patricia Hunt

*Employment Manager*

Linda A. Bryskiewicz

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Felecia Mosley, B.S.

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*Director of Instructional Services*

Stephen Magriby, MBA

*Director of Network Services*

Tracey Potter, M.S.

*Director of Technical Services*

James Chancellor, MBA

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*Secretary*

Melissa Wright, B.A.

*Associate Director of Athletics*

Gil Swalls, M.A.

*Assistant Athletic Director*

Cheryl L. Pittenger, B.A.

*Assistant Director for Sports Information*

Thomas Kolbe, M.A.

**Operations and Planning***Vice President for Operations and Planning*

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*Administrative Assistant*

Marla Mancini

*Director of Institutional Effectiveness*

Jeanne M. Roberts, Ph.D.

*Director of Student Success*

TBD

**Student Affairs***Dean of Students*

Robert M. Ruday, M.A.

*Administrative Assistant*

Glenda S. Sams, B.A.

*Associate Dean of Students*

Monnie H. Wertz, M.Ed.

*Associate Dean of Students*

Gina M. Firth, M.A.

*Associate Dean of Students; Director of the Office of Student**Leadership and Engagement*

Stephanie Russell Holz, M.S.

*Director of Career Services*

Timothy Harding, M.S.

*Director of Residence Life*

Krystal R. Schofield, M.S.

*Director of the Student Health and  
Counseling Center*  
Sharon Schaefer, M.S., ARNP

## **The University of Tampa National Alumni Association**

The National Alumni Association of The University of Tampa was officially organized in the fall of 1950. The purposes of the association are to encourage and promote the interests, welfare, ideals and progress of The University of Tampa, and to cultivate and enhance good fellowship among the alumni of the University. The Board of Directors of the NAA, in conjunction with the Office of Alumni Relations, is responsible for planning alumni events, establishing alumni chapters throughout the nation, and assisting in student recruitment, career counseling and University fundraising.

Membership in the National Alumni Association is open to all individuals who have attended The University of Tampa. At present, total membership in the association is around 20,000.

### ***2010-11 Officer of the National Alumni Association***

*President*  
Ron McClarin '87

## **The University of Tampa Family Association**

The University of Tampa Family Association was officially recognized in 1989 as an active body to promote communications among parents, faculty, students and administration at The University of Tampa. All parents of current students are members of the Family Association.

The Family Association Board of Directors is the governing body of the Association, and works in conjunction with the Office of Alumni and Parent Relations to achieve the Association's goals.

### ***2010-11 Officers of the Family Association***

*Co-Chairs*  
Gregg and Pamela Rosen

## **Organizations Affiliated with the University**

### ***Henry B. Plant Museum***

*President of the Board of Trustees*  
Renee Vaughn, MRCP

*Executive Director*  
Cynthia Gandee, B.A.

# Appendix

## The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a set of federal regulations that state (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students must be made available. The regulations provide that the institution will maintain the confidentiality of student education records.

The University accords all the rights under FERPA to students who are declared “independent.” No one outside the institution shall have access to, nor will the institution disclose any information from, students’ education records without the written consent of students, except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students with financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

The University also will, upon request, disclose any information to parents of students who are “dependent” as defined by the Internal Revenue Code of 1954, Section 152.

Within the University community, only those members, individually or collectively, with legitimate educational interest are allowed access to student education records. These members include personnel in the Registrar’s Office, Admissions, Student Affairs, the Athletic Department, Financial Aid, Safety and Security, the library, and academic personnel within the limitations of their need to know.

Upon request, the University discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, the University may provide directory information in accordance with the provisions of the Act to include student name, address, telephone number, photograph, e-mail address, date and place of birth, major field of study, dates of attendance, enrollment status, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may elect to have directory information withheld by notifying the registrar in writing within five days after the first day of class for the fall semester.

Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually, during the first week of the fall semester, in the Registrar’s Office. Authorization to withhold directory information filed in the student’s senior year will remain upon graduation unless the student notifies the Registrar’s Office in writing to release the hold.

FERPA provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they find the decisions of the hearing panels unacceptable. The registrar at the

University has been designated to coordinate the inspection and review procedures for student education records, which include admissions, personnel, academic and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial “hold” exists or a transcript of an original or source document that exists elsewhere). These copies would be made at the students’ expense at 10 cents for each sheet. Education records do not include instructional, administrative and educational personnel records, which are in the sole possession of their makers and are not accessible or revealed to any individual, resources of the University police, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student’s choosing.

Students may not inspect or review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the University will permit access only to that part of the record that pertains to the inquiring student. The University is not required to permit students to inspect or review confidential letters or recommendations placed in their files prior to Jan. 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their objections informally with the Registrar’s Office. If the decisions are in agreement with the students’ requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the Registrar’s Office of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the provost, who, within a reasonable period of time after receiving such requests, will inform students of the date, place and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students’ expense. The hearing panels that will adjudicate such challenges will be the provost and representatives of student affairs.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the

decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges are unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the president of the University. Further, students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-5920, concerning the alleged failures of the University to comply with the Act.

Revisions and clarifications will be published as experience with the statute and the University's policy warrant.

## About This Catalog

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

The University certifies that this catalog is true and correct in both content and policy. It is the responsibility of each student to read and understand the provisions of The University of Tampa catalog under which he or she is registered.

## Policy/Compliance

The University of Tampa does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in the recruitment, admission and advancement of students, or in the recruitment, employment and advancement of faculty and staff, or in the design and operation of any of its programs and activities.

The designated coordinator for University compliance with federal laws and regulations concerning nondiscrimination is the Office of the Director of Human Resources, Room 202, Riverside Center; telephone (813) 253-6237.

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

Additional information regarding The University of Tampa may be obtained by contacting the Florida Department of Education, Division of Colleges and Universities, 325 W. Gaines St., Tallahassee, FL 32399, (850) 245-0505.

The University of Tampa is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Questions regarding this accreditation status may be directed to Commission on Colleges, 1866 Southern Lane, Decatur, GA 30025, (404) 679-4500.

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