



The University Of

T A M P A

The University of Tampa Catalog

2017-2018

www.ut.edu/catalog

This document represents the contents of The University of Tampa's online catalog; it is not identical. The official catalog is available at www.ut.edu/catalog.

Areas of Study

	Major	Pre-Professional	Minor	Concentration	Certificate	College	Department
Accounting	B.S.		•		•	COB	ACCT
Advertising			•			CAL	COMM
Advertising and Public Relations	B.A.					CAL	COMM
Advertising and Public Relations–Advertising Creative				•		CAL	COMM
Advertising and Public Relations–General				•		CAL	COMM
Advertising and Public Relations–Public Relations				•		CAL	COMM
Aerospace Studies		•					MILI
Allied Health	B.S.					CNHS	HSHP
Allied Health–Medical Sciences				•		CNHS	HSHP
Allied Health–Occupational Therapy Sciences				•		CNHS	HSHP
Allied Health–Physical Therapy Sciences				•		CNHS	HSHP
Animation			•			CAL	FMX
Applied Dance	B.A.		•			CAL	SPTD
Applied Linguistics			•				

Arabic			•	CAL	LANG	
Art	BFA/B.A.		•	CAL	ART	
Art–Drawing and Painting			•	CAL	ART	
Art–Drawing and Printmaking			•	CAL	ART	
Art History			•	CAL	ART	
Art–Photography and Graphic Design/Digital Arts			•	CAL	ART	
Art–Painting and Printmaking			•	CAL	ART	
Art–Three-Dimensional			•	CAL	ART	
Art Therapy	B.A.		•	•	CAL	ART
Asian Studies			•	CAL/CSSME	HSGL /PHRE	
Athletic Training	BSAT			CNHS	HSHP	
Biochemistry	B.A./B.S.		•	CNHS	CHPH	
Biology	B.A./B.S.		•	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	
Business Analytics			•	COB	ITM	
Business Information Technology	B.S.			COB	ITM	
Chemistry	B.A./B.S.		•	CNHS	CHPH	

Chinese		•	CAL	LANG
Communication	B.A.	•	CAL	COMM
Communication–Communication Studies		•	CAL	COMM
Communication–CriticalMedia Practice		•	CAL	COMM
Communication–Media Studies		•	CAL	COMM
Communication–Writing for Media and Communication		•	CAL	COMM
Criminal Investigation		•	CSSME	CRIM
Criminology and Criminal Justice	B.S.	•	CSSME	CRIM
Cybersecurity	B.S.	•	COB	ITM
Dance/Theatre		•	CAL	SPTD
Digital Arts Major - BFA Degree Program	BFA	•	CAL	FMX
Economics	B.A./B.S.	•	COB	ECON
Education–Elementary (K-6)	B.S.	•	CSSME	EDUC
Education–Secondary Biology	B.S.		CSSME	EDUC
Education–Secondary English	B.S.		CSSME	EDUC
Education–Secondary Mathematics	B.S.		CSSME	EDUC
Education–Secondary Social Science	B.S.		CSSME	EDUC
English	B.A.	•	CAL	ENWR
Entrepreneurship	B.S.	•	COB	MGMT
Environmental Science	B.S.	•	CNHS	BIOL
European Studies		•	CSSME	HSGL
Film and Media Arts	B.A.	•	CAL	FMX

Finance	B.S.	•	COB	FINA
Financial Enterprise Systems	B.S.	•	COB	ITM
Forensic Science	B.S.		CNHS/CSSME	CHPH /CRIM
French		•	• CAL	LANG
German			• CAL	LANG
Graphic Design	BFA	•	CAL	ART
History	B.A.	•	CSSME	HSGL
History – American History and Law			• CSSME	HSGL
History – Global History and Culture			• CSSME	HSGL
Human Performance	B.S.		CNHS	HSHP
Human Performance–Exercise and Recreation Leadership			• CNHS	HSHP
Human Performance–Exercise Physiology			• CNHS	HSHP
Interactive Media		•	CAL	FMX
International Business–Accounting	B.S.		COB	ACCT
International Business–Economics	B.S.		COB	ECON
International Business–Entrepreneurship	B.S.		COB	MGMT
International Business–Finance	B.S.		COB	FINA
International Business–Management	B.S.		COB	MGMT
International Business–Management Information Systems	B.S.		COB	ITM
International Business–Marketing	B.S.		COB	MRKT
International Studies	B.A.	•	• CSSME	PSIS
International Studies – Africa			• CSSME	PSIS
International Studies – Indo-Pacific Regional			• CSSME	PSIS

International Studies – Latin America Regional		•	CSSME	PSIS
International Studies – Political Economy		•	CSSME	PSIS
Italian		•	CAL	LANG
Japanese		•	CAL	LANG
Journalism	B.A.	•	CAL	COMM
Law, Justice and Advocacy		•	CSSME	HSGL
Leadership Studies		•		
Liberal Studies	BLS			
Management	B.S.		COB	MGMT
Management Information Systems	B.S.	•	COB	ITM
Marine Science–Biology	B.S.	•	CNHS	BIOL
Marine Science–Chemistry	B.S.		CNHS	BIOL
Marketing	B.S.	•	COB	MRKT
Mathematical Programming	B.S.	•	CSSME	MATH
Mathematics	B.S.	•	CSSME	MATH
Music	B.A.	•	CAL	MUSI
Music Education (K-12)	B.M.		CAL	MUSI
Music Performance	B.M.		CAL	MUSI
Musical Theatre	BFA		CAL	SPTD
Naval Science		•		MILI
New Media Production	B.A.	•	CAL	FMX

Nursing	BSN			CNHS	NURS
Painting		•		CAL	ART
Philosophy	B.A.	•		CAL	PHRE
Physical Education (K-12)	B.S.			CNHS	HSHP
Physics	B.S.	•		CNHS	CHPH
Political Science	B.A.	•	•	CSSME	PSIS
Political Science – American Government			•	CSSME	PSIS
Political Science – Law and Government			•	CSSME	PSIS
Political Science – World Affairs			•	CSSME	PSIS
Portuguese				• CAL	LANG
Pre-Dentistry		•		CNHS	
Pre-Law		•		CSSME	HSGL
Pre-Medicine		•		CNHS	
Pre-Veterinary Science		•		CNHS	
Professional and Technical Writing		•		CAL	ENWR
Psychology	B.A./B.S.	•		CSSME	PSYC
Public Health	B.S.			CNHS	HSHP
Public Health–Behavioral Health			•	CNHS	HSHP
Public Health–Public Policy and Social Change			•	CNHS	HSHP
Public Health–Wellness			•	CNHS	HSHP
Public Relations		•		CAL	COMM
Recreation		•		CNHS	HSHP
Sculpture, Ceramics and Three-Dimensional Media		•		CAL	ART

Sociology	B.A.	•	CSSME	HSGL
Sociology–Applied Sociology			• CSSME	HSGL
Spanish	B.A.	•	• CAL	LANG
Speech		•	CAL	SPTD
Speech/Theatre		•	CAL	SPTD
Sport Management	B.S.	•	CNHS	SPM
Sustainability Minor		•	CNHS	
TESOL–Teaching English to Speakers of Other Languages			• CAL	ENWR
Theatre	B.A.		CAL	SPTD
Women's and Gender Studies		•	CAL	
Writing	B.A.	•	CAL	ENWR

Bachelor of Liberal Studies

	Specialization	Interdisciplinary Area of Study
Applied Arts 306)		•
Commercial Operations		•
Communication Practices		•
Community Affairs		•
Community Safety	•	
Community Wellness	•	
Humanities	•	
Instructional Support	•	
Personal Fitness		•
Public Information	•	
Safety and Security		•
Social Science	•	
Sustainability		•

Graduate Areas of Study

	Master's	Concentration	Certificate
4+1 MBA (Combined B.S. and MBA Program)	MBA		
B.S. in Chemistry/MBA Joint Program	MBA		
B.S. (Professional) in Biochemistry/MBA Joint Program	MBA		
Master of Business Administration	MBA		
MBA–Business Analytics		•	
MBA–Cybersecurity		•	
MBA–Entrepreneurship		•	
MBA–Finance		•	
MBA–Innovation Management		•	
MBA–International Business		•	
MBA–Information Systems Management		•	
MBA–Marketing		•	
MBA–Nonprofit Management		•	•
Executive Master of Business Administration	EMBA		
Master of Education in Curriculum and Instruction	M.Ed.		
Master of Education in Educational Leadership	M.Ed.		
Master of Fine Arts in Creative Writing	MFA		
Master of Science in Accounting	M.S.		
Master of Science in Criminology and Criminal Justice	M.S.		
Master of Science in Cybersecurity	M.S.		•

Master of Science in Entrepreneurship	M.S.		
Master of Science in Exercise and Nutrition Science	M.S.		
Master of Science in Finance	M.S.		
Master of Science in Global Business	M.S.		
Master of Science in Instructional Design and Technology	M.S.		
Master of Science in Marketing	M.S.		
Master of Science in Nursing	MSN		
Nursing–Adult/Gerontology Nurse Practitioner		•	•
Nursing–Family Nurse Practitioner		•	•
Professional Master of Business Administration	PMBA		

Academic Departments

College	Abbreviation	Department
College of Arts and Letters	CAL	Art and Design
		Communication
		English and Writing
		Film, Animation and New Media
		Languages and Linguistics
		Music
		Philosophy and Religion
		Speech, Theatre and Dance
		Sykes College of Business
		Economics
		Finance
		Information and Technology Management
		Management and Entrepreneurship
		Marketing
College of Natural and Health Sciences	CNHS	Biology
		Chemistry, Biochemistry and Physics
		Health Sciences and Human Performance
		Nursing
		Sport Management

College of Social Sciences, Mathematics and Education

CSSME	Criminology and Criminal Justice
	Education
	History, Sociology, Geography and Legal Studies
	Mathematics
	Political Science and International Studies
	Psychology

Alphabetical Listing of Departments

ACCT	Accounting	ITM	Information and Technology Management
ART	Art and Design	LANG	Languages and Linguistics
BIOL	Biology	MGMT	Management and Entrepreneurship
CHPH	Chemistry, Biochemistry and Physics	MRKT	Marketing
COMM	Communication	MATH	Mathematics
CRIM	Criminology and Criminal Justice	MILI	Military Science
ECON	Economics	MUSI	Music
EDUC	Education	NURS	Nursing
ENWR	English and Writing	PHRE	Philosophy and Religion
FINA	Finance	PSIS	Political Science and International Studies
FMX	Film, Animation and New Media	PSYC	Psychology
HSHP	Health Sciences and Human Performance	SPTD	Speech, Theatre and Dance
HSGL	History, Sociology, Geography and Legal Studies	SPM	Sport Management

Alphabetical Listing of Degree Types

B.A.	Bachelor of Arts	BSN	Bachelor of Science in Nursing
BFA	Bachelor of Fine Arts	MBA	Master of Business Administration
BLS	Bachelor of Liberal Studies	M.Ed.	Master of Education
B.M.	Bachelor of Music	MFA	Master of Fine Arts
B.S.	Bachelor of Science	M.S.	Master of Science
BSAT	Bachelor of Science in Athletic Training	MSN	Master of Science in Nursing

Course Descriptions

Course designations: Art/Aesthetic (A); Humanities/Fine Arts (HFA); International Global Awareness (IG); Natural Science (NS); Non-Western (NW); Social Science (SS); Studio/Performance (ST); Writing Intensive (W).

ACC - Accounting

ACC 099 - Non-Credit Service Requirement for Accounting Majors (0)

All accounting majors must complete 30 hours of service. At least 30 days prior to graduation, accounting majors must submit the ACC 099 Class Registration form along with documentation of service hours to the department chair for approval. Acceptable documentation includes a co-curricular transcript issued by the Office of Student Leadership and Engagement, Beta Alpha Psi service hour documentation, Delta Sigma Phi service hour documentation, a letter from an officer of a service organization or other verifiable documents of service. The department chair will review the documents and submit a passing grade to the registrar for completion of the requirement.

Offered: fall and spring semesters.

ACC 202 - Financial Accounting Information (4)

ACC 202 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.

Prerequisite: MAT 150 or equivalent. Offered: fall and spring semesters.

ACC 203 - Managerial Accounting (4)

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.

Prerequisite: ACC 202, MAT 150 or higher (all COB majors are required to take MAT 225). Offered: fall and spring semesters.

ACC 304 - Cost Accounting (4)

ACC 304 helps 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.

Prerequisite: ACC 202 and ACC 203, MAT 160 (all COB majors are required to take MAT 225), QMB 210. Offered: fall and spring semesters.

ACC 320 - Intermediate Accounting I (4)

This course expands the students' understanding of generally accepted accounting principles. The theory covered includes the FASB's conceptual framework, FASB codification of accounting standards, international financial reporting standards and the accounting process. This theoretical background is then applied to the preparation of financial statements and the use of time-value of money concepts to measure financial statement elements, revenue recognition and accounting for cash, receivables, inventories and long-term assets.

Prerequisite: MAT 160 (all COB majors are required to take MAT 225) and a grade of "C" or higher in ACC 202. Offered: fall and spring semesters.

ACC 351 - Accounting Information Systems (4)

ACC 351 is a pragmatic study of accounting information systems. The course covers accounting systems concepts, systems documentation, transaction processing systems, database 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.

Prerequisite: ACC 202, ACC 203, ACC 320, ITM 220.

ACC 352 - Federal Tax Accounting I (4)

ACC 352 covers 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 complete a volunteer tax clinic during the spring term, requiring some evening or weekend commitment. Successful completion of the volunteer project partially fulfills the ACC 099 service requirement.

Distribution: (W). Prerequisite: ACC 202. Offered: fall semester.

ACC 401 - Auditing and Attestation (4)

ACC 401 covers generally accepted auditing and attestation standards, professional ethics, auditing and attestation reporting requirements and objectives. The

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 non-assurance services.

Distribution: (W). Prerequisite: ACC 320 and ACC 351, QMB 210. Corequisite: ACC 420.

ACC 420 - Intermediate Accounting II (4)

ACC 420 expands the student's study of generally accepted accounting principles. The course covers the theory and methodology involved in accounting for investments, current liabilities, long-term debt, leases, deferred income taxes, pensions, stockholders' equity, earnings per share and accounting changes. The course also covers the preparation of the statement of cash flows and differences between US GAAP and IFRS.

Prerequisite: MAT 160 (all COB majors are required to take MAT 225), ITM 220 and a grade of "C" or higher in ACC 320. Offered: fall and spring semesters.

ACC 490 - Accounting Internship (1-8)

ACC 490 examines practical aspects of accounting through a paid accounting internship at a 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 accounting department chair required.

Prerequisite: Junior or senior standing with at least a 2.25 overall GPA; completion of four accounting classes at or above the 300 level with a 3.0 average in those classes. Offered: fall and spring semesters.

ACC 495 - Special Topics in Accounting (4)

ACC 495 is offered at the discretion of the accounting 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.

Prerequisite: To be specified at time of offering. Offered: as needed.

ACC 499 - Independent Study in Accounting (1-4)

ACC 499 is a readings or independent studies course taken for variable credit. May not be used as an elective in the accounting major.

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean. Offered: when needed.

ACC 500 - Essentials of Accounting (2)

For graduate students only. ACC 500 examines the accounting principles and techniques involved in the creation and interpretation of key external accounting financial statements, and covers key topics in managerial accounting techniques to support management decision-making.

Offered: fall and spring semesters.

ACC 610 - Accounting and Value Creation (4)

For graduate students only (to be taken as one of the first three MBA courses). This course applies

contemporary financial and managerial accounting concepts and techniques to examine how organizations create value for stakeholders. The financial accounting component involves in-depth analysis of external financial reports and introduces the rudiments of equity valuation. The managerial accounting module focuses on decision-making as it relates to planning, organizing and controlling operating activities. Consideration is also given to business ethics and global issues relevant to the topic areas.

Prerequisite: ACC 500, FIN 500. Offered: fall and spring semesters.

ACC 625 - Accounting Research and Analytics (4)

For graduate students only. This course provides students with the opportunity to develop skills needed by ALL students entering the accounting profession (see AICPA Core Competency Framework). These skills include critical thinking and problem solving, decision modeling, research, communication and reporting, and leveraging technology.

Offered: fall, spring and summer.

ACC 635 - Business Ethics and Corporate Governance (4)

For graduate students only. ACC 635 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.

Offered: spring and summer semesters.

ACC 637 - Information Systems Control and Audit (4)

For graduate students only. This course provides students with a pragmatic study of information systems (IS) audit/control and its significance for contemporary accounting practice. The course is designed to give students a working understanding of IT governance, IS risk management, IS resource control, IS security management and IS audit processes, with emphasis on accounting compliance and assurance concerns. Prevailing and/or emerging issues relating to IS audit/control are also explored, with consideration for the evolving responsibilities of accounting professionals in an IT-based control environment.

Prerequisite: ACC 351 or equivalent. Offered: spring semester.

ACC 641 - Government and Not-for-Profit Accounting (4)

For graduate students only. ACC 631 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, understand and analyze financial statements of not-for-profit entities.

Prerequisite: ACC 320.

ACC 643 - Advanced Financial Accounting (4)

ACC 643 covers several complex topics including business combinations, consolidations, foreign currency transactions, translation of foreign currency financial statements, hedging and derivatives, and partnerships.

Prerequisite: ACC 320 and ACC 420. Offered: fall and spring semesters.

ACC 650 - Nonprofit Management and Innovation: Managing for Performance (3)

For graduate students only. ACC 650 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.

ACC 651 - Advanced Management Accounting (4)

For graduate students only. ACC 651 provides students with a pragmatic study of advanced management accounting concepts and practices relating to strategic cost management, performance management, and management accounting control with emphasis on behavioral, social and sustainability implications.

Prerequisite: ACC 304 or equivalent and admission to the graduate program. Offered: fall semester.

ACC 653 - Federal Tax Accounting II (4)

For graduate students only. ACC 653 examines laws, regulations and court opinions governing taxation of corporations, partnerships and estates. There is significant exposure to tax research tools. Students complete a volunteer tax clinic requiring some evening or weekend commitment.

Prerequisite: ACC 352. Offered: spring semester.

ACC 655 - Fraud Examination (4)

For graduate students only. ACC 655 applies fraud examination methodology to 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.

Prerequisite: ACC 500.

ACC 657 - Financial Reporting and Analysis (4)

For Graduate students only. This is a practical analytical course that targets a diverse group of professional financial statement users such as auditors, equity analysts, accountants, creditors, and business consultants. The primary objective of this course is the mastery of interpreting and analyzing financial statements. To achieve this objective the course provides a framework and a set of tools aimed at improving student's ability to analyze companies and the business environment and how to perform comprehensive financial statement analysis as the foundation on which to evaluate performance and assessing future prospects.

Prerequisite: ACC-320.

ACC 660 - International Accounting (4)

For graduate students only. ACC 660 provides a pragmatic study on international accounting and reporting issues facing multinational corporations. Topics include 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.

Prerequisite: ACC 420. Offered: fall semester.

ACC 680 - Contemporary Issues in Accounting (4)

This course focuses on evaluating current and emerging issues and topics relating to accounting constructs, policy issues and professional concerns using accounting theory. This integrative capstone experience requires students to apply skills and knowledge gained from prior coursework. Students will demonstrate their professional knowledge, professional competency and professional responsibility through cases, projects and oral presentations.

Prerequisite: ACC 625, ACC 635 and at least 24 total earned hours in the MSA program. Offered: fall, spring and summer.

ACC 690 - Internship (1-8)

International students must consult with the Office of International Programs. May be used to satisfy practicum requirements.

Prerequisite: Approval by the Office of Graduate and Continuing Studies, college internship coordinator and associate dean. Offered: fall, spring and summer semesters.

ACC 695 - Special Topics in Accounting (4)

A course offered at the discretion of the accounting department. Subjects 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.

Prerequisite: To be specified at time of offering. Offered: as needed.

ACC 699 - Independent Study in Accounting (1-4)

For graduate students only. Contemporary topics in accounting.

Prerequisite: Minimum 3.5 GPA, ACC 610, FIN 611 and written permission of the department chair.

AFR - Air Force ROTC

AFR 1101 - Foundations of the United States Air Force Part I (1)

Introduction to the Air Force in a contemporary world through a study of its total force structure and mission.

AFR 1120 - Foundations of the United States Air Force Part II (1)

A study of the strategic offensive and defensive forces, general purpose forces and aerospace support forces that make up the Air Force today.

AFR 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.

AFR 2130 - The Evolution of USAF Aerospace Power Part I (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.

AFR 2140 - The Evolution of USAF Aerospace Power Part II (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.

AFR 2940 - Basic Aerospace Internship (3)

Internship credit is given to any student who successfully completes a four-week Field Training (FT) encampment. FT is a mandatory program for all individuals seeking an Air Force officer 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 Maxwell AFB, Montgomery, AL. FT attendance is selective based upon a national competitive boarding process and the needs of the Air Force — not all students are selected for FT. 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 physical fitness test, 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.

AFR 3220 - Air Force Leadership and Management Part I (3)

An integrated management course emphasizing the individual as a manager in an Air Force milieu. 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.

AFR 3231 - Air Force Leadership and Management Part 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.

AFR 4201 - National Security Affairs and Preparation for Active Duty Part 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.

AFR 4211 - National Security Affairs and Preparation for Active Duty Part II (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.

ARA - Arabic

ARA 101 - Elementary Arabic I (4)

Beginning Arabic with emphasis on the cultural context in which Arabic is used. Emphasis is on achieving a full mastery of Arabic sounds and the Arabic

writing system, as well as basic proficiency in everyday conversational Arabic, including greetings and other common expressions.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Arabic. Students who have previously completed two or more years of Arabic may not enroll in ARA 101 for credit except by written permission of the instructor.

ARA 102 - Elementary Arabic II (4)

Beginning Arabic with emphasis on the cultural context in which Arabic is used. Emphasis is on achieving a full mastery of Arabic sounds and the Arabic writing system, as well as basic proficiency in everyday conversational Arabic, including greetings and other common expressions.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Arabic. ARA 101 or equivalent skills. (Students who have previously completed two or more years of Arabic may not enroll in ARA 101 for credit except by written permission of the instructor.).

ARA 201 - Intermediate Arabic I (4)

Develops a greater understanding of the Arabic language and the diversity of cultures in the Arabic-speaking world, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Arabic. ARA 102 or equivalent skills.

ARA 202 - Intermediate Arabic II (4)

Develops a greater understanding of the Arabic language and the diversity of cultures in the Arabic-speaking world, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Arabic. ARA 102 or equivalent skills.

ART - Art

Four-credit studio courses meet six hours weekly. Courses are open to all students, regardless of major, unless otherwise indicated.

ART 101 - Form and Idea (4)

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.

Distribution: (A) (HFA) (IG) (W).

ART 102 - Foundations: Drawing (4)

A studio/performance-oriented course that introduces traditional problems in drafting and pictorial

organization. Involves development of pictorial form and space by line and value through a variety of media.

Distribution: (A) (HFA/ST).

ART 103 - Foundations: Materials & Methods (2)

A studio / performance-oriented course that introduces materials and fabrication methods commonly used within a fine arts studio setting. Involves development of two and three-dimensional forms using a variety of media with the goal of familiarizing students with an array of artistic processes. A focus will be placed on safe and conscientious studio practices.

Distribution: (A) (HFA/ST).

ART 104 - Foundations: 2-D Design (4)

A studio/performance-oriented course covering the fundamental principles of visual organization. Emphasizes two-dimensional design and the use and theory of color.

Distribution: (A) (HFA/ST).

ART 105 - Foundations: 3-D Design (4)

A studio/performance-oriented course introducing the fundamental concepts of the visual elements; mass, volume, space, texture, light, time, color organized employing the principles of unity and variety, rhythm, balance, relative dominance, scale and proportion. Emphasis will be placed on the development of personalized concepts that explore technical and aesthetics considerations utilizing effective techniques and workmanship.

Distribution: (A) (HFA/ST).

ART 200 - Handbuilding (4)

An introductory studio/performance-oriented 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.

Distribution: (A) (HFA/ST).

ART 201 - Introduction to Painting (4)

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 are surveyed. Emphasis is placed on color theory. Perceptual training by means of still-life exercises, problem-solving assignments and freedom to use the imagination are also stressed.

Distribution: (A) (HFA/ST).

ART 202 - Beginning Sculpture (4)

A studio/performance-oriented course focusing on 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.

Distribution: (A) (HFA/ST).

ART 205 - Intermediate Sculpture (4)

A studio/performance-oriented course that is a continuation of ART 202.

Distribution: (A) (HFA/ST).

ART 207 - Beginning Digital Illustration (4)

A studio/performance-oriented course that provides an introduction and investigation into illustration techniques, principals, concepts and styles applied to both traditional and digital illustration. This course involves the correlation between materials and themes. Emphasis is on studying existing illustration styles and techniques.

Distribution: (A) (HFA/ST).

ART 208 - Beginning Photography (4)

A studio/performance-oriented course offering an introduction to materials and techniques of photography, with an emphasis on observation and visualization.

Distribution: (A) (HFA/ST).

ART 209 - Figure Drawing (4)

A studio/performance-oriented course that introduces problems in pictorial organization using the human figure and other organic forms as reference.

Distribution: (A) (HFA/ST).

ART 210 - Foundations: Digital Media (4)

A studio/performance-oriented course that introduces electronic and digital tools for use in diverse media projects. 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.

Distribution: (A) (HFA/ST).

ART 211 - Art and Technology (4)

Art and Technology is a course conceived to provide a context for the development of art and its interrelations with technology. Students examine the definition of multimedia and its evolution toward what is currently known as hypermedia. Special emphasis is placed on the creation and transformation of technology used in the 20th century, such as radio, television, computers, the Internet and networked environments. Developments are related to historic art movements.

Distribution: (A) (HFA/ST) (IG).

ART 213 - 3-D Printing and Modeling (4)

A studio/performance-oriented course that explores 3-D computer modeling, surface texturing and virtual lighting for the purpose of creating digital reproductions of still images. Includes an investigation into the concept of virtual and artificial reality imagery. Laboratory fee required.

Distribution: (A) (HFA/ST).

ART 217 - Beginning 3-D Animation (4)

A studio/performance-oriented course that gives 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.

Distribution: (A) (HFA/ST).

ART 218 - Digital Photography (4)

This course gives students the necessary technical and aesthetic skills to make quality digital photographs while developing perception, creativity, visualization skills and a command of the medium including relevant software. Students will become proficient in digital media while maintaining an appreciation of the medium as a fine art and as a means of personal expression.

Distribution: (A) (HFA/ST).

ART 221 - Ceramic Sculpture (4)

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.

Distribution: (A) (HFA/ST).

ART 222 - Wheel Throwing (4)

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.

Distribution: (A) (HFA/ST).

ART 223 - Terra Cotta and Raku (4)

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 are also included.

Distribution: (A) (HFA/ST).

ART 224 - Murals, Tiles and Mosaics (4)

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 is 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.

Distribution: (A) (HFA/ST).

ART 230 - Introduction to Art Therapy

This is an introduction to art therapy that includes a historical overview, an examination of professional standards of practice, educational requirements, ethics, research and assessment. Provides an overview of art therapy's role in comparison to related professions and how art therapists can collaborate with related professionals. Students will explore the field of art therapy through a combination of scholarly discussion and direct engagement with art processes.

Distribution: (A) (HFA).

ART 231 - Relief Printmaking

A studio/performance-oriented course focusing on printmaking as an expressive medium through the exploration of form and pictorial organization in all relief printmaking techniques.

Distribution: (A) (HFA/ST).

ART 232 - Intaglio Printmaking

A studio/performance-oriented course focusing on printmaking as an expressive medium through the exploration of form and pictorial organization in all intaglio printmaking techniques, including dry point and etching.

Distribution: (A) (HFA/ST).

ART 233 - Experimental Printmaking (4)

A studio/performance course that will push the boundaries of traditional Printmaking processes and applications to create installation, objects and book-based works of art. Students will use sustainable, digital and hybrid approaches to explore new territory in contemporary print.

Distribution: (A) (HFA/ST).

ART 234 - Digital Printmaking (4)

A studio/performance-oriented course that combines digital tools and traditional printmaking processes to create fine art prints, installation and books. Using tools such as Photoshop, scanners, large format printers, vinyl-cutters and 3-D printers, as well as traditional relief, intaglio and lithographic printmaking techniques.

Distribution: (A)(HFA/ST).

ART 235 - Screenprinting (4)

A studio/performance-oriented course that combines hand-cut stencils, digital tools and photographic processes to create fine art prints, installation and books. Using tools such as Photoshop, scanners, large format printers, vinyl-cutters and primarily materials specific to creating hand printed screenprints.

Distribution: (A)(HFA/ST).

ART 238 - Animation I (4)

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.

Distribution: (A) (HFA). Prerequisite: COM 241. Offered: occasionally.

ART 240 - Arts in Health (2)

This course explores the relevance of visual art, writing, music, and dance in health and wellbeing. This course is for anyone wanting to explore the role of the creative arts in human development, medical settings, psychology, public health, in communities and as an agent for social change. Experimental components will offer students the opportunity to actively engage in the arts to deepen an understanding of the benefits in health and wellness. It will be of value to those considering working with others using creative arts in public health, healthcare, psychology, or dance, music and art therapies, as well as for those who may wish to establish the creative arts as a form of practice and discipline in their lives. Open to all students.

Distribution: (A)(HFA).

ART 244 - Introduction to Museum Studies (4)

Introduction to Museum Studies is designed as an introductory, undergraduate level seminar with two major objectives. Through readings, seminar discussions, and on-site interviews with museum professionals, it will introduce students to contemporary discourse on museums and galleries, on topics such as their institutional roles, their social impact, and their responsibilities as public keepers of our cultural heritage. This course will also provide an overview of the skills, abilities, and qualities required by the different professional roles which play a vital role in the management of any museum.

Distribution: (A)(HFA).

ART 251 - Mixed-Media Painting (4)

A studio/performance-oriented course aimed at students interested in working in multiple mediums. It is designed to explore beginning interests in drawing, painting, photography and 3-D forms as an investigation into the contemporary practice of combining artistic media. The course emphasizes experimentation and exploration of new materials, new processes and new ways to put things together. Students will further their technical ability while thinking conceptually about where painting lies today.

Distribution: (A) (HFA/ST). Prerequisite: One of the following: ART 102, ART 104, ART 201, ART 231.

ART 252 - Experimental Painting (4)

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 nontraditional aspects of painting are brought into light in the context

of a contemporary discourse. Experimentation in concept and media will be encouraged.

Distribution: (A) (HFA/ST). Prerequisite: One of the following: ART 102, ART 104, ART 201, ART 231.

ART 268 - History Survey I (4)

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.

Distribution: (A) (HFA) (W).

ART 269 - History Survey II (4)

A critical and analytical study of the architecture, sculpture, painting and minor arts from the Renaissance to the 20th century. Emphasis is given to the social and cultural influences that affected the development of art in Western civilizations.

Distribution: (A) (HFA) (W).

ART 270 - Primitive (4)

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

Distribution: (A) (HFA) (IG) (NW) (W).

ART 271 - Pre-Columbian (4)

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

Distribution: (A) (HFA) (IG) (NW) (W).

ART 272 - Near East (4)

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

Distribution: (A) (HFA) (IG) (NW) (W).

ART 273 - Greco-Roman (4)

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.

Distribution: (A) (HFA) (IG) (W).

ART 274 - Medieval (4)

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

Distribution: (A) (HFA) (W).

ART 275 - Renaissance (4)

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

Distribution: (A) (HFA) (W).

ART 276 - Baroque-Rococo (4)

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

Distribution: (A) (HFA) (W).

ART 277 - Modern Art (4)

A critical and analytical study of 20th-century painting, sculpture, photography and architecture with an emphasis on the conditions and circumstances that caused them to evolve to their present states.

Distribution: (A) (HFA) (W).

ART 278 - Far East (4)

A critical and analytical study of the architecture, sculpture, painting and minor arts of the Far Eastern cultures of India, China and Japan.

Distribution: (A) (HFA) (IG) (NW) (W).

ART 279 - Neo-Classical-Modern Origins (4)

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.

Distribution: (A) (HFA) (W).

ART 281 - History of Graphic Design (4)

A critical and analytical study of the history of graphic design, from the 14th century to present with major references to Movable type, the Renaissance, Art Nouveau, Modern, Post-Modern and Digital eras.

Distribution: (A) (HFA) (W).

ART 292 - Art Immersion: Travel Course (2)

Art Immersion is a unique travel course that combines art history, fine arts and design. The course will immerse students firsthand in a vibrant art scene. On location students visit the several art fairs, galleries, museums and the working studios of prominent artists or graphic design firms. In the seminar portion of the course, readings and discussion focus on artists/design firms and art movements from the early 20th century to the present. Possible destinations include New York City, Los Angeles, Chicago, Miami and Washington, D.C. May be repeated for credit. If taken twice, this course can fulfill a required art history course for the art, digital arts and graphic design majors. A travel fee is required.

Distribution: (HFA). Prerequisite: permission of instructor .

ART 295T - Design and New Media Travel Course (4)

This travel course is open to all students interested in learning and exploring historical movements and current trends in design and new media. Focusing on experiential learning, students will visit cities, museums, institutions and events that are relevant to the fields of graphic and industrial design, typography, digital arts, interactive media, animation and new technologies. Possible destinations include Europe, Asia, Oceania and the Americas. Travel fee is required.

Distribution: (A) (HFA) (IG).

ART 298 - Professional Seminar (2)

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.

Distribution: (HFA). Prerequisite: The "foundations" courses: ART 102, 103, 104, 105, 210 and at least one other 200-level art course. Students must earn a C or better in this course and all requisite courses to enroll in ART 498 or 499. .

ART 300 - Advanced Ceramics (4)

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.

Distribution: (A) (HFA/ST). Prerequisite: Any 200-level ceramics courses, or permission of the instructor.

ART 302 - Advanced Sculpture (4)

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.

Distribution: (A) (HFA/ST).

ART 303 - Advanced Printmaking (4)

A studio/performance-oriented course that is a continuation of ART 231, 232, and 233.

Distribution: (A) (HFA/ST).

ART 304 - Advanced Drawing (4)

A studio/performance-oriented course that is a continuation of ART 102 and 209, with emphasis on the relationship of advanced principles to pictorial organization and drawing as a final form.

Distribution: (A) (HFA/ST).

ART 305 - Graphic Design I (4)

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.

Distribution: (A) (HFA/ST). Prerequisite: ART 102, ART 104, ART 210.

ART 308 - Advanced Photography (4)

A studio/performance-oriented course designed to increase students' technical knowledge and ability for individual expression. Problems involve multiple imagery, serial photography and other exercises to increase students' creative potential. Encourages experimentation with larger format as well as other aspects of the photographic medium.

Distribution: (A) (HFA/ST).

ART 309 - Typography (4)

A studio/performance-oriented course designed to increase students' understanding of typography as it relates to visual communication and graphical expression while exploring both traditional and nontraditional forms.

Distribution: (A) (HFA/ST). Prerequisite: ART 305 with a C or higher in order to take ART 309.

ART 310 - Creative Coding (4)

A studio/performance-oriented course that is a continued exploration of graphic and time based tools with emphasis on the creative usage of programming languages. The class will be centered around the interactive manipulation of traditional and experimental time based media and graphics. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 210 and ITM 251.

ART 311 - Online Production (4)

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 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 also emphasizes the evolution of multimedia into hypermedia through the use of client/server tools, Web services, programming languages and databases. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 210.

ART 317 - Advanced 3-D Animation (4)

A studio/performance-oriented course that investigates three-dimensional computer animation, including advanced techniques of modeling and animation. This 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.

Distribution: (A) (HFA/ST). Prerequisite: ART 217.

ART 318 - Graphic Design II (4)

A studio/performance-oriented course that emphasizes 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 publication, branding, advanced typographic application, packaging, and various other print-related subjects. Laboratory fee required. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 305, ART 309 with a C or higher in order to take ART 318.

ART 320 - Graphic Design Portfolio Studio (4)

A studio/performance-oriented course with emphasis on portfolio refinement. Primary focus includes the advanced revision and development of previously

created graphic design studio projects. Materials will be evaluated, refined and finalized while also providing students the opportunity to identify gaps in work and create new pieces as needed. In-depth visual research, sketching and revision, along with detailed instructor feedback and daily class critiques, will be the primary focus of this class. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 305 with a C or higher in order to take ART 320.

ART 323 - Women in Art (4)

This course focuses on women artists of the modern contemporary period, and begins with the study of works by women from the 16th to 19th centuries, to end with a survey of the most significant contemporary women artists' production. This course will consider how gender issues are encoded in images of women, as well as explore the socio-political context for the creation of art by women.

Distribution: (A)(HFA). Prerequisite: One of the following courses: ART 101, ART 268, ART 269, or ART 277.

ART 329 - Graphic Design III (4)

A studio/performance-oriented course focused on the advanced study of graphic design as it relates to higher levels of industry-related application. A more in-depth exploration of conceptual thinking, typography and investigative tools used to solve communicative problems will be the primary focus of this class. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 318 with a C or higher in order to take ART 329.

ART 330 - Art Therapy with Children and Adolescents (3)

Overview of art therapy as it applies to children and adolescents. Explores the development and psychology of art as indicators of a child's experience. Students will learn to apply their foundational art therapy knowledge to work with a variety of child and adolescent populations.

Distribution: (A) (HFA). Prerequisite: PSY 200 and one of the following: ART 102, ART 104, ART 200, ART 201, ART 202, ART 209.

ART 331 - Art Therapy with Adults (3)

Overview of art therapy as it applies to the complications of adult life experiences. Explores the intrinsic therapeutic value of adult art expressions and their ability to serve as a form of verbal communication. Students will learn to apply their foundational art therapy knowledge to work with a variety of adult client populations.

Distribution: (HFA). Prerequisite: PSY 200 and one of the following: ART 102, ART 104, ART 200, ART 201, ART 202, ART 209.

ART 333 - Applications for Health and Wellness Professions (3)

A studio/performance-oriented course that explores the therapeutic properties of art media and techniques

through direct engagement. Processes will be assessed for their appropriateness with a variety of client populations and potential to assist in meeting specific treatment goals. Students will learn how to convey the richness of their own experience through art in order to more effectively and empathically elicit therapeutic art from clients.

Distribution: (HFA/ST). Prerequisite: PSY 200 and one of the following: ART 102, ART 104, ART 200, ART 201, ART 202, ART 209.

ART 338 - Animation II (4)

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 distribution requirements. Laboratory fee required.

Distribution: (HFA/ST). Prerequisite: ART 238 or COM 241, or consent of instructor.

ART 341 - Relief Printmaking II (4)

As a continuation of ART 231, Relief Printmaking II is a deeper investigation of the material and techniques of Relief Printmaking. This class is for students that would like to explore more advanced techniques and processes in an effort to develop a body of printed artworks.

Distribution: (A)(HFA/ST). Prerequisite: ART 231.

ART 342 - Intaglio Printmaking II (4)

As a continuation of ART 232 Intaglio Printmaking II is a deeper investigation of the material and techniques of intaglio printmaking. This class is for students that would like to explore more advanced techniques and processes in an effort to develop a body of printed artworks.

Distribution: (A)(HFA/ST). Prerequisite: ART 232.

ART 349 - Figure Drawing II (4)

As a continuation of ART 209 Figure Drawing II is a deeper investigation of the materials and approaches of drawing the human figure. This class is for students that would like to explore more advanced techniques and processes in an effort to develop a body of figure drawings.

Distribution: (A)(HFA/ST). Prerequisite: ART 209.

ART 350 - Figure Painting (4)

This course involves investigations of descriptive painting from the human form. Issues of light, space and color interaction are stressed. Students study both from the old masters and contemporary paintings, as well as from the live model. Students investigate both perceptual and conceptual approaches to painting the figure. The final goal is for each student to begin to realize their own style and to channel it toward a successful figure painting.

Distribution: (A) (HFA/ST). Prerequisite: One of the following: ART 102, ART 201, ART 209.

ART 351 - Mixed Media Painting II (4)

This course is a continuation of ART 251 Mixed Media Painting that emphasizes experimentation and exploration of mediums, digital processes, and new ways to intersect drawing, painting, photography, and sculpture.

Distribution: (A) (HFA/ST). Prerequisite: ART 251.

ART 352 - Experimental Painting II (4)

This course is a continuation of ART 252 Experimental Painting that questions the limits and boundaries of painting as a creative medium stressing investigation in media and technique. Non-traditional aspects of painting are explored and challenged in the context of a contemporary discourse.

Distribution: (A)(HFA/ST). Prerequisite: ART 252.

ART 355 - Figure Painting II (4)

This course is a continuation of ART 350: Figure Painting, which involves investigations of descriptive painting from the human form. Issues of light, space and color interaction are stressed. Students will study both from the old masters and contemporary paintings, as well as from the live model. Students will investigate both perceptual and conceptual approaches to painting the figure. The final goal is to have each student begin to realize their own style and channeling it towards successful figure painting.

Distribution: (A) (HFA/ST). Prerequisite: ART 350.

ART 370 - Printing, Publishing and Book Arts (4)

This course is an introduction to the art and history of the book. It includes studio experience with letterpress printing, typography and typesetting, principles of editing and publishing, creative writing, graphic design, illustration, papermaking and bookbinding. The primary aims of the class are to introduce students to the aesthetic, cultural and material dimensions of the reading experience, to enhance their understanding of how physical and visual presentation shapes a reader's perceptions, and to introduce the history, craft and art of the physical book. Equivalent to ENG 370.

Distribution: (A) (HFA/ST).

ART 380 - Special Topics (4)

A course offered at the discretion of the Art department. Subject may focus on a topic of current interest in the field, or topic that is of interest to a particular group of students. May be repeated for credit, if the topic is different.

Distribution: (A)(HFA/ST). Prerequisite: to be specified as the time of offering. .

ART 398 - Junior Portfolio Review (0)

For this zero-credit, required course for all B.A. and B.F.A. majors within the Department of Art & Design. The portfolio is the most meaningful indicator to determine a student's future success. Portfolios are reviewed in one-on-one meetings with a minimum of two full-time faculty. The goal of these meetings is to discuss the student's career interests, evaluate the

strengths and weaknesses of their portfolio, and to determine whether the best path for their future success is either pursuing the professional B.F.A. degree, or pairing the B.A. degree with a second major and/or minor. The B.F.A. is highly selective, invitation-only degree program.

Distribution: (HFA). Prerequisite: ART 298.

ART 401 - Special Projects (1-6)

Independent research or creative project under the guidance of a member of the Art faculty. Emphasis maybe in any of the disciplines with the department. May be repeated for credit. Requires the submission of a signed Independent Study form to register.

Distribution: (A) (HFA/ST). Prerequisite: Instructor and Chair signature.

ART 411 - Internship (1-4)

This studio/performance-oriented course involves placement in an advertising agency, magazine or related enterprise for hands-on work experience. May be repeated for additional credit.

Distribution: (A) (HFA/ST). Prerequisite: Junior and senior art majors only, with consent of instructor.

ART 412 - Art Therapy Practicum (3)

This internship is designed to give students hands-on experience using art in a therapeutic capacity. Students may select from a number of agencies and work under the supervision of art therapists, artists in residence, art educators, child life specialists, activity therapists or counselors. May be repeated for credit.

Distribution: (A). Prerequisite: Any two of the following courses: ART 230, ART 330, ART 331, ART 333. Juniors and seniors only, or permission of the instructor.

ART 420 - Sustainable Design (4)

This studio/performance-oriented course explores sustainability issues as they relate to graphic design. Special emphasis is placed on specific aesthetics relative to graphic design, as well as the many forms of sustainable inks, materials and paper. Laboratory fee required.

Distribution: (A) (HFA/ST). Prerequisite: ART 318 with a C or higher to take ART 420.

ART 423 - Contemporary Art (4)

This course explores art since 1980, covering the major themes of contemporary art focusing on a wide range of artworks that explore an even wider variety of materials, stylistic approaches, techniques, technologies and theories. This course requires a significant amount of writing, both formal and informal.

Distribution: (A) (HFA) (IG) (W). Prerequisite: Junior/Senior standing, or ART 101, or ART 277.

ART 430 - Physical Computing (4)

This studio/performance-oriented course offers an approach to learning how humans communicate through computers that starts by considering how we express ourselves physically. This course explores the

nature of transduction, the usage of microcontrollers and their communication with other computers, and advances in human-computer interfaces and digital art. It requires a hands-on approach to writing code, soldering and building circuits and controls to determine how best to make these components relate to personal expression.

Distribution: (HFA/ST). Prerequisite: ART 210, ART 310, ART 311 or permission of the instructor .

ART 440 - Practicum: Workshop (2)

Students will participate in an intensive three-day workshop with an internationally renowned artist through our Visiting Artist Program. The practicum will provide an experience-based learning opportunity to enrich the student's artistic knowledge, process and growth as they work and collaborate with these professionals. May be repeated for credit.

Distribution: (A)(HFA/ST). Prerequisite: Any 100/200-level art course and permission of the Department Chair.

ART 441 - Practicum: Assistantship (2)

Students will work with faculty on their professional research and scholarship in a capacity that involves hands-on experience in research, pre-production, production, and post-production aspects of being an art professional. The practicum will provide an experience-based learning opportunity to enrich the student's knowledge, process and growth as they work and collaborate with these professionals. May be repeated for credit.

Distribution: (A)(HFA/ST). Prerequisite: Permission of the Department Chair. .

ART 442 - Practicum: Meridian Scholar (2)

Students will participate as an assistant during an intensive project with an internationally renowned artist through our *Meridian Scholar* 10-day residency program. The practicum will provide an experience-based learning opportunity to enrich the student's artistic knowledge, process and growth as they work and collaborate with these professionals. May be repeated for credit.

Distribution: (A)(HFA/ST). Prerequisite: Any 100/200-level art course and permission of the Department Chair. .

ART 450 - Advanced Painting Studio (4)

This studio/performance-oriented course explores issues concerning media and methods relevant to individually designated concepts in order to encourage students to develop their 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. The objective is for students to develop, through research and practice, a personal vocabulary of imagery and ideas regarding painting. May be repeated for credit.

Distribution: (A) (HFA/ST). Prerequisite: Two of the following: ART 201, ART 251, ART 252, ART 350, ART 351.

ART 463 - Multimedia and Installation Art (4)

This course introduces students to contemporary multimedia and installation art through both the study of the cutting-edge practitioners within the field and through the production of artwork. More specifically, the course provides students with an in-depth study of the development of multimedia art over the last 50 years and also teaches the tools for the production of such works. Modes of production covered include video projection, audio installation, site-specific works, land art and hybrid combinations of the above modes incorporating sculpture and other traditional media such as painting.

Distribution: (A) (HFA/ST). Prerequisite: COM 241 or COM 242 or permission of the instructor .

ART 496 - Ethics and Professional Issues in Art Therapy (3)

This course introduces students to the fundamentals of ethical practices in art therapy in educational, healthcare and clinical settings. Students will learn responsible practices relating to the use of client art work, working diverse communities, and the professional boundaries. In addition, students will explore other human service professions using the arts and engage in discussions on moral complexities addressing professional identity, credentialing, and advocacy for patients and the practice of art therapy as a profession.

Distribution: (A)(HFA). Prerequisite: ART 230 or Permission of the Instructor.

ART 497 - Art Therapy Senior Seminar and Exhibition (2)

This course will focus on the mechanics, logistics and documentation of developing a portfolio of work that best demonstrates the student's proficiency with a variety of art materials used for therapeutic purposes. Selections of work from this portfolio will be made for inclusion in a culminating Art Therapy Senior Exhibition. Participating students will be responsible for all aspects of the preparation, publicity, display and documentation of the exhibition.

Distribution: (A)(HFA). Prerequisite: ART 398.

ART 498 - BFA Capstone and Exhibit (4)

This course is the Senior Capstone experience in which students concentrate their focus and attention on producing a cohesive body of artwork specifically designed for inclusion in the Senior BFA Exhibition. This experience is offered in each studio area and counts toward the concentration. Students 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. Students are encouraged to take an

additional advanced level course in their area of concentration simultaneously.

Distribution: (HFA/ST). Prerequisite: ART 398 BFA Proficient and permission of instructor .

ART 499 - Senior Project (2-4)

Mandatory for Graphic Design. Can be taken in conjunction with ART 498 in order to participate in the BFA Senior Art Exhibit. The Senior Project is a capstone class where students produce professional projects that summarize what they have learned in their area of concentration within their 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.

Distribution: (A) (HFA/ST). Prerequisite: Senior standing and permission of the instructor.

ASK - 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 meets 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.

ASK 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.

Offered: fall and spring semesters.

ASK 205 - Advanced Academic Skills (2)

ASK 205 covers personal and academic skill sets taught at a higher level of rigor and intensity than ASK 100. The objective for the course is to have students recognize the importance of their role in their own college success while providing them with appropriate tools to achieve success. A holistic approach to success puts the emphasis on the student, not the skill. Students will learn to accept personal responsibility, discover self-motivation and self-awareness, set realistic and obtainable goals, become a critical thinker,

cultivate emotional intelligence and become a life-long learner.

Prerequisite: Permission of the instructor.
Corequisite: ASK 205 is linked with ASK 205L (summer I) and ASK 215L (each fall), which provides the student with specific counseling and one-on-one and/or group support meetings weekly. Offered: summer I.

ASK 205L - Advanced Academic Skills Lab (1)

Is linked to ASK 205, as a complimentary laboratory course that provides the student with specific counseling in one-on-one and/or group support meetings, along with assigned exercises, in order to further support the student in their goals. The lab portion meets once a week for the duration of the semester.

ASK 215L - Advanced Academic Skills Lab II (1)

Compliments and serves as a follow-up to ASK 205/205L. The objective of ASK 215L is to assist the student in successfully transitioning to a "normal" academic environment through application of the skills learned in ASK 205/205L. The course closely parallels coaching now being done by Academic Excellence Programs through the Coaching for Student Success program (CSS). STEP UP students who have successfully completed the summer courses and register for fall classes will be registered in ASK 215L to facilitate working with a coach. The student's coach, in consultation with the student, will develop a plan of action for the semester.

ASL - Amer Sign Language

ASL 101 - Basic American Sign Language I (4)

Beginning American sign language with emphases on structure, basic vocabulary and an introduction to manual communication systems. Includes 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 language worldwide.

Distribution: (HFA).

ASL 102 - Basic American Sign Language 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.

Distribution: (HFA). Prerequisite: ASL 101.

AST - Astronomy

AST 126 - Introduction to Astronomy (3)

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 distribution requirements. Lecture only.

Distribution: (NS). Prerequisite: MAT 150 or equivalent. Offered: dependent on availability of faculty.

AST 300 - Astrophysics (4)

This course is an introduction to the physics of astronomical phenomena, including celestial dynamics, the interaction of electromagnetic radiation and matter, planets, stellar structure, stellar evolution, stellar remnants, galaxies, dark matter, cosmology and the history of the universe. Lecture only.

Distribution: (NS). Prerequisite: PHY 307. Offered: dependent on availability of faculty.

AST 330 - Astrobiology (4)

Astrobiology is a cross-disciplinary study, bringing together biology, astronomy, oceanography, atmospheric science, chemistry, planetary science, and geology to study the origins of life in the universe. In this course we will examine the origins of life on Earth, the synthesis of organic molecules in space, the origin of solar systems and the possibility of life on other worlds. Lecture only.

Distribution: (W) (NS). Prerequisite: MAT 260, PHY 201 or PHY 206. Offered: dependent on availability of faculty.

ATT - Athletic Training

ATT 175 - Athletic Training Practicum I (1-2)

This course 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.

Prerequisite: Consent of instructor. Offered: spring semester.

ATT 274 - Assessment of Musculoskeletal Injuries I (3)

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.

Prerequisite: ESC 270 and consent of instructor. Corequisite: ATT 276. Offered: spring semester.

ATT 275 - Athletic Training Practicum II (1-2)

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.

Prerequisite: consent of instructor. Offered: fall semester.

ATT 276 - Athletic Training Practicum III (1-2)

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.

Prerequisite: ESC 270 and consent of instructor. Corequisite: ATT 274. Offered: spring semester.

ATT 370 - Medical and Surgical Issues in Athletic Training (3)

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.

Prerequisite: ESC 270, HSC 100, HSC 230, HSC 250 with a C or better, and consent of instructor. Offered: spring semester.

ATT 373 - Therapeutic Interventions I (4)

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.

Prerequisite: ESC 270, HSC 231 and consent of instructor. Offered: fall semester.

ATT 374 - Therapeutic Interventions II (4)

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.

Prerequisite: ESC 340, ATT 373 and consent of instructor. Offered: spring semester.

ATT 375 - Athletic Training Practicum IV (1-2)

Involves instruction and supervised practice of selected athletic training skills. Completion of this course includes practical examinations and clinical experience. Students must be admitted into the athletic training program to enroll in this course.

Prerequisite: ATT 276 and consent of instructor. Offered: fall semester.

ATT 376 - Athletic Training Practicum V (1-2)

Involves instruction and supervised practice of selected athletic training skills. Completion of this

course includes practical examinations and clinical experience. Students must be admitted into the athletic training program to enroll in this course.

Prerequisite: ATT 375 and consent of instructor.
Offered: spring semester.

ATT 377 - Assessment of Musculoskeletal Injuries II (3)

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.

Prerequisite: ESC 270, ATT 274 and consent of instructor. Corequisite: ATT 375. Offered: fall semester.

ATT 475 - Supervised Clinical Education Athletic Training I (2)

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 an opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. Requirements for course completion include in-services, practical examinations, clinical assessments and clinical experience. Students must be admitted into the athletic training program to enroll in this course.

Prerequisite: Consent of instructor. Offered: fall and spring semesters.

ATT 476 - Supervised Clinical Education Athletic Training II (2)

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 an opportunity for development of critical thinking skills to integrate previously acquired knowledge and skills in clinical practice and the care of patients. Requirements for course completion include in-services, practical examinations, clinical assessments and clinical experience. Students must be admitted into the athletic training program to enroll in this course.

Prerequisite: Consent of instructor. Offered: fall and spring semesters.

ATT 485 - Undergraduate Research in Athletic Training (1-8)

This course is an experiential education course that focuses on conducting undergraduate research in athletic training and working along with a faculty member. The students will be engaged in project conception, background literature study, methodology, data collection, analyzing results and possible presentation of research to the larger community. At least two hours a week is required for each credit hour.

Prerequisite: Permission of instructor.

ATT 495 - Professional Topics in Athletic Training (3)

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.

Prerequisite: ATT 370 and consent of instructor.
Offered: fall semester.

AWR - Academic Writing

AWR 100 - Introduction to Academic Writing (4)

An intensive review of writing strategies and English usage offered as preparation for AWR 101. The course emphasizes clarity, organization and purpose in the writing process. AWR 100 does not fulfill general distribution requirements, nor does it replace AWR 101 or 201. Students who have earned credit for AWR 101 or 201 may take this course only by written permission of the department chair.

Offered: fall and spring semesters.

AWR 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 AWR 101 with a grade of "C" or better to register for AWR 201.

Offered: fall and spring semesters.

AWR 110 - English for Non-Native Speakers I (4)

This course is designed to develop and improve writing skills for students for whom English is a second language. Students may be required to take AWR 110 before enrolling in AWR 101 (see statement on placement testing in English in the Academic Programs section of the catalog). The professor also may recommend that a student take AWR 111 before enrolling in AWR 101. Must be completed with a grade of "C" or better to register for AWR 101. This course may not be used to fulfill the general distribution requirement.

AWR 111 - English for Non-Native Speakers II (4)

This course is designed to develop and improve writing skills for students for whom English is a second language. Students may be required to take AWR 110 before enrolling in AWR 101 (see statement on placement testing in English in the Academic Programs section of the catalog). The professor also may recommend that a student take AWR 111 before

enrolling in AWR 101. Must be completed with a grade of "C" or better to register for AWR 101. This course may not be used to fulfill the general distribution requirement.

AWR 201 - Writing and Research (4)

AWR 201: Writing and Research teaches the conventions and expectations of academic research writing by guiding students through their own extended research project. The course teaches project discovery; annotation of source materials; processes of drafting and revision; delivery of a polished final product that adheres to the standards of citation style; and finally, conversion of the essay into clear oral presentation for an audience of peers. AWR 201 may not count for the English or writing major or minor.

Prerequisite: AWR 101 (with a grade of "C" or better). Offered: fall and spring semesters.

BAC - Baccalaureate Experience

BAC 100 - Baccalaureate Digital Skills (0)

BAC 100 (Baccalaureate Digital Skills) is an on-line class for incoming students. The course covers basic digital proficiency in Microsoft Office programs – Word, Excel and Powerpoint. These skills are needed for future course work. It is a requirement in the first seven weeks of the semester. Graded on a Satisfactory/Unsatisfactory basis.

Offered: First seven weeks in fall and spring.

BAC 101 - First-Year Seminar I (1)

First-Year Seminar I is a required course for all incoming first-year students. Students learn the necessary skills for college transition, time management, and critical thinking. Grades in the first-year seminar courses are awarded under the A-F graded system.

BAC 102 - First-Year Seminar II (1)

First-Year Seminar II is a required course for all second-semester freshmen. The course emphasizes major and career research and exploration, and general preparation for life after college. Grades in the first-year seminar courses are awarded under the A-F graded system.

BAC 103 - Transfer Students Seminar (1)

Transfer Students Seminar is an elective course for all first-semester transfer students regardless of age or previous college-level coursework. The fundamental goal of this course is to help transfer students (1) make a successful transition from another institution of higher learning to UT, (2) make the transition more meaningful and successful and (3) integrate the student into the UT community of learners. Students learn the necessary skills for successful transition to college life at UT, including college success strategies, schedule and degree planning, student involvement, as well as career

and major decision-making. Grades in the first-year seminar courses are awarded under the A-F graded system.

BAC 104 - Military Veterans Seminar (1)

Military Veterans Seminar is a required course for all first-semester undergraduate military veterans regardless of age or previous college-level coursework. The fundamental goal of this course is to help make the transition from being a military veteran to college student more meaningful and successful, as well as to integrate students into the UT community. Students learn the necessary skills for successful transition to college life at UT, including course planning and student organization involvement, as well as career and major decision-making. Grades in first-year seminar courses are awarded under the A-F graded system.

BAC 105 - Spartans Abroad Seminar (1)

This course substitutes the required BAC 101/102 or HON 101/102 sequence for first-year students in the Spartans Abroad program only. Students learn the necessary skills for college transition, time management, and critical thinking. This course also prepares students for a semester abroad introducing them to the culture and customs of the host country. Grades in this seminar are awarded under the A-F grading system.

BAC 200 - Peer Leadership (0-2)

This course is designed for students interested in obtaining peer leadership roles and is open to any student with an interest in leadership. Over the course of the semester, Spartan Ready components will be infused with peer leadership. Students completing this course will receive the level I College of Reading and Learning: International Mentor Training Program Certification. This course fulfills an elective credit toward the leadership minor. This course is graded Satisfactory/Unsatisfactory (S/U.)

BIO - Biology

BIO 124 - Biological Science (3)

This course is a survey of topics in biological sciences for students not majoring in biological or chemical sciences. It is structured in a lecture/discussion format to allow flexibility in pursuit of contemporary topics in biology. Partially satisfies natural science distribution requirements of the baccalaureate experience but is not applicable toward a biology or marine science major or minor. Lecture only.

Distribution: (NS). Offered: fall and spring semesters.

BIO 135 - Biodiversity Conservation (3)

Explores topics such as the value of biological diversity, threats to biodiversity, strategies employed to protect endangered species and habitats, and sustainable development. How the process of science is applied to the conservation of endangered species and habitats is the central theme of the course. Case studies focus on regions of the planet that have been

designated as biodiversity hotspots. Satisfies a portion of the natural science component of the baccalaureate experience requirements but is not applicable toward a biology or marine science major or minor. Lecture only.

Distribution: (IG) (NS). Offered: occasionally.

BIO 183 - Microbiology for the Allied Health Sciences (3)

Focuses on diseases and the organisms that cause them. These include bacteria, viruses, fungi, rickettsia and disease-causing protozoan. Additionally, the course focuses on infectious disease caused by medical and surgical practices and accidental injuries. Partially satisfies natural science distribution requirements of the baccalaureate experience but is not applicable toward a biology or marine science major or minor. Lecture only.

Distribution: (NS). Prerequisite: CHE 150 or equivalent. Offered: fall and spring semesters.

BIO 198 - General Biology I (4)

A study of biology, emphasizing cell structure, cell reproduction, cellular and organismal metabolism, cell signaling, immunology, endocrinology and 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 and to enroll in BIO 199 (General Biology II).

Distribution: (NS). Prerequisite: Pre- or corequisites: CHE 152 and CHE 153L. Corequisite: BIO 198L. Offered: fall and spring semesters.

BIO 198L - General Biology I Laboratory (0)

A study of biology, emphasizing cell structure, cell reproduction, cellular and organismal metabolism, cell signaling, immunology, endocrinology and mechanisms and genetic systems of plants and animals. Must be completed with BIO 198 (requires a grade of "C" or better) to enroll in BIO 199 (General Biology II).

Prerequisite: Pre- or corequisites: CHE 152 and CHE 153L. Corequisite: BIO 198. Offered: fall and spring semesters.

BIO 199 - General Biology II (4)

Examines the diversity of life through investigations of the taxonomy, anatomy, physiology, behavior, ecology and evolution of all major prokaryotic and eukaryotic lineages. Basic ecological and evolutionary theory are focal points of the course, as these represent the mechanisms through which biological and physiological diversity arises. Must be completed with a grade of "C" or better to count toward biology lower-core requirements.

Distribution: (NS). Prerequisite: BIO 198 and BIO 198L must be completed with a grade of "C" or better in order to enroll in BIO 199 and BIO 199L. Corequisite: BIO 199L. Offered: fall and spring semesters.

BIO 199L - General Biology II Laboratory (0)

Examines the diversity of life through investigations of the taxonomy, anatomy, physiology, behavior, ecology and evolution of all major prokaryotic and eukaryotic lineages. Basic ecological and evolutionary theory are focal points of the course, as these represent the mechanisms through which biological and physiological diversity arises. Must be completed with BIO 199 (requires a grade of "C" or better) to count toward biology lower-core requirements.

Prerequisite: BIO 198 and BIO 198L must be completed with a grade of "C" or better in order to enroll in BIO 199 and BIO 199L. Corequisite: BIO 199. Offered: fall and spring semesters.

BIO 200 - General Genetics (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 200L. Offered: fall semester.

BIO 200L - General Genetics Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 200. Offered: fall semester.

BIO 201 - Molecular Genetics (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Offered: fall and spring semesters.

BIO 201L - Molecular Genetics Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum. Offered: fall and spring semester.

BIO 205 - Tropical Biology and Conservation (4)

This course is intended for students interested in the natural history, biology and ecology of the tropics, the most biologically diverse region of the world. Students will study evolutionary, ecological and other biological principles of tropical ecosystems and the natural history of the organisms that live there. We will examine conservation programs, sustainable development practices and the widespread impact of this region of the globe. The course culminates in a two-week travel experience where students will visit such places as lowland tropical rain forests, high elevation tropical cloud forests, coastal ecosystems, primary and secondary forests and more. In the field, students will conduct brief research programs designed to illustrate the possibilities of careers working in the tropics over a broad range of biological specialties, ranging from tropical biodiversity, evolution and sustainability to agriculture and medicine.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and permission of the instructor. Offered: spring semester.

BIO 212 - Ecology (4)

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, and competition and life history strategies in marine, freshwater and terrestrial ecosystems.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 212L. Offered: fall semester.

BIO 212L - Ecology Laboratory (0)

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, and competition and life history strategies in marine, freshwater and terrestrial ecosystems.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 212. Offered: fall semester.

BIO 224 - Invertebrate Zoology (4)

A study of the structure, physiology, life histories and group relationships of invertebrate animals.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 224L. Offered: fall semester.

BIO 224L - Invertebrate Zoology Laboratory (0)

A study of the structure, physiology, life histories and group relationships of invertebrate animals.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 224. Offered: fall semester.

BIO 225 - Vertebrate Zoology (4)

A study of the structure, ecology, behavior and taxonomy of the major vertebrate classes.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 225L. Offered: fall and spring semesters.

BIO 225L - Vertebrate Zoology Laboratory (0)

A study of the structure, ecology, behavior and taxonomy of the major vertebrate classes.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 225. Offered: fall and spring semesters.

BIO 227 - Ecological Physiology (4)

A study of the physiological basis of organismal adaptation to diverse habitats. Covers the environmental parameters impacting animal metabolism and plant productivity with a focus on the major stressors (e.g., water availability, heat, salinity, food supply, oxygen, radiation) in the habitats of each. Major topics include the adaptive and acclimative mechanisms in animals and plants with regard to osmoregulation, excretion, metabolism, respiration, circulation, neuromuscular systems and photosynthesis. The emphasis of the laboratory is on research exploring the adaptive and acclimative strategies employed by organisms under stress and the development of scientific communication skills.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 227L. Offered: spring semester.

BIO 227L - Ecological Physiology Laboratory (0)

A study of the physiological basis of organismal adaptation to diverse habitats. Covers the environmental parameters impacting animal metabolism and plant productivity with a focus on the major stressors (e.g., water availability, heat, salinity, food supply, oxygen, radiation) in the habitats of each. Major topics include the adaptive and acclimative mechanisms in animals and plants with regard to osmoregulation, excretion, metabolism, respiration, circulation, neuromuscular systems and photosynthesis. The emphasis of the laboratory is on research exploring the adaptive and acclimative strategies employed by organisms under stress and the development of scientific communication skills.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 227. Offered: spring semester.

BIO 228 - Biology of Plants (4)

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.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 228L. Offered: spring semester.

BIO 228L - Biology of Plants Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 228. Offered: spring semester.

BIO 230 - Experimental Design and Biostatistics (4)

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. Class time is broken into lecture and laboratory components.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Offered: fall and/or spring semesters.

BIO 250 - Comparative Vertebrate Anatomy (4)

Examines vertebrate evolution through a detailed study of the systems of the vertebrates.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 250L. Offered: fall semester.

BIO 250L - Comparative Vertebrate Anatomy Laboratory (0)

Examines vertebrate evolution through a detailed study of the systems of the vertebrates.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 250. Offered: fall semester.

BIO 302 - Clinical Anatomy (4)

This course examines the relationship between anatomy and the clinical reasoning skills used in medical diagnostics. The course relies on anatomical knowledge gleaned from dissections of model organisms as well as human prosections. This course is intended for advanced undergraduates with intentions of pursuing a career in the health professions.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and BIO 250. Corequisite: BIO 302L. Offered: spring semesters of even years.

BIO 302L - Clinical Anatomy Laboratory (0)

This course examines the relationship between anatomy and the clinical reasoning skills used in medical diagnostics. The course relies on anatomical knowledge gleaned from dissections of model organisms as well as human prosections. This course is intended for advanced undergraduates with intentions of pursuing a career in the health professions.

Prerequisite: Biology lower-core curriculum and BIO 250. Corequisite: BIO 302. Offered: spring semesters of even years.

BIO 307 - Microbiology (4)

A study of the structure, function and taxonomy of microorganisms, and their interactions with humans and their environment.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 307L. Offered: fall and spring semesters.

BIO 307L - Microbiology Laboratory (0)

A study of the structure, function and taxonomy of microorganisms, and their interactions with humans and their environment.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 307. Offered: fall and spring semesters.

BIO 310 - Developmental Biology (4)

A study of the developmental process in animals with emphases on cellular mechanisms, controlling development and morphology of embryos.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum; BIO 200 or BIO 201; BIO 250 recommended. . Corequisite: BIO 310L. Offered: spring semester.

BIO 310L - Developmental Biology Laboratory (0)

A study of the developmental process in animals with emphases on cellular mechanisms, controlling development and morphology of embryos.

Prerequisite: Biology lower-core curriculum; BIO 200 or BIO 201; BIO 250 recommended. Corequisite: BIO 310. Offered: spring semester.

BIO 315 - Virology (4)

This course will introduce concepts in modern virology, with an emphasis on virus genetics, replication strategies, host-virus interactions, pathogenesis, diagnosis, and prevention and control of virus infections.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 315L. Offered: fall semester.

BIO 315L - Virology Laboratory (0)

This course will focus on laboratory techniques and methodology used in modern virology, with an emphasis on virus isolation, characterization and cellular interactions.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 315. Offered: fall semester.

BIO 317 - Parasitology (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 317L. Offered: spring semester.

BIO 317L - Parasitology Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 317. Offered: spring semester.

BIO 330 - General Physiology (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 330L. Offered: fall semester.

BIO 330L - General Physiology Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum.
Corequisite: BIO 330. Offered: fall semester.

BIO 340 - Ichthyology (4)

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 them as natural resources are examined.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum and BIO 225 or 250. Corequisite: BIO 340L. Offered: spring semester of odd years.

BIO 340L - Ichthyology Laboratory (0)

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 them as natural resources are examined.

Prerequisite: Biology lower-core curriculum and BIO 225 or BIO 250. Corequisite: BIO 340. Offered: spring semester of odd years.

BIO 346 - Conservation Biology (4)

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 are connected to current literature in weekly discussion periods.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum and BIO 212 or MAR 222.
Corequisite: BIO 346L. Offered: spring semester.

BIO 346L - Conservation Biology Discussion (0)

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 are connected to current literature in weekly discussion periods. This course may be used as an elective for biology and marine science-biology majors, and is a required course for a major and minor in environmental science.

Prerequisite: Biology lower-core curriculum and BIO 212 or MAR 222. Corequisite: BIO 346. Offered: spring semester.

BIO 350 - Cell Biology (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and CHE 232. Corequisite: BIO 350L.
Offered: spring semester.

BIO 350L - Cell Biology Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum and CHE 232. Corequisite: BIO 350. Offered: spring semester.

BIO 355 - Conservation, Evolutionary and Ecological Genetics (4)

Uses an inquiry-based approach to explore how genetic data are used to answer research questions in conservation, evolution and ecology. The course focuses on the main approaches and limitations to selecting genetic markers, collecting and analyzing genetic data, that are used in current research. For example, we will cover genealogical data (e.g., DNA sequence), codominant allele data (e.g., microsatellite), expression data (e.g., cDNA) and single nucleotide

polymorphism (SNP) data. Topics will be broached as hypothetical research questions are brought to the class by students.

Prerequisite: Biology lower-core curriculum and BIO 200 or BIO 201. . Corequisite: BIO 355L. Offered: spring semester of odd years.

BIO 355L - Conservation, Evolutionary and Ecological Genetics Laboratory (0)

The laboratory includes hands-on wet lab data collection, data analysis and discussion of current research.

Prerequisite: Biology lower-core curriculum and BIO 200 or BIO 201. . Corequisite: BIO 355. Offered: spring semester of odd years.

BIO 360 - Immunology (4)

A study of the fundamental concepts of immunology, including the essentials of immunological expression, cellular and humoral immunity, immunity and disease, auto-immunity, and developmental and comparative immunology, focusing on landmark experiments that underlie its theoretical framework.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum and CHE 232; BIO 307 is recommended. Corequisite: BIO 360L. Offered: spring semester.

BIO 360L - Immunology Laboratory (0)

A study of the fundamental concepts of immunology, including the essentials of immunological expression, cellular and humoral immunity, immunity and disease, auto-immunity, and developmental and comparative immunology, focusing on landmark experiments that underlie its theoretical framework.

Prerequisite: Biology lower-core curriculum and CHE 232; BIO 307 is recommended. Corequisite: BIO 360. Offered: spring semester.

BIO 370 - Molecular Biology (4)

Provides 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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 370L. Offered: spring semester.

BIO 370L - Molecular Biology Laboratory (0)

Provides 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.

Prerequisite: Biology lower-core curriculum. Corequisite: BIO 370. Offered: fall semester.

BIO 380 - Behavioral Biology (4)

Course focuses on historical knowledge and 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, and social behavior, including mating and reproduction, predator-prey relationships and the biological bases of aggression, territoriality and communication. Students will develop their communication skills as part of the writing-intensive requirement, learning about discipline-specific writing and research processes that engage course topics through formal and informal writing assignments, with opportunities for in-class discussion of the material, through student-led formal discussions and professor-led informal discussions.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum or equivalent. Corequisite: BIO 380L. Offered: fall semester.

BIO 380L - Behavioral Biology Discussion (0)

Course focuses on historical knowledge and 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, and social behavior, including mating and reproduction, predator-prey relationships, and the biological bases of aggression, territoriality and communication. Students will develop their communication skills as part of the writing-intensive requirement, learning about discipline-specific writing and research processes that engage course topics through formal and informal writing assignments, with opportunities for in-class discussion of the material, through student-led formal discussions and professor-led informal discussions.

Prerequisite: Biology lower-core curriculum or equivalent. Corequisite: BIO 380. Offered: fall semester.

BIO 390 - Essentials of Electron Microscopy (4)

Introduces the techniques used in preparation and viewing of biological specimens on the scanning and transmission electron microscopes.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and consent of instructor. Corequisite: BIO 390L. Offered: fall semester.

BIO 390L - Essentials of Electron Laboratory (0)

Introduces the techniques used in preparation and viewing of biological specimens on the scanning and transmission electron microscopes.

Prerequisite: Biology lower-core curriculum and consent of instructor. Corequisite: BIO 390. Offered: fall semester.

BIO 392 - Natural Environments of Southern Africa (4)

The natural history and ecology of southern Africa, including studies of the arid environments of the Namib, the fynbos and karoo, mopane woodlands and the conservation practices to protect unique plant and animal assemblages. Requires the ability to take a three-week field trip to southern Africa in the weeks following the end of the semester.

Distribution: (IG) (NW). Prerequisite: biology lower core curriculum and consent of instructor. Offered: occasionally.

BIO 400 - Evolution (4)

A study of the scientific foundations of evolutionary theory and the mechanisms responsible for evolutionary change. Topics covered include a 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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum. Offered: spring semester.

BIO 405 - Human Evolution (4)

A study of the evolution of humans, beginning with the origin of primates. Course includes emphases on evolutionary phenomena, morphological and molecular evolution, extinct and modern human diversity, primate behavior, and human functional anatomy and paleontology.

Distribution: (IG) (NS). Prerequisite: Biology lower-core curriculum: BIO 225, BIO 250 or BIO 400 recommended. Corequisite: BIO 405L. Offered: spring semester of odd years.

BIO 405L - Human Evolution Laboratory (0)

A study of the evolution of humans, beginning with the origin of primates. Course includes emphases on evolutionary phenomena, morphological and molecular evolution, extinct and modern human diversity, primate behavior and human functional anatomy and paleontology.

Prerequisite: Biology lower-core curriculum; BIO 225, BIO 250, or BIO 400 recommended. Corequisite: BIO 405. Offered: spring semester of odd years.

BIO 408 - Bioinformatics and Genomics (4)

This course introduces fundamental concepts, algorithms and methods in bioinformatics and genomics. Topics include, but are not limited to: pairwise sequence alignment, multiple sequence alignment, biological database searching, phylogenetic

analysis, protein structure prediction, genome annotation and comparative genomics. The course introduces the use of computer programming and various computational tools to analyze biological data. Understanding of bioinformatics methods and the practical application of these methods are emphasized. No prior programming experience is necessary.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and one of the following: BIO 200, BIO 201, BIO 370, or CHE 320. Corequisite: BIO 408L. Offered: fall semester.

BIO 408L - Bioinformatics and Genomics Laboratory (0)

This course introduces fundamental concepts, algorithms and methods in bioinformatics and genomics. Topics include, but are not limited to: pairwise sequence alignment, multiple sequence alignment, biological database searching, phylogenetic analysis, protein structure prediction, genome annotation and comparative genomics. The course introduces the use of computer programming and various computational tools to analyze biological data. Understanding of bioinformatics methods and the practical application of these methods are emphasized. No prior programming experience is necessary.

Prerequisite: Biology lower-core curriculum and one of the following: BIO 200, BIO 201, BIO 370 or CHE 320. Corequisite: BIO 408. Offered: fall semester.

BIO 410 - Senior Seminar (1)

An in-depth study of a current topic in biology. Requires independent study project and presentation.

Distribution: (NS). Prerequisite: Senior standing in biology or marine science. Offered: fall and spring semesters.

BIO 411 - Biology Outcomes Capstone (0)

This course consists of a capstone exam and a senior skills and attitudes survey, both of which are required of all departmental majors in their final 14-week semester. The capstone exam provides a framework for students to synthesize their comprehension of cell biology, molecular biology, genetics, organismal biology, population biology, evolution and ecology and gauges the preparedness of students to address scientific problems at a wide range of levels of biological organization. The final comprehensive exam serves as an overview of the areas of applied knowledge that are infused in the biology departments major programs. The skills and attitudes survey provides a framework for students to reflect on and provide an indirect measure of their understanding of the process and methodology of science as well as student preparedness to make informed decisions about complex scientific issues. Graded: S/U.

Prerequisite: Senior standing in all majors offered through the Department of Biology. Must be taken during graduation semester. Offered: fall and spring semesters.

BIO 420 - Recent Discoveries in Biology (1)

This advanced biology course will focus on analysis and presentation of published research articles. Students will also attend and critique biology research seminars. Themes ranging from molecular to organismal biology will be explored. This course will be of particular interest to advanced Biology students who plan to pursue graduate or professional degrees.

Distribution: (NS). Prerequisite: Students must have completed the Biology lower-core and either General Genetics or Molecular Genetics and have a minimum GPA of 3.0 and have senior status or permission of instructor. . Offered: fall and/or spring semesters.

BIO 440 - Selected Topics in Biology (2-6)

Students select a topic of interest in biology and explore the subject thoroughly through directed literature-based research. Requires at least two hours each week for each credit attempted and a formal paper with extensive literature review. Oral presentation of results can be used in place of BIO 410 with permission of department chair. Counts as general elective credit only and therefore may not be used as an upper level biology elective.

Distribution: (W). Prerequisite: At least 16 credit hours in biology, and faculty and department chair permission. Offered: fall and spring semesters.

BIO 445 - Biological Research (2-6)

Research questions must be selected with the professor in charge of the project with approval from the department chair. Requires at least two hours each week for each credit attempted. Oral presentation of results can be used in place of BIO 410 with permission of department chair. Counts as general elective credit only and therefore may not be used as an upper level biology elective.

Distribution: (NS). Prerequisite: At least 16 credit hours in biology, and faculty and department chair consent. Offered: fall and spring semesters.

BIO 450 - Biological Research - Capstone (2-6)

Research topics must be selected in consultation with the professor in charge of the project with approval from the department chair. Usually requires preliminary library or laboratory research prior to attempting a BIO 450 project (volunteer research, BIO 440 or BIO 445 recommended). Requires at least two hours each week for each credit attempted, a research paper and oral presentation of topic. Oral presentation of results can be used in place of BIO 410 with permission of department chair. Counts as general elective credit only and therefore may not be used as an upper level biology elective.

Distribution: (W) (NS). Prerequisite: At least 16 credit hours in biology, and faculty and department chair permission. Offered: fall and spring semesters.

BIO 480 - Biology Laboratory Practicum (1)

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 credit only and therefore may not be used as an upper level biology elective.

Distribution: (NS). Prerequisite: Permission of the instructor. Offered: fall and spring semesters.

BIO 490 - Biological Internship (1-8)

Provides practical experience in science-related programs in a firm or agency under the supervision of faculty and firm representatives. Can be accomplished on a part-time or full-time basis. Graded on a pass/fail basis. Counts as general elective credit only and therefore may not be used as an upper level biology elective.

Prerequisite: BIO 203 and BIO 204, 56 credit hours, minimum GPA of 3.0 in the major or approval of the department. Note: Prerequisite courses may be specified by the employer. Offered: fall and spring semesters.

BIO 495 - Special Topics (1-4)

A lecture or laboratory course offered at the discretion of the Department of Biology. 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. Counts as general elective credit only and therefore may not be used as an upper level biology elective.

Prerequisite: Permission of instructor. Offered: fall and spring semesters.

BIT - Business Information Technology**BIT 275 - Information Technology Business Concepts (4)**

This course discusses the need of the organization to understand business challenges and utilize emerging technologies in order to contribute to the decision-making process. Students learn how to deliver value and manage business capabilities through incorporating IT solutions. An emphasis is placed on discussing the role of a "hybrid business manager," implementing appropriate business-driven technologies and managing IT organizational projects. This course includes concepts and issues critical in the globalization of business operations and information technology.

Prerequisite: ITM 220. Offered: fall and spring semesters.

BIT 345 - Web and Mobile Technology Applications (4)

This course provides the foundation for understanding the design and implementation of web and mobile technologies with a specific emphasis on

their application for businesses. The course focuses on the design, creation, setup and administration of web-based content management systems such as Wordpress, Drupal and Joomla. Students also study the fundamentals of HTML 5 and CSS using contemporary tools such as Dreamweaver and Aptana. Students will also learn basic mobile app design through the use of current user-centric app creation programs such as App Inventor.

Prerequisite: BIT 275. Offered: fall semester.

BIT 365 - Business Database Technology (4)

This course introduces students to the database concepts with emphasis on the relational database model and structured query language (SQL) to extract information from the database. The course also introduces data management topics relevant to a business professional such as data analytics, web database development, database security and emerging approaches in database management. Upon completion, students should be able to analyze business requirement and recommend, implement and administer a database using a contemporary database management software.

Prerequisite: BIT 275. Offered: fall semester.

BIT 475 - Technology Solutions for Business (4)

This course introduces several technology solutions to support business strategies and objectives that enable businesses to succeed in a competitive global business environment. An emphasis is placed on the discussion of cloud and technology solutions to support business decision making processes, supply chain systems, customer relationship management, monitoring and evaluation systems, and integration of an organization through enterprise resource planning.

Prerequisite: BIT 345, BIT 365. Offered: fall and spring semesters.

BUS - Business

BUS 101 - Introduction to Global Business (4)

This course emphasizes global competitiveness by introducing students to the way companies operate and how they compete with other companies. In addition, students 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.

Distribution: (IG). Prerequisite: Pre-requisite or co-requisite of AWR 101 or equivalent. Co-requisite BAC 100. Available to declared COB majors, business minors, marketing minors, biology-business majors, liberal studies majors, AD/PR majors or by permission of COB associate dean during the fall and spring semesters. Open to all during the summer. Corequisite: AWR 101 and BAC 100. Offered: fall, spring and summer semesters.

BUS 221 - Business Law and Social Responsibility (4)

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 responsibilities to society.

Prerequisite: BUS 101. Offered: fall, spring and summer semesters.

BUS 550 - Commercial Law for Financial Professionals (4)

Study of legal issues involving accounting and financial professionals. Topics addressed include uniform commercial code sales, secured transactions, negotiable instruments and banking, along with creditor's rights, agency, enterprise organizations, securities, professional licensing/regulation and the legal liability of accountants.

Prerequisite: BUS 221. Offered: fall and spring semesters.

BUS 689 - International Residency (4)

This course is designed to give students an opportunity to develop personal familiarity with the global business environment. By combining academic lectures in various functional areas of business and visits with local companies and governmental representatives, students are able to gain in-depth understanding of the local business environment and how it is influenced by economic, legal/political, and sociocultural factors.

BUS 697 - Career and Leadership Development (2)

This course sets the stage for students' professional and career development throughout their years at UT and beyond through a highly intensive, personal approach that entails not only classroom sessions but one-on-one coaching and mentoring. Students will focus specifically on the creation of a strategic career management plan and development of leadership knowledge and skills.

Prerequisite: MGT 598. Offered: every semester.

BUS 698 - Topics in Professional Development (1-4)

For graduate students only. BUS 698 allows students to design a set of educational experiences to best meet the students learning needs and career aspirations. In order to fulfill the course requirements, each student selects from a well-defined list of activities covering a spectrum of business experiences including leadership certification, research projects, service learning projects, career development seminars, SAP certification workshops, travel study courses and internships.

Offered: fall, spring and summer semesters.

CAR - Career Services

CAR 201 - Career Decision Making (1)

For second-semester freshmen and sophomores, incoming transfer students (freshman or sophomore

status) and sophomores who have not yet declared a major or who are uncertain about their previously declared major. Students gain an understanding of the process of career decision-making. They explore interests, skills, values and personality and learn how they relate to major and career choices.

CAR 401 - Job Search Strategies (1)

Covers current trends of job searching. Resume development, interviewing techniques, proper correspondence, resumes for the Internet, and job searching through various media are addressed through professional lectures, research methods, guest lecturers and class assignments. Seven week course.

Prerequisite: Senior standing.

CHE - Chemistry

CHE 126 - Chemistry and Society (3)

Designed for non-science majors. Introduces the basic concepts of chemistry and examines them in terms of real-world examples. Satisfies general distribution requirements. May be taken as a preparatory course for CHE 152 but is not applicable toward a chemistry major or minor. Lecture only.

Distribution: (NS). Prerequisite: MAT 150 or equivalent. Offered: fall and spring .

CHE 128 - Introductory Chemistry (3)

This course deals with the fundamental principles of chemical science and basic calculations in science. Topics include scientific measurement, states of matter, solution chemistry, acid-base theory, chemical equilibrium, and oxidation-reduction reactions. This course is intended for science majors as preparation for taking CHE 150/152/153L. Satisfies general curriculum distribution requirements. Lecture only. For CNHS majors only.

Distribution: (NS). Offered: fall.

CHE 150 - Chemistry for Health Care Professions (4)

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.

Distribution: (NS). Prerequisite: MAT 150 or equivalent. Offered: fall and spring .

CHE 152 - General Chemistry I (3)

Expands on the basic concepts of chemistry. Topics include chemical nomenclature, stoichiometric relationships, the chemistry of gases, atomic structure, chemical bonding and molecular geometry. Permission to retake the course during the fall or spring semester after having earned a letter grade in or having officially withdrawn from the course can only be granted by the department chair.

Distribution: (NS). Prerequisite: MAT 160 or equivalent. Students failing to meet the MAT 160 prerequisite are strongly recommended to take CHE 128 concurrently with MAT 160. Pre- or corequisite: CHE 153L (with a grade of "C" or better). High school or college preparatory chemistry strongly recommended. . Offered: fall.

CHE 153L - General Chemistry I Laboratory (1)

Laboratory experiments supplement lecture material presented in CHE 152. Permission to retake the course during the fall or spring semester after having earned a letter grade in or having officially withdrawn from the course can only be granted by the department chair.

Prerequisite: Pre- or corequisite: CHE 152 (with a grade of "C" or better). Offered: fall.

CHE 154 - General Chemistry II (3)

A continuation of General Chemistry I. Topics include solution chemistry, kinetics, equilibrium, thermodynamics, electrochemistry and nuclear chemistry.

Distribution: (NS). Prerequisite: CHE 152 and CHE 153L (both with a grade of "C" or better). Pre- or corequisites: CHE 155L (with a grade of "C" or better) and MAT 170. Offered: spring .

CHE 155L - General Chemistry II Laboratory (1)

Laboratory experiments supplement lecture material presented in CHE 154.

Prerequisite: CHE 152 and CHE 153L (both with a grade of "C" or better). Pre- or corequisite: CHE 154 (with a grade of "C" or better). Offered: spring .

CHE 165 - Chemistry and Art (1-4)

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. This course has a required international travel component. Lecture only.

Distribution: (A) (NS). Offered: spring.

CHE 180 - Environmental Chemistry (3)

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.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better). Offered: spring .

CHE 230 - Selected Topics in Forensic Science (3)

The goal of this course is to provide students with a survey of topics in forensic science that will be covered in more depth in higher-level courses. Topics may

include subjects such as arson investigation, trace evidence analysis and firearms analysis. Each subject is taught individually by an expert in the field.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better) . Offered: fall.

CHE 232 - Organic Chemistry I (3)

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.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better). Pre- or corequisite: CHE 233L (with a grade of "C" or better). Offered: fall .

CHE 233L - Organic Chemistry I Laboratory (1)

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.

Distribution: (W). Prerequisite: Pre- or corequisite: CHE 232 (with a grade of "C" or better). Offered: fall .

CHE 234 - Organic Chemistry II (3)

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.

Distribution: (NS). Prerequisite: CHE 232 and CHE 233L (both with a grade of "C" or better). Pre- or corequisite: CHE 235L (with a grade of "C" or better). Offered: spring .

CHE 235L - Organic Chemistry II Laboratory (1)

Experiments involve organic synthesis and physical methods in organic chemistry including IR and NMR spectroscopy.

Distribution: (W). Prerequisite: Pre- or corequisite: CHE 234 (with a grade of "C" or better). Offered: spring.

CHE 242 - Medicinal Chemistry I (1)

This course offers an introduction of the chemical and biological properties and reactions of medicinal compounds and their metabolites. Topics include: the chemistry of bonding, nomenclature, stereochemistry, geometry and pharmacology. Students will be given the opportunity to present on disease-related topics and their respective treatments.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better). Pre- or corequisite: CHE 232. Offered: fall, based on availability of faculty.

CHE 244 - Medicinal Chemistry II (1)

This course offers an introduction of the synthesis, chemical and biological properties and reactions of medicinal compounds and their metabolites. Topics include: the chemistry of bonding, nomenclature, stereochemistry, geometry and pharmacology. Students will be given the opportunity to present on disease-related topics and their respective treatments.

Distribution: (NS). Prerequisite: CHE 232 and CHE 233L (both with a grade of "C" or better). Pre- or corequisite: CHE 234. . Offered: spring, based on availability of faculty.

CHE 245 - Intermediate Inorganic Chemistry (4)

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 and base theory and crystal field theory for the first row transition elements. Lecture and laboratory.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better). Concurrent: CHE 245L. Offered: spring .

CHE 245L - Intermediate Inorganic Chemistry Laboratory (0)

Laboratory component of CHE 245.

Prerequisite: Concurrent: CHE 245. Offered: spring.

CHE 305 - Applied Physical Chemistry (3)

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.

Distribution: (NS). Prerequisite: MAT 260 (with a grade of "C" or better) and either PHY 200 or PHY 205. Pre- or corequisite: CHE 310 (with a grade of "C" or better). Offered: fall .

CHE 310 - Analytical Chemistry (4)

An advanced treatment of chemical equilibrium and its application to the quantitative analysis of materials. Emphasizes gravimetric, volumetric, spectrophotometric and potentiometric methods of analysis. Lecture and laboratory.

Distribution: (NS). Prerequisite: CHE 154 and CHE 155L (both with a grade of "C" or better). Concurrent: CHE 310L. Offered: fall and spring .

CHE 310L - Analytical Chemistry Laboratory (0)

Laboratory component of CHE 310.

Prerequisite: Concurrent: CHE 310. Offered: fall and spring.

CHE 315 - Chemical Oceanography (3)

The ocean is the largest aqueous mixture on the planet, and this course is an introduction to the chemistry of the seas. Chemical oceanography is one of the four major fields of oceanography and requires an

interdisciplinary approach to understand the biological, chemical, geological and physical processes that affect seawater constituents. The composition of seawater and its spatial and temporal variations will be the primary focus of the course. Interactions at the boundaries of the ocean with the atmosphere, sediments and seafloor that affect seawater chemistry will be explored.

Prerequisite: BIO 198, BIO 198L, BIO 199, BIO 199L, CHE 234, CHE 235L, PHY 201, PHY 201L, MAR 200, and MAT 260 (each with a grade of "C" or better). . Offered: fall.

CHE 320 - Biochemistry (3)

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; and the major metabolic cycles and their cellular control processes. Lecture only.

Distribution: (NS). Prerequisite: CHE 234 and CHE 235L (both with a grade of "C" or better). Offered: fall and spring .

CHE 320L - Biochemistry Laboratory (1)

This laboratory course is designed to supplement lecture material discussed in CHE 320 (Biochemistry). Topics to be discussed and experiments performed by students include buffer composition and analysis; protein dilution and quantitation; enzyme kinetics and inhibition; nucleic acid purification and quantification; and ligand binding and equilibrium analysis.

Prerequisite: Pre- or corequisite: CHE 320 (with a grade of "C" or better). Offered: fall (and spring, as needed).

CHE 325 - Biochemistry of Metabolism (3)

This course extends the basic biochemistry (CHE 320) curriculum and provides a more comprehensive foundation. Topics covered in the lecture component include: glycolysis and gluconeogenesis, the citric acid cycle, oxidative phosphorylation and photosynthesis, the Calvin cycle and pentose phosphate pathway, glycogen and fatty acid metabolism, biosynthesis and catabolism of amino acids, nucleotide biosynthesis, biosynthesis of lipids, metabolism integration, metabolism of nucleic acids, and biochemical regulation of gene expression.

Prerequisite: CHE 320 (with a grade of "C" or better). Offered: spring.

CHE 340 - Microscopic Examination of Firearms Evidence (3)

This course is designed to provide hands-on experience in firearms examination, with a focus on microscopic methods. The course will explore common types of firearms evidence such as cartridge casings, bullets, bullet fragments, shot pellets, and gunshot residues. Students may fire various firearms and types of ammunition and compare these known bullets and

cartridges with unknown samples, primarily using comparison microscopy. This course is conducted in collaboration with the National Forensic Science Technology Center (NFSTC) and requires periodic travel to the NFSTC facility in Largo, FL.

Prerequisite: Consent of the instructor. Offered: May term.

CHE 352 - Physical Chemistry I (3)

Topics include gases and kinetic molecular theory, the laws of thermodynamics, phase equilibrium, ideal and non-ideal solutions, electrochemistry and surface phenomena. Lecture only.

Distribution: (NS). Prerequisite: CHE 310 (with a grade of "C" or better), MAT 261 (with a grade of "C" or better), and PHY 206. Offered: fall .

CHE 353L - Physical Chemistry I Laboratory (1)

Introduction to advanced chemical laboratory techniques.

Prerequisite: Pre- or corequisite: CHE 352. Offered: fall .

CHE 354 - Physical Chemistry II (3)

A continuation of Physical Chemistry I. Topics include kinetics, photochemistry, quantum mechanics, spectroscopy and X-ray diffraction. Lecture only.

Distribution: (NS). Prerequisite: CHE 352 and CHE 353L (both with a grade of "C" or better). Offered: spring .

CHE 355L - Physical Chemistry II Laboratory (1)

Continuation of physical chemistry laboratory.

Prerequisite: Pre- or corequisite: CHE 354. Offered: spring.

CHE 410 - Senior Seminar (2)

An in-depth, independent, literature-based study of a current topic in chemistry or biochemistry. A written report and an oral presentation of the topic must be presented to and reviewed by the chemistry faculty. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: CHE 234, CHE 235L, CHE 310 (all with a grade of "C" or better) and at least one of the following (with a grade of "C" or better): CHE 245, CHE 320, or (CHE 352 and CHE 353L). Offered: spring.

CHE 420 - Advanced Biochemistry (4)

Advanced Biochemistry CHE420 is a writing-intensive, laboratory-based course that expands on the basics introduced in Biochemistry CHE 320 and Biochemistry Laboratory CHE 320L. This course emphasizes both biochemical theory and methodology, including enzymology, purification and characterization of biological molecules, immunobiochemistry and the structure/function relationship of biological molecules. Students perform a semester-long laboratory project, culminating in formal laboratory report. Students are also assessed through scientific presentation, in-class examinations and take-home examinations designed to measure students' mastering of the concepts presented

during the lecture and laboratory portions of the course.

Distribution: (W) (NS). Prerequisite: CHE 320 and CHE 320L (both with a grade of "C" or better). Offered: spring .

CHE 425 - Advanced Inorganic Chemistry (3)

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.

Distribution: (NS). Prerequisite: CHE 245, CHE 310 (both with a grade of "C" or better), MAT 261, and PHY 206. Offered: fall .

CHE 426 - Advanced Organic Chemistry (3)

This course is designed to cover many of the topics discussed in Organic Chemistry I and II in more depth. Topics may include the general study of organic reaction mechanisms including Eyring plots, Hammond's postulate, Curtin-Hammett principle, isotope effects and acid-base catalysis; conformational control; stereoelectronics; Hückel molecular orbital theory; pericyclic reactions; aromaticity; free-radical species and reactions; nucleophilic substitutions; eliminations; additions; multi-step synthetic strategies; retrosynthetic strategies; and natural product synthesis. In addition, the student may be 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.

Distribution: (NS). Prerequisite: CHE 234 and CHE 235L (both with a grade of "C" or better). Offered: spring semesters whose calendar year is an even number.

CHE 430 - Advanced Instrumental Chemistry (4)

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.

Distribution: (W) (NS). Prerequisite: CHE 234, CHE 235L, CHE 245 and CHE 310 (all with a grade of "C" or better). . Corequisite: Concurrent: CHE 430L. Offered: spring .

CHE 430L - Advanced Instrumental Chemistry Laboratory (0)

Laboratory component of CHE 430.

Prerequisite: Concurrent: CHE 430. Offered: spring.

CHE 432 - Forensic Chemistry I (3)

This course provides a comprehensive overview of chemical methods and techniques commonly used in the analysis of forensic evidence. Topics include 1) drugs of abuse, 2) absorbance methods and color tests, 3) fluorescence and chemiluminescence methods, 4)

extractions and separations, 5) gas chromatography, 6) high performance liquid chromatography, and 7) 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.

Prerequisite: CHE 310, CHE 234 and CHE 235L (all with a grade of "C" or better). Pre- or corequisite: CHE 433L (with a grade of "C" or better). Offered: fall .

CHE 433L - Forensic Chemistry I Laboratory (1)

Laboratory experiments supplement lecture material presented in CHE 432.

Prerequisite: Pre- or corequisite: CHE 432 (with a grade of "C" or better). Offered: fall .

CHE 434 - Forensic Chemistry II (3)

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.

Prerequisite: CHE 432 and CHE 433L (both with a grade of "C" or better). Pre- or corequisite: CHE 435L (with a grade of "C" or better). Offered: spring .

CHE 435L - Forensic Chemistry II Laboratory (1)

Laboratory experiments supplement lecture material presented in CHE 434.

Prerequisite: Pre- or corequisite: CHE 434 (with a grade of "C" or better). Offered: spring .

CHE 440 - Professional Practice in Forensic Science (3)

This course is designed to help students transition the knowledge and skills gained in their laboratory and coursework into employment in working forensic laboratories. The following topics, in the context of forensic science, are covered: quality assurance, courtroom testimony, ethics, data integrity, and employment practices.

Distribution: (NS). Prerequisite: CHE 432 and CHE 433L (both with a grade of "C" or better), senior standing or permission of the instructor. Offered: spring.

CHE 445 - Advanced Organic Spectroscopy (3)

Covers current spectroscopic methods for organic structure determination. Topics include mass spectrometry, infrared spectroscopy, nuclear magnetic resonance spectroscopy, electron paramagnetic resonance, X-ray diffraction, and other techniques 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. Lecture only.

Prerequisite: CHE 234 and CHE 235L (both with a grade of "C" or better). Offered: spring semesters whose calendar year is an odd number.

CHE 451 - Introduction to Research (1-4)

Qualified students in junior year choose project subject in consultation with chemistry faculty member. Requires laboratory or computational research. A written report and an oral presentation of the research must be presented to and reviewed by the chemistry faculty. The project should be performed during the student's last three semesters. This capstone experience may be repeated for a total of 4 credit hours. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: CHE 234, CHE 235L, CHE 310 (all with a grade of "C" or better) and at least one of the following (with a grade of "C" or better): CHE 245, CHE 320 or CHE 352 and CHE 353L. Offered: fall, spring and summer sessions, based on availability of faculty.

CHE 453 - Chemistry Internship (1-4)

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 4 credit hours. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: CHE 234, CHE 235L and CHE 310 (all with a grade of "C" or better), and at least one of the following (with a grade of "C" or better): CHE 245, CHE 305, CHE 320 or CHE 352 and CHE 353L. Must have 56 credit hours earned, minimum GPA of 2.5 in the major or approval of department chairperson. Offered: fall, spring and summer sessions.

CHE 460 - Introduction to Forensic Research (1-4)

Qualified students in junior year choose project subject in consultation with chemistry faculty member. Requires laboratory research related to forensic science. A written report and an oral presentation of the research must be presented to and reviewed by the chemistry faculty. The project should be performed during the student's last three semesters. This capstone experience may be repeated for a total of 4 credit hours. Graded on a satisfactory/unsatisfactory basis.

Distribution: (NS). Prerequisite: CHE 230, CHE 234, CHE 235L and CHE 310 (all with a grade of "C" or better). Offered: fall, spring and summer sessions, based on availability of faculty.

CHE 463 - Forensic Science Internship (1-4)

Provides practical experience in forensic science-related programs in a firm or agency under the supervision of faculty and agency representatives. Students must apply for this internship at least one semester in advance. May be accomplished on a part-

time basis and may be repeated for a total of 4 credit hours. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: CHE 230, CHE 234, CHE 235L and CHE 310 (all with a grade of "C" or better), 56 credit hours earned, minimum GPA of 2.5 in the major, or approval of department chair. Offered: fall, spring and summer sessions.

CHE 470 - Tissue Culture (4)

This course is an introduction to biochemical principles of and techniques utilized in the science of cultivating, manipulating and assaying animal cells *in vitro*. This course provides the basic science knowledge and laboratory skills required for carrying out diverse research projects in biomedical science, clinical research and biotechnology. This laboratory-intensive course provides extensive hands-on experience in animal cell propagation, sub-culturing, transfection with transgenes, clonal cell isolation, cryopreservation, inducible transgene expression, and a variety of biochemical assays. Lecture and laboratory.

Prerequisite: CHE 320 and CHE 320L (both with a grade of "C" or better) and BIO 198. Offered: fall.

CHE 490 - Molecular Basis of Cancer (4)

Molecular Basis of Cancer (MBoC) is a laboratory-intensive course that provides extensive hands-on experience in chemically treating human cancer cell lines and performing a variety of biochemical assays and molecular analysis techniques of the biological molecules isolated from these cells. MBoC is intended to serve as an undergraduate classroom research experience (CURE). This CURE course includes lectures on the molecular techniques utilized and background on molecular oncology topics including oncogenes, signal transduction, DNA replication and repair, cell growth metabolism, apoptosis, as well as cancer of breast, colon, lung and prostate organ sites.

Prerequisite: CHE 320 and CHE 320L (each with a grade of "C" or better); CHE 470 is also preferred. Offered: spring.

CHE 498 - Special Topics in Forensic Science (3)

A lecture course in an applied forensic science discipline offered at the discretion of the forensic science faculty. Subject may be chosen from across forensic science but will typically involve forensic DNA analysis or forensic microscopy.

Prerequisite: Consent of instructor. Offered: based on availability of faculty.

CHE 499 - Special Topics in Chemistry (1-4)

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.

Distribution: (NS). Prerequisite: Consent of instructor. Offered: fall and spring, based on availability of faculty.

CHI - Chinese

CHI 101 - Elementary Chinese I (4)

CHI 101 (or equivalent skills) is a beginning Chinese language course with an emphasis on Chinese culture, as well as understanding and speaking Chinese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Chinese. 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 102 - Elementary Chinese II (4)

Beginning Chinese language course with an emphasis on Chinese culture, as well as understanding and speaking Chinese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Chinese. CHI 101 (or equivalent skills) is a prerequisite for CHI 102.

CHI 201 - Intermediate Chinese I (4)

Develops a greater understanding of Chinese culture and everyday Chinese, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Chinese. Prerequisite: CHI 102 or two or more years of high school Chinese, or equivalent skills. .

CHI 202 - Intermediate Chinese II (4)

Develops a greater understanding of Chinese culture and everyday Chinese, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Chinese. Prerequisite: CHI 201 or three or more years of high school Chinese, or equivalent skills.

CHI 251-259 - Topics in Chinese (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of instructor.

CHI 351-359 - Topics in Chinese (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of instructor.

CHI 451-459 - Topics in Chinese (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of instructor.

COM - Communication

COM 222 - Media Aesthetics and Creativity (4)

In this class, students will be asked to explore their own creative processes and develop identities as creative

thinkers and producers of media. Students will research theories about creativity; explore aesthetic principles relating to two-dimensional, interactive and time-based media; and experiment with traditional and experimental narrative techniques. The focus will be on developing creative concepts in pre-production phases (e.g., sketching, storyboarding, storytelling, writing treatments and artist statements, experimenting with electronic media). Students will work both individually and in groups; research and synthesize substantive ideas from outside influences; and effectively present ideas in oral, visual and written forms.

Offered: fall and spring semesters.

COM 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.

This is a CORE foundation course for all communication majors.

Distribution: (SS). Offered: fall and spring semesters.

COM 225 - Media Writing (4)

An introduction to the principles and practices of writing for major types of mass communication media, with an emphasis on content, organization, conciseness and clarity. Students learn different styles of writing for print media, broadcast media, the Web, advertising and public relations. This course also discusses the ethical and legal implications of writing for the media.

Distribution: (W). Offered: fall and spring.

COM 226 - Introduction to Scriptwriting for Motion Pictures and Television (4)

Students learn and practice the principles behind the art and craft of scriptwriting for short, single-camera "motion picture" format, and multi-camera, live audience television (such as situation comedies). May not be used to satisfy general distribution requirements.

Distribution: (W). Offered: fall and spring.

COM 232 - Visual Literacy (4)

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.

This is a CORE foundation course for all communication majors.

Distribution: (A) (HFA). Offered: fall and spring semesters.

COM 234 - Topics in Communication (1-4)

COM 236 - Topics in Communication (1-4)

This faculty-led framework allows students to operate their own on-campus television channel, exercising full creative control over both the format and content of the programming. In addition to writing, producing, and editing packages in the field and studio, students attend weekly meetings of the UTTV: Spartan Television club, receive feedback and mentoring from the club's Executive Committee, and collaborate with other members of UTTV. At the end of the semester, each student compiles a reel (e-portfolio) that highlights their best work while demonstrating their skills in writing, producing, and editing.

Distribution: (HFA).

COM 237 - Topics in Communication (1-4)

COM 241 - Introduction to Sound, Image and Motion (4)

An introduction to hands-on digital film production and post-production. Each student will complete a short documentary, narrative and experimental film. Technical instruction will include level-one instruction on non-linear digital editing software and an introduction to HD cameras. Students will be introduced to portable equipment at the cage (including cameras, tripods, audio recording tools and more) and production facilities, including the black box studio space. Class will be comprised of technical demonstrations, in-class shoots and critiques of student work. Basic history, theory and aesthetics of related media are presented.

May not be used to satisfy general distribution requirements. Laboratory fee required.

Offered: spring and fall semesters.

COM 242 - Digital Citizenship (4)

Digital Citizenship introduces digital media production as a means of self-discovery, self-expression and civic engagement through three key issues: how do we define and know our identities given the dominant ways we express them today? How, to what purpose and with what responsibilities do we express our identities outward into public spheres? And how can we use media authoring skills to recognize and solve social problems? Through Internet research, social media, blogging and image capture, manipulation and distribution, students will develop skills to go from casual users of various contemporary technologies to digital rhetoricians practicing active, engaged citizenship.

This is a CORE foundation course for all communication majors.

COM 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.)

COM 260 - American Cinema (4)

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.

Distribution: (A) (HFA). Offered: fall and spring semesters.

COM 261 - World Cinema (4)

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.

Distribution: (A) (HFA) (IG) (NW). Offered: fall and spring semesters.

COM 283 - Principles of Advertising (4)

This course introduces students to the historical, cultural, economic, and social aspects of advertising. Students will discuss advertising's relationship to marketing as well as its role in traditional and new media landscapes. This course also provides an overview of advertising management, advertising planning, advertising creativity and concepts, global advertising, and laws affecting advertising. (This course replaces COM 282, Survey of Advertising and Public Relations.)

Prerequisite: This course may not be taken if the student has already taken and received a passing grade in COM 282. Offered: fall and spring semesters.

COM 284 - Principles of Public Relations (4)

This is an introductory course to public relations communication. The primary objectives of this course are to help students recognize the basic concepts and principles of public relations, to help them gain an understanding of the social importance of public relations in our community and organizations, and to help students personalize these concepts to their professional career interests. (This course replaces COM 282, Survey of Advertising and Public Relations.)

Prerequisite: This course may not be taken if the student has already taken and received a passing grade in COM 282. Offered: fall and spring semesters.

COM 300 - The Documentary Tradition (4)

Survey course on the visual documentary tradition. May be used to satisfy general distribution requirements in the humanities if not used for the major.

Distribution: (HFA). Prerequisite: COM 232 or consent of instructor. Offered: once per year.

COM 301 - Introduction to Organizational Communication (4)

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.

Prerequisite: COM 224.

COM 302 - Digital Arts for Professional Communication (4)

This course teaches strategic use of digital tools for business purposes, including development of corporate identification, layout of print collateral, creation of print and web graphics, production and editing of small-scale video, creation of a simple websites, and development of blogs and other social media.

Prerequisite: ART 210 and COM 222 or COM 225 or consent of instructor.

COM 303 - Studio Television I (4)

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 distribution requirements in the humanities if not used for the communication major. Laboratory fee required.

Distribution: (A) (HFA). Prerequisite: COM 225 or COM 226 and one of the following: JOU 221, COM 241, or COM 242. Offered: fall and spring semesters.

COM 312 - Narrative Production (4)

This course offers students a hands-on opportunity to explore narrative filmmaking using digital technologies in a combined theory and practice approach. Each student completes a series of short digital films relating to the history, theory and aesthetics of narrative film. Technical instruction includes digital cinematography, lighting, sound and editing. Class includes 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.

Distribution: (A) ((HFA/ST). Prerequisite: COM 226 and COM 241 or COM 313. Offered: fall and spring semesters.

COM 313 - Documentary Production (4)

This course offers students a hands-on opportunity to explore documentary filmmaking using digital technologies in a combined theory and practice approach. Class includes screenings and discussions on

the history and theory of documentary film and video. Technical instruction includes digital cinematography, lighting, sound and editing. Each student completes one or more short digital films relating 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.

Distribution: (A) (HFA/ST). Prerequisite: One of the following: JOU 221, COM 241, or COM 242. Offered: fall and spring semesters.

COM 314 - Experimental Filmmaking (4)

This course offers students a hands-on opportunity to explore experimental filmmaking in a combined theory and practice approach. Each student completes one or more short films relating to the history, theory and aesthetics of the experimental film. Technical instruction includes cinematography, camera operation, lighting, editing and sound. Class includes 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.

Distribution: (A) (HFA/ST). Prerequisite: COM 241 or COM 313. Offered: fall and spring semesters.

COM 315 - Web Design (4)

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.

Prerequisite: COM 210, COM 241, JOU 221 or consent of instructor.

COM 323 - Frontiers of Communication (4)

This is a course in the politics, economics and technologies of the information age. Areas covered include basic designs of the new technologies, 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.

Distribution: (SS). Prerequisite: COM 224. Offered: fall semester.

COM 325 - Writing for Broadcast News (4)

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 distribution requirements.

Distribution: (W). Prerequisite: COM 225. Offered: fall and spring semesters.

COM 327 - Communication and Law (4)

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.

Prerequisite: COM 224 and junior or senior standing.

COM 331 - The Creative Triangle (4)

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.

Distribution: (A) (HFA/ST). Prerequisite: Any of the following: COM 312, COM 313, COM 314.

COM 332 - Television Criticism (4)

This is a survey of traditions of television criticism. The class covers key areas of television research and criticism, including narrative, aesthetic, production-oriented, economic, audience-centered, and ideological approaches to TV. The class will address questions related to TV as a technology, the broadcast and post-network eras of TV, the globalization of media programming, as well as a wide range of TV genres and their conventions.

Prerequisite: COM 224. Offered: fall semester.

COM 333 - Studio Television II (4)

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 prerecorded elements and the roles of associate producer, assistant director, graphics wraparound and set design. Laboratory fee required.

Prerequisite: COM 303 or consent of instructor. Offered: spring semester.

COM 334 - Information and the New World Order (4)

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.

Distribution: (IG) (NW) (SS). Prerequisite: COM 224, junior or senior standing, or consent of instructor. Offered: fall semester.

COM 335 - Survey of Independent Video and Film (4)

Students study and view tapes and films produced as part of the non-commercial independent movement. May be used to satisfy general distribution requirements in the humanities if not used for the major.

Distribution: (A) (HFA). Prerequisite: COM 232 or permission of the instructor. Offered: every other spring semester.

COM 337 - Corporate Uses of Media (4)

Students learn how to evaluate and script creative communication projects within the corporate environment. The scripts are for a variety of applications, client needs and audience levels. May not be used to satisfy general distribution requirements.

Distribution: (W). Prerequisite: COM 225. Offered: occasionally.

COM 339 - Mobile Application Design (4)

This course teaches students to create web-based interactive applications for mobile devices. Students will apply advanced web design and interactive programming techniques to produce applications that are compatible with a variety of mobile platforms. They will learn writing and design strategies to produce content optimized for mobile devices. They will be introduced to software and protocols for converting their web-based applications to "native" applications designed to run on specific platforms and devices.

Distribution: (HFA). Prerequisite: ART 311 OR COM 315. Offered: fall semester.

COM 340 - Screenwriting I (4)

Covers the elements of writing feature film scripts including character development, dialogue and dramatic structure. May not be used to satisfy general distribution requirements.

Distribution: (A) (W). Prerequisite: COM 226 or COM 240. Offered: fall and spring semesters.

COM 342 - Producing for Motion Picture and Digital Media (4)

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.

Prerequisite: Junior or senior standing and one or more of COM 303, COM 312, COM 313, COM 314, COM 315, or COM 363, or instructor's permission. Offered: once a year.

COM 343 - Advanced Post-Production Techniques (4)

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 distribution requirements. Laboratory fee required.

Prerequisite: One of the following: COM 241, COM 312, COM 313 or COM 314, or consent of the instructor.

COM 344 - Special Topics (1-4)**COM 346 - Writing for Interactive Media (4)**

This course explores practice and theory of writing for interactive media, including hypertext and hypermedia, narrative games, critical games, and location-based media. May not be used to satisfy general distribution requirements.

Distribution: (W). Prerequisite: One of the following: COM 225, COM 226, WRI 200, or WRI 220.

COM 348 - Writing the Situation Comedy (4)

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 distribution requirements.

Distribution: (W). Prerequisite: COM 226 or consent of instructor. Offered: fall semester.

COM 354 - Internship in Communication (1-4)

Internships are with local, state and national sponsors throughout the communication field. COM 354 cannot be used to meet the 300-or-above-level requirement in the major. May not be used to satisfy general distribution requirements.

Prerequisite: Junior or senior standing, minimum GPA of 3.0 in major and consent of instructor. Offered: fall and spring semesters.

COM 360 - Film Directors (4)

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 distribution requirements in the humanities if not used for the major.

Distribution: (A) (HFA) (W). Prerequisite: COM 260 or COM 261 or consent of instructor. Offered: spring semester.

COM 361 - Film Genres (4)

This course will be an investigation into the thematic, theoretical, technical and structural concepts that contribute to our understanding of film genre. Students, through weekly informal writing as well as

significant research-based formal papers, will sharpen their analytical, critical and research skills. Specifically, they will employ the methodology of critical inquiry and utilize appropriate vocabulary and processes to engage, through analysis, research, writing and discussion, in the dialogues of our discipline. May be used to satisfy general distribution requirements in the humanities if not used for the major.

Distribution: (A) (HFA) (W). Prerequisite: COM 260 or COM 261 or consent of instructor. Offered: fall semester.

COM 363 - DVD Design and Production (4)

This course introduces students to the principal software, programming language and methodology used in designing interactive media for DVD distribution. May not be used to satisfy general distribution requirements. Laboratory fee required.

Distribution: (HFA/ST). Prerequisite: One of the following: COM 312, COM 313, COM 314 or consent of instructor. Offered: fall semester.

COM 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. 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.

Distribution: (SS).

COM 370 - Women, Film and Popular Culture (4)

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.

Distribution: (A) (HFA). Prerequisite: COM 232 or consent of the instructor.

COM 373 - Interactive Journalism Production (4)

This course combines training in Web-based multimedia technologies with instruction in journalism and digital storytelling. Students 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.

Prerequisite: One of the following: COM 225, or COM 241, JOU 221, or JOU 271. Offered: spring semester.

COM 375 - Critical Media Practice (4)

This course familiarizes students with key theories, techniques, and media forms that will enable them to produce creative, well-researched and thought-provoking projects that embody critical media practice. Each student will select and examine an issue of social importance, and research media platforms and rhetorical approaches suitable for that issue. Combining scholarship with media skills, the student will create a final media project.

Prerequisite: COM 242.

COM 377 - Special Topics (1-4)

COM 380 - Culture, Society and Computing Technology (4)

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.

Prerequisite: COM 224. Offered: spring semester.

COM 381 - Digital Imaging (4)

This class simultaneously explores digital based photography and digital manipulation of imagery. Relevant history, theory and aesthetics of related media are presented, along with discussions of the societal impact that digital imaging has introduced. Laboratory fee required.

Distribution: (HFA). Prerequisite: ART 210 or COM 241. Offered: fall and spring semesters.

COM 383 - Writing for Advertising (4)

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 distribution requirements.

Distribution: (W). Prerequisite: AWR 101 and COM 283, or consent of instructor. Offered: fall and spring semesters.

COM 384 - Writing for Public Relations (4)

This course involves training in theory, form and style for 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.

Distribution: (SS) (W). Prerequisite: AWR 101, COM 225 or COM 284, or consent of instructor. Offered: fall and spring semesters .

COM 390 - Ethnicity in Film and Literature (Honors) (4)

For 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 distribution requirements in the humanities if not used for the major.

Distribution: (A).

COM 392-399 - Independent Study in Communication (1-4)

Research or creative project under the auspices of a communication instructor. Each course (392-399) may be taken once for variable credits of 1-4 hours per course.

Prerequisite: Junior or senior standing, COM 224, COM 225 or COM 226, and COM 232 and minimum GPA of 3.0, or consent of instructor. Offered: fall and spring.

COM 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.

Distribution: (SS). Offered: fall and spring semesters.

COM 425 - Information Technology and Human Values (4)

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.

Distribution: (HFA). Prerequisite: COM 224, junior or senior standing, or consent of instructor. Offered: spring semester.

COM 426 - Public Opinion, the Media and Power (4)

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.

Distribution: (SS). Prerequisite: Junior or senior standing, or consent of instructor. Offered: every other fall semester.

COM 431 - Traditions of Digital Media (4)

This course teaches theories of digital media from an aesthetic perspective. Students explore how scholars and practitioners have attempted to define digital media, describe their primary characteristics, and distinguish them from other forms of media. Surveying an array of digital media, from web-based and

algorithmic art to videogames and synthetic worlds, the class examines how digital media both depart from and continue earlier media traditions.

Distribution: (A) (HFA). Prerequisite: COM 232 and at least one 300-level theory course in Communication, or permission of the instructor. Offered: spring semester.

COM 435 - Women Directors: Theory and Criticism (4)

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 diasporas, 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.

Distribution: (A) (HFA) (IG) (NW) (W). Prerequisite: AWR 101 and AWR 201; or one of COM 232, COM 260 or COM 261; or one course in women's studies; or consent of instructor. Offered: every other year.

COM 436 - Critical Studies in Public Communication (4)

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.

Prerequisite: COM 224.

COM 440 - Screenwriting II (4)

Advanced explorations of feature film scriptwriting and analysis. May not be used to satisfy general distribution requirements.

Distribution: (W). Prerequisite: COM 340 or consent of instructor. Offered: occasionally.

COM 443 - Communication and Cultural Studies (4)

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.

Distribution: (SS) (W). Prerequisite: COM 224, junior or senior standing or consent of instructor.

COM 445 - The Image and the Reality (4)

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 distribution requirements in the humanities if not used for the major.

Distribution: (A). Prerequisite: Junior or senior standing and one of the following courses: COM 260,

COM 261, COM 300, COM 308, COM 335, COM 360, COM 370 or COM 465, or consent of instructor. Offered: every other spring semester.

COM 446 - Advanced Topics in Communication (4)

COM 450 - Experimental Cinema: History and Theory (4)

This course examines experimental, avant-garde cinema worldwide. It focuses on the theoretical, critical, historical, cultural and aesthetic basis of experimental and avant-garde films made by national and international directors. Students 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.

Distribution: (A) (HFA) (IG) (W). Prerequisite: COM 232, COM 260 or COM 261, or consent of instructor. Offered: every other year.

COM 455 - Film Theory and Criticism (4)

The course explores worldwide film theory and criticism from its roots to the present through lectures and screenings of international, global and non-western films. Classical and contemporary theorists include Sergie Eisenstein, Andre Bazin, Gilles Deleuze, Walter Benjamin, Laura Mulvey, Lev Manovich and more. Issues of representation, the cinematic apparatus and semiotics including psychoanalytic film theory will be covered. Students submit a series of written critical/theoretical responses and complete a conference style abstract and paper related to course material. May be counted in the Humanities if not counted in the major.

Distribution: (A) (HFA) (IG) (NW) (W). Prerequisite: Any one of the following: COM 232, COM 260, COM 261, or any 300- or 400-level course in the "Media, Culture and Society" course offerings, or instructor consent. Offered: once per year.

COM 460 - Senior Seminar in Film and Digital Production (4)

Film and media arts majors only. Seminar for seniors completing a film or digital production project as the requirement for graduation in film and media arts. Pre-production and production of the senior thesis project will be completed by the end of the semester. Students pursue production projects of sufficient breadth and depth as to crystallize their experiences at the University. Should be taken two semesters prior to graduation (fall semester, for spring graduation; spring semester for fall graduation).

Prerequisite: Senior standing and any one of the following: COM 312, COM 313 or COM 314, or consent of instructor. Offered: fall and spring semester.

COM 465 - Senior Seminar in Cinema Studies (4)

Seminar for seniors completing a thesis paper in cinema studies as the requirement for graduation in film and media arts. Each student pursues a cinema studies thesis project, in written form, of sufficient

breadth and depth as to crystallize their experiences at the University. Topics vary from semester to semester.

Prerequisite: Senior standing, and any of the following: COM 300, COM 335, COM 360, COM 365, COM 370 or COM 445, or consent of instructor. Offered: fall semester.

COM 466 - International Advertising (4)

The course is designed to help students integrate knowledge of advertising theory and practice within an international context. Instructor and students will meet occasionally over the spring semester for orientation and introduction to course material and spend two weeks abroad in May expanding the study and application of international advertising topics/concepts. In addition, the travel portion of the course will give students the opportunity to learn about and experience, first hand, advertising as a product and shaper of culture and the advertising industry's role in a globalized economy.

Prerequisite: COM 283.

COM 470 - Communication Research Methods (4)

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.

Prerequisite: COM 224, junior or senior standing, or permission of instructor.

COM 475 - Seminar in Critical Media Practice (4)

The course emphasizes interpretation, discussion, and practice, building upon theoretical and practical knowledge students have acquired over the course of their study in critical media practice. Using traditional and emerging media technologies, students will produce projects over the course of the semester to convey critical perspectives on phenomena with social, cultural, economic, and/or political implications.

Prerequisite: COM 375.

COM 490 - Portfolio Review (1)

The Portfolio Review is a capstone experience where in which students summarize and demonstrate what they have learned in the major and in their area of concentration. The course is delivered as a hybrid course (partially online, partially on ground). Faculty members oversee the submission process and evaluation.

Prerequisite: Senior standing, Communication Majors Only.

COM 499 - Senior Project (4)

Students must apply for acceptance the semester before their anticipated enrollment. Each year, a select number of students are 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.

Prerequisite: Senior standing. Offered: as needed.

COM 583 - Advertising Campaigns (4)

This course teaches strategic development of advertising campaigns and involves research, branding, copywriting, design and digital production. May not be used to satisfy general distribution requirements.

Prerequisite: ART 305 or COM 302, COM 383, and senior standing, or permission of instructor. Offered: fall and spring semesters .

COM 584 - Public Relations Campaigns (4)

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.

Prerequisite: COM 302 or ART 305, COM 384 and senior standing, or permission of instructor. Offered: fall and spring semesters.

COMH - Communication Honors

COMH 212 - Social Justice Communication (Honors) (4)

This faculty-led travel course takes students abroad to produce a documentary film about local changemakers in a foreign country. Working under the guidance of UT professors and Actuality Media production managers, students use visual storytelling techniques to profile a local advocate working on an important social issue. When not working on the film, students will take excursions and experience cross-cultural encounters with local food, art, history, commerce, and natural landscapes. Upon their return to campus, students will edit their films, share them with the changemaker organizations, and host a film premiere for the wider UT community. There are no language or production prerequisites for this course and its focus on media activism, public policy, and social entrepreneurship has the potential to appeal to students majoring in Communication, Entrepreneurship, Political Science, International Business, International and Cultural Studies, Public Health, and Sociology. Locations (such as Ecuador and Morocco) vary from year to year.

Distribution: (IG) (NW).

COMH 220 - Revolutions in and on TV (Honors)

Through a thematic and largely chronological approach, this class explores the revolutionary in relation to TV. The bulk of the course focuses on the people who pushed TV in new directions and the programs that directly challenged social norms. The

course introduces students to the historical and ongoing revolutions in the technology of TV in addition to social, cultural and technological theory. Students will do close readings of TV “texts” and read key and classic works in the field of television studies. May be used to satisfy general distribution requirements in the humanities if not used for the major.

Distribution: (A) (HFA) (SS). Offered: occasionally.

COMH 390 - Ethnicity in Film and Literature (Honors)

For 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 distribution requirements in the humanities if not used for the major.

Distribution: (A) (HFA).

CRM - Criminology and Criminal Justice

CRM 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 distribution requirements if not used in the criminology major.

Distribution: (SS). Offered: fall and spring semesters.

CRM 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.

Offered: fall and spring semesters.

CRM 200 - Law Enforcement (4)

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.

Prerequisite: CRM 102. Offered: fall and spring semesters.

CRM 206 - Criminal Investigation (4)

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.

Prerequisite: CRM 102. Offered: spring and as needed.

CRM 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.

Offered: as needed.

CRM 212 - Juvenile Delinquency (4)

An examination of definitions of delinquent behavior, theories of delinquency and the adjudication process for juveniles. May be used to satisfy general distribution requirements if not used in the criminology major.

Distribution: (SS). Prerequisite: CRM 101 and CRM 102. Offered: fall and spring semesters.

CRM 240 - Research Methods and Statistics (4)

An introduction to the quantitative and qualitative methodologies of the social sciences, with emphasis on research design, methods of data collection, statistical analyses and the interpretation of data. Students will be introduced to statistical techniques including frequency distributions, graphic representations, central tendency measures, variability measures, probability, t-tests, correlation, regression and analyses of variance. Additionally, students will study and analyze scholarly criminal justice/criminology research as well as conduct criminal justice/criminology research writing for an academic audience utilizing the APA research report format.

Prerequisite: CRM 101. Offered: fall and spring semesters.

CRM 247T - 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 the United States.

Countries visited will vary. This course may be repeated for credit when countries change.

Offered: spring and as needed.

CRM 290-299 - Special Summer Studies (4)

Special course offered each year during the summer session. Course descriptions are published annually in a separate bulletin.

CRM 300 - Victimology (4)

An examination of the extent and nature of victimization, theories of victimization, the victims' rights movement and consideration of several major kinds of victimization.

Distribution: (W). Prerequisite: CRM 101 or CRM 102. Offered: fall and as needed.

CRM 307 - Crime Scene Investigation (4)

An examination of scientific techniques used to develop forensic evidence discovered at a crime scene offered in a practical laboratory setting.

Prerequisite: CRM 206. Offered: fall and as needed.

CRM 310 - Abnormal Behavior and Criminality (4)

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.

Distribution: (W). Prerequisite: CRM 101 or CRM 102 and junior or senior standing. Offered: spring semester and as needed.

CRM 311 - Criminal Law and Procedure (4)

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.

Distribution: (W). Prerequisite: CRM 102. Offered: fall and spring semesters.

CRM 313 - Corrections (4)

An introduction to the American correctional system emphasizing the history of corrections, the prison experience and correctional clientele. May be used to satisfy general distribution requirements if not used in the criminology major.

Distribution: (SS) (W). Prerequisite: CRM 101 or CRM 102 and junior or senior standing. Offered: fall and spring semesters.

CRM 321 - Comparative Criminology (4)

A comparison of diverse types of criminal justice systems utilized by other countries and cultures with the United States criminal justice system.

Distribution: (IG) (W). Prerequisite: CRM 101 and CRM 102. Offered: fall and spring semesters.

CRM 323 - Correctional Law (4)

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.

Distribution: (W). Prerequisite: CRM 101 and CRM 102. Offered: fall semester or as needed.

CRM 324 - Criminological Theory (4)

This course will introduce the student to theoretical approaches to the explanations of crime. This introduction will allow the student to appreciate and secure a basic understanding of the complex factors that are related to crime as well as the historical development of such approaches.

Prerequisite: CRM 101 and CRM 102 and junior or senior standing. Offered: fall and spring semesters.

CRM 400 - Crime and Punishment: Current Controversies (4)

An in-depth examination of current controversial issues of crime and punishment in the United States.

Prerequisite: CRM 101 or CRM 102 and junior or senior standing. Offered: as needed.

CRM 401 - Internship in Criminology (4-16)

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 while at UT. Internship credit may not be used to satisfy requirements for the major or the minor.

Prerequisite: Junior or senior standing with a cumulative GPA of 2.8 (3.2 for federal internships). Offered: fall, spring and summer semesters.

CRM 403 - Drugs, Deviance and Crime (4)

An in-depth analysis of the nature and extent of drug use within American society, and its relationship to crime and deviance.

Prerequisite: CRM 101 or CRM 102 and junior or senior standing. Offered: as needed.

CRM 406 - Violence in America (4)

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.

Distribution: (W). Prerequisite: CRM 101 or CRM 102 and junior or senior standing. Offered: spring semester and as needed.

CRM 409 - White Collar and Elite Crime (4)

This course will explore the full range of white collar and elite crimes that are described in the criminological literature. The seriousness of these crimes will be examined in addition to the motivation, techniques, public impact, investigation and the prosecution of offenders and their punishment.

Prerequisite: CRM 101 and CRM 102 and CRM 200 and junior or senior standing. Offered: spring semester and as needed.

CRM 421-426 - Special Issues in Criminal Justice (4)

A forum for focusing on special issues in criminal justice, taught by visiting instructors or regular faculty. Topics covered may change each semester.

Offered: as needed.

CRM 422 - Terrorism (4)

This course will examine the origins and development of modern terrorism, from its origins during the Cold War to the present. Through lectures, case studies, and class discussions this course will investigate general and specific elements relevant to understanding the phenomenon, including definition, national and international terrorism, global and regional factors, and terrorism's relationship with rebellion and insurgency. This course will examine terrorist organizations to understand the ideologies, cultures, structures, and causative factors behind major movements.

Distribution: (IG) (NW). Prerequisite: CRM 101 and CRM 102 and CRM 200. Offered: fall semester and as needed.

CRM 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.

Offered: fall semester and as needed.

CRM 428-430 - Special Issues in Criminal Justice (4)

A forum for focusing on special issues in criminal justice, taught by visiting instructors or regular faculty. Topics covered may change each semester.

Prerequisite: CRM 101 and CRM 102. Offered: as needed.

CRM 432 - Race, Class, Gender and Crime (4)

This course will address how racism, classism and sexism operate and intersect in both criminological

theories and in the criminal legal system. This course explores theories used to explain crime and covers victimization, offending and work in terms of race, class and gender. The section on offending will address theories, types of offending, systemic responses to offending and prisons.

Prerequisite: CRM 101 and CRM 102. Offered: spring semester and as needed.

CRM 450 - Independent Study

A series of directed readings and short research projects on topics of interest to the student, determined through student-faculty consultation.

Prerequisite: Senior standing and minimum GPA of 3.0. Offered: fall and spring semesters.

CRM 451 - Senior Thesis (4)

Requires a substantive research and writing project.

Prerequisite: Senior standing, a minimum GPA of 3.25, membership in the Honors Program or approval of department chair. Offered: as needed.

CRM 499 - Criminology Capstone Experience (2)

An integrative educational experience through which students comprehensively analyze and synthesize theories, policies and practices related to criminology and produce a paper illustrating competence in this analysis. Should be taken in senior year. This is a graded course.

Prerequisite: CRM 101, CRM 102, CRM 240, and senior standing. Offered: fall and spring semesters.

CRM 601 - Proseminar in Criminal Justice Issues (4)

Survey of current research, critical issues in the administration of justice, and criminological theory. Designed to acquaint students with recent developments in the disciplines of criminology and criminal justice.

CRM 603 - Criminological Theory (4)

Examines criminological theories with emphasis on the origins and applications of relevant theoretical approaches to crime and criminally deviant behavior. Overview of the major paradigms focusing on the causes of crime and deviant behavior with special attention given to the social, political and intellectual milieu within which each perspective arose. The course will include a discussion of criminological theories from a philosophy of science perspective focusing upon such issues as theory construction, theoretical integration and the formal evaluation of theory.

CRM 605 - Criminal Justice Policy and Program Evaluation (4)

This course explores the principles, techniques, and practices of program evaluation providing basic and advanced methods of evaluation research in a real-world environment. The course will devote particular attention to the criteria for assessing policy outcomes and the idiosyncrasies of working with and within the criminal justice system. The relationship between sound

scientific evaluation techniques and effectiveness of criminal justice policy is also emphasized.

CRM 607 - Research Design and Methods (4)

Analytical strategies and methods for conducting quantitative and qualitative research and their applications to problems of crime and criminal justice. Includes definition of research problems, research design, sampling, measurement, data collection, interviewing, and participant observation and ethical concerns.

CRM 609 - Statistics for Criminal Justice Research (4)

This course develops proficiency in quantitative and qualitative data analysis techniques using computerized statistical programs such as SPSS. Statistical theory and research design issues with interpretation of descriptive and graphical techniques; probability and sampling theory; the normal curve and statistical inference; Central Limit Theorem; Chi-Square, T and F distributions; ANOVA; MANOVA; linear regression; multivariate regression; and factor analysis will be discussed.

CRM 611 - Ethical Issues in Criminal Justice (4)

This course will examine the ethics and moral philosophy in criminal justice including the role of natural law, constitutional law, code of ethics and philosophical principles. The origins of ethical standards the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. Strong emphasis will be put on examining the roles of justice in a free society and the practical implications of justice to practitioners of police, courts and corrections.

CRM 613 - Policing and Public Policy (4)

Analysis of the development of public policy and criminal justice planning used to solve problems encountered in policing. Problem identification that lead to public policy making, strategic management of law enforcement policy, and the role of police executives as agents of change. Historical and contemporary issues in policing that require policy changes will be explored.

CRM 615 - Corrections and Public Policy (4)

Analysis of the history, culture, and structure of correctional systems and current issues facing correctional administrators. Problem identification that leads to public policy making, strategic management of corrections policy, and the role of corrections executives as agent of change will be explored.

CRM 617 - Justice, Law and Public Policy (4)

This course involves the analysis of the development of law and public policy in the criminal justice system, the different contexts within which these laws and policies are developed and implemented, and their overall effectiveness over time. Policy development and legislative processes are explored, along with the process of strategic planning.

CRM 619 - Victimology (4)

The study of interrelationships between crime, criminals, victims, and the criminal justice system. Examines patterns and trends in victimization. Identifies the categories of people facing the greatest risks and assesses victim-blaming arguments that invoke facilitation, precipitation and provocation. Analyzes the handling of crime victims by the criminal justice system and explores issues related to victim's rights, restorative justice, as well as the psychological, financial, and medical needs and problems of the victim.

CRM 621 - White Collar Crime (4)

Defines white collar crime and the implications associated with enforcement of laws related to white collar criminality and prosecution of such offenses and sentencing of offenders. Examines theoretical explanations for white collar crime and questions of corporate liability. Economic, social, and political costs of corporate and white collar crime will be compared to street crime. Various forms of white collar crime will be examined and illustrated through case studies and research including estimates of cost, victim and offender profiles, and legal issues. Global frauds committed by transnational corporations will be explored.

CRM 623 - Comparative Criminal Justice Systems (4)

Examines the diverse types of criminal justice systems throughout the world; analyzes the relationship between crime rates and differential criminal justice systems, as well as socioeconomic development indicators. In-depth analysis of major legal traditions across the world including common law, civil law, socialist law, and Islamic law with the impact of each on approaches to law enforcement, criminal law & procedure, and corrections.

CRM 650 - Thesis (4)

Use of research strategies; principles of research writing and procedures for initiating, executing, and completing a master's thesis. Preparation and approval of a prospectus followed by completion and defense of the thesis will be accomplished.

CST - Cross-Cultural Studies**CST 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 pass/fail basis. Equivalent to LAN 100. May be repeated when content varies.

Distribution: (IG). Offered: occasionally.

CST 201 - Cross-Cultural Studies (3-4)

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.

Distribution: (IG).

CYB - Cybersecurity**CYB 610 - Cloud Systems Security (4)**

Introduction to the important concepts pertaining to securing cloud-based information technology infrastructure. Covers architectural and design requirements of cloud systems. Includes data, platform and application security topics. Cloud operations and legal and compliance issues are examined. Experiential labs and assignments using a large cloud service provider is integrated in the course.

Prerequisite: Completion of Business Essential Foundations courses ACC 500, ECO 500, QMB 500, FIN 500, and CYB 600-level qualification courses. Offered: fall.

CYB 620 - Risk Assessment & Contingency Planning (4)

An overview of the processes and considerations required to properly prepare organizations for significant disruptions to operations and IT infrastructures. A comprehensive risk management framework will be covered to prepare students to conduct both enterprise and IT risk assessments. Students will then learn how to design, implement and test contingency plans including business impact analyses, business continuity plans, and disaster recovery plans. To apply knowledge obtained in the course, students will participate in case discussions, simulations, and projects.

Prerequisite: Completion of Business Essential Foundations courses ACC 500, ECO 500, QMB 500, FIN 500, and CYB 600-level qualification courses. Offered: fall.

CYB 630 - Incident Response Management (4)

Introduction to incident response management and digital forensics. The course examines the skills and knowledge needed to conduct formal investigations and manage incident response teams. Attention is given to system breaches, advanced persistent threats, and anti-forensic practices. The course covers the skills needed to collect and analyze data from Windows and Linux systems. Experiential labs and assignments using forensic tools is integrated in the course.

Prerequisite: Completion of Business Essential Foundations courses ACC 500, ECO 500, QMB 500, FIN 500, and CYB 600-level qualification courses. Offered: fall.

CYB 640 - Secure Software Design (4)

This course covers a broad range of topics relating to processes and procedures for developing secure software systems and common vulnerabilities found in software applications. Taking a holistic approach to application security, the course discusses common technical vulnerabilities found in software, procedures for mitigating such vulnerabilities, and general procedures to ensure software is developed in a secure manner. Content is based on the Certified Secure Software Lifecycle Professional (CSSLP) curriculum and is supplemented by hands-on experience in finding and remediating vulnerabilities in software solutions.

Prerequisite: CYB 610. Offered: spring or summer.

CYB 650 - Security Governance & Leadership (4)

The course covers the strategic role of cybersecurity managers within an organization. Students will learn how to implement various governance frameworks and security concepts in a business environment. Students develop leadership skills to be more effective managers including Chief Information Security Officers of organizations. The course will prepare students how to design, operate, maintain, and assess holistic information security programs. Moreover, students learn how to provide effective information security consulting to organizations.

Prerequisite: CYB 620. Offered: spring.

CYB 660 - Penetration Testing (4)

A course covering offensive security and hacking techniques. The course takes a hands-on approach to penetration testing and vulnerability scanning in a lab environment. Topics include scripting, target reconnaissance, scanning, exploitation and post-exploitation. Open source tools are used throughout the course. Ethics and legal considerations are emphasized.

Prerequisite: CYB 610, CYB 630. Offered: fall or summer.

CYB 670 - Cybersecurity Research Seminar (4)

Taking this course will expose students to a range of historic and current research in cybersecurity to understand problems of interest to the field and methods used to address them. Students will learn how to conduct high quality research for both academic and practitioner purposes. Students will utilize state-of-the-art software to conduct data analysis and will gain a better understanding of how to interpret the results.

Prerequisite: CYB 620. Offered: spring.

CYB 675 - Cybersecurity Graduate Thesis (6)

Qualified students working in class meetings and individually with professors who have agreed to supervise such work. The thesis must be a substantial piece of work demonstrating the use of research methods and presentation of research results. Students are expected to present their work to their peers and participate in research events organized by the university. This course is a six-credit hour thesis and is expected to take two semesters to complete.

Prerequisite: CYB 670 and instructor permission.

Offered: summer.

CYB 695 - Special Topics in Cybersecurity (4)

For graduate students only. Contemporary topics in cybersecurity and information systems.

Prerequisite: To be specified at time of offering.

CYB 699 - Independent Study in Cybersecurity (1-8)

A course offered at the discretion of Cybersecurity faculty. 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.

Prerequisite: To be specified at time of offering.

DAN - Dance

DAN 100 - Introduction to Dance (2)

A studio/performance-oriented, dance vocabulary, dance technique and dance history in various dance disciplines course. This course familiarizes students with little or no dance experience with basic movement concepts.

Distribution: (A) (HFA/ST).

DAN 102 - Applied Dance Fundamentals I (1)

For Applied Dance Majors and Minors only. This studio/performance multimodal course focuses on introducing the student to healthy, well-informed engagement as a practicing dance educator. Material covered includes instruction and practice in overall self-care; an introduction to creative movement, dance vocabulary, and somatic practices; BrainDance; the concept of multiple intelligences; musicality and rhythmic development; and an introduction to dance pedagogy.

Distribution: (A).

DAN 110 - Ballroom Dance I (2)

This studio/performance-oriented course focuses on development of basic skills of ballroom dance, the art of two bodies moving as one through the use of lead and follow techniques. Emphasis is on standard ballroom dances, including waltz, rumba, mambo/salsa, tango, swing, and hustle. May be repeated once.

Distribution: (A) (HFA/ST).

DAN 141 - Beginning Jazz Dance I (2)

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.

Distribution: (A) (HFA/ST).

DAN 142 - Beginning Modern Dance I (2)

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.

Distribution: (A) (HFA/ST).

DAN 144 - Beginning Tap Dance (2)

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.

Distribution: (A) (HFA/ST).

DAN 145 - Dance Partnering for the Stage (2)

This studio/performance-oriented course focuses on development of basic skills of working with a partner in class as well as onstage. Explores the fundamentals of two bodies moving as one through the use of lead and follow techniques as well as an introduction to basic lifts and dynamics of mutual support. Includes some basic ballroom forms as well as partner improvisation. Required for a major in performing arts. May be repeated once.

Distribution: (A) (HFA/ST).

DAN 149 - Beginning Ballet I (2)

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.

Distribution: (A) (HFA/ST).

DAN 151 - Beginning Hip Hop, Urban and Funk (2)

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.

Distribution: (A) (HFA/ST).

DAN 191 - West African Dance (2)

A studio/performance-oriented course that focuses on development and exploration of West African dance techniques. Participants will explore the traditions, songs, music, language and dance of the people in Guinea, Senegal and Mali. Students will learn and perform traditional dances that celebrate rites of passage, courtship and healing. Emphasis in on rhythmic movement combination and strength building. May be repeated once.

Distribution: (A) (HFA/ST).

DAN 197 - Beginning Jazz Dance II (2)

A studio/performance-oriented course that focuses on mastery of 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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 141 or consent of instructor.

DAN 198 - Beginning Modern Dance II (2)

A studio/performance-oriented course that develops mastery of the basic skills of modern dance techniques, and includes stretching, movement combinations, improvisations, postural awareness and relaxation. May be repeated once.

Distribution: (A) (HFA/ST). Prerequisite: DAN 142 or consent of instructor.

DAN 199 - Beginning Ballet II (2)

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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 149 or permission of instructor.

DAN 200 - Dance in World Cultures (4)

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 video and live performances.

Distribution: (A) (HFA) (IG) (NW) (W).

DAN 201 - Dance History (4)

A 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.

Distribution: (A) (HFA).

DAN 202 - Applied Dance Fundamentals II (1)

This studio/performance multimodal course builds on concepts and practices from Applied Dance Fundamentals I. Focuses on the Anne Green Gilbert method and approach to teaching dance, development of lesson plans; classroom organization and management; self-care and stress management, and the observation of various dance techniques. Required for Applied Dance Majors and Minors.

Distribution: A. Prerequisite: DAN 102.

DAN 210 - Ballroom Dance II (2)

This studio/performance-oriented course focuses on development of basic skills of Latin ballroom dance, the art of two bodies moving as one through the use of lead and follow techniques. Emphasis is on Latin dance forms, including salsa, samba, bachata, rumba and merengue. May be repeated once.

Distribution: (A) (HFA/ST).

DAN 231 - Dance Happening Repertory (0-1)

A studio/performance-oriented course for credit. Choreographing, performing or working on the technical crew for the Dance Happening. May be repeated for credit.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

DAN 232 - Spring Dance Concert Repertory (0-1)

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.

Distribution: (A) (HFA/ST). Offered: spring semester.

DAN 241 - Intermediate Jazz Dance (2)

A studio/performance-oriented course. This studio class focuses 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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 197 or consent of instructor.

DAN 242 - Intermediate Modern Dance (2)

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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 141 or consent of instructor.

DAN 244 - Intermediate Tap Dance (2)

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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 144 or permission of instructor.

DAN 246 - Musical Theatre Dance (2)

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.

Distribution: (A) (HFA/ST).

DAN 249 - Intermediate Ballet (2)

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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 199 or consent of instructor.

DAN 251 - Intermediate Hip Hop, Urban and Funk (2)

A studio/performance-oriented course focusing on the fundamentals of hip hop and funk dance technique, and includes 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.

Distribution: (A) (HFA/ST). Prerequisite: DAN 151 or consent of instructor.

DAN 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.

Distribution: (HFA/ST).

DAN 269 - Dance Improvisation (1)

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.

Distribution: (A) (HFA/ST)). Offered: every fall semester.

DAN 270 - Composition and Choreography (1)

A studio/performance-oriented course. An exploration of methods of building and structuring dances, beginning with movement, phrasing and patterns, and culminating in choreography projects. May be repeated once.

Distribution: (A) (HFA/ST). Prerequisite: DAN 269. Offered: every spring semester.

DAN 301 - Special Topics in Dance (2)

A studio/performance-oriented course offering instruction and experiences in specialized dance techniques such as African dance and Caribbean dance.

Distribution: (HFA/ST). Offered: offered as needed.

DAN 302 - Applied Dance Fundamentals III (1)

This studio/performance multimodal course builds on concepts and practices from Applied Dance Fundamentals II. Focuses on teaching practice, development of philosophy of teaching, and outside observation and assessment of various teaching practices. Required for Applied Dance Majors.

Prerequisite: DAN 202.

DAN 320 - Dance Anatomy, Kinesiology and Injury Prevention (3)

Emphasis is on basic kinesiology principles and terminology as applied to dance training and technique with a focus on muscular-skeletal anatomy and function. Includes assessment of core strength, muscular strength, balance, flexibility, and skeletal alignment in the context of a typical dance class. Familiarizes students with common dance injuries, their causes, and basic methods of care and rehabilitation. All of these areas will be applied to creating a safe and effective dance class. Required for Applied Dance Majors and Minors.

Distribution: (HFA). Prerequisite: DAN 102, DAN 242 or DAN 342, DAN 249 or DAN 349; or permission of instructor.

DAN 330-332 - Special Topics in Dance (1-4)

Special Topics in Dance will offer instruction and experiences in dance-related courses such as specialized dance techniques, dance theory and pedagogy. May be repeated once.

Distribution: (A) (HFA).

DAN 330T - Special Topics in Dance (Travel) (1-4)

Special Topics in Dance will offer instruction and experiences in dance-related courses with a travel and/or study abroad component. May be repeated once.

Distribution: (A) (HFA) (IG) (NW) .

DAN 331T - Special Topics in Dance/Travel (1-4)

Special Topics in Dance will offer instruction and experiences in dance-related courses with a travel and/or study abroad component. May be repeated once.

Distribution: (A) (HFA) (IG).

DAN 332T - Special Topics in Dance/Travel (1-4)

Special Topics in Dance will offer instruction and experiences in dance-related courses with a travel and/or study abroad component. May be repeated once.

Distribution: (A) (HFA).

DAN 342 - Advanced Contemporary Dance (2)

A studio/performance-oriented course. Students continue to develop contemporary dance techniques on a more demanding level while exploring creativity through movement. May be repeated for credit.

Distribution: (A) (HFA/ST). Prerequisite: DAN 242 or audition.

DAN 349 - Advanced Ballet (2)

A studio/performance-oriented course. Studio classes in advanced-level ballet technique. May be repeated for credit.

Distribution: (A) (FHA/ST). Prerequisite: DAN 249 or audition.

DAN 380 - Teaching Methods for Dance (4)

This course is designed to meet the needs of students to better understand the developmental considerations and the scope and sequence of dance curricular design and teaching methods appropriate to a wide range of ages and groups. National Dance Standards and application of assessment methods also will be utilized.

Distribution: (HFA). Prerequisite: For Applied Dance Majors and Minors only. DAN 202 or permission of instructor.

DAN 410 - Applied Dance Internship (0-4)

An intensive study involving the application of theoretical, philosophical, and pedagogical principles of dance education for the targeted population.

Application for internship must be approved at least

one semester prior to enrollment for the course. Lectures and seminars about curriculums and instruction issues will be presented at the University. Field experience placements will be based on elementary, secondary, or other community settings available at the time.

Prerequisite: An elective course for Applied Dance Majors only. DAN 380 and senior status.

DAN 450 - Senior Capstone Project (1)

This capstone course presents an opportunity to integrate skills and experiences into a final culminating project. Sample topics range from creating a business plan for opening a dance studio to designing a program for a community-based dance program to constructing a plan and curriculum for movement-based learning in the classroom. There will be an emphasis on the practical application of the project.

Prerequisite: For Applied Dance Majors only. Senior status.

DAN 480 - Teaching Methods for Community and Diverse Populations (4)

This course is designed to help students to understand community-based art, and how to create--through research, writing, and practice--movement-oriented programs and relationships with community centers and organizations that include age considerations, curricular choices, and teaching methods appropriate to diverse populations. Focus includes working with a variety of populations, which may include the mentally ill, older adults, people with disabilities, people in prisons, and people in hospitals and healthcare settings.

Prerequisite: DAN 380. For Applied Dance Majors and Minors only.

ECO - Economics

ECO 204 - Principles of Microeconomics (4)

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.

Distribution: (SS). Prerequisite: MAT 150 competency recommended (all COB majors are required to take MAT 225). Offered: fall and spring semesters.

ECO 205 - Principles of Macroeconomics (4)

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.

Distribution: (SS). Prerequisite: MAT 150 competency recommended (all COB majors are

required to take MAT 225). Offered: fall and spring semesters.

ECO 300 - Labor Economics (4)

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.

Distribution: (SS). Prerequisite: ECO 204 and ECO 205. Offered: spring semester.

ECO 305 - Economics of Global Inequality and Poverty (4)

This course will cover current topics in income inequality and poverty within both developed and developing countries. For both inequality and poverty, students will study the various methods of economic measurement and identify recent dynamic trends. Empirical evidence will be used to scrutinize and explore current theoretical arguments aimed at explaining the trends. The course will also analyze contemporary policies at both the country level and within global institutions (IMF, World Bank, bilateral aid programs) aimed at alleviating poverty and lessening inequality, and examine the linkages among inequality, poverty, growth, education, technology and globalization.

Distribution: (IG). Prerequisite: ECO 205.

ECO 310 - Environmental Economics and Management (4)

The course teaches students 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.

Distribution: (SS). Prerequisite: ECO 204. Offered: fall semester.

ECO 315 - International Economic Development (4)

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.

Distribution: (IG) (NW) (SS). Prerequisite: ECO 204 and ECO 205.

ECO 320 - Intermediate Microeconomics (4)

This course analyzes consumer choice theory; the theory of production; competitive, oligopolistic and monopolistic market structures; and behavioral economics.

Distribution: (SS). Prerequisite: ECO 204, ECO 205 and MAT 225 (or equivalent). Offered: spring semester.

ECO 321 - Intermediate Macroeconomic Analysis (4)

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.

Distribution: (SS). Prerequisite: ECO 204, ECO 205 and MAT 225 (or equivalent). Offered: fall semester.

ECO 340 - Game Theory (4)

Game theory is the study of behavior in the context of strategic interdependence. It is critical to understanding behavior and outcomes when an individual's welfare depends on both their own choices and the choices of others. This course introduces the core concepts of game theory, including modeling strategic interdependence, dominant, dominated, and rationalizable strategies, best replies, Nash equilibria in pure, continuous and mixed strategies, repeated games, extensive-form games and subgame perfection, imperfect and asymmetric information, auctions, voting, bargaining, mechanism design, and evolutionary game theory. Applications include topics in economics, business, politics, sports, and life.

Prerequisite: ECO 204, MAT 225, and QMB 210 (or equivalent). Offered: Every other spring.

ECO 420 - Public Finance and Public Choice (4)

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). The course 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.

Distribution: (SS). Prerequisite: ECO 320. Offered: fall semester.

ECO 421 - Mathematical Economics (4)

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.

Distribution: (SS). Prerequisite: MAT 225 (or equivalent) and ECO 320 or ECO 321. Offered: spring semester.

ECO 430 - International Economics and Finance (4)

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.

Distribution: (IG) (SS). Prerequisite: ECO 320 or ECO 321.

ECO 432 - Economics of Emerging Markets (4)

This 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.

Distribution: (IG) (SS). Prerequisite: ECO 321.

ECO 435 - Forecasting (4)

To learn the theory and practice of economic and business forecasting. Students begin with an in depth analysis of relevant statistical tools and regression techniques. Students apply these tools to develop forecasting models of data that contain trends and seasonality. ARIMA models are developed to study cyclical behavior. By the end of the course, students are able to combine these tools to build forecasts of data that contain trends, seasonality, and cyclical behavior. Throughout the course, the software program E-views is used to create forecasts of real world examples from business and economics.

Prerequisite: ECO 320 and ECO 321. Offered: spring.

ECO 442 - Monetary Economics (4)

This course will provide an advanced treatment of key topics in the field of monetary economics. The course aims to instill in students a deep understanding of the economic role of money and banking. Models of money demand (Baumol-Tobin model, etc.), along with a thorough analysis of factors influencing money supply, will be considered. Structural aspects of major central banks will be discussed, and, sophisticated insights into domestic and international monetary policy transmission mechanisms will be highlighted. Economic modeling of currency crises will be discussed. Key aspects of the international monetary system will be stressed as well.

Prerequisite: ECO 321.

ECO 460 - Econometrics (4)

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. Students will be required to undertake a

forecasting exercise as part of the requirements for completion of the course.

Distribution: (SS). Prerequisite: Either ECO 320 or ECO 321, and MAT 225 (or equivalent). Corequisite: BAC 100. Offered: fall semester.

ECO 461 - Seminar in Economics (4)

This course is designed to provide upper-level economics majors with a broad overview of key topics in economics. Areas of emphasis include U.S. and global economic conditions, monetary policy, economic growth and international economics. This is an applications course, relating the theoretical framework of economics to real-world economic developments. Students who successfully complete the course will have a good grasp of some of the fundamental economic issues and developments currently affecting the U.S. and global economies.

Distribution: (SS). Prerequisite: ECO 321. Offered: spring semester.

ECO 490 - Economics Internship (1-8)

This internship exposes the student to a real-life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship should be relevant to the student's major, and is worked out between the organization and the student. May not be used to satisfy major requirements. Approval of the department chair required.

Distribution: (SS). Prerequisite: Junior or senior standing, ECO 320 and a minimum cumulative GPA of 2.75 or a 3.0 in COB courses. Offered: fall, spring and summer semesters.

ECO 495 - Special Topics in Economics (4)

A course offered at the discretion of the economics 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.

Distribution: (SS). Prerequisite: To be specified at time of offering. Offered: as needed.

ECO 499 - Independent Study in Economics (1-4)

A readings or independent study course taken for variable credit.

Prerequisite: Minimum 3.0 GPA and consent of the department chair and associate dean.

ECO 500 - Foundational Economics for Managers (4)

For graduate students only. This is an introductory course in macroeconomics and microeconomics for graduate business students. It studies 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 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.

Offered: fall and spring semesters.

ECO 605 - Economics of Global Inequality and Poverty (4)

For graduate students only. This course covers current topics in income inequality and poverty within both developed and developing countries. For both inequality and poverty, students will study the various methods of economic measurement and identify recent dynamic trends. Empirical evidence will be used to scrutinize and explore current theoretical arguments aimed at explaining the trends. The course will analyze contemporary policies at both the country level and within global institutions (IMF, World Bank, bilateral aid programs) aimed at alleviating poverty and lessening inequality, and examine the linkages among inequality, poverty, growth, education technology and globalization.

Prerequisite: ECO 500. Offered: May term.

ECO 610 - Environmental Economics and Management (4)

For graduate students only. The course teaches students 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.

Prerequisite: ECO 500 or permission of instructor.

ECO 611 - Methods in Regression Analysis (4)

The aim of this course is to provide MBA students with a survey of econometric techniques that are useful for understanding the macroeconomy. By combining economic theory with statistical techniques, students learn to model macroeconomic phenomena such as unemployment, real GDP and inflation. These models lend insight into the impact of monetary, government spending and tax policies pertinent to business decision-making. Econometric models are built and tested using the software programs Excel and Eviews. Students are required to write a research paper for completion of the course.

Prerequisite: ECO 500. For graduate students only. Offered: May Term only.

ECO 622 - Global Macroeconomy (4)

For graduate students only. This course introduces students to the global economic environment within which all modern business firms operate. The external factors considered, 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 course is to introduce students to major contemporary economic issues that are of international significance.

Prerequisite: ECO 500.

ECO 632 - Economics of Emerging Markets (4)

For graduate students only. 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.

Prerequisite: ECO 500. Offered: fall semester.

ECO 640 - The Economics of Organizations (4)

For graduate students only. 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, the course uses 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 assessment of Cournot strategic interactions. The international dimension is integrated throughout the course in establishing the competitive organizational form for the firm given the market in which it competes.

Prerequisite: ECO 500, MKT 500. Offered: fall and spring semesters.

ECO 689 - Contemporary Global Economic Issues (4)

The course aims to provide business students with a broad overview of key topics in international macroeconomics and finance. The following aspects will be emphasized in the course: drivers of long-term economic growth and development; challenges posed by natural resource abundance; international business cycle fluctuations; cross-border interdependence and spillover; causes and consequences of global imbalances; and key aspects of international finance - exchange rates, currency crises, and global monetary system. This course will emphasize applications - usage of basic frameworks of economics to analyze and understand real economic developments.

ECO 690 - Internship (1-3)

May be used to satisfy practicum requirements.

Prerequisite: Approval by the graduate office, the college internship coordinator and the associate dean. International students must consult with the Office of International Programs. Offered: fall, spring and summer semesters.

ECO 695 - Special Topics in Economics (4)

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.

Prerequisite: To be specified at time of offering.
Offered: as needed.

ECO 699 - Independent Study in Economics (1-4)

For graduate students only. Contemporary topics in economics.

Prerequisite: Minimum 3.5 GPA and written permission of the department chair.

EDL - Educational Leadership

EDL 601 - Instructional Leadership (3)

The primary focus of this course is instructional leadership as a collaborative practice of systemic improvement: the work of continuous inquiry, action and reflection enacted by distributed leadership teams, with the goal of improvement in the interdependent systems that support students' academic success. Students will create instructional plans, explore professional development methods, generate a focus on student and professional learning in the school, identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. Students will implement professional learning that enables faculty to deliver differentiated instruction and learn to engage faculty in effective individual and collaborative professional learning.

EDL 602 - Organizational Leadership, Safety and Decision-Making (3)

This course will prepare students for the role they will hold as a school or district leader. Activities presented in the course will help students learn how to reflect on their practice of instructional leadership while also preparing them for obstacles they may face when dealing with organizational change. Students will learn the various leadership models to help them with rationale decision-making strategies while also realizing the proactive efforts to ensure a safe and secure learning environment.

EDL 603 - Human Resources: Recruitment, Development and Retention (3)

Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to recognize recruiting and selecting high performing teaching applicants and how to nurture and retain effective personnel through development and mentoring. In addition, students will demonstrate their ability to understand adult learning strategies to connect to professional growth plans. Further, students will display a thorough understanding of how to empower others to achieve personal, professional and organizational goals and how to set high expectations and standards to ensure that all students are engaged in active learning.

EDL 604 - Curriculum and Achievement (3)

This course will provide an understanding of how curriculum is developed and implemented based on research and informed through current educational reform and policies. Students will explore strategies to align curriculum, instruction and monitoring student progress for diverse populations in inclusive, diverse, democratic and global environments. Students will also explore strategies to monitor student progress and promote continuous improvement to meet the cultural and developmental issues related to student achievement gaps. Students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends and the interaction of curriculum with instruction generalized across educational settings. The correlation between curriculum and student achievement will be explored to understand the relationship between school leadership, pedagogy and student achievement.

EDL 605 - School Budgeting and Finance (3)

The primary focus of this course is on the development of school and district budgets and budget forecasting, with consideration of the impact of local, state and federal funding laws on budget development processes. Students will 1) examine the cyclical nature of budget development and how school budgets are collaboratively constructed; 2) compare and contrast expenditures of like districts; 3) analyze a budget; 4) review various models for implementing a budget and project how the budget should be implemented and coordinated to align with the educational vision; and 5) forecast future fiscal needs based on variables such as enrollment trends, population projections, state reimbursements for student attendances and housing pattern changes.

EDL 606 - Educational Leadership Internship (3)

The Educational Leadership Internship presents an opportunity for students to become immersed in the field of leadership practice and to appreciate the importance of instructional leadership in the creation of a positive and safe learning environment. The internship combines opportunities to study effective leadership firsthand, develop and practice instructional leadership skills and be mentored for a career as a school principal. The entire internship experience requires approximately 480 hours (12-15 hours per week over a full year) of supervised fieldwork in a public school. The combined internships are worth 3 credit hours and are earned 1 credit hour per semester (fall, spring and summer semesters). The internship is accompanied by a hybrid/blended (50% face-to-face, 50% online) seminar which is designed to meet on campus and online asynchronously throughout the internship experience. Permission from the participating school administrator is required.

EDL 607 - School Law/Community Relations (3)

This course will examine case law as it relates to schools, including impact and practice. Educational

leaders will study how the legal process deals with controversial issues related to schooling that play a central role in our culture. Students will critically assess the impact and interactions of federal and state constitutions, statutes and regulations on the operation of schools. They will learn about procedural due process considerations and the constitutional rights of personnel and students balanced against the duties of the school. This course will also comprehensively examine the internal and external elements of school and community relations by exploring the knowledge, dispositions, and skills needed by educational leaders in order to understand and respond to diverse community systems, interests and needs. School and community relations include effective collaboration with families and community members, utilizing community resources to benefit students and families, and establishing solid partnerships with key school and community stakeholders.

EDL 608 - Data-Driven Leadership (3)

This course provides an introduction to theoretical and practical applications of data-driven decision making and planning for educational leaders. Beginning with the a truncated review of purposes and applications of various statistical methods utilized in academic, legislative and district-level research, the course then acquaints candidates with various ways of framing data-based questions, interpreting data and designing action research studies.

EDL 610 - Communication and Technology for Leaders (3)

This course offers a theoretical, conceptual and operational analysis of information systems used for decision making, communication and problem solving in learning organizations. An integral part of the course involves developing the technical and analytical skills necessary to manage school-based technologies and information systems, with an emphasis on those systems that are designed to make it possible for organizations to transform curricula delivery as well as knowledge-based systems. Emphasis is also placed on understanding the human dimensions of communication within information systems in which the organization exists.

EDL 612 - Problem-Solving and Visionary Leadership (3)

This course will provide an understanding of how visionary leadership collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals. Students will explore strategies, case studies and experiential activities focused on problem solving and visionary leadership.

EDU - Education

EDU 200 - Foundations of American Education (4)

An introduction to the contemporary issues and trends in public education from historical, sociological

and philosophical perspectives. Open to all students. Can be used to satisfy an education minor.

EDU 206 - Human Development and Learning (4)

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. Open to all students.

EDU 207 - Philosophy of Education and Teacher Learner Relationships (4)

Students will investigate primary source data for philosophical orientations to teaching that include progressivism, perennialism, essentialism, social reconstructivism and existentialism. Students will apply that data in the process of responding to contemporary teaching/learning scenarios and in developing their own teaching philosophy. Students will also explore teacher-learner relationships and their impact on the quality of learning encounters. Can be used to satisfy an education minor.

Distribution: (W).

EDU 208 - Secondary Research Methods (2)

This course is designed to provide secondary students with knowledge and practices of educational researcher. The course includes interpretation of student data, writing in APA style, knowledge of basic research techniques, basic statistical evaluation of research findings, qualitative and quantitative methods of inquiry, action research and evaluation of research studies from peer-reviewed journals. For secondary education students only.

EDU 209 - Cross-Cultural Comparative Research: Perspectives in International Education (4)

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. Can be used to satisfy the education minor.

Distribution: (W).

EDU 210 - Technology in Education I (2)

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.

EDU 212 - Human Exceptionalities (4)

This 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. Can be used to satisfy the education minor.

EDU 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 processes 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.

EDU 300 - Teaching Language Arts in the Secondary Schools (ESOL-infused course) (4)

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. For secondary education majors only.

Offered: fall only.

EDU 302 - Assessment and Continuous Improvement (ESOL-infused course) (4)

This course is designed to provide teacher candidates with knowledge of classroom assessment techniques needed to allow for continuous improvement for students and self. The course 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.

EDU 305 - Classroom Management and Critical Thinking (ESOL-infused course) (4)

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.

Distribution: (W).

EDU 306 - Teaching Reading in the Secondary Content Areas (ESOL-infused course) (4)

This course is designed for the teacher candidate to understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Teacher candidates will gain substantive knowledge of language structure and function and cognition for each of the five major components of the reading process, including phonemic awareness, phonics, fluency, vocabulary, comprehension and integration of major reading components. Students develop and analyze instructional strategies that promote understanding across all academic disciplines. At the completion of this course, teacher candidates will have a greater understanding of the reading process and will be able to apply this knowledge to maximize instructional effectiveness for students from varying academic backgrounds and diverse cultures. This course requires students to brainstorm, research, present information and engage in draft writing, revise writing and peer editing.

Distribution: (W). Offered: spring only.

EDU 308 - Teaching Social Studies in the Secondary School (ESOL-infused course) (4)

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. For secondary education majors only.

Offered: fall only.

EDU 309 - Practicum (with Seminar) I (ESOL-infused course) (1)

This course is designed to provide teacher candidates with the opportunity to conduct careful and systematic field-based observations tied to coursework and to 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.

EDU 310 - Teaching Science in the Secondary School (ESOL-infused course) (4)

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.

Offered: fall only.

EDU 311 - Teaching Mathematics in the Secondary School (ESOL-infused course) (4)

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. For secondary education majors only.

Offered: fall only.

EDU 312 - Communication and ESOL Applications (4)

For elementary education and secondary English education majors. This course provides a framework for synthesizing the Florida Teacher Standards for ESOL Endorsement 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).

EDU 313 - Role of the Teacher, Professional Understanding and Leadership (ESOL-infused course) (4)

This course places 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 gain an 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. This course requires students to brainstorm, free-write, research, rewrite, present information and peer-edit. A significant aspect of this course is teaching students about writing for different audiences.

Distribution: (W).

EDU 315 - Teaching Literature and Language Arts in the Elementary School (ESOL-infused course) (4)

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 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.

Distribution: (W).

EDU 316 - Teaching Reading in the Elementary School (ESOL-infused course) (4)

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. Field hours required.

Distribution: (W).

EDU 317 - Diversity and Ethics (ESOL-infused course) (4)

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. Thus they will acquire knowledge of how to implement scientifically-based research instructional practices to ensure positive impact on student learning in the classroom.

Distribution: (W).

EDU 318 - Teaching Reading Through Diagnostic Assessment and Instruction (ESOL-infused course) (4)

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. 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).

EDU 319 - ESOL Practicum (with Seminar) II (1)

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 Teacher Standards for ESOL Endorsement in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, and testing and evaluation of ESOL.

EDU 321 - Curriculum, Methods and Foundations in Early Childhood Education (3)

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.

EDU 322 - Early Childhood Integrated Curriculum Field Experience (3)

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.

EDU 323 - Home, School and Community Partnerships (3)

The course examines the ways in which early childhood programs are a part of the family support system. It focuses on the development of an understanding of traditional and nontraditional 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.

EDU 325 - Secondary Classroom Assessment (4)

This course is designed to provide teacher candidates 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. For secondary education majors only.

EDU 329 - Teaching Physical Education and Health in the Elementary School (3)

Involves study and practice in elementary physical education methods. Examines and evaluates subject matter, methods and source materials for health programs. Field hours required.

Prerequisite: Admission to teacher education program; intended major in physical education.

EDU 335 - Secondary Classroom Management (4)

This course investigates theories and strategies enabling secondary 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 at the secondary level. Examines frameworks for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community in the 6-12 classroom. Areas of emphasis include structuring the classroom for success, planning for instruction, managing materials and equipment, and assessing and managing secondary student and group behavior. The course emphasizes acquiring performance assessment techniques and strategies that measure higher order thinking skills in the 6-12 classroom and students' thinking abilities. This course requires students to brainstorm, free-write, research, draft writing, revise writing, present information, and peer-edit. For secondary education majors only.

Distribution: (W). Offered: fall semester.

EDU 345 - Methods of Secondary Instruction (4)

The Methods of Secondary Instruction course discusses how to teach effectively in today's secondary schools. This course develops an understanding of various learning modes, learning styles, multiple intelligence, questioning techniques, and other instructional strategies to engage students and be effective in today's secondary school classroom. This course demonstrates how to use effective lesson plan design as well as various assessment techniques. The course is designed to provide teacher education candidates with an opportunity to study, reflect, question, become knowledgeable about, and develop skills in instructional methods while applying and practicing these methods in a collaborative and constructive setting. Major topics include characteristics of effective and intentional teaching; student diversity, social justice and how understanding students influences learning; planning for instruction; creating effective lessons using a variety of approaches & technologies; classroom management; assessment of student learning; and professional development. For secondary education majors only.

Offered: fall semester.

EDU 354 - Teaching English to Speakers of Other Languages I-Secondary (TESOL I) (3)

Required for all secondary majors, this survey course introduces the Florida Teacher Standards for ESOL Endorsement in the following five content areas: methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, and testing and evaluation of ESOL. Has a field component.

EDU 377 - Elementary Physical Education Curriculum and Practicum (3)

This course provides 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.

EDU 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.

EDU 400 - Teaching Science and Social Studies in the Elementary School (ESOL-infused course) (4)

This writing-intensive course is designed to provide elementary education teacher candidates with the knowledge, skills and dispositions necessary for the teaching of science and social studies content in the elementary school curriculum. Candidates will become proficient in planning, writing, implementing and evaluating science and social studies instruction as specified in the Florida Elementary Education Subject Area Competencies. Thus they will acquire knowledge of how to write and implement scientifically based instructional practices in the following curricular areas: history; geography; government and civics; economics; assessment in science and social studies; knowledge of matter; knowledge of forces, motion and energy; knowledge of Earth and space science; knowledge of life science; knowledge of the nature of science; and knowledge of the relationship of science and technology. In order to improve their writing skills, class participants will spend time with students in school and teach them how to write social science-based and science-based texts. Field hours required. This course requires students to brainstorm, free-write, research, rewrite, present information and peer-edit. A significant aspect of this course is teaching students about writing and learning through teaching writing, as well as learning through writing.

Distribution: (W). Prerequisite: Admission to teacher education program.

EDU 401 - Teaching Practicum II: Secondary (Not Music or PE) (ESOL-infused course) (4)

An intensive study involving the application of theoretical, philosophical and pedagogical education 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.

Prerequisite: Admission to teacher education program.

EDU 402 - Teaching Art, Music and PE in the Elementary School (ESOL-infused course) (4)

A specialized elementary music, art and physical education methods course. Features demonstrations with class participation. Implements a variety of strategies that facilitate active learning with music, art, movement and drama.

Prerequisite: Admission to teacher education program.

EDU 403 - Technology in Education II (ESOL-infused course) (2)

The focus of this course is the design, development and evaluation of learning experiences using the Internet. Instructional design and development applied to multimedia instruction. Instructional strategies for higher-order learning, including problem solving. Alternative design and development methodologies. Essential multimedia production tools and techniques. Students form design and development teams to create an engaging online-based learning experience. Students create and evaluate learning activities using the Web; creation of personal learning portal.

Prerequisite: Admission to teacher education program.

EDU 408 - Teaching Mathematics in the Elementary School (ESOL-infused course) (4)

This course is designed to provide elementary education teacher candidates with the knowledge, skills and dispositions necessary for the teaching of mathematics content in the elementary school curriculum. Candidates will become proficient in planning, implementing and evaluating mathematics instruction as specified in the Florida Elementary Education Subject Area Competencies. Thus they will acquire knowledge of how to implement scientifically based instructional practices in the following curricular areas: knowledge of numbers and operations, knowledge of geometry and measurement, knowledge of algebra, knowledge of data analysis, and knowledge of instruction and assessment in mathematics.

Prerequisite: Admission to teacher education program.

EDU 409 - Practicum (with Seminar) III (2-4)

Pre-internship for elementary education and secondary education majors. An intensive study involving the application of theoretical, philosophical

and pedagogical principals for grades K-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.

Prerequisite: Admission to teacher education program.

EDU 410 - Final Internship Seminar IV (2)

A course taken concurrently with Teaching Practicum IV: Final Internship. Topics include reflective inquiry, classroom management, the diverse classroom, lesson and unit planning, ethics and continued professional growth. Students will develop a professional portfolio as part of their evaluation.

Prerequisite: Completion of prior required course work. Corequisite: EDU 413.

EDU 413 - Final Internship Practicum IV (10)

A full semester of 14 weeks provides practical application and practice in a 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 Clinical Education Committee.

Prerequisite: Completion of all prior required course work. Corequisite: EDU 410.

EDU 416T - Final Internship International Practicum (0-2)

EDU 416T is a course taken concurrently with EDU 413 Practicum IV: Final Internship and EDU 410. Topics include reflective inquiry, classroom management, the diverse classroom, lesson and unit planning, ethics, and continued professional growth. Upon successful completion of a ten week internship (EDU 413), the remaining weeks of the internship will be completed in Northern Ireland. Seminars and lectures on campus are required throughout the first seven semester weeks. The internship is graded on a satisfactory/unsatisfactory basis.

Prerequisite: Completion of all prior course work. Corequisite: EDU 410.

EDU 418 - Reading Practicum (1)

This is a practicum course taken in conjunction with EDU 413 Final Internship Practicum IV for elementary education majors. Programs seeking the Reading Endorsement through the Florida Department of Education are required to include a reading practicum as part of the final capstone teaching experience. Through this culminating practicum, teacher candidates will demonstrate knowledge of the components of reading, as well as assessment and data analysis, to implement a comprehensive research-based

reading plan of instruction from all students. Teacher candidates will engage in the systematic problem solving process.

Prerequisite: Completion of all prior required course work. Corequisite: EDU 313.

EDU 425 - Teaching Middle School and Secondary Physical Education (4)

A study and practice in methods pertinent to middle school and secondary physical education. Field hours required.

Prerequisite: Admission to teacher education program.

EDU 450 - Independent Study in Education (1-4)

The course consists of directed readings and research projects on a topic of interest to the student. Content covered must be different from that included in current courses in the major. Independent studies may be taken with any full-time professor in education programs and require consent of the department chair. Subject matter must be determined through student-faculty consultation.

EDU 481 - Comprehensive Subject Area Competency and Skills (SACS) (0)

This course is a capstone exam that provides a framework for students to synthesize the subject area competencies and skills (SACS). A final comprehensive exam serves as an overview of subject area components infused in the education program.

EDU 489 - Special Topics in Education (1-4)

Provides in-service and teachers in training with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

EDU 490-491 - Special Topics in Education (1-4)

Provides in-service and teachers in training with fully accredited education coursework that satisfies Florida Department of Education certification and continuing education certification requirements.

EDU 601 - Curriculum Theory (4)

This course introduces 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.

EDU 605 - Professional Ethics, School Law, Safety and Classroom Management (3)

For 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 adolescent 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.

EDU 608 - Cross-Cultural Diversity (4)

This course is designed for 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.

EDU 610 - Instructional Methods (3)

For 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.

EDU 611 - Human Development and Social Dimensions of Learning (4)

For 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.

EDU 612 - Pedagogy and Innovation in Education: Models in Teaching (4)

Technology and innovation are key resources for education and school reform initiatives. They not only provide an avenue to access 21st-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 the 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.

EDU 613 - Research in Education (4)

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.

EDU 616 - Social Change and School Reform (4)

This course provides a reflective (and reflexive) overview of the educational policy-making process at local, state and national levels, and of the ethical principles that can influence such policy making.

EDU 617 - Technology for Education and Leadership (4)

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.

EDU 619 - Children's Literature in the Reading Program (4)

This graduate level course is designed to provide candidates with the knowledge, skills, and dispositions necessary for effectively integrating children's literature into a balanced reading program. Course content provides a survey of literature for children from preschool through grade 6 with an emphasis on applying the principles of valuation to selected books from a wide variety of genres. Candidates will explore the positive correlation between children's literature and reading achievement and will learn how to apply their knowledge of literature to help children grow in their language and reading abilities.

EDU 621 - Exceptional Student Learning: Inclusive Classrooms (1 or 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.

EDU 622 - Applied Philosophy for Curricular Design and Implementation (4)

This course is an introduction to the philosophical field of epistemology and how it applies to education and learning. While the course is strongly grounded in philosophy, an emphasis will be placed on the application and relationship of epistemology to students, teachers and learning.

EDU 624 - Public School Law and Professional Ethics (4)

This course examines the numerous school law and legal issues that affect the public school system. Educators will become knowledgeable about the various social and political issues that are manifested in school systems. It will provide educators with a general understanding of how various legal issues have been decided. Specific legal principles relating to church/state issues, tort liability, teachers' responsibilities, students' rights, and administrative concerns such as contracts and collective bargaining will be covered. Students will be required to apply these legal principles to analyze actual case scenarios. Topics included: (1) Students: Rights and responsibilities; discipline; First Amendment issues; special education issues; general education issues. (2) School personnel/employees: Discipline; hiring, termination, discharge; certified, non-certified and administrators; union issues. (3) Board of education/administration: School finances; board elections; role of the board; role of the administration; procurement issues; bond issues; construction issues. (4) State Department of Education: Role of FLDOE. The course will review federal and state law decisions which effect the daily operations of the Florida public schools.

EDU 626 - Socio-Emotional Learning and Teaching (2-4)

This course is designed to examine social emotional learning and teaching and to explore how pro-social centered education impacts various aspects of school climate and culture. In this course students will examine the who, what, where, why and how of the significance of emotions and social skills and why teaching and learning these skills matters profoundly. The course will examine the following questions about pro-social education initiatives: Can students be taught pro-social behaviors, such as, being kinder to one another? How would teachers implement teaching pro-social skills in the classroom? Would such instruction "stick"? Influence behavior? Rub off on teachers? What might a pro-social education program look like? Can such instruction be formalized without becoming dogmatic or political? How does social context play into social and emotional learning? Does explicit instruction in pro-social behavior positively affect the

behavior of children? How might such outcomes be measured? Is there a positive correlation between pro-social behavior and overall achievement in schools where traits like kindness and empathy are explicitly taught? Can such a program be replicated?

EDU 635 - Assessment in the Secondary School Curriculum (3)

For 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.

EDU 640 - Teaching English as a Second Language: TESOL (3)

This course provides an overview of the five areas pertinent to teaching English language learners (ELLs) in order to a) promote an understanding of first and second language acquisition processes; b) facilitate the development of culturally and linguistically appropriate instructional and assessment skills; and c) present effective means for modifying curricula. The five areas are 1) applied linguistics and second language acquisition; 2) cross-cultural communication and understanding; 3) methods in teaching English to speakers of other languages (ESOL); 4) curriculum and materials development; and 5) testing and evaluation of ESOL. This course meets the 60-hour ESOL education requirement for Category II teachers and administrators as determined by the Florida Department of Education.

EDU 670-679 - Special Topics in Education (3)

EDU 680 - Professional Development Clinical (0-3)

This 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.

EDU 682 - Grant Writing in Education (4)

Developing effective grant writing skills is essential to acquiring competitive funding from government agencies and private foundations. Writing a successful grant proposal is a blend of art and science. It requires content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience and a great deal of luck. This course will provide students with the background necessary to develop a competitive funding proposal endeavor.

EDU 695 - Independent Study in Education (1-4)

The course consists of directed readings and research projects on a topic of interest to the student. Content covered must be different from that included in current courses in the major. Independent studies may be taken

with any full-time professor in education programs and require consent of the department chair. Subject matter must be determined through student-faculty consultation.

EMBA - Executive Master of Business Administration

EMBA 805 - Managing Innovation Strategically (4)

This course focuses on the role of innovation in the 21st-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.

EMBA 810 - Dynamic Leadership (4)

This course examines leadership, which is defined 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 EMBA 805, which is offered during the same semester.

EMBA 815 - 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 EMBA 820, which is offered during the same semester.

EMBA 820 - 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.

EMBA 825 - Modeling and Analysis for Executive Decision Making (4)

This course provides an overview of statistical and mathematical models for effective decision making. Tools used daily by managers, business analysts and consultants are utilized to solve problems in operations, finance, accounting, marketing, human resources, policy making, economics, etc. Topics include regression analysis, statistical process control, linear optimization, time-series forecasting and decision making under uncertainty and risk. The course is taught using lectures, cases and appropriate software packages.

EMBA 830 - Strategic Operations and Information 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.

EMBA 835 - Marketing Strategy and Value Creation (4)

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.

EMBA 840 - 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; explore how design architecture influences individual decision making; and study how incentives and monitoring alter employee behavior. Models for optimally pricing in commodity markets, entrepreneurial markets and markets with dominant rivals are developed. Lastly, tools for mitigating systemic risk within financial institutions are investigated.

EMBA 845 - Financial Management and Strategy (4)

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 EMBA 820 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.

EMBA 850 - Global Strategic Management I (4)

This course asks the student to adopt a strategic perspective for the entire organization, with all its highly interdependent elements and dimensions, as it operates within a dynamic, global environment. The course lays the foundation for the international travel course and requires the application of conceptual models, tools and skills unique to the practice of strategic leadership and competitive global business strategies. Through readings and case studies, students will apply the concepts, tools and skills they have gained from previous coursework to real-world organizational problems, and begin preparations for the International Experience course project.

EMBA 855 - Global Strategic Management II (4)

This course is integrated with EMBA 850. Students are required to apply research skills in gathering data from a broad range of sources in order to develop quality external and internal environmental analyses. The analyses are tailored to a client and targeted country. The course includes 9- or 10-day travel study component, in addition to scheduled class meetings.

EMBA 860 - 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.

EME - Instructional Design

EME 601 - Introduction to Instructional Design (4)

This course introduces participants to the systems approach to instructional design. The major components of instructional development models will be presented. This course provides introductory information and application of skills and techniques necessary in the analysis, design, development, implementation and evaluation of instruction (often referred to as the ADDIE framework). This course will consider these issues at both the curriculum (macro) and lesson (micro) level.

EME 602 - Theories of Learning and Cognition for Instruction (4)

The course is designed to provide you with the distinctions and concepts necessary to apply various

theories of learning, cognition and instruction to traditional and distance learning settings. These theories are tools that educators, administrators, instructors, counselors, parents and many others can use to make their endeavors more productive and useful. This course will introduce and illustrate the proper use of these tools in providing insights into defining and solving problems. The emphasis will always be on the use of these theories to solve realistic and relevant problems drawn from your own personal experience or from cases we will study.

EME 603 - Inquiry and Measurement (4)

This is a foundational course that addresses inquiry and measurement concepts at a level appropriate for master's degree students. Through this course students will learn concepts and acquire skills that will help them make data-based decisions related to learning and human performance.

EME 605 - Introduction to Distance Learning (4)

This course examines the uses of distance learning in education and training environments as distance systems are increasingly used for teaching and learning. Distance education will be investigated as an instructional method in terms of delivery, development and implementation. Students will design a distributed learning system that uses emerging technologies that support distance delivery.

EME 606 - Design of Online Collaborative Learning (4)

In this course students will learn, explore, and apply some of the latest web technologies, research findings, principles, and instructional design techniques to design and develop collaborative learning activities and assignments in on-line environments.

EME 610 - Trends and Issues in Instructional Design and Technology (4)

This course is designed for students who intend to become professionals in the field of instructional design and technology. Professionals in any field should be able to do more than just perform the skills associated with it; they should also know something about the field's history, its current status and the trends and issues likely to impact it. The purpose of this course is to help you become conversant in these areas. This course may be offered face-to-face or in hybrid mode.

EME 611 - Principles of Learner Motivation (4)

This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn, and examine strategies, techniques and interventions that promote and sustain learner motivation. This course may be offered face-to-face or in hybrid mode.

EME 612 - Media for Instruction (4)

This course covers different forms of media used for instruction, about how they can be produced and disseminated, and about the technologies that help and

hinder the process of understanding. This course will explore how media, text, and technology intersect and will benefit students who anticipate authoring or sharing instructional media and texts as well as those who anticipate using or managing materials authored by others in an instructional context. We will focus on issues related to the open learning movement, through which technology is used to make instructional media and texts available to a wide audience. This course may be offered face-to-face or in hybrid mode.

EME 613 - Open Learning Environments in the 21st Century (3)

The field of educational technology has been heavily impacted by this new reality; the promise of open source and the reverberations of open content have forced colleges and universities to reconsider the ways in which they invest in technology for education. Whereas openness is a new business model, bringing with it new fears and new opportunities, it is also a chance for faculty to take their work to a new audience. Open education allow for innovation in how educators prepare to teach, how learners negotiate knowledge from the information they are encountering, and how courses can have an impact on the broader field of study. To break open the practice of open education and what it means moving into the 21st century, concepts of Openness as Transparent Practice, Open Curricula, Open Learners and Open Accreditation shall be deconstructed.

EME 620 - Introduction to Systematic Instructional Design (4)

The purpose of this course is to enable students to employ systematic instructional design procedures. As a result, students who successfully complete this course should be able to design a unit of instruction by using systematic instructional design procedures. The focus of this course is the application of instructional design principles to create instructional content that can be delivered to a target group of learners.

EME 630 - Development of Multimedia Instruction (4)

Development of Multimedia Instruction is a course for students who are already familiar with basic instructional systems design principles and who are prepared to practice them in a Web-based environment. The course focuses on the design, development, implementation/distribution and assessment of multimedia-based learning experiences.

EME 640 - Introduction to Program Evaluation (4)

This course introduces the conceptual issues and practical guidelines for conducting a program evaluation. This course will define and discuss the concepts and explore the theoretical basis of the diverse models and alternative approaches to program evaluation.

EME 641 - Management of Instructional Development (4)

This course is designed to help students understand and comprehend project management principles, while engaging in the practice of project management. In this course students will be provided the appropriate scaffolding and instruction in order to gain the basic skills necessary to successfully lead a project team.

EME 642 - Management of Change (4)

This course is designed for students to be able to introduce an instructional or non-instructional change initiative in an organizational environment and plan implementing that change and monitoring its progress based on their understanding of the systemic functions of the organization. These activities will take place in the context of human performance technology and with the purpose of improving organizational performance based on a systemic analysis of the organization.

EME 644 - Performance Systems Analysis (4)

This course is designed to provide the foundational information and activities to develop the skills necessary to be successful in completing performance systems analysis in a variety of settings. While the class will focus on a narrow domain, the skills learned in the course can be applied in a variety of domains.

EME 650 - Field Internship in Instructional Design and Technology (0)

This field internship is designed to provide on-the-job experience in developing instructional design and technology competencies. Students will apply the skills and knowledge learned during their instructional design and technology program to a real-world workplace.

EME 660 - Seminar in Instructional Design (2)

Discuss advanced topics in instructional design (ID), such as new ID models and innovative approaches to ID research. Invited specialists present lectures and lead discussions on current topics and projects. The student will discuss and contribute to each of these topics.

EME 661 - Advanced Seminar in Instructional Design (2)

Discuss advanced topics in instructional design (ID), such as new ID models and innovative approaches to ID research. Invited specialists present lectures and lead discussion on current topics and projects. The students will discuss and contribute to each of these topics. Additionally this course will cover ethics, contract negotiations, professional development, networking, stakeholder interactions, interviewing skills, instructional development and advanced presentation skills. This course will require the completion of a field internship and/or an advanced instructional design project for a field-based stakeholder as well as a comprehensive exam (professional portfolio).

ENG - English

ENG 205 - Advanced English Grammar (4)

Explores attitudes toward language and examines the way English works: its history, its 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.

Distribution: (HFA) (A). Prerequisite: AWR 101.

ENG 260-269 - Topics in English (4)

An investigation of topics in English. May include issues in rhetoric, composition, English language, digital humanities, disability studies or other topics not covered by the core curriculum. May be repeated for credit if content varies.

Distribution: (HFA) (W).

ENG 301 - Advanced Composition (4)

This advanced composition course emphasizes specific genres, themes, and/or techniques for academic writing; see online course listing for details. May be repeated for credit if content varies.

Distribution: (HFA)(W). Prerequisite: AWR 101 and AWR 201, or permission of instructor. .

ENG 343 - Approaches to TESOL and Teaching Second and Foreign Languages (4)

This course focuses on methods and approaches to teaching second and foreign languages. It incorporates 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 for students who may have interest in teaching/tutoring English to non-native speakers in the U.S. or abroad.

Distribution: (HFA). Prerequisite: AWR 101 and AWR 201.

ENG 345 - Composition Pedagogy (4)

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.

Distribution: (HFA). Prerequisite: AWR 101 and AWR 201.

ENG 370 - Printing, Publishing and Book Arts (4)

The primary aims of the class are to introduce students to the aesthetic, cultural and material dimensions of the reading experience, to enhance their understanding of how physical and visual presentations shape a reader's perceptions, and to introduce the craft and art of the physical book.

Distribution: (A) (HFA). Prerequisite: AWR 101 and AWR 201.

ENG 443 - The Supervised Practicum in TESOL (4)

Students will be observing, tutoring and/or teaching English as a second language at a local language school. Taken as an independent study, this is the final course

required to complete the TESOL Certificate. (This course is not to be confused with Florida State Teacher Certification offered by the Education department. There is no connection between the two programs.) A TESOL Certificate is a minimum requirement to teach English internationally and at certain locations in the U.S.

Prerequisite: ENG 205 and ENG 343.

ENG 490 - English Studies: Career Internship for English Majors (1-10)

Open only to juniors and seniors. Internship to acquaint English majors with careers and professions and to show them how their special skills can be used in these environments. May be repeated for a maximum of 10 credit hours, 4 of which may count toward the English major. Students must apply for the internship one semester in advance. May not be used to satisfy general distribution requirements.

Prerequisite: 3.0 or higher GPA and consent of faculty advisor and department chair.

ENG 491 - Senior Portfolio (1)

The senior portfolio course is required for all English majors in the last semester of their senior year. The course assesses student attainment of stated outcomes and offers preparation for career development, including employment or graduate and professional schools.

Prerequisite: Senior status, final year.

ENS - Environmental Studies

ENS 112 - Environmental Science (3-4*)

An interdisciplinary study concerned with the historical, ecological, social, political and economic ramifications of the global environmental crisis. Addresses issues such as demographics, energy, pollution, natural resources and environmental policy. Partially satisfies natural science distribution requirements of the baccalaureate experience but is not applicable toward a biology or marine science major or minor. Lecture only. *BIO 112T - study abroad courses are 4 credits when offered.

Distribution: (IG) (NS). Offered: fall and spring semesters.

ENS 132 - Biogeography and Biomes (3)

Explores the question, "How did species of plants and animals end up where they are?" The course focuses on the ways that millions of years of geological, oceanographic and climatic processes have directed the evolution of the earth's inhabitants. Topics include the general features of the earth's major biomes, the unique biotic features of the earth's major geographic regions, and the ways in which the study of biogeography has played an important role in the history of science. This course also examines the ways that our own species has been affected by, and continues to influence, the distribution of the planet's species. Partially satisfies natural science distribution requirements of the

baccalaureate experience but is not applicable toward a biology or marine science major or minor. Lecture only.

Distribution: (IG) (NS). Offered: occasionally.

ENS 137 - Sustainability in Cities (3)

An experiential learning course focused on sustainability issues and solutions in urban areas around the world. Main topics include water, waste, energy, transportation and food. Includes cross-cultural comparison of lifestyles and resource usage, and site visits to relevant local facilities are included. Satisfies general distribution requirements. Partially satisfies natural science distribution requirements of the baccalaureate experience but is not applicable toward a biology or marine science major or minor. Lecture only.

Distribution: (IG) (NS). Offered: occasionally.

ENS 150 - Physical Geology (3)

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, groundwater, waves and currents, and the evolution of continents and ocean basins. Lecture only.

Distribution: (NS). Corequisite: MAR 150L. Offered: occasionally.

ENS 235 - Geographic Information Systems (4)

Teaches 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.

Distribution: (NS) (SS). Offered: fall semester.

ENS 242 - Environmental Science and Policy (4)

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 to 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.

Distribution: (W) (IG) (NS). Prerequisite: Biology lower-core curriculum. Corequisite: BIO 242L. Offered: fall semester.

ENS 242L - Environmental Science and Policy Discussion (0)

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 to 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.

Prerequisite: Biology lower-core curriculum.

Corequisite: BIO 242. Offered: fall semester.

ENS 349 - Water, Wetlands and Wildlife (4)

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. Covers 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.

Distribution: (IG) (NS). Prerequisite: Biology lower-core curriculum. Offered: fall and/or spring semester.

ENS 401 - Sustainability Capstone Seminar (1)

Sustainability is an inherently interdisciplinary field despite the fact that its constituent sub-disciplines are often taught in isolation. The purpose of this seminar is to encourage synthesis of sustainability knowledge across major disciplines (i.e., natural sciences, social sciences, arts and humanities), which will be developed through student-led discussion of relevant literature and team-based projects. Through these projects, students will identify a sustainability issue in the local community, develop economic and environmental impact assessments, create a solution proposal, and present their findings to the local community. This course is a required component of the Minor degree in Sustainability.

ENT - 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.

Distribution: (W). Prerequisite: COB requirements for taking 300-level courses, AWR 101, AWR 201. . Offered: fall and spring semesters.

ENT 330 - Creativity and Innovative Problem Solving (4)

This course introduces students to the principles and techniques of creativity and opportunity recognition that are critical to an entrepreneurial mindset. Students will learn a wide variety of creative problem solving and theory building skills and have the opportunity to apply those to the development of an innovation or invention. Students will also learn how to identify and reduce self-imposed limitations to creativity and opportunity recognition. In addition, business modeling techniques are presented as a method for evaluating creative ideas.

Prerequisite: ENT 320 or MGT 330 and all prerequisites for either ENT 320 or MGT 330. Offered: annually.

ENT 360 - New Venture Finance (4)

Major sources of funding for new ventures - including family and friends funding, angels, venture capitalists, informal investors, banks, investment banks, suppliers, buyers and the government - are reviewed and evaluated in this course. Some 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 pro formas and develop a funding plan for a new venture.

Prerequisite: ENT 320, FIN 310 and all prerequisites for ENT 320 and for FIN 310. Corequisite: ENT 487. Offered: fall and spring semesters.

ENT 380 - Introduction to Hospitality Management (4)

This course provides an overview of the trends and developments as well as the fundamental management functions in the hospitality industry. Students will gain an understanding of the primary segments of industry, including lodging, restaurants, theme parks, clubs and event management.

Prerequisite: ENT 320 or MGT 330 and all prerequisites for either ENT 320 or MGT 330. Offered: annually.

ENT 390 - Managing the Family Business (4)

This course begins with an overview 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.

Prerequisite: ENT 320 or MGT 330 and all prerequisites for either ENT 320 or MGT 330. Offered: annually.

ENT 486 - International Entrepreneurship (4)

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.

Prerequisite: ENT 320 and all prerequisites for ENT 320. Offered: as needed.

ENT 487 - Business Plan Development (4)

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 pro forma analysis, as well as statements of critical risks. Semester-long work on the business plan culminates with a business plan competition.

Distribution: (W). Prerequisite: ENT 320, MKT 360 and all prerequisites for ENT 320 and for MKT 360. . Corequisite: ENT 360. Offered: fall and spring semesters.

ENT 490 - Entrepreneurship Internship (4-8)

This internship exposes the student to a real-life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. May be used to satisfy up to 4 credit hours of entrepreneurship electives. Approval of the department chair required.

Prerequisite: ENT 320, junior or senior standing and at least a 2.75 cumulative GPA or a 3.0 in COB courses. . Offered: fall, spring and summer semesters.

ENT 495 - Seminar in Entrepreneurship (4)

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.

Prerequisite: ENT 320 and all prerequisites for ENT 320 or permission of instructor. . Offered: as needed.

ENT 610 - Preparing for the Entrepreneurial Journey (4)

Entrepreneurship is the art of business. Think of the business plan and the business operation as your canvas. Entrepreneurship takes creativity, innovation and perseverance. Entrepreneurship is a way of thinking and acting. In this course, you will acquire a greater

understanding of the entrepreneurial process — a process of opportunity recognition, resource marshalling and team building driven by communication, creativity and leadership. You will work on YOUR business concept.

Prerequisite: Acceptance into the MS in ENT program or by permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. Offered: fall and spring.

ENT 620 - Creativity and Innovation for Entrepreneurs (4)

This course is part of the M.S. in Entrepreneurship and introduces students to the principles and techniques of ideation, creativity and opportunity recognition that are critical to an entrepreneurial mindset. Students will learn a wide variety of creative problem solving and theory building skills and have the opportunity to apply those to the development of a new concept and venture. Students will also learn how to identify and reduce self-imposed limitations to creativity and opportunity recognition. In addition, business modeling techniques are introduced as a method for evaluating creative ideas.

Prerequisite: ENT 610 and entrance can be also by the permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. Offered: fall and spring.

ENT 630 - Selecting and Developing a Business Model (4)

Creating new businesses, capturing new markets and enhancing organizational effectiveness occur through improving productivity or innovation, or both. New discoveries, new technologies, competition and globalization compel both entrepreneurs and existing firms to foster innovation and agility. This course explores successful frameworks, strategies, funding techniques, business models, risks and barriers for introducing breakthrough products and services. Topics include business model innovation, design-driven innovation and leadership. The focus is on the selection of appropriate business models.

Prerequisite: ENT 610 and ENT 620 and entrance can be by the permission of the permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program.

ENT 640 - New Venture Finance (4)

This course uses a combination of of case discussions and lectures to study entrepreneurial finance. The course is targeted toward budding entrepreneurs. The course begins with an overview of financial statements. A thorough examination of forecasting revenues and expenses are used to create pro forma financial statements. The course then shifts to financing operations of startups with limited resources. External sources of financing to fund growth are introduced, and the tax implications of all financial decisions are

evaluated. The course concludes with a discussion of exit strategies available to harvest the investment in the startup.

Prerequisite: ENT 610,620 and 630 or by Permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. This course also has an on-line component that must be completed before taking the class. . Offered: winter and may.

ENT 650 - Entrepreneurial Marketing (4)

In this course we will explore how marketing and entrepreneurship affect and are affected by one another. We will examine concepts from each of these two areas to determine how they apply to and how they can aid the practice of the other. We will look at the role of marketing in entrepreneurial ventures and the role of entrepreneurship in marketing efforts of all firms. Attention will be devoted to understanding why marketers resist entrepreneurship, as well as the common mistakes entrepreneurs make when it comes to marketing.

Prerequisite: ENT 610,620,and 630 or by Permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. The course has an on-line component that must be completed before taking the class. . Offered: twice a year.

ENT 660 - Risk Mitigation and Legal Issues for Entrepreneurs (4)

This course broadly surveys the legal issues affecting 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.

Prerequisite: ENT 610,620,and 630 or by Permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. Offered: twice a year.

ENT 675 - Leading and Managing New Ventures (4)

This is not a survey course in entrepreneurship or in leadership. Instead, this course addresses the principles of organizational architecture, group behavior and performance, interpersonal influence, leadership and motivation in entrepreneurial settings. A primary goal is to develop your competencies in organizational design, human resources management, leadership and organizational behavior in the context of a new, small firm.

Prerequisite: ENT 610,620,and 630 or by Permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. Offered: twice a year.

ENT 680 - Communicating with Investors and Partners (4)

This course treats entrepreneurship as a form of strategy. In today's competitive environment, size of company does not correspond to entrepreneurship. On the one hand, companies like Microsoft, General Electric and Southwest Airlines have kept excellent cultures of entrepreneurship despite decades of phenomenal growth. On the other, large companies usually find their most aggressive competitors to be startups. Regardless of the type of company you will work in, it is critical to have a strong working knowledge of entrepreneurial strategies. You will work on your project in this course.

Prerequisite: ENT 610,620,and 630 or by Permission from the Director of the Entrepreneurship Program and / or the Director of the MS in Entrepreneurship Program. Offered: twice a year.

ENT 689 - Entrepreneurship in a Global Economy (4)

This course provides an understanding of the principles of entrepreneurship and new venture creation in a global marketplace. In addition to examining the role of entrepreneurship in the global economy, the course will focus on developing skills that are fundamental to recognizing and developing a business opportunity. Students will examine key features of an international business deal as well as legal, financial, and cultural considerations that impact an international business opportunity. Utilizing these skills, students will prepare a feasibility analysis for an international business concept.

ENT 695 - Seminar in Entrepreneurship (4)

For graduate students only. Topics 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.

Offered: as needed.

ESC - Exercise Science**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.

Offered: fall and spring semesters.

ESC 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.

Offered: fall and spring semesters.

ESC 150 - Comprehensive First Aid/CPR/AED (2)

This course provides the knowledge and practical skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical personnel arrive. Students develop an awareness of safety and emergency response planning in the worksite and community. Topics include CPR with AED training, prevention of infectious disease transmission, trauma care, sudden illness care, environmental hazards care and emergency response planning. American Red Cross Certifications in Adult/Child/Infant CPR with AED and Responding to Emergencies First Aid may be earned.

Offered: fall and spring semesters.

ESC 151 - Swimming (1)

Develops fundamental skills and methods for teaching swimming and water safety.

Offered: fall and spring semesters.

ESC 200 - Methods of Teaching Tennis (1)

Covers methods and procedures for teaching tennis. May be used toward professional activities requirement of adult fitness concentration.

Offered: spring semester.

ESC 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.

Offered: summer sessions.

ESC 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.

Offered: fall and spring semesters.

ESC 252 - Gymnastics (3)

Prepares students for teaching educational gymnastics, tumbling and apparatus. May be used toward professional activities requirement of adult fitness concentration.

ESC 270 - Prevention and Care of Sports Injuries (3)

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.

Prerequisite: HSC 220 or HSC 230 with a C or better. Pre- or corequisites: ESC 150 or HSC 250. Alternately, students may meet the ESC 150

prerequisite by providing documentation of current Comprehensive First Aid, CPR and AED certification and approval by the department. . Offered: fall and spring semesters.

ESC 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.

Offered: fall, spring, and summer semesters.

ESC 301 - Sport and Exercise Psychology

This is an elective course that will appeal to students who are interested in learning about human behavior during sports and exercise. It examines what motivates us, frightens us, angers us and affects our performance of physical activity or sport. Strategies for improving competitive skills, dealing with competitive pressure, maximizing performance and promoting emotional and cognitive health and well-being will be explored. In particular, this course will appeal to students majoring in human performance, athletic training, sport management, physical education, and allied health.

ESC 307 - Movement Education/Games and Sports (3)

A comprehensive discussion of movement education, stressing an individual approach to teaching basic movement skills, games and sports.

Prerequisite: EDU 200. Offered: spring semester.

ESC 312 - Dance/Rhythmics (3)

A course that prepares students for teaching creative rhythmics, aerobic dance, folk and square dance, line and social dance to participants of all ages.

Distribution: (A). Offered: spring semester.

ESC 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.

Offered: fall semester.

ESC 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.

Offered: fall and spring semester.

ESC 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.

Offered: fall semester.

ESC 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.

Offered: spring semester.

ESC 329 - Coaching Team and Individual Sports (3)

A comprehensive approach to coaching athletics, including planning, values, psychology, roles and goals.

Offered: fall and spring semesters.

ESC 330 - Human Development and Motor Learning (3)

A study of human development and motor learning throughout the life cycle, with emphasis on physical growth, the effects of exercise, fundamental motor patterns and developmental skill acquisition.

Prerequisite: HSC 220 or HSC 230 with a C or better. . Offered: fall and spring semesters.

ESC 340 - Applied Kinesiology (3)

A study of bone-muscle relationships and problems of analysis in human motion as related to the muscular skills in body mechanics and athletics.

Distribution: (W). Prerequisite: HSC 220 or HSC 230 with a C or better. Offered: fall and spring semesters.

ESC 372 - Principles of Exercise Leadership (2)

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. They will also 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.

Prerequisite: HSC 100 and HSC 220 or HSC 230 with a C or better.

ESC 380 - Exercise Testing and Prescription (3)

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.

Prerequisite: HSC 220 or HSC 230 with a C or better (ESC 340 recommended). Offered: fall, spring, and summer semesters.

ESC 400 - Physical Education and Fitness for Special Populations (3)

Examines the special physical education and physical fitness needs of individuals with chronic or functional handicaps.

Distribution: (W). Offered: fall and spring semesters.

ESC 411 - Recreation Leadership and Administration (2)

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

Offered: fall and spring semesters.

ESC 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.

ESC 450 - Tests and Measurement (3)

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.

Prerequisite: ESC 105 and ESC 110 or HSC 200.

Offered: fall semester.

ESC 460 - Physiology of Exercise (3)

Develops knowledge and understanding of the function and limitations of the organism during exercise.

Distribution: (W). Prerequisite: HSC 220 or HSC 230 with a C or better. Offered: fall and spring semesters.

ESC 470 - Field Work in Recreation (4-6)

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.

Prerequisite: Completion of 6 credit hours of professional courses and departmental approval. Offered: fall and spring semesters.

ESC 480 - Internship in Adult Fitness Programs (2-12)

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 credit hours.

Prerequisite: Senior academic status and departmental approval. Offered: fall, spring and summer semesters.

ESC 485 - Undergraduate Research in Human Performance (1-8)

This course is an experiential education course that focuses on conducting undergraduate research in

human performance and working along with a faculty member. The students will be engaged in project conception, background literature study, methodology, data collection, analyzing results, and possible presentation of research to larger community. At least 2 hours a week is required for each credit hour.

Prerequisite: Permission of instructor.

ESC 491 - Senior Seminar in Exercise Science

The purpose of this course is to provide students with an advanced understanding of how to read, present, and interpret data involved in exercise science research.

Prerequisite: ESC 380 and senior status.

ESC 499 - Special Topics in Physical Education (1-4)

A seminar and/or independent study incorporating special issues in the field of physical education. May be repeated for credit.

Prerequisite: Junior standing. Offered: fall and spring semesters.

ESC 605 - Dimensions of Strength Training (3)

This course provides the student with a comprehensive overview of advanced dimensions and theory of strength and conditioning. It will cover multiple components of strength and conditioning and how they relate to human performance. The course will analyze acute training variables (exercise choice, order, intensity, volume) on a per training session basis and how they fit within the scope of a training year and career (periodization).

Prerequisite: Must be a graduate student in the Masters of Science in Exercise and Nutrition Science program or by instructor permission.

ESC 607 - Exercise and Nutrition Science Theory (3)

This is a seminar style course in which students investigate and report on nutrition theories underlying sport nutrition and how it relates to human performance.

Prerequisite: Must be a graduate student in the Masters of Science in Exercise and Nutrition Science program or by instructor permission.

ESC 615 - Physiology and Energetics of Exercise (3)

This course covers, in depth, theories on the physiological responses to exercise in untrained, trained, and athletic populations. It provides students with an advanced understanding of the role physiological responses to exercise training.

Prerequisite: Must be a graduate student in the Masters of Science in Exercise and Nutrition Science program or by instructor permission.

ESC 617 - Current Perspectives in Exercise Science (3)

This is an interactive course in which students investigate applications used in exercise science by experts in the field and report on the scientific efficacy and application of these practices. The course also involves application of theory using various case studies throughout the semester.

Prerequisite: Must be a graduate student in the Masters of Science in Exercise and Nutrition Science program or by instructor permission.

ESC 625 - Exercise and Nutrition Laboratory Techniques (2)

The purpose of this course is to provide students with a hands on advanced understanding of how to utilize laboratory techniques associated with nutrition and exercise science. Including but not limited to body composition analysis, ultrasonography, isokinetic, isotonic, and isometric force testing. Strength and power assessment, as well as a review of important exercise techniques.

Prerequisite: Must be a graduate student in the Masters of Science in Exercise and Nutrition Science program or by instructor permission. .

FIN - Finance

FIN 250 - Personal Finance (2)

This course is intended to help students understand and apply basic principles of good financial management in their personal financial decisions. Topics include personal budgeting, tax planning, managing cash and credit, making sound insurance decisions, investments and retirement planning. Not counted as a finance elective for the minor or the major.

Prerequisite: MAT 160 or equivalent. Offered: spring semester.

FIN 310 - Financial Management (4)

This course focuses on financial analysis and decision-making for corporations including the legal and ethical obligations of financial managers. Students use accounting information to assess a firm's performance. Time value of money and incremental discounted cash flow techniques are used to value stocks, bonds, and potential corporate investments. Students calculate the weighted average cost of capital and are learn to apply short-term financial management tools. The risk-return trade-off is introduced using a statistical framework and the Capital Asset Pricing Model. MS-Excel and a financial calculator are required.

Prerequisite: AWR 101 and AWR 201, ACC 202 and ACC 203, ECO 204 and ECO 205, QMB 210. Corequisite: BAC 100. Offered: fall, spring and summer semesters.

FIN 319 - Applied Finance and Accounting using Enterprise Resource Systems (4)

This course is designed to provide an introduction to the financial and accounting features of SAP as a solution for enterprise resource planning. The cross functional nature of business processes requires an integrated view of the company. The integration between finance and other business functions are analyzed within the context of the enterprise resource system. The configuration, data and critical transactions

required by financial management are demonstrated in the course.

Prerequisite: ACC 203 and ITM 220. Offered: fall.

FIN 410 - Intermediate Financial Management (4)

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.

Prerequisite: FIN 310 and MAT 225. Offered: fall and spring semesters.

FIN 415 - Applied Investment Management (4)

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 available.

Prerequisite: FIN 440 and GPA of 3.0 or greater. Offered: fall and spring semesters.

FIN 425 - International Financial Management (4)

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.

Distribution: (IG). Prerequisite: FIN 310 and MAT 225. Offered: fall and spring semesters.

FIN 440 - Investments (4)

An introductory investment analysis class. Covers common stocks, options, government and corporate bonds, mutual funds and portfolio management.

Prerequisite: FIN 310. Offered: fall and spring semesters.

FIN 450 - Risk Management for Business (4)

Students will evaluate a variety of types of risk that impact a company's financial performance. Students will develop a comprehensive risk management strategy for a firm that incorporates derivative securities, insurance, and other risk management tools. Formal and informal written assignments will be used to enhance the students' understanding of the impact of risk management strategies on a firm's individual performance and on the economic environment. The course requires extensive use of Excel at the intermediate level for evaluating the financial implications of decisions

Distribution: (W). Prerequisite: FIN 410 and COB lower core. Offered: spring.

FIN 470 - Financial Markets, Institutions, and Money (4)

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.

Prerequisite: FIN 310. Offered: fall and spring semesters.

FIN 480 - Financial Models (4)

This course will provide applied skills in designing and building financial models. The course will span several financial topics all of which will be worked on within Excel framework. The primary focus of the course is to relate the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a firm's investment and financing decisions.

Prerequisite: FIN 310. Offered: fall and spring semesters.

FIN 490 - Finance Internship (1-8)

This internship exposes the student to a real-life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. May not be used to satisfy major requirements. Approval of the department chair required.

Prerequisite: FIN 310, junior or senior standing and a minimum cumulative GPA of 2.75 or a 3.0 in COB courses. Offered: fall, spring and summer semesters.

FIN 491 - Financial Policies and Strategies (4)

Senior seminar course for finance majors. An advanced, in-depth 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.

Prerequisite: FIN 310 and FIN 410. Offered: spring semester.

FIN 495 - Special Topics in Finance (4)

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.

Prerequisite: To be specified at time of offering. Offered: as needed.

FIN 499 - Independent Study in Finance (1-4)

A readings or independent study course taken under faculty guidance for variable credit.

Prerequisite: Minimum 3.0 GPA and consent of the department chair and associate dean.

FIN 500 - Foundations of Finance (2)

Covers the basic tools and applications used in financial management. Includes time value of money, valuation, project evaluation, risk-return analysis and capital structure. Students will solve a variety of problems using financial calculator and spreadsheet programs.

Offered: fall and spring.

FIN 611 - Financial Management and Strategy (4)

For graduate students only. 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. (CFA)

Prerequisite: ACC 500, ECO 500, FIN 500, and QMB 500. Offered: fall and spring semesters.

FIN 616 - Corporate Finance and Valuation (4)

This course will show students how to value a publicly held company using valuation techniques including Free Cash Flow, Market Comparable and Economic Profit Analyses. This course uses a combination of case study learning and currently available information to establish the methodology and execution of the various valuation techniques. Students will use these valuation techniques to value a publicly held company. Students will be required to deal with and get comfortable with the uncertainty in the corporate valuation field. Students will be required to research a public company and make decisions concerning capital budgeting, cost of capital and capital structure.

Prerequisite: FIN 611. Offered: fall semester.

FIN 630 - International Finance (4)

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)

Prerequisite: FIN 611. Offered: spring semester.

FIN 640 - Investment Portfolio Management (4)

Encompasses portfolio management at both introductory and intermediate levels. Topic areas include: quantitative analysis, the portfolio management process and investor policy statements, portfolio construction and types of securities, portfolio performance measures and the option strategies for

equity portfolios. The course also includes detailed analysis of fixed income securities, macroeconomics, industries and individual firms. (CFA)

Prerequisite: ACC 500, ECO 500, FIN 500, and QMB 500. Offered: fall and spring semesters.

FIN 645 - Advanced Portfolio Management (4)

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 attribution techniques, fixed income analysis and portfolio risk management. Students will learn to critically evaluate and implement existing and recently developed portfolio management models. Much of the material covered in this class is also part of the Level 2 and Level 3 CFA curriculum.

Prerequisite: FIN 640. Offered: spring semester.

FIN 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).

Prerequisite: FIN 611. Offered: summer semester.

FIN 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.

Prerequisite: FIN 611. Offered: summer semester.

FIN 660 - Applied Corporate Finance (4)

Applied Corporate Finance is designed to provide an in-depth examination of important financial management concepts integrated with SAP. Using a balanced approach of theory and application, this class focuses on the analytical techniques involved in financial planning and decision-making in the firm. Primary emphasis is placed on the importance of strategic investment and financing choices and the logic behind these critical decisions made by the financial manager. An introduction to the financial accounting features of SAP as a solution for enterprise resource planning is provided, along with using SAP to generate information used to make financial decisions.

Prerequisite: FIN 611. Offered: summer.

FIN 670 - Financial Markets, Institutions and Money (4)

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)

Prerequisite: ACC 500, ECO 500, FIN 500, and QMB 500. Offered: fall semester.

FIN 689 - Global Finance (4)

Global finance introduces the key financial techniques of exchange rate forecasting, capital budgeting, capital structure, risk management, and portfolio theory all from a global perspective. The course is aimed for graduate students seeking a thorough introduction to finance topics which are extended using experiential educational techniques. Appropriate software including Monte Carlo simulation and enterprise resource planning systems are applied to enhance the technical capabilities of future financial leaders in a global marketplace.

FIN 690 - Internship (1-3)

International students must consult with the Office of International Programs. May be used to satisfy practicum requirements.

Prerequisite: Approval by the Graduate Office, the college internship coordinator and the associate dean. Offered: fall, spring and summer semesters.

FIN 695 - Special Topics in Finance (4)

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.

Prerequisite: To be specified at time of offering. Offered: as needed.

FIN 699 - Independent Study in Finance (1-4)

For graduate students only. Contemporary topics in finance.

Prerequisite: Minimum 3.5 GPA and written permission of the department chair.

FRE - French

FRE 101 - Elementary French I (4)

Beginning French with an emphasis on French culture, as well as understanding and speaking French in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of French. 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.

FRE 102 - Elementary French II (4)

Beginning French with an emphasis on French culture, as well as understanding and speaking French in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of French. FRE 101 (or equivalent skills) is a prerequisite for FRE 102. May be taken after FRE 105 with instructor permission.

FRE 105 - Elementary French Review (4)

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.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of French. May not be taken after FRE 101. .

FRE 151-159 - Topics in French (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

FRE 201 - Intermediate French I (4)

Develops a greater understanding of French culture and everyday French, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of French. FRE 102 or/and FRE 105, three or more years of high school French, or equivalent skills required for FRE 201.

FRE 202 - Intermediate French II (4)

Develops a greater understanding of French culture and everyday French, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of French. FRE 201 or four or more years of high school French, or equivalent skills is required for FRE 202.

FRE 251-259 - Topics in French (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

FRE 271T - UT in Paris (4)

The students will study the history of France through the development of Paris throughout the centuries. The city will be presented in a chronological fashion, by studying its monuments and lesser-known landmarks (these are oftentimes archaeological remains Parisians walk by every day without noticing them). These landmarks will be discussed in class and visited in Paris.

Emphasis will be put on how Parisians interact with their history every day, framing their mindset in the process. Students will be able to experience these interactions in Paris and therefore better comprehend the French way of life. The course will be conducted entirely in French.

Prerequisite: FRE 202 or equivalent skills .

FRE 300 - Advanced French I (4)

Emphases in Advanced French I are on oral expression, reading and vocabulary building.

Distribution: (HFA) (IG). Prerequisite: Not open to students who received their secondary education in the French language. FRE 202 or equivalent, or four or more years of high school French or equivalent skills.

FRE 301 - Advanced French II (4)

Emphases in Advanced French II are on writing, vocabulary building and grammar.

Distribution: (HFA) (IG). Prerequisite: Not open to students who received their secondary education in the French language. FRE 202 or equivalent, or four or more years of high school French or equivalent skills.

FRE 308 - French Pop Culture (4)

This course explores the current state of French pop culture by studying various pieces including novels, comic books, television shows, songs and films.

Distribution: (HFA). Prerequisite: FRE 202 or equivalent skills.

FRE 310 - Diplomatic French (4)

This course is designed to give students a working knowledge of French in a diplomatic setting. Emphasis is made on writing, as well as listening and speaking skills through the use of specialized vocabulary, simulations and paired activities.

Distribution: (IG). Prerequisite: FRE 202 or equivalent skills.

FRE 311 - Commercial French (4)

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.

Distribution: (HFA) (IG). Prerequisite: FRE 202 or equivalent skills. Offered: every third year, fall semester.

FRE 320 - French Cinema (4)

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.

Distribution: (A) (HFA) (IG) . Prerequisite: FRE 202 or equivalent, or four or more years of high school French, or equivalent skills.

FRE 322 - Literature of the Francophonie (4)

An introduction to the literature of La Francophonie through the close reading of texts by authors from Canada, Africa and the Antilles.

Distribution: (HFA). Prerequisite: FRE 202 or equivalent skills.

FRE 331 - Introduction to French Literature (4)

A reading and discussion of selections by master writers of French literature.

Distribution: (A) (HFA) . Prerequisite: FRE 202 or equivalent skills.

FRE 332 - The French Language in Contact (4)

An examination of the evolution of the French language in the Hexagone and in the French diaspora (North America, Africa, Haiti, etc). In particular the themes of regional and social variation, standardization and bilingualism will be explored.

Distribution: (HFA). Prerequisite: FRE 202 or equivalent skills.

FRE 351-359 - Topics in French (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

FRE 371T - UT in Paris (4)

The students will study the history of France through the development of Paris throughout the centuries. The city will be presented in a chronological fashion, by studying its monuments and lesser-known landmarks (these are oftentimes archaeological remains Parisians walk by every day without noticing them). These landmarks will be discussed in class and visited in Paris.

Emphasis will be put on how Parisians interact with their history every day, framing their mindset in the process. Students will be able to experience these interactions in Paris and therefore better comprehend the French way of life.

Prerequisite: FRE 202 or equivalent skills .

FRE 421 - French Culture and Civilization (4)

An integrated picture of the political, economic, social, geographical and cultural forces that have shaped France and the Francophone world.

Distribution: (HFA) (IG). Prerequisite: One 300-level French course or equivalent skills.

FRE 451-459 - Topics in French (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

FRT - French Literature in English Translation**FRT 250 - French Literature in English Translation (4)**

A study of great themes and values expressed by selected authors and movements in French literature. Course and readings are in English.

Distribution: (A) (HFA) . Offered: occasionally.

GEO - Geography**GEO 102 - World Regional Geography (4)**

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

Distribution: (IG) (NW) (SS) .

GEO 202 - Physical Geography (4)

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.

Distribution: (IG) (NW) (SS).

GEO 205 - Principles of Resource Utilization (4)

Preservation, conservation and exploitation of natural resources. Survey of global resources and their influence on society.

Distribution: (SS) (W).

GEO 207 - Economic Geography (4)

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

Distribution: (IG) (SS) (W).

GEO 235 - GIS Mapmaking for the Social Sciences (4)

This course presents the fundamentals of Geographic Information Systems (GIS). Students will learn how to design and create digital maps and will master the basic techniques of spatial analysis. We will use maps and other GIS tools to uncover the hidden geo-spatial relationships that shape the world around us. Through lectures, discussion and hands-on exercises and projects, the course will explore the many applications of GIS in the social sciences and environmental sciences as well as in the humanities, public policy and urban affairs.

Distribution: (SS).

GEO 240 - Cultural Geography (4)

How are our identities, cultures and social relationships shaped by the physical world around us? How, in turn, do our cultural patterns come to shape our natural and built environments? This course provides an overview of cultural geography. It covers the basics as well as new developments in cultural geographic theory. The main aim is to understand relationships between cultures and environments through geographical analyses of social processes, landscapes, cultural meanings, place-making and identities. We will examine questions of power, performance, diffusion, diversity, hybridity, homogenization, hegemony, conflict, expression and resistance through case studies of local, regional and global spatial-cultural dynamics.

Distribution: (IG) (SS).

GEO 250 - Urban Geography: Cities in Global Context (4)

How do cities grow and change? What environmental, economic, social, and political forces bring them into being? Why are they the source of so much of the world's economic and cultural dynamism and at the same time the site of so much dysfunction and conflict? In this course we will use writing to investigate the geographic contours of key urban challenges such as economic development, segregation, inequality, housing, slum growth, gentrification, environmental justice, violence, downsizing, and urban sprawl. We will wrestle with the opportunities and constraints facing urban reformers and city planners, and explore visions of urban social justice and sustainability.

Distribution: (IG) (SS).

GER - German

GER 101 - Elementary German I (4)

Beginning German with an emphasis on German culture, as well as understanding and speaking German in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of German. Not open to students with 2+ years of high school German.

GER 102 - Elementary German II (4)

Beginning German with an emphasis on German culture, as well as understanding and speaking German in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: GER 101 (or equivalent skills). Not open to native speakers of German.

GER 201 - Intermediate German I (4)

Develops a greater understanding of German culture and everyday German, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: GER 102 (or equivalent skills). Not open to native speakers of German.

GER 202 - Intermediate German II (4)

Develops a greater understanding of German culture and everyday German, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: GER 201 or equivalent skills required. Not open to native speakers of German.

GER 251-259 - Topics in German (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

GER 351-359 - Topics in German (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

HIS - History

HIS 102 - World History to 1500 (4)

This course examines topics from the Paleolithic Era to the dawn of the Age of Globalization, including: early foraging, pastoral, and agricultural societies; the emergence of urban societies in Eurasia, Africa, and the Americas; trade and cultural transmission; concepts of gender; technological transfers; and the emergence of transcontinental and global interconnections through the Saharan trade, the Pax Mongolica, and Malay, Chinese and Iberian ocean explorations. Equally importantly, the course introduces students to the

methods of the historian, involving critical thinking, the analysis of source texts, and the use of evidence to address historical questions.

Distribution: (IG) (NW) (SS).

HIS 103 - World History from 1500 to the Present (4)

This course examines topics from the 16th through 20th centuries, including: state-building, commerce, and society in Eurasia and Africa; the creation and integration of the Atlantic World; new ideologies; industrial revolutions; changing conceptions of gender, class, race, ethnicity, and nation; political revolutions, genocides, and wars; imperialism and decolonization; and the global impact of the Cold War. Equally importantly, the course engages students in the methods of the historian, involving critical thinking, the analysis of source texts, and the use of evidence to address historical questions.

Distribution: (IG) (NW) (SS).

HIS 201 - The Historian's Craft (4)

This course introduces undergraduate majors and minors to the exercise of thinking, researching and writing historically, focusing on the technical, methodological and theoretical skills that guide professional practice in diverse settings: museums, archives, secondary education and universities. Students will learn how to distinguish between evidence and interpretation and how to assess different kinds of evidence. Class meetings will sample representative fields, approaches and primary sources to provide the foundations for independent research in the capstone course.

Distribution: (SS).

HIS 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.

Distribution: (SS).

HIS 203 - The United States Since 1877 (4)

Surveys the urbanization and industrialization of the nation and its rise to world power.

Distribution: (SS).

HIS 204 - Twentieth Century Europe (4)

European History in the 1900s.

Distribution: (IG) (SS).

HIS 205 - Indians/Native Americans of North America (4)

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.

Distribution: (IG) (NW) (SS).

HIS 206 - Slavery and Racism in the Early Americas: A Comparative Perspective (4)

A study of the development of slavery and relations between European Americans and African Americans in

British, Spanish, and Portuguese America from the beginning of European settlement in the New World until the abolition of slavery in the mid-19th century.

Distribution: (IG) (NW) (SS).

HIS 212 - Witchcraft and Magic in the Early Modern Atlantic World (4)

A study of the development of witchcraft accusations, beginning with continental Europe in the 15th and 16th centuries and continuing with the later scares in England and New England. Particular emphasis will be given to international comparisons and to the changing social, cultural and economic positions of women.

Distribution: (IG) (SS). Offered: spring semester.

HIS 214 - Russia's Modern Centuries (4)

This course surveys the political, economic, social, intellectual, cultural and diplomatic history of Russia in the Imperial, Soviet and post-Soviet periods.

Distribution: (IG) (NW) (SS) (W).

HIS 215 - Women in American History (4)

A survey of women's accomplishments, lifestyles, changing image and struggle for equality and recognition from colonial times to the present.

Distribution: (SS) (W).

HIS 217 - China's Modern Centuries (4)

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, to the present.

Distribution: (IG) (NW) (SS) (W).

HIS 218 - History of the Islamic World (4)

A study of Muslims in world history from the 7th to the 21st centuries. This course explores the history of Islamic societies and of Muslims in local and global contexts, including the Middle East, Africa, Central and South Asia, and the West. The course addresses selected topics such as politics and statecraft; religious and cultural traditions and varieties; gender roles; and the challenges and choices that Muslim societies and individuals have faced in classical, early modern, and modern times. Materials include film, fiction and political writing as well as primary historical documents and secondary history textbooks.

Distribution: (IG) (NW) (SS).

HIS 220 - Introduction to African History (4)

An exploration of the history of Africa from the rise of the great Sahel empires to the struggle for independence from European imperialism, with an emphasis on the period from 1500 to 1975. Major topics include the role of Islam, colonialism, nationalist movements, Pan-Africanism, decolonization and the challenges facing newly independent states and societies.

Distribution: (IG) (NW) (SS).

HIS 221 - Japan's Modern Centuries (4)

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.

Distribution: (IG) (NW) (SS) (W).

HIS 225 - The Age of the Civil War (4)

A study of mid-19th century America, with particular emphases on the political developments, changing regional economies, patterns of interracial, interethnic and interclass relationships, as well as the course of military events during the Civil War.

Distribution: (SS).

HIS 227 - Traditional China (4)

This course covers an examination and analysis of traditional Chinese history.

Distribution: (NW) (SS).

HIS 228 - Traditional Japan (4)

This course examines the history of Japan from its pre-historical origins until the rise of modern Japan in the mid-nineteenth century. Special focus is given to indigenous Japanese beliefs, the influence of Chinese political and social values on Japanese life, Buddhist religious culture, the military ethos of the samurai, and the material cultural and artistic achievements of the Tokugawa period. In addition to a conventional textbook, literature and film are used to immerse students in the worldviews of traditional Japan. Group work and collaborative learning is emphasized.

Distribution: (NW) (SS).

HIS 229 - History of Sexuality (4)

This course surveys major trends and turning points in the history of sexuality since 1500. We will examine the governing regimes (legal, religious, medical, etc.) that defined sexual behavior and reproductive practices in mainland North America, paying particular attention to the changing relationship between sexual regulation and politics over time. The course will also explore the ways that official pronouncements differed from the actual practices and perceptions of ordinary woman and men. We will ask how factors such as race and ethnicity, class, and gender shaped sexual understandings and behavior.

Distribution: (SS).

HIS 260 - The Holocaust (4)

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.

Distribution: (IG) (SS) (W).

HIS 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.

Distribution: (SS).

HIS 290-299 - Special Studies (2-4)

Special courses are offered each year.

Distribution: (SS).

HIS 296 - America and Vietnam (4)

An examination and analysis of America's role in the Vietnam Conflict.

Distribution: (IG) (NW) (SS).

HIS 300 - The Modern Middle East and North Africa (4)

This course examines the Modern Middle East and North Africa from the 1500's to the era of modern revolutions and recent conflicts.

Distribution: (IG) (NW) (SS). Prerequisite: HIS 102 and HIS 103, or HIS 218.

HIS 302 - Revolutionary Europe 1789 to 1919 (4)

European history from the French Revolution to the Russian Revolution and the end of World War I. The rise of Nationalism, Liberal Democracy, Socialism and the vast expansion of the colonial empires in Africa and Asia are major topics of this course.

Distribution: (IG) (SS) (W).

HIS 304 - History of Florida (4)

The objectives of this course are to develop historical analysis beyond the level of the lower-division survey and to introduce students to experiential learning within the arena of local history practice. Students should master the historiography that structures the study of Florida's past, gaining an awareness of how, over time, political history, social history, spatial theory and transnational studies have altered state history. Student research topics will be drawn from local history sources and celebrations, encouraging community engagement as well as independent analysis.

Distribution: (SS).

HIS 305 - The Ancient World (4)

A study of Western culture in the ancient Near East and the Greco-Roman world.

Distribution: (IG) (SS) (W).

HIS 306 - The Middle Ages (4)

A study of European society from the fall of Rome to the Renaissance.

Distribution: (SS).

HIS 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.

Distribution: (SS).

HIS 313 - Latin America (4)

A study of Latin American history from the colonial period to the present.

Distribution: (IG) (NW) (SS).

HIS 320 - Museums, Historic Sites and Archives (4)

This course offers an introduction to the methods and approaches that structure the presentation of history in public venues, including museums, historic venues and archives. Tools that facilitate collaboration between historians and communities to preserve local memory will also be examined. Finally, we will explore critically the political, financial and professional pressures that have shaped some of the most prominent displays of the nation's past as well as the pressures that structure representations of history in Tampa. Students will attempt to reconcile these concerns by crafting exhibition proposals that would allow a local museum to engage multiple history publics.

Distribution: (SS).

HIS 321 - Revolutionary America (4)

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.

Distribution: (SS) (W).

HIS 322 - Spanish Caribbean and its Diasporas (4)

This course surveys the Spanish-speaking Caribbean (Cuba, Puerto Rico and the Dominican Republic) from the Taino world of the pre-Columbian period to today. Topics include the creation of colonial plantation societies and the rise of sugar and coffee economies; movements for abolition, reform, and national self-determination; the persistence of Caribbean borderlands in the U.S. gulf south; the Caribbean's neo-imperial economies, social structures, and political institutions; the impact of the Cuban Revolution; and the Caribbean's tourist trade and diasporas in the global economy.

Distribution: (IG) (NW) (SS).

HIS 325 - Narcotic Drugs and Modern Society (4)

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.

Distribution: (IG) (SS).

HIS 326 - The History of U.S. Foreign Relations (4)

Studies the formulation of American foreign policy and issues in American diplomatic history.

Distribution: (IG) (SS) (W).

HIS 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.

Distribution: (SS).

HIS 335 - U.S. Constitutional History (4)

This class broadly surveys the chronological span of U.S. Constitutional history, from the 18th century to

the 1970s, studying Supreme Court decisions and dissenting opinions as primary documents that can be used to understand the past. Students will determine how relationships between people and legal regimes changed over time, and they will assess the ways that specific political, economic, social and cultural contexts affected the development of American constitutional thought, the role of the Supreme Court and the evolving relations between law and society.

Distribution: (SS). Prerequisite: One History survey course (HIS 102, HIS 103, HIS 202 or HIS 203).

HIS 400 - History Capstone Research Seminar (4)

This course represents the culmination of the history major. With the guidance of the instructor, students consider historiographic and methodological models and carry out a complete research project related to a common theme or body of source material. The final written product is graded by the instructor in consultation with a second reader, a faculty member assigned by the History faculty. This course is offered in the fall semester and is normally taken in the senior year.

Distribution: (SS). Prerequisite: HIS 201.

HIS 401 - Field Work (4)

Involves practical work in museums, historical preservation and historical archives. Requires permission of area coordinator. Graded on a pass/fail basis. This course counts as a history major elective.

Distribution: (SS).

HIS 402 - Natural and Unnatural Disasters in Modern World History (4)

This course investigates the impact of catastrophes — earthquakes, epidemics, hurricanes, fires, accidents — on society, politics and culture in Europe, Asia, Africa and the Americas since 1624. Natural disasters often transform relations between nations and among social groups, while revealing social conditions and cultural attitudes kept hidden under normal circumstances. Natural disasters can create the conditions for revolutions, lead to wars over scarce resources, provide pretexts for imperial intrusions and expose the inequalities and tensions in society. Students will develop their knowledge of world history and disaster studies by reading and writing about selected case studies.

Distribution: (IG) (SS) (W). Prerequisite: Any two History courses.

HIS 413 - The Era of World War I (4)

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.

Distribution: (IG) (SS).

HIS 414 - The Era of World War II (4)

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.

Distribution: (IG) (SS).

HIS 450 - Independent Study (2-4)

Involves guided readings, research and criticism. Materials covered must be different from those included in current courses. May be repeated for credit if subject matter varies.

Distribution: (SS). Prerequisite: Minimum 3.0 GPA, 12 hours of history. Independent studies must be taken under the direction of a full-time HIS professor. Subject matter must be determined through student-faculty consultation.

HIS 451 - Senior Thesis (4)

A substantial research and writing project. The subject matter must be determined through student-faculty consultation. A senior thesis can be written under the guidance of any full-time professor in the HIS department.

Distribution: (SS). Prerequisite: Senior standing, minimum 3.0 GPA.

HIS 460-462 - Advanced Special Topics (4)

Advanced study of a selected historical topic. This course will count toward the upper-level requirement for the History major, and, depending on the topic, may fulfill other requirements, with approval of the Associate Chair for History, Sociology, Geography and Legal Studies. May be repeated for credit if the topic differs.

Distribution: (SS).

HISH - History Honors

HISH 219 - Mistaken Identities: Myths and Realities of the New World Encounter (4)

The term “discovery” is an ambivalent and charged word when discussing the arrival, military occupation and colonization of the Americas during the late 15th and 16th centuries. Who discovered whom in 1492 and what were the economic, demographic, ecological, political and cultural consequences brought about by the New World/Old World encounter? How were Europe and the Americas transformed by this seminal event, and how were the foundations of modern Latin America (and modern Western civilization) laid during this fascinating period? These questions and many others will be studied and analyzed through exposure to the primary texts and artifacts of that era, in an attempt to understand the Spanish and Indigenous mindset on the eve of conquest and their mutual transformation throughout the 16th century, when a New World — a world still in formation — was born.

Distribution: (H) (NW) (IG) (W).

HISH 232 - Imperialism and Nationalism in Asia and Africa (4)

This course examines the British rule in India as a case study of how imperial rule is imposed and maintained, and the Indian independence movement as

a model of colonial resistance. It then examines the different imperial systems imposed on Africa, the struggle by African colonies for self-determination, and their search for identity and stability after independence.

Distribution: (H) (IG) (NW) (SS) (W) .

HISH 265 - Secular and Sacred: The Greek and Judeo-Christian Origins of Western Civilization (4)

Western civilization has a dual intellectual heritage: the secular, derived from Greek philosophy and drama, and the sacred, derived from Judeo-Christian religion. This course will introduce honors students to this dual heritage by readings and discussions of seminal texts.

Distribution: (H) (SS).

HISH 266 - Coming to America: The Immigrant Experience in History, Fiction and Film (4)

The stories of immigration to America by peoples from Asia, Europe and Latin America — whether in history, fiction or film — examine the motives for leaving homeland and family, the experience of newcomers and the process of assimilation into an evolving American culture over time. While the stories have similarities in outline, there are significant cultural differences for each people. This course will examine the immigrant experience of the Chinese, the Jews and the Mexicans, using a major work of history, a novel and three films for each group.

Distribution: (H) (SS).

HISH 269 - Paris in the 1920s: The Cultural Impact of the Great War (4)

In the 1920s, Paris became the center of an avant garde artistic and cultural community that demonstrated the profound impact of World War I, and has, in turn, shaped art and culture to the present. This course uses period poetry and fiction, memoir, biography and film to evoke the lives and contributions of select iconic figures: poets Ezra Pound and T.S. Eliot; writers Ernest Hemingway, F. Scott Fitzgerald and Gertrude Stein; painters Pablo Picasso and Salvador Dali; composer Igor Stravinsky, dancer Vaslav Nijinsky and producer Sergei Diaghilev of the Ballet Russes; fashion entrepreneur Coco Chanel; and jazz sensation Josephine Baker.

Distribution: (H) (IG) (SS).

HISH 292 - Drama and Society in Periclean Athens and Elizabethan London (4)

Comparative study of drama and society in Periclean Athens and Elizabethan London.

Distribution: (H) (A) (IG) (SS).

HISH 317 - China's Revolutionary Twentieth Century (4)

This course examines China's revolutionary century with a particular emphasis on four definitive events: the Boxer Rebellion (1900), the Communist revolution (1934-1949), the Cultural Revolution (1966-1976) and the 1989 Democracy Movement. It explores both the cause and course of these revolutions, how they

become embedded in cultural memory and the ways in which they shaped state-society power relationships.

Distribution: (H) (NW) (SS) (W).

HISH 327 - Women and Gender in East Asia (4)

This course covers both traditional and modern China and Japan. It examines why and how have Chinese and Japanese men and women created, accepted, defended, revised, or resisted various gender roles as well as how have gender constructions shaped ideas and patterns of education, sexuality, marriage, family, and work.

Distribution: (H) (NW) (SS) (W).

HON - Honors

HON 101 - 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.

HON 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.

HSC - Health Science

HSC 100 - Personal and Family Health (3)

This course is a study of personal and family health and wellness. It examines the dimensions of health and recommends practices for developing healthy lifestyles. It explores health determinants, lifestyle behaviors, and risk and resilience factors associated with chronic and communicable diseases.

Offered: fall, spring and summer semesters.

HSC 130 - Medical Terminology (3)

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.

Offered: fall and spring semesters.

HSC 200 - Introduction to Allied Health Professions (2)

This course is required of all students enrolled in the pre-professional allied health concentrations. This introductory course examines career opportunities, history and trends, and philosophical issues specific to healthcare. Course content includes professional development, academic planning for graduate school,

introduction to interprofessional education, and blood-borne pathogen training. Instructor consent is required to enroll in this course.

Offered: fall and spring semesters.

HSC 203 - Nutrition (3)

A study of nutritional status and the effect of eating habits and food consumption on society, families and individuals.

Offered: fall, spring and summer semesters.

HSC 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.

Offered: fall and spring semesters.

HSC 230 - Human Anatomy and Physiology I (3)

A study of the structures and functions of the body, with special emphases on histology and the integumentary, skeletal, muscular and nervous systems. Permission to retake the course during the fall and spring semesters after having earned a letter grade in or having officially withdrawn from the course must be granted by the department chair.

Offered: fall, spring and summer semesters.

HSC 231 - Human Anatomy and Physiology II (3)

A study of the structure and functions of the body, with special emphases on the endocrine, circulatory, digestive, respiration, urinary and reproductive systems. Permission to retake the course during the fall and spring semesters after having earned a letter grade in or having officially withdrawn from the course must be granted by the department chair.

Prerequisite: HSC 230 with a C or better. Offered: fall, spring and summer semesters.

HSC 234 - Human Anatomy and Physiology I Laboratory (1)

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). Permission to retake the course during the fall and spring semesters after having earned a letter grade in or having officially withdrawn from the course must be granted by the department chair.

Corequisite: HSC 230 or permission of instructor. Offered: fall, spring and summer semesters.

HSC 235 - Human Anatomy and Physiology II Laboratory (1)

This laboratory course introduces 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). Permission to retake the course during the

fall and spring semesters after having earned a letter grade in or having officially withdrawn from the course must be granted by the department chair.

Prerequisite: HSC 230. Corequisite: HSC 231 or permission of instructor. Offered: fall, spring and summer semesters.

HSC 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.

Offered: fall and spring semesters.

HSC 250 - Emergency Medical Response (3)

The content and lab activities in this course prepare students to work collaboratively, use critical thinking and make appropriate decisions about the care to provide in a medical emergency. The first responder skills taught include advanced first aid, single-responder-two-person responder and team CPR with AED training, administering supplemental oxygen, prevention of infectious disease transmission including OSHA bloodborne pathogen and exposure control planning. Red Cross certification(s) in Emergency Medical Response First Aid and Basic Life Support for Health Care Professionals may be earned. Permission is required to enroll in this course. Lab fees required.

Prerequisite: HSC 220 or HSC 230 with a C or better. Offered: fall, spring and summer semesters.

HSC 350 - Biostatistics (3)

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 (one-way and two-way ANOVA), and linear regression.

Prerequisite: ESC 110 or HSC 200 or HSC 236 . Offered: fall and spring semesters.

HSC 355 - Research Methods in Health Education and Promotion (4)

This course is designed for students interested in obtaining a strong research foundation focusing on health education and health promotion topics. Students will learn to critically analyze research in the field of study as well as develop a research proposal and conduct supervised mixed methods research.

Prerequisite: HSC 350.

HSC 360 - Principles of Epidemiology in Exercise and Public Health (3)

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.

Prerequisite: ESC 110 or HSC 200 or HSC 236 .
Offered: fall and spring semesters.

HSC 371 - Fundamentals of Pharmacology (3)

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.

Prerequisite: CHE 150 or 152 and permission of the instructor.

HSC 375 - Health Education Theory and Strategies (3)

This course provides a foundation of major theories and models focused on the development, implementation, and evaluation of health education interventions. Theories and models focused on individual health behavior, interpersonal health behavior, and community behaviors will be addressed. The course focuses on public health issues, social determinants of health, health risk behaviors, and intervention strategies. The course includes trends in morbidity and mortality and factors that correlate with these trends. The course introduces data on health risks associated with behaviors such as smoking, poor diet, sedentary lifestyle, and substance abuse and introduces various strategic approaches for developing behavioral interventions.

Prerequisite: SOC 100, HSC 236.

HSC 401T - Interprofessional Global Health and Service (3)

This course will utilize an experiential, evidence-based model of learning and building on global health competencies. This experiential learning course will enable students to "learn by doing." The primary goal of this experience is to enable the students to contribute toward a better quality of life for all people, especially those who are vulnerable, underserved, marginalized and disadvantaged. The course will focus on providing content and skills necessary to collaboratively plan and implement a service learning project that will address a community need.

HSC 420 - Nutritional Supplements (2)

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.

Prerequisite: One of the following, HSC 203, HSC 230, NUR 432, CHE 232, BIO 330, BIO 360, or permission of the instructor.

HSC 440 - Health Policy and Social Change (3)

This course provides key concepts and knowledge regarding how health policy is formulated, enacted, and implemented. The course analyzes health policy by focusing on how and why health policy is developed at the federal, state and local levels. The course begins 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.

Prerequisite: HSC 236.

HSC 445 - Program Planning and Evaluation in Health Promotion and Education (3)

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.

Prerequisite: HSC 236, HSC 375.

HSC 450 - Public Health Management and Leadership (3)

This course develops the student's ability to: 1) work with organizations and communities; 2) develop skills to mobilize resources and the organizational and community capacity 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.

Prerequisite: HSC 236.

HSC 470 - Health Science Lab Practicum (1-4)

An upper-level course for those looking to go onto professional/graduate school and/or those who would benefit from experiential learning in teaching various aspects of a laboratory course. Through direct involvement both in and out of the classroom, students

gain hands-on knowledge of instruction in a health science laboratory. Under the supervision of the faculty, students participate in all aspects of teaching a semester long laboratory class. This may include, but is not limited to, presenting materials in the introductory component of each laboratory, working with students during laboratory hours, holding office hours, holding review sessions in the laboratory, creating and evaluating testing components, and laboratory preparation and maintenance. Counts as a general elective only.

Prerequisite: HSC 230, HSC 231, HSC 234 and HSC 235 (all w/grade of "B" or better), and instructor permission. .

HSC 480 - Internship in Allied Health (2-12)

This is an instructional, field-based experience in the allied health occupations for the pre-professionals. Both directed and self-directed experiences are required under the supervision of a certified/licensed allied health care practitioner in an approved health care setting. 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 credit hours.

Prerequisite: Junior or senior status, minimum cumulative GPA of 2.75, permission of instructor and departmental approval. . Offered: fall, spring and summer semesters.

HSC 485 - Undergraduate Research in Health Sciences (1-8)

This course is an experiential education course that focuses on conducting undergraduate research in health sciences and working along with a faculty member. The students will be engaged in project conception, background literature study, methodology, data collection, analyzing results and possible presentation of research to larger community. At least two hours a week is required for each credit hour.

Prerequisite: Permission of instructor.

HSC 490 - Internship in Public Health (2-12)

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 credit hours.

Prerequisite: Instructor permission. Offered: fall, spring and summer semesters.

HSC 491 - Seminar in Allied Health (3)

This course encompasses professional topics and current issues in the allied health professions. A seminar style class including discussions, reviews of current

literature, case studies and journal article critiques will be conducted. Competencies of interprofessional education including ethics, leadership, and teamwork are delivered in the course.

Prerequisite: Junior or Senior status; Allied Health major; instructor permission.

HSC 499 - Special Topics in Allied Health

A course offered at the discretion of the Health Science and Human Performance Department. Subjects may focus on topics of current interest in the field or a topic that is of interest to a particular group of students.

HSC 608 - Research Methods in Health Science (3)

This course will cover research designs and research methods for exercise and health related studies. In particular, this course will focus on qualitative, quantitative and mixed method research designs, data collection techniques and statistical analyses. This course builds on the basic knowledge of biostatistics to explore more advanced research analysis techniques with both parametric and nonparametric data. This course will enable the student to develop instruments that align with specific research questions/hypotheses. Students will become knowledgeable of mixed methods research and a greater understanding of the usage of one design informing the other for more robust research endeavors.

Prerequisite: Must be admitted in the Master of Science in Exercise and Nutrition Science Program, or by instructor permission.

HSC 618 - Professional Issues and the Practitioner (3)

This course encompasses professional topics and current issues in exercise and nutrition science. A seminar style class including discussions, reviews of current literature, case studies and journal article critiques will be conducted.

Prerequisite: Must be admitted in the Master of Science in Exercise and Nutrition Science program, or by instructor permission.

HSC 627 - Sports Supplements and Ergogenic Aids (3)

This course provides the student with a comprehensive overview of nutritional supplementation as it applies to body composition, performance (strength, endurance, power) and general health. The course will cover the major supplements touted to enhance energy, fat loss, strength, muscle, endurance, inflammatory status and the overall hormonal milieu.

Prerequisite: Must be admitted in the Master of Science in Exercise and Nutrition Science program, or by instructor permission.

HSC 635 - Special Topics in Exercise and Nutrition Science (3)

This course is an exploration of one or more special topics in exercise and nutrition science. The course gives students a comprehensive overview of a specialized field in sports and/or nutrition as provided

by a visiting professor. May be repeated if content varies.

Prerequisite: Must be admitted in the Master of Science in Exercise and Nutrition Science program, or by instructor permission.

HSC 637 - Sports Nutrition (3)

This course provides students with an advanced understanding of the role that nutrition plays in the acute and chronic response to exercise. In-depth discussion of macro and micro nutrients are discussed as they relate to exercise and sport.

Prerequisite: Must be admitted in the Master of Science in Exercise and Nutrition Science program, or by instructor permission.

HSC 690 - Practicum (1-3)

The practicum provides clinical field based experiences in preparation for employment in the exercise and nutrition science related professions. Graduate students will gain insight into various practices, disciplines, techniques, administrative duties and clinical processes related to exercise and nutrition science. Graduate students will provide documentation of their experience. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: By permission of the instructor.

HSC 699 - Comprehensive Exam (1)

This course includes the master's program comprehensive exam which must be satisfactorily completed to graduate with the MS Exercise and Nutrition Science degree. The course also includes review for the comprehensive exam. Satisfactory completion of this course will also help prepare those students who plan to take Certified Sports Nutritionist Exam (CISSN) offered by the International Society of Sports Nutrition but passage of the CISSN exam is not required for graduation from the MS program.

Prerequisite: Satisfactory completion of all core courses in the M.S. in Exercise and Nutrition Science program with a cumulative GPA of 3.0 or greater. By permission of the program director.

IBS - International Business

IBS 490 - International Business Internship (1-8)

This internship exposes the student to a real life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. Completion of this internship helps students partially attain the following goals of the College of Business. May be used to satisfy the cross-cultural experience requirement of the IB major. Approval of the international business coordinator required.

Prerequisite: MGT 350, junior or senior standing and minimum cumulative GPA of 2.75 or a 3.0 in COB courses. Offered: fall, spring and summer semesters.

IBS 492T - Seminar in International Business (4)

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.

Distribution: (IG). Offered: summer only, at the discretion of the coordinator of International Business and the International Programs Office.

IBS 495 - Special Topics in International Business (4)

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.

Distribution: (IG). Prerequisite: To be specified at time of offering. Offered: as needed.

IBS 499 - Independent Study in International Business (0-4)

A readings or independent study course taken under faculty guidance for variable credit.

Prerequisite: Minimum 3.0 GPA, consent of the coordinator of international business and COB associate dean.

IBS 695 - Special Topics in International Business (4)

For graduate students only. A course offered at the discretion of the coordinator 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.

Prerequisite: To be specified at time of offering. Offered: as needed.

IBS 699 - Independent Study in International Business (1-4)

For graduate students only. Contemporary topics in international business.

Prerequisite: Minimum 3.5 GPA, written permission of department chair.

IST - International Studies

IST 290-299 - Special Studies (2-4)

Special courses are offered occasionally, including travel abroad experience. Check descriptions published annually.

IST 470 - Senior Research Seminar in International Studies (4)

A capstone course for international and cultural studies majors that focuses on the analysis of proposed solutions to contemporary global issues.

Distribution: (IG). Prerequisite: Only available to IST majors during their senior year. Offered: spring and fall semester.

ITA - Italian

ITA 101 - Elementary Italian I (4)

Beginning Italian with an emphasis on Italian culture, as well as understanding and speaking Italian in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Italian. Not open to students who have taken 2+ years of high school Italian.

ITA 102 - Elementary Italian II (4)

Beginning Italian with an emphasis on Italian culture, as well as understanding and speaking Italian in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: ITA 101 (or equivalent skills). Not open to native speakers of Italian.

ITA 201 - Intermediate Italian I (4)

Develops a greater understanding of Italian culture and everyday Italian, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: ITA 102 or equivalent skills required. Not open to native speakers of Italian.

ITA 202 - Intermediate Italian II (4)

Develops a greater understanding of Italian culture and everyday Italian, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: ITA 201 or equivalent skills required. Not open to native speakers of Italian.

ITA 251-259 - Topics in Italian (1-4)

Content varies.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

ITA 351-359 - Topics in Italian (1-4)

Content varies.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

ITM - Information and Technology Management

ITM 220 - Management Information Systems (4)

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.

Prerequisite: BUS 101 and BAC 100. Offered: fall and spring semesters.

ITM 251 - Application Development (4)

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.

Offered: fall and spring semesters.

ITM 280 - Network and Cloud Infrastructure (4)

This course provides an introduction to network and cloud computing infrastructures. Topics covered include network architectures, topology, routing, protocols, IP addressing, wireless networking, securing networks, virtualization and cloud computing. An introduction to the fundamentals of hardware, software and networks is provided. Course coverage includes infrastructure, platform and software as a service aspects of cloud computing. Labs offer students practical experience with a protocol analyzer, network diagramming tool and access to a large cloud service provider. Students work directly with cloud-based resources to include installing and configuring instances of different operating systems in a virtualized environment.

Prerequisite: BAC 100. Offered: fall and spring semesters.

ITM 318 - Systems Analysis and Design (4)

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 object-oriented requirements modeling approaches. A semester-long project provides students with the opportunity to integrate concepts in analyzing and designing an information system using a prototyping approach with a rapid application development tool. The project management component of the course exposes students to project feasibility analysis, project tracking, developing service requests and reporting minutes of meetings.

Distribution: (W). Prerequisite: ITM 220. Offered: fall and spring semesters.

ITM 319 - Business Process Integration Using Enterprise Systems (4)

This course focuses on integration of business processes across different functional areas in an organization. Students will learn about enterprise resource planning (ERP) systems and their role in integrating business processes within and across organizations. Through hands-on exercises, students will learn how to configure business processes within an organization using a contemporary ERP system, SAP. The course provides students an opportunity to study and compare integration of business processes using ERP systems in two organizations which culminates in a research paper and presentation to the class. Case studies, business simulation, and business process modeling are used to enhance student understanding.

Prerequisite: ITM 220, ACC 203. Offered: fall semester.

ITM 350 - Information Security Principles (4)

This course introduces students to the fundamental concepts of information and cybersecurity. It covers how to protect the confidentiality, integrity and availability of data and information systems that modern organizations depend upon. The information security domains examined include network security, risk management, governance, physical security, cryptography, application development, business continuity and legal issues. Special consideration is given to studying major security incidents and cybersecurity trends. Students will learn about the threats and vulnerabilities facing computer systems and the tools and techniques used to secure them.

Prerequisite: ITM 220. Offered: fall and spring semesters.

ITM 360 - Advanced Application Development (4)

This course emphasizes advanced programming concepts, development of web-based client server 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.

Prerequisite: ITM 251. Offered: spring semester.

ITM 361 - Operations Management (4)

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 upon maximizing productivity, improving quality and discussing key issues within operations which are of relevance in a firm's ability to remain competitive in a global economy. The course also covers global supply chain management aspects such as outsourcing/offshoring and strategic use of information systems. Students are given realistic exercises and gain hands-on experience using a contemporary enterprise information system.

Prerequisite: COB core requirements and MGT 330. Offered: fall semester.

ITM 375 - Information Security Standards, Risk Management and Compliance (4)

This course prepares students to design, implement and maintain a robust information security program. Students will be introduced to various standards that define best practices for creating and maintaining security policies, performing an enterprise risk assessment, business continuity/disaster recovery planning, and security incident response handling. Students will also be exposed to the legal and regulatory requirements of a successful information security program. A practical approach to learning these topics will be taken, requiring students to apply their knowledge to real-world situations in project work and report writing assignments.

Distribution: (W). Prerequisite: ITM 220. Offered: fall semester.

ITM 380 - Network Security (4)

An introduction to network security and cryptography. Students learn about computer network configurations, devices, services, vulnerabilities and threats. Topics include firewalls, intrusion prevention/detection systems, honeypots, wireless systems, remote connectivity, malware threats and common attack types. Students design a network security architecture for an organization. The course also covers cryptography topics including encryption methods, symmetric/asymmetric systems, hashing, public-key infrastructures and attack types. Emphasis is placed on reinforcing concepts with hands-on, lab-based exercises.

Prerequisite: ITM 280. Offered: spring semester.

ITM 408 - Data and Information Management (4)

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.

Prerequisite: ITM 220. Offered: fall and spring semesters.

ITM 415 - Physical and Operational Security (4)

This course addresses the importance of securing cyber-physical systems as well as maintaining an effective security operations program. With an emphasis on interconnected systems, sensors, and devices, students will be exposed to the inherent risks of relying on cyber-physical systems and will learn how to properly secure such systems. Students will also learn how cyber-physical security fits within a broader operations security program focused on maintaining

policies, auditing, configuration/change management, and vulnerability assessment.

Prerequisite: ITM 350. Offered: spring semester.

ITM 419 - Enterprise Architecture and Governance (4)

The course continues with systems development in an enterprise environment with an emphasis on governance and strategy. The course focuses on topics such as developing system and network architectures, capturing data, process and security requirements, designing user interfaces and documentation, implementing systems and planning for transition and training. Moreover, the course covers international governance standards using case examples from global companies. Governance topics include global strategy development, business alignment, strategic planning and other IS frameworks. The course provides students with the opportunity to earn the Information Systems Analyst (ISA) designation, an internationally recognized professional certification.

Prerequisite: ITM 251 and ITM 318. Pre or Co-Requisite ITM 408. Offered: fall and spring semesters.

ITM 450 - Cybersecurity Capstone (4)

A comprehensive and intense preparation for the Certified Information System Security Professional (CISSP) exam. The course reviews the domains of the CISSP common body of knowledge. Students sharpen test taking skills with practice questions. A comprehensive exam is given that mimics an actual certification exam.

Prerequisite: ITM 350, ITM 375, ITM 380. Offered: spring only.

ITM 466 - Business Intelligence and Analytics (4)

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 to manipulate and analyze large data sets. 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.

Prerequisite: QMB 210 and ITM 220. Offered: spring semester.

ITM 480 - Ethical Hacking (4)

Provides additional hands-on lab exercises that build upon the concepts learned in ITM 380. The course covers the hacking methodologies used to assess and attack a target computer system. Emphasis is placed on understanding attack exploits and using security tools and techniques to find and fix vulnerabilities. Students engage in offensive and defensive exercises stressing ethical hacking and penetration testing. Exercises are conducted using different operating systems and virtual environments.

Prerequisite: ITM 350, ITM 380. Offered: Fall semester. .

ITM 490 - Internship in Information and Technology Management (1-8)

This internship exposes the student to a real life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. Completion of this internship helps students partially attain the following goals of the College of Business. May not be used to satisfy major requirements. Approval of the department chair required.

Prerequisite: Junior or senior standing with overall minimum cumulative GPA of 2.75 or a 3.0 in COB courses. Offered: fall, spring and summer semesters.

ITM 495 - Special Topics in Information and Technology Management (4)

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.

Prerequisite: To be specified at time of offering. Offered: as needed.

ITM 499 - Independent Study in Information and Technology Management (1-4)

A readings or independent study course taken under faculty guidance for variable credit.

Prerequisite: Minimum 3.0 GPA, consent of department chair and associate dean. Offered: as needed.

ITM 608 - Information Systems and Operations Management (4)

For graduate students only. 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.

Prerequisite: QMB 500, ACC 500, FIN 500, MKT 500, MGT 500, and ECO 500. Offered: fall and spring semesters.

ITM 614 - Effective Project Management (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Offered: spring semester.

ITM 615 - Business Analytics (4)

For graduate students only. 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 to manipulate and analyze large data sets 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.

Prerequisite: QMB 500. Offered: fall and spring semesters.

ITM 619 - Enterprise Systems (4)

For graduate students only. This course examines enterprise system 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.

Offered: spring semester.

ITM 630 - Managing the IT Organization (4)

For graduate students only. The course presents an integrated approach to managing 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 21st-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.

Prerequisite: ITM 608. Offered: summer semester.

ITM 635 - Managing Innovation (4)

For graduate students only. This course focuses on innovation's role in 21st-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.

Prerequisite: Foundation courses. Offered: fall semester.

ITM 650 - Information Security Management (4)

Introduces students to fundamental concepts of information security from the aspect of managing security programs for business enterprises. The topics examined include risk management, security governance, compliance, business continuity, access control, cybercrime, physical security, critical infrastructures, network security and cryptography. Special consideration is given to applying international standards and best practices to the development and management of organizational security programs. Students learn about the vulnerabilities and threats facing information systems and the technology and techniques used to secure them. Case studies of cybersecurity incidents and industry trends are addressed. Hands-on experience with security and hacker tools is provided in a lab environment.

Prerequisite: Foundation Courses. Offered: summer semester.

ITM 689 - Global Supply Chain Management (4)

The course provides an introduction to supply chain management language, concepts, tools, and strategies and is targeted to executives and general managers. The course focuses on supply-chain strategy; therefore, the course begins with an overview of business, corporate, and global strategy. The case method is used and supplemented with lectures.

ITM 690 - Internship in Information and Technology Management (1-3)

International students must consult with the Office of International Programs. May be used to satisfy up to two hours of practicum requirements.

Prerequisite: Approval of the graduate office, the college internship coordinator and the associate dean. Offered: fall, spring and summer semesters.

ITM 695 - Special Topics in Information and Technology Management (4)

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.

Prerequisite: To be specified at time of offering.
Offered: as needed.

ITM 699 - Independent Study in Information and Technology Management (1-8)

For graduate students only. Contemporary topics in information systems and technology management.

Prerequisite: Minimum 3.5 GPA and written permission of the department chair. Offered: as needed.

JOU - Journalism

JOU 101 - Introduction to Journalism (4)

This course explores the role and function of journalism, its evolution throughout history, and how it is practiced in different media and in different parts of the world. The basic principles, related legal issues and ethics of journalism are also examined, with an emphasis on journalism's transition in the new media age.

JOU 213 - Travel Writing (4)

Students will explore the art of travel writing, using the techniques of creative nonfiction and journalism. They will learn to incorporate fact and research into pieces that include narrative, interview and reflection. They will reflect the intersection of people and places, while exploring their own relationship to the experiences. Assignments may include the critique of food, architecture and music; political analysis; and description of natural environs. May count in the humanities distribution in the Baccalaureate Core if not used for the journalism or writing major.

Distribution: (A) (HFA) (IG) (NW) (W).

JOU 221 - Multimedia Journalism I: The Digital Tool Kit (4)

This course teaches the basics of capturing and editing sound, photographs and moving images for journalistic purposes, with a focus on producing content for the Web. Students will learn to tell multi-platform stories using simple, portable equipment and software that makes up the "tool kit" for today's versatile reporters. They also will be introduced to the ethical and legal dimensions of capturing sound and images in public spaces and to alternative storytelling techniques.

JOU 251 - Sports Journalism (4)

Sports and athletes-pro and college- constantly make compelling news and offer rich sources for story telling and investigation. This part of journalism has been "multimedia" since radio and TV began; in this class sports students will become adept at the diverse skills today's journalism requires, including previewing and covering games in written and visual media; blogging; and using social media. Like athletes, journalists can only get better with practice-and this class will provide

students hands-on opportunities to cover sports and raise their games.

Prerequisite: JOU 101.

JOU 271 - News Reporting and Writing (4)

This course provides a hands-on practice of journalism, in which students learn reporting and information-gathering techniques, develop interviewing skills and write frequent news stories with varying angles and subjects. Students will also learn to be fair and objective in their reporting.

Distribution: (W). Prerequisite: AWR 101 and JOU 101, or permission of instructor and department chair.

JOU 273 - Practicum in Student Publications

A supervised practical experience on a student publication. May not be used to satisfy general distribution requirements. Students may enroll for credit as follows: editor in chief, managing editor and section editors (up to 4 credit hours); writers, assistant section editors and other staff (photo, video, advertising) from 1 to 2 credit hours. No student may receive more than 4 credit hours of credit in student publications in any one semester. May be repeated for a maximum of the following credit hours: *Minaret*, 8; *Moroccan*, 8; *Neon*, 6.

Prerequisite: Consent of Instructor. Not recommended for first-semester freshmen. Offered: fall and spring semesters.

JOU 290-299 - Special Topics in Journalism (4)

Specialized study of a topic and/or area of journalism. The course may be repeated if content varies.

Distribution: (HFA). Prerequisite: AWR 101 and AWR 201.

JOU 304 - Multimedia Journalism II: The Converged Newsroom (4)

This course focuses on digital reporting and storytelling tools and methods, building on the training provided in Multimedia Journalism I. The latest video journalism, audio journalism, data journalism, photojournalism, web writing and social media skills will be explored, along with issues involving multimedia journalism ethics and the law.

Prerequisite: AWR 101 and AWR 201; JOU 221 or COM 241; and JOU 271.

JOU 371 - Feature Writing (4)

An advanced journalism class that focuses on writing longer feature stories of greater complexity than the news stories in JOU 271. Involves extensive writing assignments of the kind that appears in print or online magazines. Students will study important genres in those publications and learn how to complement their own stories with additional elements, such as sidebars, forming editorial packages. May count toward the humanities distribution in the baccalaureate core if not used for the journalism or writing major.

Distribution: (W). Prerequisite: AWR 101 and AWR 201; and JOU 101 and JOU 271, or permission of instructor and department chair.

JOU 390-399 - Advanced Special Topics in Journalism (4)

Advanced study of a topic and/or area of journalism. The course may be repeated if content varies.

Prerequisite: AWR 101 and AWR 201; JOU 271 or permission of instructor and department chair.

JOU 485-489 - Directed Writing in Journalism (1-4)

Independent study and advanced training in journalism, which could include reporting, feature writing and/or multimedia, with emphasis on flexibility and practicality of topic and focus. Reading and writing assignments are agreed upon by the individual student and professor. May be repeated if content varies. May not be used to satisfy general distribution requirements.

Prerequisite: JOU 221, JOU 271, JOU 371.

JOU 490 - Journalism Studies: Career Internship for Journalism Majors (1-8)

Internships acquaint students with careers and professions in their major and demonstrate to students how their special skills can be used in these environments. May be repeated for a maximum of 8 credit hours, 4 of which may count toward the journalism major. May not be used to satisfy general distribution requirements.

Prerequisite: Junior or senior standing and a minimum cumulative GPA of 3.0. Permission of the student's advisor and the department chair are required.

JOU 499 - Journalism Colloquium/Portfolio (2)

This course is a requirement for journalism majors, offered in their final semesters, with the goal of preparing them for the post-graduation opportunities and challenges of the journalism craft and an industry in transition. Working professionals give workshops on best practices and the latest issues and developments in the media industries. Students also compile and submit a portfolio of their best work (in all media) from each year of study. A preface should include a discussion of the student's growth as a reporter, writer, and multimedia journalist. Program faculty members evaluate portfolios and select the most distinguished for awards.

Prerequisite: Senior standing in journalism.

JPN - Japanese

JPN 101 - Elementary Japanese I (4)

Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Japanese. Not open to students with 2+ years of high school Japanese.

JPN 102 - Elementary Japanese II (4)

Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: JPN 101 (or equivalent skills). Not open to native speakers of Japanese.

JPN 201 - Intermediate Japanese I (4)

Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: JPN 102 (or equivalent skills). Not open to native speakers of Japanese.

JPN 202 - Intermediate Japanese II (4)

Beginning Japanese with an emphasis on Japanese culture, as well as understanding and speaking Japanese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: JPN 201 (or equivalent skills.) Not open to native speakers of Japanese.

JPN 251-259 - Topics in Japanese: (1-4)

Content varies.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of Instructor.

JPN 351-359 - Topics in Japanese: (1-4)

Content varies.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of Instructor.

JPN 451-459 - Topics in Japanese (1-4)

Content varies.

Distribution: (HFA) (IG) (NW). Prerequisite: Consent of Instructor.

LAN - Language

LAN 100 - Language and Culture (2)

An introduction to the language and culture of the different ethnic groups in the United States. Content and emphasis vary. Graded on a satisfactory/unsatisfactory basis only. May be repeated when content varies.

Prerequisite: Not open to native speakers of the language being studied. .

LAN 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.

Prerequisite: Not open to students with previous experience in the language being offered.

LAN 151-159 - Topics in Language (1-4)

Distribution: (HFA) (IG) (NW) when appropriate.
Prerequisite: Consent of instructor.

LAN 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.

Distribution: (HFA).

LAN 251-259 - Topics in Language (1-4)

Prerequisite: Consent of instructor.

LAT - Latin

LAT 101 - Elementary Latin I (4)

Beginning Latin with an emphasis on ancient Roman culture. Includes practice in reading and writing.

Distribution: (HFA) (IG).

LAT 102 - Elementary Latin II (4)

Beginning Latin with an emphasis on ancient Roman culture. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: LAT 101 or equivalent skills. .

LAT 201 - Intermediate Latin I (4)

Distribution: (HFA) (IG). Prerequisite: LAT 102 or equivalent skills.

LAT 202 - Intermediate Latin II (4)

Distribution: (HFA) (IG). Prerequisite: LAT 201 or equivalent skills.

LAT 251-259 - Topics in Latin (1-4)

Content varies.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

LAT 351-359 - Topics in Latin (1-4)

Content varies.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

LED - 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.

Prerequisite: LED 200. Offered: fall and spring semesters.

LED 200 - Introduction to Leadership Studies (4)

This course is designed for students interested in learning more about the nature of leadership and open to any student with an interest in 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.

Offered: fall and spring semesters.

LED 450 - Capstone in Leadership Studies (4)

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 the effect of power followers and the overall performance of the organization. Students learn through a variety of experiential exercises and case studies.

Prerequisite: Enrollment in leadership minor, LED 200 and completion of LED 099 sequence. Offered: spring semester.

LIN - Linguistics

LIN 151-159 - Topics in Linguistics (1-4)

Content varies.

Distribution: (HFA). Prerequisite: Consent of instructor.

LIN 210 - Basic Linguistics (4)

An introduction to the study and description of language according to the principles of modern linguistics.

Distribution: (HFA).

LIN 217 - ESOL Foundations (4)

This course is designed to provide pre-service teachers at the undergraduate level with 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 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 practical applications in the classroom for meeting the academic and communication needs of English Language Learners.

Distribution: (HFA). Prerequisite: Education majors only.

LIN 251-259 - Topics in Linguistics (1-4)

Content varies.

Distribution: (HFA). Prerequisite: Consent of instructor.

LIN 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.

Distribution: (HFA).

LIN 320 - Second-Language Acquisition (4)

Students will learn about theories and research of second language acquisition. This course is designed for students who may have an interest in teaching a second language. Some topics covered will be language acquisition, language production and instruction.

Distribution: (HFA).

LIN 330 - Introduction to Sociolinguistics (4)

This course presents an introduction to Sociolinguistics, the discipline within the field of linguistics concerned with the systematic investigation of human language in relation to the social world.

Distribution: (HFA).

LIN 351-359 - Topics in Linguistics (1-4)

Content varies.

Distribution: (HFA). Prerequisite: Consent of instructor.

LIN 451-459 - Topics of Linguistics (1-4)

Content varies.

Distribution: (HFA). Prerequisite: Consent of instructor.

LIT - Literature

LIT 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 (firsthand) 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.

LIT 117 - War in Literature and Film (4)

Explores the vicarious experience of warfare and the practical and moral problems associated with command.

Distribution: (A) (HFA).

LIT 126 - Literature and Film Classics (4)

A study of the techniques, history and development of selected literature and film classics. Content may vary depending on instructor.

Distribution: (A) (HFA).

LIT 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.

Distribution: (HFA).

LIT 150 - Introduction to Poetry (4)

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.

Distribution: (A) (HFA).

LIT 171-174 - Topics in Literature (4)

An introductory study of fiction, non-fiction, drama or poetry for majors and non-majors. May be repeated if the content varies.

Distribution: (A)(HFA).

LIT 200 - Introduction to Shakespeare (4)

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 well-rounded liberal arts education.

Distribution: (A) (HFA) (W). Offered: fall semester.

LIT 201 - World Literature I (4)

A survey of major world authors from the ancient world through the Renaissance.

Distribution: (A) (HFA) (IG). Offered: every semester.

LIT 202 - World Literature II (4)

A survey of major world authors from the 18th century to the present.

Distribution: (A) (HFA) (IG). Offered: every third year.

LIT 206 - British Literature I (4)

A survey of major authors and literary trends up to the 18th century.

Distribution: (A) (HFA). Offered: every fall or spring semester.

LIT 207 - British Literature II (4)

A survey of major authors and trends from the 19th century to the present. LIT 206 is not a prerequisite for LIT 207.

Distribution: (A) (HFA). Offered: at least every fall semester.

LIT 208 - American Literature I (4)

A survey of major authors and literary trends from colonial and revolutionary periods to the westward expansion.

Distribution: (A) (HFA). Offered: once a year.

LIT 209 - American Literature II (4)

A survey of major authors and literary trends from the Civil War to modern times.

Distribution: (A) (HFA). Offered: once a year.

LIT 211 - Myth and Epic: From Orality to Literacy (4)

A study of great myths and epics from Mesopotamia, ancient Greece, classical Rome, medieval Europe and Africa. Open to all students.

Distribution: (A) (HFA) (IG) (W).

LIT 214 - Introduction to Literary Theory (4)

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.

Distribution: (A) (HFA) (W).

LIT 221 - Foodways: Literature, Food, and Culture (4)

This cultural studies course explores the intersection of food, literature, history and culture, which means it concerns the way food is represented, manipulated, sold, eaten, cooked, distributed, marketed, grown, and discussed.

Distribution: (A)(HFA).

LIT 229 - Contemporary African Literature (4)

A survey of contemporary African authors.

Distribution: (A) (HFA) (IG) (NW) (W).

LIT 233 - Trauma Narratives: Africa (4)

Students will learn to understand and explain the issues, terms and concepts involved in discussing African literature. They will be able to identify and define the basic concepts and narrative techniques of trauma literature. They will analyze selections of African fiction dealing with human-made and deliberately perpetrated traumas. They will also develop tentative conclusions about the nature and craft of African trauma narratives, how they differ from other trauma literatures and how they evolve African and postcolonial literatures. Students will lead peers in discussions on the core issues/texts of the course and write a clear, well-developed and organized essay that demonstrates rigorous critical thinking, mastery of writing skills and competence in integrating and documenting research.

Distribution: (A) (HFA) (IG) (NW).

LIT 238 - Women's Literature (4)

This course critically examines women's writing and may incorporate a variety of genres, including fiction, non-fiction, poetry and drama. The texts come from a variety of traditions, from classic texts by women writers to the avant-garde, and from a variety of historical and literary periods.

Distribution: (A) (HFA) (IG) (W). Offered: every other year.

LIT 240 - Contemporary Themes: Memoir (4)

A study of selected contemporary memoir. Content will vary depending on instructor.

Distribution: (A) (HFA) (W). Offered: occasionally.

LIT 249 - Transformation: Fiction to Screen (4)

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.

Distribution: (A) (HFA) (W).

LIT 257 - The Contemporary Novel (4)

A study of selected novels by major contemporary authors.

Distribution: (A) (HFA) (W). Offered: every other year.

LIT 265 - History of English Language (4)

An introduction to the history and development of the English language through literary texts and secondary sources.

Distribution: (HFA).

LIT 270-278 - Topics in English (4)

A study of traditional or experimental fiction, non-fiction or poetry at the introductory level. May be repeated if the content varies.

Distribution: (A) (HFA) (W).

LIT 282-289 - Topics in Drama (4)

A study of different subjects, themes, and periods in drama at the introductory level. May be repeated if content varies.

Distribution: (A) (HFA) (W).

LIT 300 - The Romantic Writers (4)

A study of the Romantic Movement from Blake to Keats.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every other year.

LIT 301 - The Victorian Writers (4)

A study of Victorian literature from Carlyle to Kipling.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every third year.

LIT 303 - Modern Poetry (4)

An introduction to the major poets and schools of modern and contemporary poetry in England and the United States.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 307 - Shakespeare's Romances and Tragedies (4)

An advanced study of several of Shakespeare's finest romances and tragedies, involving a close analysis of the texts and incorporating a thorough grounding in the Renaissance mindset.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or

permission of the instructor. Offered: every other spring semester.

LIT 308 - Shakespeare's Comedies and Histories (4)

An advanced study of several of Shakespeare's finest comedies and history plays.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every other spring semester.

LIT 309-311 - Advanced Drama (4)

Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: at least every other year.

LIT 312 - Contemporary World Literature (4)

A selection of today's major living authors from around the world.

Distribution: (A) (HFA) (IG) (NW) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: once a year.

LIT 318-322 - Fiction (4)

A study of traditional or experimental novels or short fiction. May be repeated if content varies.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 323 - Post-Colonial Literature and Theory - South Asia (4)

This course explores postcolonial identity in literature written by writers from the subcontinent. Particular attention will be given to cultural and historical issues that 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.

Distribution: (HFA) (IG) (NW) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 324 - Post-Colonial Literature and Theory (4)

This course is designed to focus on a variety of colonial and post-colonial literatures in Africa, the Caribbean, Indonesia or Latin America. It is 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.

Distribution: (A) (HFA) (IG) (NW) (W). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LIT 325 - The Eighteenth Century (4)

Studies the major authors of the neoclassical period.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. May be repeated if content varies. Offered: every third year.

LIT 334 - The Medieval Vision (4)

Investigation of medieval views of the world and humankind through close reading of several literary masterpieces.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every third year.

LIT 335 - English Renaissance Literature (4)

The poetry, prose and drama of England's most glorious literary period, the 16th and 17th centuries.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every third year.

LIT 337 - Multiethnic U.S. Literature and Film (4)

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.

Distribution: (A) (HFA) (NW). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 340-344 - Major Poets (4)

Close reading and analysis of one or more major poets. May be repeated if content varies.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor. Offered: every other year.

LIT 347 - Irish Literature (4)

A study of Irish fiction, drama, poetry, memoir and film of the 20th and 21st centuries. Includes the influences of colonialism, politics, sectarianism, religion and notions of family and women's roles on this body of literature. Includes a study of major writers from the early part of the 20th century, such as James Joyce, and their influence on contemporary writers.

Distribution: (A) (HFA) (IG) (W). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LIT 348 - Sex and Seduction in the Early American Republic (4)

This course examines sex, gender and marriage in literature of the early American republic (1775-1815) via its rogues, flirts, virgins, crossdressers, fallen women, mothers, fathers, husbands and wives. In particular, the course will be scrutinizing seduction, didacticism, gender construction and republican mother/wifeness. We will also read, write about and evaluate current scholarship concerning these issues.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 350-355 - Topics in English (4)

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.

Distribution: (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 360-365 - Major Authors (4)

A study of one or more of the most significant American, British or world writers. May be repeated if content varies.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, and one literature course; or permission of the instructor.

LIT 425 - Seminar (4)

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.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor. Offered: every year.

LIT 430 - Literary Criticism (4)

A study of significant contemporary literary theories. Selected approaches to literary texts may include formalist, Freudian, reader response, poststructural, cultural and new historicist criticism.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LIT 444 - Wordimagebookscreen (4)

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.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LIT 450-454 - Topics in English (1-4)

Deals with different subjects each time course is offered and may be repeated for credit.

Distribution: (HFA). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LIT 495-499 - Directed Reading (1-4)

A program of directed readings and related writing assignments agreed upon by individual students and professors. May be repeated if content varies.

Distribution: (HFA). Prerequisite: AWR 101, AWR 201, one literature course; or permission of the instructor.

LJA - Law, Justice and Advocacy

LJA 204 - Introduction to Law and the Legal System (4)

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.

Distribution: (SS) (W).

LJA 211 - Legal Research and Writing (4)

This course will introduce students to legal research and writing, general legal terminology and various legal concepts. It will also introduce students to composing and editing legal writing.

Distribution: (W).

LJA 315 - Appellate Advocacy (4)

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.

Distribution: (W).

LJA 316 - Trial Advocacy (4)

The course will focus on trial advocacy, process and evidence. Students will develop strategy, organize delivery, and apply critical thinking to a case problem, resulting in an end-of-class mock trial.

Prerequisite: LJA 204.

LJA 400 - Mock Trial Tournament (4)

This is an advanced and intense trial advocacy experience. Students must have the approval of the assigned professor to register. To be selected for the course, students must earn a B or better in Trial Advocacy (LJA 316) during the fall semester, and earn high scores from mock judges during an in-class, end-of-fall-semester mock trial competition. Selected students will participate in a seven-week intensive preparation for an American Mock Trial Association regional tournament (held in either February or March of the spring term). This is a pass/fail class.

LJA 450 - Independent Study (1)

An applied, experiential moot court or mock trial experience, which involves case-problem readings and participation in either moot court or mock trial tournaments. The course must be under the direction of a full-time LJA professor, and the subject matter will depend on the yearly national case problems devised by

The American Mock Trial Association and The American Collegiate Moot Court Association.

One credit only, repeatable up to a maximum of four credits.

Prerequisite: LJA 315 or LJA 316.

LJAH - Law, Justice and Advocacy Honors

LJAH 315 - Appellate Advocacy (Honors) (4)

Using a mock Supreme Court case, developed by the American Collegiate Moot Court Association, students explore constitutional issues, and using the case, develop critical thinking, persuasive writing, public speaking, and analytical skills. In teams of two, students compete in a scrimmage, and depending on their scores may be selected to represent the university at a regional ACMCA tournament. Individually, students write an appellate brief, crafting arguments for either the mock petitioner or respondent.

Distribution: (H) (W). Offered: fall semester only.

LJAH 411 - Law and Social Policy (Honors) (4)

Students will read, dissect, analyze, discuss, and resolve three constitutional law cases pending before the United States Supreme Court. Students will examine the lower court decisions, appellate briefs, and oral arguments for each case. After working through each stage of the appellate proceedings, students will act as mock Supreme Court Justices, engage in a "conference" discussion debating the relevant issues and possible resolutions of the cases, and ultimately issue individual judicial opinions resolving the pending cases.

Distribution: (H).

MAR - Marine Science

MAR 100 - Open Water (2)

Any student under medical care or on prescription medication must see the instructor before registering for this course. 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. Equipment is provided, except for snorkeling equipment. Transportation is not provided for the student for the weekend dives. Laboratory fee: \$150.

Prerequisite: Students must show swimming proficiency.

MAR 102 - Advanced Open Water (1)

Any student under medical care or on prescription medication must see the instructor before registering for this course. 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. Equipment is provided, except for snorkeling equipment. Transportation is not provided for the student for the weekend dives. Laboratory fee: \$320.

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (SSI, NASDS, etc.).

MAR 103 - Rescue Diver (1)

Student must be current in first aid and CPR by the first week of this course. 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. Equipment is provided, except for snorkeling equipment. This course is only offered during the second seven weeks of the fall semester. Laboratory fee: \$175.

Prerequisite: PADI Advanced Open Water certification (MAR 102) or equivalent valid certification from a recognized international organization (SSI, NASDS, etc.).

MAR 104 - PADI Divemaster (2)

Course description: Students learn how to organize and plan safe and successful dives for dive groups, and 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 offered only during the spring semester. Laboratory fee: \$200.

Prerequisite: PADI Rescue Diver certification (MAR 103). Student must have proof of 20 dives.

MAR 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. Partially satisfies natural science distribution requirements of the baccalaureate experience, but is not applicable toward a marine science or biology majors or minors. Lecture only.

Distribution: (NS). Offered: fall and spring semesters.

MAR 1021 - Specialty Diver, part 1 (1)

This PADI diving course covers three specialty dive certifications: Enriched Air Nitrox, Peak Buoyancy and Equipment Specialist. The course involves lectures and one weekend day for the certification dives. Equipment is provided, except for snorkeling equipment. This course is offered only 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.

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification.

MAR 1022 - Specialty Diver, part 2 (1)

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. Equipment is provided, except for snorkeling equipment. This course is offered only 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.

Prerequisite: PADI Open Water certification (MAR 100) or valid SCUBA certification from a recognized international organization (SSI, NASDS, etc.).

MAR 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 only be used to satisfy major requirements in marine-science biology, biology, or environmental science majors. Lecture only.

Distribution: (NS). Offered: fall and spring semesters.

MAR 201 - Origins & Evolution of the Marine Environment (laboratory included) (4)

This course will explore the origins and evolution of the earth (starting at the big bang/universe), the atmosphere, biology, and methodology employed to elucidate these evolutions. Students will then apply this knowledge to modern physical and geological processes shaping the marine environment, influencing climate change, and creating the interface between the terrestrial and marine environments. The evolution of the marine environment is an important concept as these primordial processes shaped much of what is currently studied in the oceans. Having a clear grasp of the influence of geology, physics, and biochemistry gives insight into to modern environmental analogues. The past is the rosetta stone to the future.

Distribution: (NS). Prerequisite: MAR 200. Corequisite: MAR 201L. Offered: fall semester.

MAR 201L - Origins & Evolution of the Marine Environment Laboratory (0)

This course will explore the origins and evolution of the earth (starting at the big bang/universe), the atmosphere, biology, and methodology employed to elucidate these evolutions. Students will then apply this knowledge to modern physical and geological processes shaping the marine environment, influencing climate change, and creating the interface between the

terrestrial and marine environments. The evolution of the marine environment is an important concept as these primordial processes shaped much of what is currently studied in the oceans. Having a clear grasp of the influence of geology, physics, and biochemistry gives insight into to modern environmental analogues. The past is the rosetta stone to the future.

Prerequisite: MAR 200. Corequisite: MAR 201. Offered: fall semester.

MAR 222 - Marine Ecology (4)

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.

Distribution: (W) (NS). Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 222L. Offered: spring semester.

MAR 222L - Marine Ecology Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 222. Offered: spring semester.

MAR 226 - Marine Invertebrate Zoology (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 226L. Offered: fall semester and spring semester of even years.

MAR 226L - Marine Invertebrate Zoology Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 226. Offered: fall semester and spring semester of even years.

MAR 301 - Physical Oceanography (4)

A study of the physical properties of seawater, global heat balance, hydrodynamics, ocean currents, waves, tides, and underwater sound and optics. Lecture only.

Distribution: (NS). Prerequisite: Pre- or corequisite: PHY 201 or PHY 206. Offered: spring semester.

MAR 310 - Biological Oceanography (4)

Introduction to marine organisms, factors controlling their distribution and abundance, and the adaptations to and interactions with their environment. This course will emphasize the importance of trophic interactions in biogeochemical cycling, carbon flow, productivity and climate control. At least one weekend field excursion will be required.

Distribution: (NS). Prerequisite: Biology lower-core curriculum, MAR 200. Corequisite: MAR 310L. Offered: fall semester.

MAR 310L - Biological Oceanography Laboratory (0)

Introduction to marine organisms, factors controlling their distribution and abundance, and the adaptations to and interactions with their environment. This course will emphasize the importance of trophic interactions in biogeochemical cycling, carbon flow, productivity and climate control. At least one weekend field excursion will be required.

Prerequisite: Biology lower-core curriculum, MAR 200. Corequisite: MAR 310. Offered: fall semester.

MAR 327 - Marine Botany (4)

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.

Distribution: (NS). Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 327L. Offered: fall semester and/or spring semesters.

MAR 327L - Marine Botany Laboratory (0)

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.

Prerequisite: Biology lower-core curriculum and MAR 200. Corequisite: MAR 327. Offered: fall semester and/or spring semesters.

MAR 344 - Coral Reefs (4)

This course examines coral reef ecosystems, including their biology, ecology, geologic setting, chemical and physical characteristics and the impact of global climate change on this ecosystem type. Immediately after the end of the spring semester, students will participate in a 14-day study abroad experience at the Roatan Institute of Marine Sciences on the island of Roatan in Honduras.

Distribution: (NS). Prerequisite: BIO 198, BIO 199, permission of instructor; MAR 100 or its equivalent is required. Offered: occasionally.

MAT - Mathematics

Credit cannot be earned in mathematics courses that are prerequisites for courses already completed.

MAT 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 distribution requirements of the Baccalaureate Experience.

Offered: fall and spring semesters.

MAT 155 - Finite Mathematics for Liberal Arts (4)

Appropriate as a general 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.

Prerequisite: MAT 150 or equivalent. Offered: fall and spring semesters.

MAT 160 - College Algebra (4)

Topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices.

Prerequisite: MAT 150 or equivalent. Offered: fall and spring semesters.

MAT 170 - Precalculus (4)

Covers exponential and logarithmic functions, trigonometric functions, analytic trigonometry, applications of trigonometric functions, polar coordinates and vectors.

Prerequisite: MAT 160 or equivalent. Offered: fall and spring semesters.

MAT 180 - College Geometry (4)

This course covers the basic concepts of geometry to include properties of geometric shapes, transformations, similarity, problem solving and proof writing. May not be used to satisfy general distribution requirements of the Baccalaureate Experience.

Prerequisite: MAT 160 or equivalent. Offered: as needed.

MAT 201 - Introduction to Statistics (4)

An introduction to descriptive and inferential statistics, with applications in various disciplines using statistical computer software. May not be used to satisfy general distribution requirements of the Baccalaureate Experience.

Prerequisite: MAT 155 or equivalent (or higher). Offered: fall and spring semesters.

MAT 225 - Calculus for Business (4)

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.

Prerequisite: MAT 160 or equivalent. Offered: fall and spring semesters.

MAT 260 - Calculus I (4)

Covers limits, continuity, differentiation, applications of derivatives, integration, and integration by substitution.

Prerequisite: MAT 170 with a grade of "C" or higher, or equivalent. Offered: fall and spring semesters.

MAT 261 - Calculus II (4)

Covers integration techniques and applications, parametric and polar curves, sequences and infinite series.

Prerequisite: MAT 260 with a grade of "C" or higher. Offered: fall and spring semesters.

MAT 262 - Calculus III (4)

Covers vectors in two and three dimensional space, partial derivatives, multiple integration and vector calculus.

Prerequisite: MAT 261 with a grade of "C" or higher. Offered: fall and spring semesters.

MAT 285 - Programming with Mathematical Applications (4)

This course teaches programming fundamentals such as program design and modularity, with an emphasis on mathematical applications. Mathematical fields from which problems will be drawn include number theory, linear algebra, statistics, differential equations, multivariable calculus and modeling.

Prerequisite: MAT 261 with a grade of "C" or higher. Offered: fall.

MAT 299 - Introduction to Higher Mathematics (4)

Covers proof techniques, basic set theory, relations and partitions, functions and cardinality.

Prerequisite: MAT 262 with a grade of "C" or higher. Offered: fall and spring semesters.

MAT 300 - Differential Equations (4)

Covers first-order differential equations with applications, higher-order differential equations with applications, systems of differential equations and numerical solutions of differential equations.

Prerequisite: MAT 262 with a grade of "C" or higher. Offered: as needed.

MAT 301 - Discrete Mathematics (4)

Covers sets, induction, algorithms, recursion, matrices, relations, functions, digraphs, partially ordered sets, lattices, Boolean algebra, switching circuits, trees and combinatorial analysis.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: once every two years.

MAT 308 - Linear Algebra (4)

Covers systems of equations, matrices, vectors spaces and subspaces, dimension, linear transformations, eigenvalues and eigenvectors.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: once every two years.

MAT 310 - Probability and Mathematical Statistics (4)

Covers probability, descriptive statistics and inferential statistics.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: as needed.

MAT 401 - Real Analysis (4)

Covers the theory of limits, continuity, differentiation and integration.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: once every two years.

MAT 410 - Complex Analysis (4)

Covers complex numbers, analytic functions, elementary functions, integrals, series, residues and poles.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: once every two years.

MAT 420 - Modern Abstract Algebra (4)

Covers the theory of groups, rings and fields.

Prerequisite: MAT 299 with a grade of "C" or higher. Offered: once every two years.

MAT 450 - Independent Study (1-4)

Involves independent study directed by a full-time mathematics faculty member on a topic agreed upon by the faculty member and the student. May be repeated for credit if subject matter varies.

Prerequisite: Consent of department chair. Offered: fall and spring semesters.

MAT 490 - Senior Seminar (1)

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.

Prerequisite: Senior standing in mathematics or mathematical programming. Must have completed at least four (4) mathematics courses numbered MAT 300 or above. Permission of the department chair required. Offered: fall and spring semesters.

MAT 499 - Selected Topics (1-4)

Subject may be chosen from point-set topology, partial differential equations, combinatorics, graph theory or other topics.

Offered: as needed.

MGT - Management

MGT 330 - Principles of Management (4)

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 with a framework with which to translate classroom theory and practice into individual and team performance in the accomplishment of organizational objectives.

Prerequisite: AWR 101, AWR 201 and COB requirements for taking 300-level courses. Offered: fall and spring semesters.

MGT 340 - Human Resource Management (4)

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.

Prerequisite: MGT 330 and all prerequisites for MGT 330. Offered: fall and spring semesters.

MGT 345 - Global Organizational Behavior (4)

This course examines the influence of individual differences and ethnic cultures and national cultures on behaviors in organizations. It addresses the questions of when and how to be sensitive to these issues, and develops skills required to manage effectively in the diverse environment of the 21st century. Within this context, the course focuses on six essential skill-building areas: managing diversity, team building, communicating, motivating, conflict management and negotiations, and creativity and critical thinking.

Distribution: (W) (IG). Prerequisite: MGT 330 and all prerequisites for MGT 330. Offered: fall and spring semesters.

MGT 350 - International Business (4)

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).

Distribution: (W) (IG). Prerequisite: MGT 330 and all prerequisites for MGT 330. Offered: fall and spring semesters.

MGT 355 - The Art and Science of Negotiation (4)

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.

Prerequisite: MGT 330 and all prerequisites for MGT 330. Offered: fall and spring semesters.

MGT 360 - Sustainable Development: A New Business Paradigm (4)

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 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.

Prerequisite: ECO 204, ECO 205 and junior standing. Offered: fall semester.

MGT 365 - Business Strategies for Emerging and the Base of the Pyramid Markets (4)

Emerging and bottom of the pyramid (BOP) markets represent almost 90 percent of the world's population and offer great opportunities for businesses, and even greater challenges. This course describes the nature of emerging and BOP markets. Students will examine case studies that describe the innovation required of companies as they enter these marketplaces as well as the institutional voids inherent in these markets, voids that must be recognized and overcome in order for companies to be successful. Strategies for emerging and BOP markets will also be discussed and analyzed by students during the course of the semester.

Distribution: (IG) (NW). Prerequisite: ECO 204, ECO 205 and junior standing. Offered: spring semester.

MGT 370 - Leadership and Change Management (4)

When companies that get in front of change, they have a significant competitive advantage. Moreover, today's business environment demands a compressed time frame for initiatives, especially for entrepreneurial ventures. Unfortunately, 70% of change programs fail due to poor conceptualization or poor execution. Effective leadership is the key to success. This course prepares students to lead and manage change in today's dynamic business world. Students explore change management frameworks and practices, applying their knowledge to real-world situations and leadership challenges. Upon completion of this course, students will understand the leadership required to be successful in introducing and implementing change.

Prerequisite: LED 200 or MGT 330 or with permission of instructor. Offered: annually. .

MGT 431 - Practical Strategic Assessment (4)

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.

Distribution: (W). Prerequisite: Senior standing, BUS 221, ITM 220, FIN 310, MGT 330, MKT 300, and all prerequisites for the aforementioned courses. . Offered: fall and spring semesters.

MGT 490 - Management Internship (1-8)

This internship exposes the student to a real life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. Completion of this internship helps students partially attain the following goals of the College of Business. May not be used to satisfy major requirements. Approval of the department chair required.

Prerequisite: MGT 330, junior or senior standing and either a minimum cumulative GPA of 2.75 or a GPA of 3.0 in COB courses. Offered: fall, spring and summer semesters.

MGT 495 - Special Topics in Management (4)

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.

Prerequisite: To be specified at time of offering.
Offered: as needed.

MGT 499 - Independent Study in Management (1-4)

A readings or independent studies course taken for variable credit. May not be used to satisfy major requirements.

Prerequisite: Minimum 3.0 GPA, consent of the department chair and COB associate dean.

MGT 500 - Foundations of Management (2)

This course covers theories and practices for successfully managing organizations and people. You will be introduced to a variety of concepts, assessments, tools and techniques that are important for understanding the changing business environment; elements of decision-making and strategic planning; methods of organizing including recruiting, selecting, training and developing; and procedures for controlling resources to improve productivity and results.

Offered: fall, spring and summer semesters.

MGT 598 - Leadership and Organizational Behavior (4)

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.

Offered: fall and spring semesters.

MGT 615 - Strategic Management (4)

For graduate students only. 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 gained from previous coursework to real-world problems.

Prerequisite: ACC 610, ECO 640, FIN 611, ITM 608, MGT598 and MKT 609. Offered: fall and spring semesters.

MGT 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 an application-oriented capstone exercise.

MGT 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 students to identify and assess their leadership potential and evaluate team roles and contributions. The second theme of the week, innovation, is designed to help students formulate an understanding of innovation and social entrepreneurship. The capstone project will tie together the two themes by requiring each group to conduct a feasibility study that identifies an innovative idea and develops an implementation plan that conceptualizes the role of strategic leadership.

Offered: summer semester.

MGT 689 - Cross-Cultural Management and Negotiations (4)

This course addresses practical skills for global managers by covering broad management issues as applied to specific skill areas. The latter include establishing credibility, building relationships, obtaining information, evaluating people, giving and receiving feedback, training and development, meeting management, sales and marketing, negotiation, and conflict resolution. Beyond such person-to-person skills, global organization development and consulting skill areas such as multicultural team building, knowledge transfer, innovation, and change management are also covered.

MGT 690 - Internship (1-3)

International students must consult with the Office of International Programs. May be used to satisfy practicum requirements.

Prerequisite: Approval of the graduate office, the college internship coordinator, and the associate dean. Offered: fall, spring and summer semesters.

MGT 691 - Strategic Management in a Global Environment (4)

In our globalized economy, every company is influenced by trends in international business. Even small localized companies must acknowledge that employees, customers, vendors, competitors, and prices are subject to pressures from international markets. This course focuses on business-unit and corporate level strategy formulation in a global context. Readings, cases, and lectures are presented from a senior management point of view and students are expected to demonstrate a cross-functional perspective for thinking strategically about managing organizations across borders.

MGT 692 - Learning by Travel: Managing in International Markets (4)

This course is designed to give students an opportunity to develop personal familiarity with the global environment and some of the issues faced by global managers. Beyond the social and cultural dimensions that the residency explores, the course will focus on developing an increased understanding of global markets, competition and business opportunities.

Offered: winter intersession, May intersession, and summer session.

MGT 695 - Special Topics in Management (4)

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.

Prerequisite: To be specified at time of offering. Offered: as needed.

MGT 699 - Independent Study in Management (1-4)

For graduate students only.

Prerequisite: minimum 3.5 GPA and written permission of the department chair.

MKT - Marketing**MKT 300 - Principles of Marketing (4)**

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.

Prerequisite: AWR 101 and ECO 204. Corequisite: BAC 100. Offered: fall and spring semesters.

MKT 352 - Services Marketing and Management (4)

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.

Distribution: (W). Prerequisite: MKT 300. Offered: spring semester.

MKT 354 - Buyer Behavior (4)

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.

Prerequisite: MKT 300. Offered: fall semester.

MKT 360 - Marketing Research (4)

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.

Prerequisite: QMB 210 (or equivalent statistics course) and MKT 300. Offered: fall and spring semesters.

MKT 371 - Personal Selling and Sales Management (4)

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.

Distribution: (W). Prerequisite: MKT 300. Offered: spring semester.

MKT 372 - Retail and Distribution Management (4)

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 orientation, 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.

Prerequisite: MKT 300. Offered: fall semester.

MKT 410 - Global Marketing (4)

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.

Distribution: (W) (IG). Prerequisite: MKT 300. Offered: spring semester.

MKT 411 - Promotion and Branding Strategies (4)

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 minoring in advertising.

Distribution: (W). Prerequisite: MKT 300. Offered: fall and spring semesters.

MKT 450 - Marketing Strategy (4)

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.

Prerequisite: Completion of eight hours of marketing courses, FIN 310. Offered: fall and spring semesters.

MKT 490 - Marketing Internship (1-8)

This internship exposes the student to a real life learning experience. Students are hired by an organization for the specific objective of gaining work experience in that organization. The paid or unpaid internship position should be relevant to the student's major, and is worked out between the organization and the student. Completion of this internship helps students partially attain the following goals of the College of Business. May not be used to satisfy major requirements. Approval of the department chair required.

Prerequisite: MKT 300, junior or senior standing and a minimum cumulative GPA of 2.75 or a 3.0 in COB. Offered: fall, spring and summer semesters.

MKT 495 - Special Topics in Marketing (4)

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.

Prerequisite: To be specified at time of offering. Offered: as needed.

MKT 499 - Independent Study in Marketing (1-4)

A readings and independent studies course taken for variable credit.

Prerequisite: Minimum 3.0 GPA, consent of the department chair and associate dean.

MKT 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.

Offered: fall and spring semesters.

MKT 609 - Marketing Management and Customer Value (4)

For graduate students only. 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" between the firm and 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.

Prerequisite: MKT 500, ECO 500. Offered: fall and spring semesters.

MKT 610 - Strategic Marketing Analysis (4)

For graduate students only. 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.

Prerequisite: MKT 609. Offered: spring semester and summer (as needed).

MKT 612 - Business Research Methods (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: fall and spring semesters.

MKT 613 - Global Marketing (4)

For graduate students only. 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.

Prerequisite: MKT 609. Offered: spring semester.

MKT 614 - Personal Selling and Sales Management (4)

For graduate students only. Through lectures, student presentations, journal articles and lab sessions, this course 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 615 - Integrated Marketing Communications (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 616 - Marketing on the Cutting Edge (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 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. It 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.

MKT 652 - Services Marketing and Management (4)

For graduate students only. 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 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 654 - Strategic Brand Management (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 656 - Electronic Marketing Strategy (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 657 - Buyer Behavior (4)

For graduate students only. 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 to improve strategic decision making.

Prerequisite: Foundation courses. Corequisite: MKT 609. Offered: as needed.

MKT 658 - Sport Marketing (4)

This course addresses various marketing issues that are important to sport marketers. Primarily explored are 1) the marketing of sports events, teams, equipment and sports service providers, and 2) the use of sports to market goods and services. Sport marketers must understand business principles and understand how value is created through marketing programs tied to athletes, team, leagues, fans and organizations. Topics covered include licensing, sponsorship, distribution, services marketing, products bundling, consumer behavior and communication. The class consists of lectures, guest speakers, class discussions and individual assignments relevant with current industry practices and trends.

Prerequisite: MKT 500 and graduate standing. Offered: as needed.

MKT 689 - Global Marketing Strategy (4)

Building on the fundamentals of marketing, this course introduces the context of the global environment. The course first examines the cultural, social, legal, political, financial and geographic dimensions of the global marketplace. Using primarily qualitative methodologies, the course then assesses the impact and integration of global factors in marketing programs and strategies. Topics of particular emphasis include marketing strategies in developed nations, marketing in emerging economies, international differences in consumer behavior, entry strategies in foreign markets, international branding strategies and issues, international communication strategies, and understanding the implications for implementation, monitoring and control of the international marketing planning process.

MKT 690 - Internship (1-4)

International students must consult with the Office of International Programs. May be used to satisfy practicum requirements.

Prerequisite: Approval by the graduate office, the college internship coordinator and the COB associate dean. Offered: fall, spring and summer semesters.

MKT 692 - Learning by Travel: Marketing in International Markets (4)

This course is designed to give students an opportunity to develop personal familiarity with the global environment and some of the issues faced by global managers. Beyond the social and cultural dimensions that the residency explores, the course will focus on developing an increased understanding of global markets, competition and business opportunities.

Offered: winter intersession, May intersession, summer session.

MKT 695 - Special Topics in Marketing (1-4)

For graduate students only. 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.

Prerequisite: To be specified at time of offering. Offered: as needed.

MKT 699 - Independent Study in Marketing (1-4)

For graduate students only. Contemporary topics in marketing.

Prerequisite: minimum 3.5 GPA, MKT 609 and written permission of the department chair.

MKT 700 - Marketing Consulting Seminar (4)

For graduate students only. 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.

Prerequisite: MKT 609. Co-Requisite: MKT 610 or permission from program director. Offered: fall semester.

MKT 704 - Marketing New Technology and Innovations (4)

For graduate students only. 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 that students can apply updated strategic planning methods to business and marketing strategies.

Prerequisite: MKT 609. Co-Requisite: MKT 610 or permission from program director. Offered: spring semester and summer (as needed).

MSL - Military Science and Leadership

MSL 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.

Offered: fall semester.

MSL 102 - Introduction to the Profession of Arms (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.

Offered: spring semester.

MSL 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.

Offered: fall semester.

MSL 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.

Offered: spring semester.

MSL 201 - Leadership and Decision Making (2)

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 Cadet Leader Course (CLC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend Cadet Initial Entry Training (CIET), 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.

Offered: fall semester.

MSL 202 - Army Doctrine and Team Development (2)

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 Cadet Leader Course (CLC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend Cadet Initial Entry Training (CIET), 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.

Offered: spring semester.

MSL 203 - American Military History (4)

A study of the development of American military institutions, policies, experience and traditions in peace and war from colonial times to the present. All cadets must complete MSL 203 to fulfill Army commissioning requirements. Participation in MSL 203 does not include military obligation.

Offered: fall semester.

MSL 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.

Offered: fall semester.

MSL 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).

Offered: spring semester.

MSL 301 - Training Management and the Warfighting Functions (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 Cadet Leader Course (CLC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend Cadet Initial Entry Training (CIET), 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.

Offered: fall semester.

MSL 302 - Applied Leadership in Small Unit Operations (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 Cadet Leader Course. Cadets are expected to apply the Army leadership development model while leading teams; to apply tactical principles and doctrine to Army operations; and to 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.

Offered: spring semester.

MSL 303 - Cadet Leader Course (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 Cadet Leader Course (CLC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend Cadet Initial Entry Training (CIET), 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.

Prerequisite: Permission of professor of military science. Offered: summer session and fall semester.

MSL 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.

Offered: fall semester.

MSL 311 - Advanced Leadership Laboratory (0)

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 Cadet Leader Course (CLC). Cadets also participate in a physical training program. They must either meet the prerequisites (MSL 100/200-level courses), attend Cadet Initial Entry Training (CIET), 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.

Offered: spring semester.

MSL 401 - The Army Officer (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.

Offered: fall semester.

MSL 402 - Company Grade Leadership (3)

Explores the dynamics of leading in the complex situations of current military operations in today's operational environment. 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.

Offered: spring semester.

MSL 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.

Offered: fall semester.

MSL 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.

Offered: spring semester.

MSL 450 - Independent Study in MSL (1-4)

An independent study in military science and leadership (Army ROTC) that provides cadets with an opportunity to pursue a topic, project or tailored curriculum under the guidance of an MSL faculty member. Variable credit.

Prerequisite: Permission of professor of military science. Offered: fall and spring semesters.

MUS - Music

MUS 100 - Music Fundamentals (3)

Covers basic music reading, theory and terminology, including beginning keyboard, vocal and aural skills.

Distribution: (A) (HFA). Offered: fall and spring semesters.

MUS 102 - Music for Life (3)

A survey of Western musical thought and the history and evolution of musical forms and styles. Requires attendance at selected music events on campus.

Distribution: (A) (HFA). Offered: fall and spring semesters.

MUS 103 - Music Literature (1)

Surveys the historical style-periods of music, emphasizing musical style characteristics and the development of critical listening skills. Highlights exemplary works of master composers.

Distribution: (HFA). Prerequisite: Music majors and minors only. Offered: fall semester.

MUS 105 - Basic Guitar Class (1)

Elementary lessons in guitar, including music reading and basic instrument techniques.

Distribution: (A) (HFA). Offered: fall and spring semesters.

MUS 108 - Recording and Electronic Music I (4)

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.

Distribution: (A) (HFA). Offered: fall and spring semesters.

MUS 109 - Recording and Electronic Music II (4)

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.

Distribution: (A) (HFA). Prerequisite: MUS 108 or consent of instructor. Offered: spring semester.

MUS 110 - Piano Class I (2)

Elementary group lessons in piano for the beginner, given in the electronic piano lab.

Distribution: (A) (HFA/ST). Prerequisite: C or better in MUS 100 or a satisfactory score on the Music Department's Music Theory Placement Exam. Offered: fall and spring semesters.

MUS 111 - Piano Class II (2)

Intermediate group lessons in piano skills and repertoire, given in the electronic piano lab.

Distribution: (A) (HFA/ST). Prerequisite: C or better in MUS 110 or an equivalent course. Offered: fall and spring semesters.

MUS 112 - Aural Skills I (2)

An introduction to sight singing and ear training techniques that is focused on developing the student's ability to perform and transcribe simple rhythms, scales, intervals, chords, melodies and scale degree patterns.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 100 or a satisfactory score on the music department's Music Theory and Aural Skills Placement Exam. Offered: spring semester.

MUS 113 - Aural Skills II (2)

A continuation of MUS 112 through sight singing and ear training techniques that is focused on further

developing the student's ability to perform and transcribe more complex rhythms, scales, intervals, chords, melodies and scale degree patterns.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 112 or an equivalent course, or a score of 3 or better on the aural subscore of the AP Music Theory Exam. Offered: fall semester.

MUS 114 - Voice Class (3)

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.

Distribution: (A) (HFA). Offered: fall and spring semesters.

MUS 115 - Voice Class II (2)

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.

Distribution: (A) (HFA). Prerequisite: MUS 114 or permission of instructor. Offered: spring semester.

MUS 116 - Basic Guitar Class II (1)

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.

Distribution: (A) (HFA). Prerequisite: MUS 105. Offered: fall and spring semesters.

MUS 117 - Musicianship for Performing Arts I (1)

Sight-singing and piano skills tailored to the needs of performing arts majors.

Distribution: (A) (HFA). Corequisite: MUS 127. Offered: fall semester.

MUS 118 - Musicianship for Performing Arts II (1)

Sight-singing and piano skills tailored to the needs of performing arts majors.

Distribution: (A) (HFA). Prerequisite: MUS 117. Corequisite: MUS 128. Offered: spring semester.

MUS 122 - Music Theory I (2)

An introduction to the study of Western music theory, including elements of pitch, rhythm, harmony, diatonic chord function and nonchord tones

Distribution: (A) (HFA). Prerequisite: C or better in MUS 100 or a satisfactory score on the music department's Music Theory and Aural Skills Placement Exam. Offered: spring semester.

MUS 123 - Music Theory II (2)

A continuation of MUS 122 designed to provide an in-depth study of diatonic chord function, harmonic progression, nonchord tones, principals of counterpoint and voice leading, part writing, phrase structure and form.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 122 or an equivalent course, or a score of 3 or better on the nonaural subscore of the AP Music Theory Exam. Offered: fall semester.

MUS 124 - Vocal Diction Technique and Literature (3)

A fundamental course designed to acquaint the student singer with IPA (International Phonetic Alphabet), the correct pronunciation of Italian, French and German consonants and vowels, the diction rules of these languages, and the necessary practical application and performance and research of standard vocal literature.

Distribution: (HFA). Prerequisite: Music majors, music minors and musical theatre majors only. Offered: fall semester.

MUS 127 - Music Theory for Performing Arts I (3)

Theoretical music fundamentals tailored to the needs of performing arts majors.

Distribution: (A) (HFA). Corequisite: MUS 117. Offered: fall semester.

MUS 128 - Music Theory for Performing Arts II (3)

Theoretical music fundamentals tailored to the needs of performing arts majors.

Distribution: (A) (HFA). Prerequisite: MUS 127. Corequisite: MUS 118. Offered: spring semester.

MUS 135 - Alexander Technique for Musicians (1)

An introduction to the Alexander Technique designed to help singers and instrumentalists discover and gradually eliminate harmful patterns in the use of their bodies, and to develop better use that facilitates coordination, efficiency, increased energy and injury prevention.

Prerequisite: Music majors only or permission of instructor. Offered: fall semester.

MUS 147-175 - Studio Lessons (1)

Audition or instructor permission required. Intended for intermediate-level study only (beginning instruction is available in group settings for classical guitar, piano and voice). 100-level Studio Lessons (1-credit, 25-minute weekly lessons) are for students besides music majors and minors who are participating in UT music ensembles, and for music majors and minors taking studio lessons in secondary performance areas. 100-level lessons do not satisfy the Studio Lessons requirements in the primary performance area for music majors and may apply for up to only 2 credit hours of applied music study towards the music minor. Studio Lessons courses may be repeated for credit.

- 147 Organ (1)
- 149 Harpsichord (1)
- 150 Piano (1)
- 151 Voice (1)
- 152 Flute (1)
- 153 Oboe (1)
- 154 Clarinet (1)

- 155 Bassoon (1)
- 156 Saxophone (1)
- 157 Trumpet (1)
- 158 French Horn (1)
- 159 Trombone (1)
- 160 Baritone (1)
- 161 Tuba (1)
- 162 Percussion (1)
- 163 Violin (1)
- 164 Viola (1)
- 165 Cello (1)
- 166 String Bass (1)
- 167 Classical Guitar (1)
- 171 Harp (1)
- 172 Contemporary Guitar (1)
- 173 Contemporary Keyboard (1)
- 174 Contemporary Bass (1)
- 175 Contemporary Percussion (1)

Distribution: (A) (HFA/ST). Prerequisite: Music majors in secondary applied area, or permission of Department Chair. Corequisite: Enrollment in a Music Department ensemble related to the performance area of the Studio Lessons. Offered: fall and spring semesters.

MUS 191 - World Music (3)

An examination of the cultures of various countries and societies through their music and their musical practices. May be used to fulfill international/global or non-Western Baccalaureate Experience requirements.

Distribution: (A) (HFA) (IG) (NW). Offered: fall and spring semesters.

MUS 192 - World Music Drumming Ensemble (0-1)

A studio/performance-oriented course in which students learn percussion/vocal music from other cultures and non-Western musical traditions. 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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 195 - Introduction to Jazz (3)

An in-depth perspective of jazz through an analysis of its history, styles and prominent artists; the influence of jazz on popular music genres; and the confluence of jazz and American culture. Students will develop their critical thinking skills and knowledge of jazz by learning how to write through the mode of an aesthetic critique, in a scholarly and professional manner.

Distribution: (A) (HFA) (W). Offered: fall and spring semesters.

MUS 200 - Jazz Improvisation I (1)

Jazz improvisation I is designed for the beginning improviser to learn basic theory and style related to

jazz, and to apply that through personal creativity to transcribe, develop and perform improvised solos.

Distribution: (HFA/ST). Prerequisite: Music major, music minor or permission of instructor; students must be able to read standard music notation, and must display a basic level of technical proficiency on their instrument or voice. Offered: fall semester.

MUS 201 - Jazz Improvisation II (1)

Jazz Improvisation II is designed for the experienced improviser to learn more advanced jazz theory, and to apply it to improvising over more complex chord progressions.

Distribution: (A) (HFA/ST). Prerequisite: MUS 200 with a grade of C or better. Offered: spring semester.

MUS 205 - Intro to Music Education, Human Development and Diversity (3)

An introduction to music teaching and learning (K-12) with emphasis on the stages of human development and diversity.

Prerequisite: Music education majors only. Offered: fall semester.

MUS 208 - Topics in Music (1-3)

Topic varies as announced in the class schedule. May be repeated if content is different.

Distribution: (HFA). Offered: as needed.

MUS 209 - Field Experience Seminar (0)

This course is taken by music education majors each semester for coordination and documentation of field experiences of all levels/types connected with music techniques, conducting, methods and final internship courses.

Prerequisite: Music Education majors only. Offered: fall and spring semesters.

MUS 210 - Concert Recording Practicum (2)

Through a hands-on approach, students learn the art and science of high-fidelity recording for live, acoustic music. Content includes principles of microphone selection/placement, sound diffusion, and effective procedures for editing, mastering, and music archival. Course requires the student to record a minimum number of scheduled events.

Distribution: (HFA). Offered: fall and spring semesters.

MUS 212 - Aural Skills III (2)

A continuation of MUS 113 through sight singing and ear training techniques that is focused on further developing the student's ability to perform and transcribe more complex rhythms, scales, intervals, chords, melodies and scale degree patterns. Material includes increased use of chromaticism and modulation.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 113 or equivalent course, or a score of 5 on the aural subscore of the AP Music Theory Exam. Offered: spring semester.

MUS 213 - Aural Skills IV (2)

A continuation of MUS 212 through sight singing and ear training techniques that is focused on developing the student's ability to perform and transcribe advanced rhythms, scales, intervals, chords, melodies and scale degree patterns. Material includes increased use of compositional techniques since 1900.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 212 or an equivalent course. Offered: fall semester.

MUS 215 - Basic Conducting (2)

Through this course the student will develop basic baton technique and score reading skills for choral and instrumental conducting. The format will be a combination of lecture and laboratory experiences in which students will conduct and perform for each other.

Distribution: (HFA). Prerequisite: Music majors only or permission of instructor. Offered: spring semester.

MUS 217 - Musicianship for Performing Arts III (1)

Upper-intermediate sight-singing and piano skills tailored to the needs of performing arts majors.

Distribution: (A) (HFA). Prerequisite: MUS 117, MUS 127, MUS 118, MUS 128. Offered: fall semester.

MUS 220 - Music for Dance (3)

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.

Distribution: (A) (HFA/ST). Offered: spring semester.

MUS 222 - Music Theory III (2)

A continuation of MUS 123 that explores vocabulary and conceptual frameworks for the analysis of 19th century, Romantic-style music, including the analysis of formal structures, chromatic harmony, modulation, enharmonicism and the acquisition of idiomatic compositional technique through practice and performance.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 123 or an equivalent course, or a score of 5 on the nonaural subscore of the AP Music Theory Exam. Offered: spring semester.

MUS 223 - Music Theory IV (2)

A continuation of MUS 222 that explores the divergent theories and aesthetics of Western music since 1900, with an emphasis on the acquisition of idiomatic compositional technique through analysis, practice, and performance.

Distribution: (A) (HFA). Prerequisite: C or better in MUS 222 or an equivalent course. Offered: fall semester.

MUS 224 - Pedagogy (2)

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.

Distribution: (A) (HFA). Offered: as needed.

MUS 225 - Voice Techniques (1)

A fundamental study of vocal techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Distribution: (A) (HFA). Prerequisite: Music majors only. Offered: every fourth semester.

MUS 226 - String Techniques (1)

A fundamental study of string techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Distribution: (A) (HFA). Prerequisite: Music majors only. Offered: every fourth semester.

MUS 228 - Brass Techniques (1)

A fundamental study of brass techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Distribution: (A) (HFA). Prerequisite: Music majors only. Offered: every fourth semester.

MUS 229 - Percussion Techniques (1)

A fundamental study of percussion techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Distribution: (A) (HFA). Prerequisite: Music majors only. Offered: every fourth semester.

MUS 230 - Woodwind Techniques I: Single Reeds (1)

A fundamental study of clarinet and saxophone techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Distribution: (HFA/ST). Prerequisite: Music majors only. Offered: every fourth semester.

MUS 231 - Woodwind Techniques II: Double Reeds and Flute (1)

A fundamental study of flute, oboe and bassoon techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Prerequisite: Music majors only. Offered: every fourth semester.

MUS 232 - Guitar Techniques (1)

A fundamental study of guitar techniques, pedagogy and repertoire intended for Music Education and Music Performance majors.

Prerequisite: Music majors only. Offered: every fourth semester.

MUS 238 - Music Theater Workshop (1)

Studio/performance-oriented class focusing on musical preparation, analysis of scene/dramatic structure, incorporation of musical

staging/blocking/choreography, and the development of performance techniques.

Distribution: (A) (HFA/ST). Offered: spring semester or as needed.

MUS 242 - Career Development and Audition Seminar (3)

A practicum course for Musical Theatre majors. Studio class focusing on audition preparation for the musical theatre, as well as emphasizing the business techniques required for a career in the performing arts.

Distribution: (HFA/ST). Prerequisite: Musical Theatre majors only, or permission of instructor. . Offered: spring semester.

MUS 243 - Performance Internship (1)

Optional elective for Musical Theatre majors. Students are auditioned for placement in performance or technical theatre internships with local entertainment organizations. Special off-campus arrangements can be made with permission of the co-directors of the Musical Theatre program.

Distribution: (HFA). Prerequisite: Junior or senior standing. Musical theatre majors only. Offered: fall and spring semesters.

MUS 245 - Special Project in Music (1)

Distribution: (A) (HFA/ST). Prerequisite: consent of project director. Offered: as needed.

MUS 246 - Camerata (0-1)

A small, select, chamber choir of women's voices. The ensemble performs a variety of challenging choral literature from all style periods, appropriate for a collegiate level women's chamber choir.

Distribution: (A) (HFA/ST). Prerequisite: Audition or instructor permission required. Offered: fall and spring semesters, as faculty load permits.

MUS 247-267 - Studio Lessons (1-2)

200-level studio lessons are for music majors or minors, and musical theatre majors studying in their primary performance area only. May be taken for 1 credit hour (25-minute weekly lessons), or 2 credit hours (50-minute weekly lessons). (Organ may be taken for 2 credit hours only.) Music majors usually study for 2 credit hours. Studio lessons courses may be repeated for credit.

247 Organ (2)

249 Harpsichord (1,2)

250 Piano (1,2)

251 Voice (2)

252 Flute (1,2)

253 Oboe (1,2)

254 Clarinet (1,2)

255 Bassoon (1,2)

256 Saxophone (1,2)

257 Trumpet (1,2)

258 French Horn (1,2)

259 Trombone (1,2)

260 Baritone (1,2)

- 261 Tuba (1,2)
 262 Percussion (1,2)
 263 Violin (1,2)
 264 Viola (1,2)
 265 Cello (1,2)
 266 String Bass (1,2)
 267 Classical Guitar (1,2)
 271 Harp (1,2)

Distribution: (A) (HFA/ST). Prerequisite: Music majors, Music minors, or Performing Arts (Musical Theatre) majors in their primary applied area only. Corequisite: Enrollment in a Music Department ensemble related to the performance area of the Studio Lesson. Offered: fall and spring semesters.

MUS 269 - Recital/Concert Attendance (0)

Observation of guest artist, faculty, and student performances for the purpose of developing greater musicianship. Requires attendance at scheduled Department of Music events.

MUS 270 - Composition (1-2)

May be repeated for additional credit. Taught as a studio lesson, this course guides the student in the acquisition of technique and aesthetic considerations for music composition through creative work and compositional exercises. Students may enroll for 1 credit hour (25-minute weekly lesson), or 2 credit hours (50-minute weekly lesson). Course requirements vary, depending on the number of credit hours being taken. Students enrolled for 2 credit hours are expected to bring new work in progress to each lesson, and have a performance of at least one completed work presented in public during each semester of enrollment.

Distribution: (A) (HFA/ST). Prerequisite: MUS 123 or permission of instructor. Offered: fall and spring.

MUS 271-275 - Studio Lessons (1-2)

200-level Studio Lessons are for music majors or minors, and musical theatre majors studying in their primary performance area only. May be taken for 1 credit hour (25-minute weekly lessons), or 2 credit hours (50-minute weekly lessons). (Organ may be taken for 2 credit hours only.) Music majors usually study for 2 credit hours. Studio Lessons courses may be repeated for credit.

- 271 Harp (1, 2)
 272 Contemporary Guitar (1,2)
 273 Contemporary Piano (1,2)
 274 Contemporary Bass (1,2)
 275 Contemporary Percussion (1,2)

Distribution: (A) (HFA/ST). Prerequisite: Music majors, Music minors, or Performing Arts (Musical Theatre) majors in their primary applied area only. Corequisite: Enrollment in a Music Department ensemble related to the performance area of the Studio Lesson. Offered: fall and spring semesters.

MUS 289 - Orchestra (0-1)

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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 290 - Spartan Band (0-1)

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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 291 - Wind Ensemble (0-1)

A studio/performance-oriented course. A large ensemble of woodwind, brass and percussion instruments that performs several 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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 292 - Jazz Ensemble (0-1)

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. Auditions are held at the beginning of the fall and spring terms.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 293 - Chamber Singers (0-1)

An auditioned chamber choir of mixed voices. The University Chamber Singers gives several performances each semester. Chamber Singers will travel regularly and serve the needs of the University and surrounding communities. The repertoire, specifically suited for a select, collegiate-level chamber choir, will consist of varied and advanced choral music of all styles and genres.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 294 - Opus (0-1)

A small, auditioned vocal ensemble of mixed voices. Membership is understood to be a yearlong 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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 295 - Women's Glee Club (0-1)

A chorus of women who sing a varied repertoire in one to three parts.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 297 - Men's Glee Club (0-1)

The University of Tampa Men's Glee Club is an open-enrollment vocal ensemble for all tenors and basses. Students who have an interest in singing, regardless of major, are invited to enroll without audition. The Men's Glee Club will perform one or two concerts per semester. The course will focus on development of healthy vocal technique, sight-reading skills and performance skills.

Distribution: (HFA/ST). Offered: fall and spring semesters.

MUS 301 - Interactive Arts Ensemble (0-1)

IAE is a performance-driven creative workshop for physical interaction design, real-time video art, experimental musical instrument building, laptop ensembles, mobile phone orchestras and creative repurposing of technology for interdisciplinary performance. Open to technophiles from any major who wish to experiment, create and perform.

Distribution: (A) (HFA/ST). Offered: spring semester.

MUS 302 - Jazz Combo (0-1)

A studio/performance-oriented course, this is a combo (small) ensemble of mixed instruments. Students will study and perform music in various contemporary styles such as rock, swing, rhythm and blues, traditional jazz, fusion jazz and world music-influenced styles. Rehearsals will focus on the preparation of music repertoire pertaining to the performance genres to which the combo is dedicated (to be determined collaboratively by faculty and students) as well as issues related to the business of music and freelance music performance.

Distribution: (HFA/ST). Prerequisite: Permission of instructor. Offered: fall and spring.

MUS 303 - Studio Production Ensemble (0-1)

The studio production ensemble is simultaneously a music performance ensemble, creative workshop, and a sound recording class for learning recording studio techniques. Using an experiential approach, students rotate through various production roles to create music in a digital multi-track environment. This course is intended for students who have an interest in working as a recording artist, studio musician, engineer, composer, arranger, or producer. No audition is required, but students should be able to read music, play an instrument and or sing.

Distribution: (A) (HFA/ST). Prerequisite: MUS 108 or equivalent, or permission of instructor. Offered: fall semester.

MUS 307 - Vocal Performance Workshop (0-1)

Vocal Performance Workshop is a small auditioned ensemble of mixed voice featuring classical vocal repertoire through performance of Opera, Concerto Aria, Oratorio and Art Song. Individuals will perform in staged solo or ensemble scenes accompanied by orchestra and/or piano. Auditions are held at the beginning of the semester.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 309 - Performance Class (0-1)

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.

Distribution: (A) (HFA/ST). Offered: fall and spring semesters.

MUS 310 - String Ensemble (0-1)

A studio/performance-oriented course.

Distribution: (A) (HFA/ST). Offered: as needed.

MUS 311 - Classical Guitar Ensemble (0-1)

A studio/performance-oriented course.

Distribution: (A) (HFA/ST).

MUS 312 - Woodwind Ensemble (0-1)

A studio/performance-oriented course.

Distribution: (A) (HFA/ST). Offered: as needed.

MUS 313 - Brass Ensemble (0-1)

A studio/performance-oriented course.

Distribution: (A) (HFA/ST). Offered: as needed.

MUS 314 - Percussion Ensemble (0-1)

A studio/performance-oriented course.

Distribution: (A) (HFA/ST). Offered: as needed.

MUS 315 - Choral Conducting (3)

A study of basic conducting techniques with practical application to choral ensembles.

Distribution: (A) (HFA). Prerequisite: MUS 215. Offered: spring semester of odd years.

MUS 316 - Instrumental Conducting (3)

A study of basic conducting techniques with practical application to instrumental ensembles.

Distribution: (A) (HFA). Prerequisite: MUS 215. Offered: spring semester of odd years.

MUS 323 - Arranging and Orchestration (2)

A study of how to effectively write music for acoustic instruments and voices. Includes discussion of arranging techniques such as composing introductions and transitions, chord voicing, reharmonization, and textural transcription.

Distribution: (A). Prerequisite: MUS 123. Offered: fall semester.

MUS 346 - Junior Recital (0-1)

A studio/performance-oriented course with required preview. All repertoire must be approved and coached by the studio instructor. See the UT Music Student Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours.

Distribution: (HFA/ST). Corequisite: Applied music study in the primary instrument/voice used for the recital. Offered: fall and spring semesters.

MUS 380 - Music History Survey I: Antiquity, Middle Ages, Renaissance and Baroque (3)

A historical survey of Western musical tradition from the earliest known sources through the late Baroque (up to 1750). The overall objective is for the student to gain an understanding of basic developments in Western music from the beginnings in Ancient Greece, Rome, and Mesopotamia through the Baroque period. The course will include the study of both sacred and secular music in various genres and will place great emphasis on listening. The course is also designed to increase the students' critical thinking skills and ability to write effectively about the aesthetics of Western music.

Distribution: (A) (HFA) (W). Prerequisite: MUS 103 or equivalent. Music majors only or permission of instructor. Offered: fall semester.

MUS 381 - Music History Survey II: 18th Century Classical Period and 19th Century Romanticism (3)

A historical survey of Western musical tradition from the second half of the 18th century through the end of the 19th century. This course traces the development of Western music, both sacred and secular music in various genres, in the Classical and Romantic periods. The course will place great emphasis on listening and study of music scores. The course is also designed to increase the students' critical thinking skills and ability to write effectively about the aesthetics of Western music.

Distribution: (A) (HFA) (W). Prerequisite: MUS 103 or equivalent. Music majors only or permission of the instructor. Offered: spring semester.

MUS 390 - Reading and Teaching Music - Elementary (3)

A specialized music course that focuses on strategies, materials, and best-practice activities for teaching reading and fundamentals of elementary music. Features demonstrations with class participation in singing and use of rhythmic and pre-orchestral instruments. Requires observation and teaching in elementary schools.

Prerequisite: Music Education majors only. Offered: As needed.

MUS 391 - ESOL Survey and Music Class Management (3)

This course provides must pre-interns a knowledge of the 5 Florida ESOL Domains and 12 ESOL Performance Standards in the five content areas: methods of teaching ESOL, ESOL curriculum and

materials development, cross-cultural communication and understanding, applied linguistics, testing and evaluation of ESOL. Guided by the principles of comprehensibility and cultural sensitivity, students will design/adapt/teach level-appropriate materials (Music K-12) utilizing ESOL techniques and research-based best practices in music classroom management, behavior modification, informal/formal assessments, communication with parents, content delivery, and the use of technology.

Prerequisite: Music Education majors only. Offered: as needed.

MUS 446 - Senior Recital (0-1)

A studio/performance course with required preview. All repertoire must be approved and coached by the studio instructor. See the UT Music Student Handbook for details. Students may enroll for zero credit if they are enrolled in 18 or more credit hours.

Distribution: (HFA/ST). Corequisite: Applied music study in the primary instrument/voice used for the recital. Offered: fall and spring semesters.

MUS 448 - Musical Theatre Senior Showcase (1)

A studio/performance course designed for graduating students with a major in musical theatre, and intended to demonstrate the student's development as musical theatre performer. The course will devise and present a showcase performance which serves as a means of career development. Required for the major in musical theatre.

Distribution: (HFA/ST). Corequisite: MUS 251 (Voice). Offered: fall semester or as needed.

MUS 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.

Offered: as needed.

MUS 480 - Music History Survey III: 1900 to Present Day (3)

This course traces the history and development of Western music since 1900, through musicological research and writing, listening skills, score study, and synthesis of musical knowledge.

Distribution: (A) (HFA) (W). Prerequisite: MUS 103, MUS 380 and MUS 381, or equivalent courses. Offered: fall semester.

MUS 490 - Music Instruction and Assessment (3)

A specialized methods course for music education majors. Topics include secondary music teaching and assessment methods, curriculum materials and planning for/management of band, choral and orchestral programs.

Prerequisite: Music Education majors only. Offered: as needed.

MUS 491 - Music Internship 1 - Grades 1-8 (Elementary) (6)

Culminating elementary-level field experience for music education majors. Provides progressive instructional responsibilities and opportunities for the application of content and professional knowledge as a music educator in Florida public schools. Interns are assigned to an elementary school for a half-day (time and number of periods varies by school to which assigned). This course may be taken concurrently with other UT courses. When taken concurrently with MUS 492 Music Internship 2, these two courses combine for full-time enrollment status at the University.

Prerequisite: Music Education majors with senior standing and permission on instructor. Offered: fall and spring semesters.

MUS 492 - Music Internship 2 - Grades 6-12 (Secondary) (6)

Culminating secondary-level field experience for music education majors. Provides progressive instructional responsibilities and opportunities for the application of content and professional knowledge as a music educator in Florida public schools. Interns are assigned to a secondary school for a half-day (time and number of periods varies by school to which assigned). This course may be taken concurrently with other UT courses. When taken concurrently with MUS 491 Music Internship 1, these two courses combine for full-time enrollment status at the University.

Prerequisite: Music Education majors with senior standing and permission of instructor. Offered: fall and spring semesters.

MUS 499 - Senior Project in Music (3)

A culminating project undertaken by a student with mentoring from a faculty member. Topics may vary according to the student's interests (possibilities might include: projects in music composition, technology, performance, theory, musicology, pedagogy, etc.) Students are expected to develop a preliminary bibliography and proposal for their project in advance of being permitted to register for the course. Instructor and chair approval required.

NAV - Naval Science

NAV 1110 - Introduction to Naval Science (3)

Emphasis on the mission, organization, regulations and components of the U.S. Navy and Marine Corps.

NAV 1110L - Naval Science Laboratory (0)

A twice weekly hour and fifteen minute laboratory covering professional and military subject matter. Attendance is mandatory for all midshipmen.

NAV 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.

NAV 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.

NAV 2212C - Navigation/Naval Operations I: Navigation (3)

Piloting theory, principles and procedures; tides, currents, weather, use of navigation instruments and equipment, and practicum. Laboratory required.

NAV 2220 - Evolution of Warfare (3)

A survey of military history emphasizing principles of warfare, strategy and tactics, and significant military leaders and organizations.

NAV 2231 - Principles of Naval Management I (Leadership and Management) (3)

Theory and principles of leadership and management, focusing on developing skills in organizational thinking and leadership problem solving for the junior officer. Includes interpersonal skills, behavior factors and group dynamics.

NAV 3123 - Naval Ships Systems II (3)

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.

Prerequisite: NAV 2121.

NAV 3214C - Navigation/Naval Operations II: Seamanship and Ship Operations (3)

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.

Prerequisite: NAV 2212C.

NAV 4224 - Amphibious Warfare (3)

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.

NAV 4232 - Principles of Naval Management II (Leadership and Ethics) (3)

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.

Prerequisite: NAV 2231.

NUR - Nursing

NUR 201 - Foundations of Nursing (3)

For basic students only. 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.

Prerequisite: Acceptance to the nursing program.

NUR 210 - Intro to Pathophysiology (3)

For basic students only. 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.

Prerequisite: Prerequisite or corequisite: NUR 201.

NUR 213 - Professional Skills in Nursing (3)

For basic students only. (NUR 213 and NUR 213L must be taken concurrently). This course gives students the cognitive knowledge necessary to provide basic, safe, and effective care to diverse populations.

Prerequisite: Prerequisite or corequisite: NUR 201.

NUR 213L - Professional Skills in Nursing Lab (2)

For basic students only. This course provides the student with laboratory and clinical experiences directed toward the acquisition of foundational knowledge and skills to give safe, effective patient care to diverse populations. Focus is placed on the application of foundational knowledge learned in NUR 213. Experiences include lab and interactive computer activities, simulation experiences, and supervised clinical learning at selected health care facilities.

Prerequisite: Prerequisite or corequisite: NUR 201, NUR 213.

NUR 218 - Health Assessment and 218L (4)

For basic students only. (NUR 218 and 218L must be taken concurrently.) 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.

Prerequisite: Prerequisite or corequisite: NUR 201.

NUR 314 - Nursing Care of the Developing Family (2)

For basic students only. In this course, knowledge from the physical, biological, behavioral and social sciences as well as the humanities, is applied for the provision of safe nursing care of child-bearing families. In a classroom setting, methodologies including case studies and interactive activities form the

basis for the student to use the nursing process as a framework for addressing developmental change, illness prevention, health promotion, maintenance and restoration in child-bearing families. Particular emphasis will be placed on the prenatal, intrapartum and postnatal period.

Prerequisite: Completion of 200 level nursing core.

Corequisite: NUR 314L.

NUR 314L - Nursing Care of the Developing Family Laboratory (1)

For basic students only. 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.

Corequisite: NUR 314.

NUR 315 - Nursing Care of Children (2)

For basic students only. 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.

Prerequisite: Completion of 200 level nursing core.

Corequisite: NUR 315L.

NUR 315L - Nursing Care of Children Laboratory (1)

For basic students only. 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 to emphasize the role of the nurse and continuity of care in meeting the needs of children and families in acute care and community settings.

Corequisite: NUR 315.

NUR 317 - Nursing Care of Adult and Older Adult (4)

For basic students only. This course explores the concepts and theories necessary to promote and restore health of adults and older adults with biological problems and their related physiological and psychological responses. There is an integration of both physical changes and developmental tasks with the implementation of care considerations of patients throughout the life span.

Prerequisite: Completion of 200 level nursing core.

Prerequisite or corequisite: NUR 317L, NUR 345, NUR 347.

NUR 317L - Nursing Care of Adult and Older Adult Laboratory (2)

This course provides students the opportunity to apply concepts and processes learned in the classroom to help adults and older adults in the promotion and maintenance of health. Students examine both adults and older adults from physical, social, psychological and

developmental perspectives through a combination of supervised clinical practice activities. Clinical experiences will occur under faculty supervision in a variety of both acute and long-term patient care settings. 140 clinical hours are provided during the semester.

Corequisite: NUR 317.

NUR 322 - Contemporary Issues in Health Care (3)

For basic and pre-MSN 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.

Distribution: (W). Offered: fall and spring semesters.

NUR 345 - Pharmacology (3)

For basic students only. 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.

Prerequisite: Completion of 200 level nursing core.
Corequisite: NUR 317.

NUR 346 - Expressive Art in Healing (3)

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.

Distribution: (A).

NUR 347 - Clinical Human Nutrition (2)

For basic students only. 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.

Prerequisite: Completion of 200 level nursing core.

NUR 392 - Transcultural Healthcare in Latin America (3)

All students: permission of instructor. This course allows students to travel to a selected Latin American country to apply community health promotion and disease prevention concepts in a transcultural environment.(once annually)

Distribution: (IG). Prerequisite: 200 level courses (Basic BSN), or HSC 200 or HSC 236 and HSC 350 or PSY 211 (ESC students).

NUR 410 - Mental Health Nursing Across the Lifespan (2)

For basic students only. 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.

Prerequisite: Completion of 300 level nursing core.
Corequisite: NUR 410L.

NUR 410L - Mental Health Nursing Across the Lifespan Laboratory (1)

For basic students only. 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.

Corequisite: NUR 410.

NUR 412 - Nursing Care of the Medically-Complex Patient (4)

For basic students only. This course examines advanced concepts related to patients experiencing complex multi-system biological problems and related physiological and psychological responses.

Prerequisite: Completion of 300 level nursing core.
Prerequisites or corequisites: NUR 412L.

NUR 412L - Nursing Care of the Medically-Complex Patient Laboratory (2)

For basic students only. 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.

Corequisite: NUR 412.

NUR 415 - Leadership and Management (3)

For basic students, pre-MSN students, or with instructor approval. 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.

Prerequisite: For basic students, completion of 300-level nursing core.

NUR 422 - Principles of Community Health Nursing (3)

For basic students and pre-MSN students. 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.

Corequisite: NUR 422L.

NUR 422L - Community Health Laboratory (2)

For basic students only. The course provides the opportunity to synthesize and apply cognitive knowledge of community health nursing. Through supervised clinical practice, students provide culturally competent care to individuals, families and groups in a variety of community agencies. This course includes 4 hours of clinical per week plus a class seminar. For those students enrolled in the travel section of NUR 422L, 40-80 clinical hours will be gained through education abroad; the additional requisite hours will be completed in a local community setting plus a class seminar.

Corequisite: NUR 422.

NUR 423 - Palliative Care (3)

This course will review the key concepts of palliative care and end-of-life nursing care. Topics covered utilizing the End-of-Life Nursing Consortium (ELNEC) training modules will include: pain and symptom management, ethical issues, cultural considerations, communication techniques, care during the final hours of life, and loss, grief and bereavement. In addition, the practice of palliative care in special populations and in various settings will be discussed. This course will be highly interactive and will include opportunities to hear from guest speakers that are experts in the field of palliative and end-of-life care.

Distribution: (W). Prerequisite: Completion of 200 level nursing core.

NUR 430 - Holistic Care: Alternative Therapies for Self-Care and Professional Practice (3)

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 nontraditional modalities of health care with industrial models.

Distribution: (IG) (NW). Offered: once each year.

NUR 432 - Introduction to Nursing Research (3)

For basic students and pre-MSN students. Students will learn about discipline-specific writing and research processes for nursing studies and engage nursing research through formal and informal writing work.

Distribution: (W). Prerequisite: For basic students: NUR 201 and statistics. Offered: fall and spring semesters.

NUR 441 - Introduction to Nursing Informatics (3)

For basic students only. This course introduces the novice nursing student to the field of nursing informatics. Nursing informatics is the specialty that

integrates nursing science with information technology and analytical sciences to identify, define, manage, and communicate data, information, and knowledge to support nursing practice in providing safe patient care. Focus of this course includes identifying, researching, and presenting a proposal to update a specific health care technology device with the primary focus of patient safety.

Prerequisite: Completion of 200 level nursing core: NUR 201, NUR 210, NUR 213, NUR 213L, NUR 218.

NUR 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.

NUR 455-459 - 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.

NUR 452 - Clinical Preceptorship (4)

For basic students only. 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.

Prerequisite: NUR 412, NUR 412L.

NUR 454 - Senior Seminar (3)

For basic students only. This seminar course addresses professional role transition and assists the student in preparing for the NCLEX-RN licensure examination.

Corequisite: NUR 415.

NUR 600 - Scholarly and Professional Communication in Nursing (3)

This course focuses on writing and communication skills for nursing professionals. Students will learn APA style and how to apply these rules in writing and communication in developing evidence-based practice (EBP) manuscripts and scholarly nursing presentations. Students will practice proper techniques for properly citing sources, preparing an EBP manuscript, developing PICOT statement and expressing material clearly and accurately. Must be taken in first academic term.

Offered: each academic term.

NUR 601 - Professional Issues and the Nurse Practitioner (3)

For graduate students only. 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 implementation strategies, and role performance as a clinician, educator, case manager, leader, consultant and colleague.

Prerequisite: Prerequisite or Corequisite: NUR 600 or GRE equivalent. . Offered: each academic term.

NUR 618 - Advanced Health Assessment and Lab (4)

For graduate students only. 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.

Prerequisite: Prerequisites or corequisites: NUR 601. Offered: fall and spring semesters.

NUR 620 - Knowledge Generation and Validation in Advanced Practice (3)

For graduate students only. Emphasizes knowledge development in nursing science through concurrent inductive analysis of models/methods of theory generation and deductive analysis of models/methods of theory validation through focus on quantitative and qualitative research processes. Provides opportunity for development of a theory linked research proposal that will support evidence-based advanced practice.

Prerequisite: Prerequisites or corequisites: NUR 601 and statistics. Offered: each academic term.

NUR 623 - Palliative Care (3)

This course will review the key concepts of palliative care and end-of-life nursing care. Topics covered utilizing the End-of-Life Nursing Consortium (ELNEC) training modules will include: pain and symptom management, ethical issues, cultural considerations, communication techniques, care during the final hours of life, and loss, grief and bereavement. In addition, the practice of palliative care in special populations and in various settings will be discussed. This course will be highly interactive and will include opportunities to hear from guest speakers that are experts in the field of palliative and end-of-life care.

Prerequisite: Graduate student status.

NUR 645 - Clinical Pharmacology (3)

For graduate students only. 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.

Prerequisite: NUR 655. Prerequisites or corequisites: NUR 601, NUR 618, NUR 620, and NUR 647. Offered: fall and spring semesters.

NUR 647 - Health Promotion and Disease Prevention for Families and Communities (3)

For graduate students only. This course provides the opportunity for the advanced practice nurse to understand and integrate health promotion and disease prevention concepts in a patient centered, culturally appropriate way. This includes principles of planning, implementation, and evaluation of evidenced based care to individuals, families, and communities.

NUR 655 - Advanced Pathophysiology (3)

For graduate students only. 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.

Prerequisite: Prerequisites or corequisites: NUR 601. Offered: fall and spring semesters.

NUR 675 - Practicum in Adult Primary Care I (4)

This practicum course provides the opportunity to apply knowledge and skills learned in the classroom in caring for adults in primary care settings. This practicum includes a minimum of 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than one practicum courses in a single academic term.

Prerequisite: Corequisites or NUR 677 . Offered: each academic term.

NUR 676 - Practicum in Older Adult Primary Care (4)

This practicum course provides the opportunity to apply knowledge and skills learned in the classroom in caring for the older adult in primary care settings. This practicum includes a minimum of 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than one practicum courses in a single academic term.

Prerequisite: Pre- or corequisite: NUR 680. Offered: each academic term.

NUR 677 - Clinical Management of the Adult Client (3)

This course emphasizes primary care management of common acute and chronic health problems of adult clients.

Prerequisite: NUR 618, 645 and 655. Offered: fall and spring semester.

NUR 680 - Clinical Management of the Older Adult (3)

This course prepares students in the management of normal and common health pattern variations pertaining to older adult health care in the primary care setting. It provides students with a theoretical base to assess, diagnose and manage the care of older adults across the lifespan. Emphasis is placed on collaborative management to achieve desired outcomes. Students will focus on promotion, maintenance and restoration of the older adult's health patterns. Culturally competent, holistic, ethical, age and gender specific and risk stratified care will be discussed. Evidence based practice will be the basis for care management.

Prerequisite: NUR 618, NUR 645 and NUR 655. .
Offered: fall and spring semesters.

NUR 682 - Clinical Management of Women (2)

This course prepares students in the management of normal and common health pattern variations pertaining to women's health care in the primary care setting. It provides students with a theoretical base to assess, diagnose and manage the care of women across the lifespan. Emphasis is placed on collaborative management to achieve desired outcomes. Students will focus on promotion, maintenance and restoration of women's health patterns. Culturally competent, holistic, ethical, age and gender specific including risk stratified care will be discussed. Evidence based practice will be the basis for care management.

Prerequisite: NUR 618 and NUR 655. Pre- or corequisite: NUR 645. Offered: fall and summer semesters.

NUR 685 - Practicum in Infants, Children and Adolescent Primary Care (4)

This practicum experience provides the opportunity to apply knowledge and skills learned in the classroom in caring for infants, children and adolescents in primary care settings. This practicum includes 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than one practicum courses in a single academic term.

Prerequisite: Prerequisite or corequisite: NUR 687. . Offered: each academic term.

NUR 686 - Practicum in Women's Primary Care (4)

This practicum course provides the opportunity to apply knowledge and skills learned in the classroom in caring for women in primary care settings. This practicum includes a minimum of 224 hours of supervised clinical practice in a variety of settings. Students may enroll in no more than one practicum courses in a single academic term.

Prerequisite: Prerequisite or corequisite: NUR 682. Offered: each academic term.

NUR 687 - Clinical Management of Infants, Children and Adolescents (3)

This course emphasizes primary care management of common acute and chronic health problems of infants, children and adolescents.

Prerequisite: NUR 618, 645 and 655. Offered: fall and spring semester .

NUR 695 - Selected Topics in Nursing (1-3)

An in-depth study of a selected nursing topic of concern to students and faculty. Emphasis is on contemporary issues of global relevance affecting nursing and health care.

Prerequisite: Permission of instructor and department director.

PES - Physical Education Service

PES 111 - Aerobic Dance (2)

A co-educational activity class providing instruction in the principles of aerobic conditioning and development of aerobic dance skills.

Offered: according to availability of faculty.

PES 125 - Weight Training (1)

A co-educational activity class that covers the necessary skills and techniques to enjoy participation in weight training for health and recreation.

Offered: according to availability of faculty.

PHL - Philosophy

PHL 200 - Introduction to Philosophy (4)

A study of philosophical methods and concepts via selected philosophical systems and problems.

Distribution: (HFA). Offered: fall and spring semesters.

PHL 201 - Logic (4)

Studies principles of correct reasoning: formal and informal arguments.

Distribution: (HFA). Offered: fall and spring semesters.

PHL 202 - Ethics (4)

Examines major systems of thought regarding problems of moral value and the good life.

Distribution: (HFA).

PHL 203 - Contemporary Philosophy (4)

Examines major concepts and methods of 20th- and 21st- century philosophy.

Distribution: (HFA).

PHL 204 - Aesthetics (4)

An examination of selected topics in the philosophy of art and critical appreciation such as the nature of art, aesthetic experience and aesthetic objects.

Distribution: (A) (HFA). Offered: every other fall semester.

PHL 205 - Feminist Philosophy (4)

An introduction to feminist philosophy and philosophical questions about gender. Readings will include classic and contemporary sources.

Distribution: (HFA).

PHL 206 - Philosophy of Religion (4)

Examines the nature and validity of religious beliefs.

Distribution: (HFA).

PHL 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.

Distribution: (HFA).

PHL 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.

Distribution: (HFA).

PHL 210 - Environmental Ethics (4)

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.

Distribution: (HFA) (IG) (NW).

PHL 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.

Distribution: (HFA). Offered: fall and spring semesters.

PHL 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.

Distribution: (HFA).

PHL 217 - Social and Political Philosophy (4)

A study of major social and political systems and issues from Plato to the present.

Distribution: (HFA).

PHL 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.

Distribution: (HFA).

PHL 220-224 - Problems of Philosophy (4)

An in-depth study of selected philosophers or philosophical problems. May be repeated if content varies.

Distribution: (HFA) (IG) (NW).

PHL 225 - Modern Philosophy: Descartes to Kant (4)

A study of the views of selected modern philosophers from Descartes to Kant.

Distribution: (HFA).

PHL 235 - Philosophy of Martial Arts (4)

This course examines philosophical problems related to Asian martial arts and military philosophy, looking at classic texts and at more recent academic and popular writings. It is also an introduction to the emerging academic field of martial arts studies. We will emphasize the cross-cultural comparison of philosophical traditions, methods and commitments. This course has an experiential learning component: We will learn and practice a form of taijiquan (i.e., t'ai chi) inside and outside of class. The taijiquan practice will be modified for those who are physically unable to perform it.

Distribution: (HFA) (IG) (NW).

PHL 236 - Yoga and Philosophy (4)

An introduction to yoga practice and philosophy. This course has an experiential learning component: We will do hatha yoga postures, breathing techniques and meditation as part of class. This course examines yoga and its associated philosophical, cosmological and religious beliefs. We will compare and contrast traditional Indian conceptions of the body and health with those of other cultures and of modern medicine. We will examine appropriations of yoga tradition by practitioners. Contemporary and classical readings by scholars and practitioners will supplement the practices. Appropriate for beginners and advanced practitioners. Practices will be modified for those physically unable to perform them.

Distribution: (HFA) (IG) (NW).

PHL 237 - Indian and Asian Philosophy (4)

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.

Please note: This course was cross-listed as REL 217 prior to the 2013-2014 academic year. Students who took the course as REL 217 may not repeat it.

Distribution: (HFA) (IG) (NW).

PHL 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.

Distribution: (HFA). Offered: every other fall semester.

PHL 306 - Existentialism (4)

A study of central themes in existential philosophy and literature.

Distribution: (HFA). Offered: every other spring semester.

PHL 308 - Film Aesthetics (4)

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.

Distribution: (A) (HFA). Offered: every other spring semester.

PHL 310 - Theories of Democracy (4)

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.

Distribution: (HFA).

PHL 311 - Philosophy of Law (4)

This course will introduce students to the academic field of the philosophy of law. Students will be exposed to, and develop their capacity to think critically about, historically influential philosophical answers to the following questions: "What is the nature of the law, and what makes something a valid or legitimate law? Should the law reflect morality, or does it somehow constitute or create morality?" This course will also examine the philosophy of constitutional law, contract law, criminal law, rights to property, free speech, free practice of religion, privacy, pornography, abortion, gay marriage, affirmative action and punishment. It is recommended that students have had at least one course in philosophy, criminology or government and world affairs, but this course may be taken as a first course in philosophy by ambitious students who are interested in the subject matter.

Distribution: (HFA).

PHL 312 - The Philosophy of Human Rights (4)

An in-depth investigation into the philosophical nature and implications of human rights. Examines whether human rights are objective or human constructions, different cultural and religious conceptions of human rights, how many human rights there are, and what protection of human rights requires. Prerequisite: one previously completed PHL course or consent of instructor.

Distribution: (HFA) (W) (IG).

PHL 313 - Justice (4)

An in-depth investigation of major philosophical theories of justice, as well as questions of applied justice, such as justice and the family, affirmative action, and mass incarceration. Prerequisite: one previously completed PHL course or consent of instructor.

Distribution: (HFA) (W).

PHL 314 - International Justice (4)

An in-depth study of major theories of international justice and applied international issues, such as human rights, world poverty, nationalism, multiculturalism, and climate change.

Distribution: (HFA) (W) (IG). Prerequisite: one previously completed PHL course or consent of instructor.

PHL 315 - The Morality of War (4)

An in-depth examination of when war is morally justified, which tactics in war are morally justified, and what is morally required post-war. Topics include pacifism, preventive war, use of overwhelming force, terrorism, and civilian and military responsibility.

Distribution: (HFA) (W) (IG). Prerequisite: one previously completed PHL course or consent of instructor.

PHL 320 - Chinese Philosophy (4)

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.

Distribution: (HFA) (IG) (NW).

PHL 321 - Daoist Philosophy and Religion (4)

This course is an introduction to the philosophy and religion of Daoism (Taoism). It will emphasize the cross-cultural comparison of philosophical traditions, methods and commitments. This course has an experiential learning component: In addition to our study of texts, we will practice Daoist meditation techniques and qigong (i.e., Chinese yoga-like body practices) inside and outside of class. The practices will be modified for those who are physically unable to perform them.

Distribution: (HFA) (IG) (NW). Prerequisite: one previously completed PHL course or consent of instructor.

PHL 330-339 - Asian Philosophy Special Topics (4)

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.

Distribution: (HFA) (IG) (NW).

PHL 350-359 - 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. Students will write philosophical research papers that undergo formal review and revision, and they will do other kinds of writing while engaging with philosophical issues.

Distribution: (HFA) (W).

PHL 399 - Philosophy of Sex (4)

An introduction to the philosophy of sex. Topics covered include philosophical issues related to gender, biological sex, sexual orientation, sexual desire, perversion, consent, embodiment, conceptions of sex in non-Western traditions, etc. The course will include cross-cultural comparisons of conceptions of sex and sexuality.

Distribution: (HFA) (IG). Prerequisite: Prerequisite: one previously completed PHL course or consent of instructor.

PHL 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. Students will write at least one philosophical research paper that undergoes review and revision, and they will do other kinds of writing while engaging with philosophical issues.

Distribution: (HFA) (W).

PHL 499 - Senior Thesis (4)

Capstone course in which a student, in consultation with a full-time philosophy professor, writes a major research thesis on a philosophical topic.

Distribution: (HFA) (W).

PHY - Physics

PHY 180 - Introduction to Programming for the Physical Sciences (2)

This course provides an introduction to the Python programming language and the LaTeX typesetting system for students with little to no programming experience. This course is designed to prepare you for upper-level coursework in the physical sciences.

Distribution: (NS). Offered: fall.

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 distribution requirements. Lecture only.

Distribution: (NS). Offered: dependent on availability of faculty.

PHY 200 - General Physics I (4)

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 and fluids. Lecture and laboratory.

Distribution: (NS). Prerequisite: MAT 170.

Concurrent: PHY 200L. Offered: fall .

PHY 200L - General Physics I Laboratory (0)

The laboratory component of PHY 200.

Prerequisite: Concurrent: PHY 200. Offered: fall.

PHY 201 - General Physics II (4)

A continuation of General Physics I. Topics include, thermodynamics, electricity, magnetism and induction, DC and AC circuits, and optics. Lecture and laboratory.

Distribution: (NS). Prerequisite: PHY 200.

Concurrent: PHY 201L. Offered: spring .

PHY 201L - General Physics II Laboratory (0)

The laboratory component of PHY 201.

Prerequisite: Concurrent: PHY 201. Offered: spring.

PHY 205 - General Physics with Calculus I (4)

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.

Distribution: (NS). Prerequisite: MAT 170 or equivalent. Concurrent: PHY 205L. Corequisite: MAT 260. Offered: fall .

PHY 205L - General Physics with Calculus I Laboratory (0)

The laboratory component of PHY 205.

Prerequisite: Concurrent: PHY 205. Offered: fall.

PHY 206 - General Physics with Calculus II (4)

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.

Distribution: (NS). Prerequisite: MAT 260, PHY 205 (with a grade "C" or better). Concurrent: PHY 206L. Offered: spring .

PHY 206L - General Physics with Calculus II Laboratory (0)

The laboratory component of PHY 206.

Prerequisite: Concurrent: PHY 206. Offered: spring.

PHY 280 - Mathematical Methods for Physics (4)

This course is an intermediate-level course that covers much of the mathematics that will be used in the upper-division physics courses. Topics covered include infinite and power series, complex variables, linear algebra, vector analysis, differential equations, and Fourier analysis as applied to a variety of physics problems. Lecture only.

Prerequisite: PHY 205 and PHY 206 (with a grade "C" or better). Offered: fall.

PHY 307 - Modern Physics (4)

This course is an introduction to the physics of the twentieth century. Topics include a study of the special theory of relativity, an introduction to the general theory of relativity, a survey of the experimental basis of quantum physics, and Schrödinger's quantum mechanics, as well as topics selected from atomic and molecular physics, solid-state physics, nuclear and elementary particle physics and cosmology. Lecture only.

Distribution: (NS). Prerequisite: MAT 260, PHY 201 or PHY 206 (with a grade "C" or better). Offered: fall.

PHY 320 - Classical Mechanics (4)

This course is an intermediate-level course in classical mechanics. Topics include: Newtonian mechanics, oscillatory motion, central-force motion, variational calculus, Lagrangian and Hamiltonian dynamics, dynamics of systems of particles and rigid bodies, and non-linear systems. Lecture only.

Distribution: (NS). Prerequisite: PHY 307 (with a grade "C" or better). Offered: spring.

PHY 340 - Electricity and Magnetism (4)

This course is an introduction to the theory and application of electromagnetism. Topics include: electric fields produced by charge distributions, electrostatic potential, electrostatic energy, magnetic forces and fields produced by currents and by magnetic dipoles, introduction to Maxwell's equations, electromagnetism in matter and electromagnetic waves. Lecture only.

Distribution: (NS). Prerequisite: PHY 307 (with a grade "C" or better). Offered: spring.

PHY 350 - Advanced Physics Lab (4)

This course is an advanced physics laboratory in which the design and execution of experiments, as well as the analysis and presentation of data and results, are emphasized. Experiments include topics in astrophysics, atomic and nuclear physics, electronics, optics, and mechanics. Lecture and Lab.

Distribution: (NS). Prerequisite: PHY 307 (with a grade "C" or better). Offered: spring.

PHY 360 - Quantum Mechanics (4)

This course is an intermediate-level introduction to quantum theory and statistical mechanics. Topics covered include the Schrödinger equation, the Heisenberg uncertainty principle, solution of the

hydrogen atom, and quantum mechanics in three dimensions. Lecture only.

Distribution: (NS). Prerequisite: PHY 307 (with a grade "C" or better). Offered: fall.

PHY 430 - Thermodynamics and Statistical Mechanics (4)

This course is an introductory course on Statistical Mechanics and Thermodynamics. These two subjects provide simple and powerful tools to study complex systems: large numbers of particles and many degrees of freedom. Topics covered include: the basics of probability theory, statistical description of mechanical systems, the laws of thermodynamics and entropy, the microcanonical and canonical ensembles, and ideal and real gases. Lecture only.

Distribution: (NS). Prerequisite: PHY 307 (with a grade "C" or better), PHY 360. Offered: fall.

PHY 451 - Physics Research (1-4)

Students with junior or senior standing choose a project in consultation with physics faculty members. Requires laboratory or computational research and a written report and oral presentation presented to and reviewed by the physics faculty. May be repeated for a total of four hours of credit. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: PHY 307 with a grade of "C" or better. Offered: fall and spring based on availability of faculty.

PHY 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.

Offered: dependent on availability of faculty.

POR - Portuguese

POR 101 - Elementary Portuguese I (4)

Beginning Portuguese with emphasis on Portuguese and Brazilian culture, as well as understanding and speaking Portuguese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Portuguese or Spanish. Students who have successfully completed two or more years of Portuguese in secondary school within the previous eight years or native speakers of Spanish may not enroll in POR 101 for credit.

POR 102 - Elementary Portuguese II (4)

Beginning Portuguese with emphasis on Portuguese and Brazilian culture, as well as understanding and speaking Portuguese in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Portuguese. POR 101 or equivalent skills is a prerequisite for POR 102. .

POR 201 - Intermediate Portuguese I (4)

Develops a greater understanding of Portuguese and Brazilian culture and everyday Portuguese, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Portuguese. POR 102 or equivalent skills.

POR 202 - Intermediate Portuguese II (4)

Develops a greater understanding of Portuguese and Brazilian culture and everyday Portuguese, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG) (NW). Prerequisite: Not open to native speakers of Portuguese. POR 102 or equivalent skills.

PSC - Political Science

PSC 100 - Introduction to Government and World Affairs (4)

Covers the essential elements of political science from a national and international perspective.

Distribution: (IG) (NW) (SS).

PSC 101 - Introduction to American Government (4)

Covers the political processes, institutions and policies of the national political system of the United States.

Distribution: (SS).

PSC 102 - Introduction to International Relations (4)

An exploration of the political, economic and social processes between and among actors in the global community.

Distribution: (IG) (NW) (SS) (W).

PSC 202 - International Political Economy (4)

Introduces the contours of the international economic system, including issues of dependency, aid, trade, multinational corporations and the politics of economic exchange.

Distribution: (IG) (NW) (SS).

PSC 206 - Contemporary Latin America (4)

This course analyzes the cultural, economic, social and political dimensions of Latin America. Focuses primarily on how several broad issues shape contemporary Latin America.

Distribution: (IG) (NW) (SS).

PSC 207 - The Urban World (4)

An overview of the causes and consequences of urbanization in the United States, Western Europe and developing countries, integrating economic, geographical, political and sociological perspectives.

Distribution: (IG) (NW) (SS).

PSC 208 - Political Networks: Travel to Washington DC (4)

This course will serve as an introduction to the politics and policymaking of a specialized policy area in the United States and will rotate each time the course is taught to a different policy area. The course has two components: a semester length class and a travel component to Washington, D.C.

Distribution: (SS). Prerequisite: Department chair approval required. Restricted to students selected through an interview process.

PSC 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. This is a prerequisite for PSC 400 level courses.

Distribution: (SS).

PSC 280 - Introduction to Peace Studies (4)

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.

Distribution: (SS) (W).

PSC 282T - Development Strategies and Projects in Africa: A Travel Course to Ghana (4)

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 and who defines it, and they explore who benefits from it. They then read about a wide range of development projects and evaluate them for 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.

Distribution: (IG) (NW) (SS) (W).

PSC 285T - Environmental Politics in the Developing World (4)

Politics is about who gets what, when, and how. This course explores the ways in which environmental policies benefit some while harming others, with a predominant emphasis on the developing world or "Global South." Through hands on data collection techniques (interviews, surveys and observation) students explore the ways particular policies designed to promote environmental protections impact individuals. We also explore how a lack of environmental protections has consequences not just for flora and fauna but for humans. Students will learn to perform a cost/benefit analysis of environmental policies that takes into account residents of the impacted area and the world.

Distribution: (IG) (NW) (SS).

PSC 290-299 - Special Studies (2-4)

Special courses that are not part of the regular PSC program are offered occasionally.

Distribution: (SS).

PSC 303 - The Politics and History of Tampa (4)

This course explores the development of political, social and economic structures of the city of Tampa since the 19th century.

Distribution: (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 305 - Nuclear Proliferation and Nonproliferation (4)

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.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 306 - Politics of the Family (4)

This course examines the interplay between politics, policy and family life. The course looks at how family and gender roles impact political involvement, as well as how public policies shape family life, gender roles and support for dependents. The course will look at the politics of family in the United States and a wide variety of countries around the world. Students will have opportunities to develop their analytical writing and research skills.

Distribution: (IG) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 307 - Law and Society (4)

What is the relationship and role of law in a society? The rule of law, through constitutions, guarantees that there are realms that are unfettered by politics. Political tolerance ensures equal access to the political process and a fair judicial process. Legitimacy, the voluntary relationship between the citizen and the state, depends on public perceptions of the law, the state and its judicial institutions. These questions will be considered in terms of topics ranging from procedural justice, economics, rights and even social movements.

Distribution: (SS). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 308 - Urban Politics and Policy (4)

Covers political processes, institutions and policies of urban political systems in the United States.

Distribution: (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 321 - The Presidency and Executive Power (4)

This course examines the scope and meaning of executive power at the national and state level of government.

Prerequisite: PSC 100 or PSC 101.

PSC 326 - Political Campaigns and Electoral Politics (4)

An exploration of the electoral process, particularly in the United States, with focus on political behavior of elites and masses.

Distribution: (SS). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 340 - The European Union (4)

This course analyzes the EU in three inter-related parts: historical and theoretical approaches to understanding the EU, institutional design of the EU, and policy making within the EU.

Distribution: (IG) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 341 - International Relations of East Asia (4)

This course examines patterns of conflict and cooperation in Northeast Asia from the perspective of competing theories of international relations. Topics include the changing regional balance of power, nuclear weapons, territorial disputes, conflicts over historical memory, alliance systems, trade relations, human rights and the role of U.S. foreign policy and military bases in the region.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 342 - The Political Economy of Latin America (4)

Examines political cultures, processes, institutions and policies in selected Latin American political systems.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 343 - Third World Political and Economic Development (4)

Examines the political and economic problems facing developing Third World states.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 345 - Politics of the Middle East and North Africa (4)

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.

Distribution: (IG) (NW) (SS). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 365 - Politics of East Asia (4)

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.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 370 - American Judicial Politics (4)

The purpose of this course is to familiarize the student with the organization of American courts, both state and federal, their role in society, the processes in practice through which judges act, and their impact on politics. We will also compare the reality of how judges behave to society's myths and expectations about how they should function as well as the limits of what can and should be expected of courts and judges. A central theme will be to analyze judges as political players who have a profound impact on the development and implementation of public policy.

Distribution: (SS). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 375 - Constitutional Law I: Institutional Powers (4)

The purpose of this course is to familiarize the student with the laws and jurisprudence of the United States government and Constitution. We will study the development of constitutional jurisprudence in a variety of areas within institutional powers (such as judicial power, legislative power, executive power, federalism, regulatory power, property rights and economic liberties) with an eye towards legal and political explanations for changes in and development of the case law.

Distribution: (SS). Prerequisite: PSC 100, PSC 101 or PSC 102.

PSC 376 - Constitutional Law II: Civil Rights and Liberties (4)

The purpose of this course is to familiarize the student with the laws and jurisprudence of the United States government and Constitution. We will study the development of constitutional jurisprudence in a variety of areas within civil rights and liberties (such as due process, obtaining evidence, right of privacy, freedom of speech, freedom of the press, freedom of religion, and equal protection) with an eye towards legal and political explanations for changes in and development of the case law.

Distribution: (SS). Prerequisite: PSC 100, PSC 101 or PSC 102 and PSC 370 or PSC 375.

PSC 390 - Field Work Intern Program (2-16)

Involves practical experience for careers related to political science and international studies. Graded on a satisfactory/unsatisfactory basis. Minimum 3.0 GPA and junior or senior standing.

Distribution: (SS). Prerequisite: PSC 270.

PSC 401 - Public Policy Analysis (4)

Studies the formulation, implementation and evaluation of public policies.

Distribution: (SS) (W). Prerequisite: PSC 270.

PSC 403 - U.S. National Security Policy (4)

Examines the process and substance of U.S. national security policy, including institutional settings and specific policy problems.

Distribution: (IG) (SS) (W). Prerequisite: PSC 270.

PSC 405 - Congress and Legislative Politics (4)

This course will examine the U.S. Congress and uses the 50 state legislatures as a basis of comparison. We will organize our discussion of Congress and legislative politics around three primary topics: representation, organization and power.

Prerequisite: PSC 270.

PSC 410 - International Law (4)

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.

Distribution: (IG) (SS) (W). Prerequisite: PSC 270.

PSC 412 - Comparative Judicial Politics (4)

This course examines courts from a comparative perspective and the variations in role, autonomy, power and accountability of courts and judges in both democratic and authoritarian regimes. Theories of judicial behavior and the impact of institutional arrangements contribute to the growing power of courts and the judicialization of politics that has occurred around the world. The course will give particular attention to the fundamental role of courts across societies including those of common, civil, Chinese and Islamic law.

Distribution: (IG) (NW) (SS). Prerequisite: PSC 270.

PSC 413-425 - Topics in Government and World Affairs (2-4)

Involves selected topics in political science. Content varies; may be repeated for credit if subject matter is not repeated.

Distribution: (SS). Prerequisite: PSC 270.

PSC 426 - Public Opinion (4)

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. This course explores public opinion's effects on contemporary society and politics.

Distribution: (SS). Prerequisite: PSC 270.

PSC 430 - Politics of Identity (4)

Examines the roles 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.

Distribution: (IG) (NW) (SS). Prerequisite: PSC 270.

PSC 444 - The Political Economy of Africa (4)

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.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 270.

PSC 446 - International Organization (4)

This course examines the role of international organizations in facilitating cooperation between states to achieve commonly held goals such as peace and prosperity. The course introduces competing theories of international organization and their applications to international organizations spanning fields such as security, trade, the environment and human rights. The course also is designed to help students develop analytical writing skills and research methods for the study of international organization.

Distribution: (IG) (NW) (SS) (W). Prerequisite: PSC 270.

PSC 450 - Independent Study (1-4)

Involves guided readings, research and criticism. Independent studies must be under the direction of a full-time PSC professor. Subject matter must be determined through student-faculty consultation.

Distribution: (SS). Prerequisite: 12 hours of government and world affairs, a minimum 3.0 GPA and PSC 270.

PSC 451 - Senior Thesis (4)

Involves a major research paper planned and written with possible publication in mind. A senior thesis must be written under the direction of any full-time PSC professor. Subject matter must be determined through student-faculty consultation.

Distribution: (SS). Prerequisite: PSC 270 and senior standing with a minimum 3.25 GPA.

PSC 455 - NGOs and Global Civil Society (4)

This course offers an overview of how nongovernmental organizations (NGOs) and other non-state actors in the international arena communicate, organize and advocate on behalf of individuals and interests that are overlooked by states, or run counter to national interests. The course will focus on how issues are framed and campaigns are waged by NGOs and advocacy networks in order to compel states or intergovernmental institutions to change behavior or policies.

Distribution: (IG) (SS). Prerequisite: PSC 270.

PSC 480 - Political Psychology (4)

An analysis of psychological perspectives of personality, information processing, and decision making as it applies to mass and elite political behavior.

Distribution: (SS). Prerequisite: PSC 270.

PSCH - Political Science Honors

PSCH 100 - Introduction to Government and World Affairs (Honors) (4)

Covers the essential elements of political science from a national and international perspective.

Distribution: (H) (IG) (NW) (SS).

PSCH 200 - American Government (Honors) (4)

Covers the political processes, institutions and policies of the national political system of the United States.

Distribution: (H) (SS).

PSCH 212 - Decision-Making in the United Nations (Honors) (2)

This course prepares students participating at the Harvard National Model United Nations (HNMUN) for competition through the use of traditional and experiential instructional methods. The course is offered to Honors students selected to serve as members of The University of Tampa delegation to the HNMUN. Because UT delegations only represent nonwestern counties at the HNMUN, students are further enriched through exposure to different cultures, customs and values.

Distribution: (H) (IG) (NW) (SS).

PSCH 265 - Revolutionary Cuba: The Politics of Culture and the Culture of Politics (Honors) (4)

In-depth analysis of Cuban culture before and after the Cuban Revolution of 1959. Consideration of current political, economic and cultural trends and their potential consequences in a post-Castro Cuba.

Distribution: (H) (IG) (NW) (SS).

PSCH 272 - Contemporary Japan (Honors) (4)

This course provides a comprehensive survey of Japanese political economy, society, and culture from the end of the Cold War to the present day. Upon completion of the course, students will travel for two weeks to Japan to visit the cities of Tokyo and Kyoto.

Distribution: (H) (IG) (NW) (SS) (W).

PSCH 282T - Development Strategies and Projects in Africa: A Travel Course to Ghana (4)

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 and who defines it, and they explore who benefits from it. They then read about a wide range of development projects and evaluate them for 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.

Distribution: (H) (IG) (NW) (SS) (W). Prerequisite: PSC 100, PSC 200 or PSC 201.

PSCH 311 - Transformation in Latin America: Pre-Incan to Modern Peru (Honors) (4)

This course offers an overview of the transformation in Latin America from Pre-Columbian civilization in the Americas, with special emphasis on Andean cultural

history and the Inca Empire, to the modern state of Peru. Upon completion of the course, students will travel to the cities of Lima and Cusco for 14 days of on-site classroom instruction and guided tours of modern political and economic institutions and archaeological sites, including the Sacred Valley of the Incas and Machu Picchu.

Distribution: (H) (IG) (NW) (SS) (W).

PSCH 345 - Roots of Modern Latin American Thought: Identity, Culture, Utopia and Revolution (Honors) (4)

The Latin American essay constitutes a unique and rich intellectual tradition that has confronted issues of race and identity, cultural expression and ideological commitment, utopian political projects and revolutionary upheavals with originality and aesthetic flair that is unmatched. This course will follow its development through the 19th and 20th centuries as a means of understanding the complexity of contemporary Latin American society and culture, and in doing so will witness from a unique vantage point the evolution and transformation of a region of the world that was the first to liberate itself from European colonialism, and that continues to recreate itself in a struggle to bring forth a unique modern civilization from the remains of conquest, genocide, revolution and globalization.

Distribution: (H) (IG) (NW) (SS) (W).

PSCH 353T - Cuba and the U.S.: Then and Now (Honors) (4)

This travel course will introduce students to the developments, past and present, that define Cuba-U.S. relations. The course will have a strong emphasis on the historical importance of José Martí, Cuba's most prominent political and literary writer. Students will learn about the conditions that lead to Castro's revolutionary movement and the deterioration of the relationship between the two countries that culminated with the U.S. embargo. Students will also study how the animosity intensified during the Cold War and post-Cold War periods, and consider how the relationship will evolve when the Castro years come to an end.

Distribution: (H) (IG) (NW).

PSY - Psychology

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.

PSY 200 - General Psychology (4)

An introduction to the basic principles of psychology.

Distribution: (SS). Offered: every semester.

PSY 201 - Psychological Assessment (4)

A study of psychometric theory with emphasis on techniques and topics in reliability and validity of psychological tests.

Distribution: (SS). Offered: every semester.

PSY 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.

Distribution: (SS). Offered: every semester.

PSY 203 - Social Psychology (4)

Introductory survey of basic concepts in social psychology including research methods, attitudes, interpersonal processes, and small group processes.

Distribution: (SS). Offered: every semester.

PSY 204 - The Great Psychologists (2)

Survey of the history of psychology by examining the ideas of leading thinkers in the 19th and 20th centuries. Detailed attention is given to original writings of psychologists such as Wilhelm Wundt, William James, John Watson, Sigmund Freud and Abraham Maslow.

Distribution: (SS). Offered: every semester.

PSY 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.

Distribution: (SS). Offered: every year.

PSY 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)

Distribution: (SS). Offered: every semester.

PSY 211 - Statistics and Experimental Methods I (4)

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.

Distribution: (SS) (W). Prerequisite: MAT 160. Offered: every semester.

PSY 219 - Biopsychology of Rehabilitation (4)

Rehabilitation psychology is area 22 of the American Psychological Association, covering the psychology of

disability and rehabilitation. This course takes an applied approach to some of the neuroscience relevant to the psychologist on a treatment and recovery team. The neuropathology of stroke, spinal cord and traumatic brain injury, pain, and chronic illness are discussed, as specific examples of neural pathways, neuroplasticity, loss of daily function, and the common comorbidities of depression and anxiety.

Distribution: (SS). Offered: every year.

PSY 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 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. Various aspects of learning including habituation, conditioned behaviors (classical/Pavlovian and instrumental/operant), theories of reinforcement and memory mechanisms are also discussed.

Distribution: (SS). Offered: every semester.

PSY 225 - The Cognition of Game Playing (4)

Game playing meets a variety of human psychological needs, such as cognitive, social, and emotional, leading every human culture to play games. Centered on the cognitive aspects of games, this course examines how humans interact with these creative endeavors. Students study how our psychology influences the games we play, and how our cognitions affect our responses to and within those games. All types of games are considered, from board games to games of chance to video games.

Distribution: (SS). Prerequisite: PSY 200. Offered: Every other year.

PSY 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.

Distribution: (SS). Offered: every other year.

PSY 230 - Theories of Personality (4)

Examines theoretical approaches to the study of human personality, including psychoanalytic, behavioral and phenomenological conceptions.

Distribution: (SS). Offered: every semester.

PSY 250 - Health Psychology (4)

Explores the area of psychology that examines psychological aspects of how individuals maintain health, become ill and respond to illness.

Distribution: (SS). Offered: every semester.

PSY 299 - Special Summer Studies (2-4)

Special courses are offered occasionally during the summer sessions.

Distribution: (SS).

PSY 303 - Abnormal Psychology (4)

A systematic presentation of concepts related to the etiology, symptoms and treatment of behavior disorders.

Distribution: (SS). Offered: every semester.

PSY 304 - The Psychology of Prejudice (4)

Prejudice, which is a negative attitude toward an individual due to his or her group membership, still exists in the modern world. And it is a problem that is even deeper than we think. It is something strongly rooted in humanity that seems to serve several fundamental psychological functions. In this course, we will explore prejudice using a scientific lens and attempt to answer some crucial questions such as the following: Why does prejudice exist? Where does it come from? What forms does it take? How has it evolved throughout history? What functions does it serve? What can we do to reduce or eliminate it?

Distribution: (SS). Offered: every year.

PSY 305 - Applied Psychology: Consumer Psychology (4)

Focuses on the application of the principles of psychology to consumer behavior.

Distribution: (SS). Offered: every year.

PSY 310 - Emerging Adulthood (4)

This course explores the developmental changes that take place during a newly documented developmental period, emerging adulthood, which spans the ages of 18 to the late 20s. Over the course of the semester, we will investigate several questions about this developmental period by turning to the psychological literature, including: (1) What does it mean to be an adult? (2) What developmental changes are taking place during the college-age years? (3) Does being an emerging adult give one a “free pass” on deviant behaviors? (4) How does the current generation of college students differ from previous generations?

Distribution: (SS). Offered: every year.

PSY 311 - Evolutionary Psychology (4)

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.

Distribution: (SS). Prerequisite: PSY 220. Offered: every year.

PSY 312 - Statistics and Experimental Methods II (4)

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.

Distribution: (SS) (W). Prerequisite: PSY 211 with a grade of "C" or better. Offered: every semester.

PSY 316 - Psychopharmacology (4)

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 overdiagnosis 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 unmedicated state are addressed.

Distribution: (SS). Prerequisite: PSY 220. Offered: every year.

PSY 317 - Development II: Adulthood and Aging (4)

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.)

Distribution: (SS). Prerequisite: PSY 210. Offered: every semester.

PSY 318 - Sensation and Perception (4)

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.

Distribution: (SS). Prerequisite: PSY 220. Offered: every year.

PSY 319 - Psychology of Personal Relationships (4)

Examines current theory and research in the field of relationships. Primary approach is social psychological, but other major theories of relationships are examined.

Distribution: (SS). Offered: every year.

PSY 330-339 - Selected Topics in Psychology (4)

A 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.

Distribution: (SS). Offered: occasionally.

PSY 399 - Careers in Psychology (1)

For psychology majors only, to be taken in student's junior year. This course is required and is offered on a pass/fail basis. The goals of the course include individual reflection on the student's personal experiences and education at UT, and preparation for life after graduation, including career possibilities and postgraduate education.

Offered: every semester.

PSY 404 - Human Sexual Behavior: Seminar (4)

A survey of the physiological, sociological and psychological aspects of human sexuality. Requires independent study project and seminar presentation.

Distribution: (SS) (W). Offered: every year.

PSY 405 - Internship in Clinical Psychology (4)

Open only to psychology majors. A supervised internship in community agencies. Admission by application to the clinical internship coordinator. May not be used to satisfy the general distribution requirements.

Prerequisite: PSY 200, PSY 201 and PSY 303, senior status and GPA in the PSY major of 3.0. Offered: fall semester.

PSY 406 - Internship in Industrial/Organizational Psychology (1-4)

Open only to psychology majors. A supervised internship in local organizations. Admission by application to the industrial/organizational internship coordinator. Graded on a pass/fail basis. May not be used to satisfy the general distribution requirements. May be repeated for credit if internship location varies.

Prerequisite: PSY 200, PSY 202 and PSY 211, and GPA in the PSY major of 3.0. Offered: every semester.

PSY 407 - Internship in Experimental Psychology (1-4)

Open only to psychology majors. 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. May not be used to satisfy the general distribution requirements. May be repeated for credit if internship location varies.

Prerequisite: PSY 200, PSY 211, PSY 220 and PSY 311, and a GPA in the PSY major of 3.0. Offered: every semester.

PSY 408 - Internship in Developmental Psychology (4)

Open only to psychology majors. Course provides opportunities in semester-long internships focusing on selected topics related to children's formal and informal learning and how programs are developed to best serve the needs of children with and without learning differences. Admission by application to the developmental internship coordinator. May not be used to satisfy the general distribution requirements.

Prerequisite: PSY 200, PSY 210, and PSY 211; junior or senior status and GPA in the PSY major of 3.0. Offered: spring semester.

PSY 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.

Distribution: (SS). Offered: every year.

PSY 414 - Understanding Childhood Disorders (4)

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.

Distribution: (SS). Prerequisite: PSY 210. Offered: every year.

PSY 415 - Contemporary Clinical Interventions (4)

This survey course will give an overview of research-supported psychological interventions in clinical psychology. We will explore the history of psychotherapy, the core components of behavioral and cognitive interventions and the “new wave” of acceptance and mindfulness-based therapies. In addition, we will discuss other contemporary developments in clinical psychology, such as transdiagnostic treatments, the use of technology to increase access to mental health care, research support for these new movements and the future direction of clinical interventions.

Distribution: (SS). Prerequisite: PSY 303. Offered: every year.

PSY 420 - Behavioral Neuroscience (4)

Surveys current knowledge of the biological bases of behavior and psychological abilities (learning and memory), diseases (Alzheimer's, Parkinson's) and disorders (anxiety, depression, PTSD). Incorporates research findings from both animal models and human neuropsychiatric cases.

Distribution: (SS). Prerequisite: PSY 220 or permission of the instructor and department chair. Recommended: PSY 311 or PSY 316. Offered: every year.

PSY 424 - Cognitive Psychology (4)

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.

Distribution: (SS). Prerequisite: PSY 220. Recommended: PSY 318. Offered: every year.

PSY 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.

Distribution: (SS). Offered: every year.

PSY 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.

Distribution: (SS). Offered: occasionally.

PSY 450 - Independent Study (1-4)

Involves independent study and Honors research on individual problems in psychology. May be repeated for credit if subject matter varies.

Prerequisite: Consent of department chair. Offered: fall and spring semesters.

PSY 451 - Senior Thesis (4)

A substantial research and writing project expected to yield a journal-ready manuscript.

Prerequisite: Senior standing, minimum 3.5 GPA, completion of 24 hours in psychology, and consent of instructor and department chair. Offered: fall and spring semesters.

QMB - Quantitative Methods in Business**QMB 210 - Business Statistics and Analytics (4)**

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.

Prerequisite: BAC 100 and MAT 160 (all COB majors are required to take MAT 225). Offered: fall and spring semesters.

QMB 380 - Advanced Managerial Statistics (4)

Building on basic statistical techniques, this course further explores managerial and business statistics. It covers multivariate regression and model building, forecasting, decision making, analysis of variance, non-parametric statistics and research design and methods. Critical thinking and problem solving skills are emphasized as students learn to evaluate various statistical models and methods. A contemporary business statistics product as well as Microsoft Excel is used to describe and analyze data. A semester project provides students with the opportunity to apply statistical concepts to business decision making. The managerial implications of each topic are provided along the way, and students have opportunities to develop on what they have learned through assignments and projects.

Prerequisite: QMB 210. Offered: spring.

QMB 500 - Statistics for Decision Makers (4)

For graduate students only. 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)

Offered: fall and spring semesters.

QMB 612 - Decision Modeling and Analysis (4)

For graduate students only. 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.

Prerequisite: Foundation courses. Offered: fall and spring semesters.

QMB 660 - Advanced Business Forecasting (4)

For graduate students only. Most business planning begins with a forecast. We cover the most helpful forecasting models, whether you are a financial analyst, an operations manager, an accountant, a marketer, a human resources manager or an entrepreneur. We use actual historical data much like the data you encounter in practice. The models are explained as procedures that you may replicate with your own data. In particular, we study moving-average, exponential smoothing, regression (simple and multiple), time-series decomposition and ARIMA models, as well as techniques for combining forecasts and data mining. We use Excel-based ForecastX, one of the most widely used forecasting software in practice.

Prerequisite: Foundation courses. Offered: May session as needed.

REL - Religion

REL 203 - The Old Testament (4)

A study of Hebrew history and literature with emphasis on historical, prophetic and wisdom writings. Distribution: (HFA).

REL 204 - The New Testament (4)

Studies the origin of early Christianity with emphasis on the canonical Gospels and Epistles. Distribution: (HFA).

REL 205 - World Religions (4)

A survey of the religions of the world other than Judaism and Christianity, such as Zoroastrianism, Islam, Hinduism, Jainism, Sikhism, Buddhism, Shinto and Daoism (i.e., Taoism).

Distribution: (HFA) (IG) (NW). Offered: Every semester.

REL 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.

Distribution: (HFA).

REL 212 - Christianity (4)

An historical and theological survey of the Christian church, beginning with the post-Apostolic age and continuing through the Protestant Reformation.

Distribution: (HFA).

REL 220 - Problems of Religious Thought (4)

A selected topics course with varying subject matter. Distribution: (HFA) (IG) (NW).

REL 288 - Chinese Yoga and Meditation (4)

An introduction to *qigong* (i.e., Chinese yoga) and Daoist (Taoist) meditation. This course has an experiential learning component: students will practice *qigong* and meditation techniques inside and outside of class. This course examines medical, martial and spiritual *qigong* and Daoist meditation forms, the connections of these forms to Chinese religion, traditional Chinese medicine, Asian martial arts and cosmology, and the history of the 20th-century *qigong* movement. Contemporary and classical readings by critical scholars and practitioners will supplement the practices. Appropriate for beginners and more advanced students. Practices will be modified for those who are physically unable to perform them.

Distribution: (HFA) (NW). Offered: May term.

REL 350 - Independent Study (1-4)

Distribution: (HFA).

SOC - Sociology

SOC 100 - Introduction to Sociology (4)

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.

Distribution: (IG) (NW) (SS).

SOC 202 - Marriages and Families (4)

This course challenges students to re-examine their values about the diversity of marriages and families in America. The class consists of an overview of the processes of family formation, maintenance and dissolution.

Distribution: (SS). Prerequisite: SOC 100.

SOC 205 - Medical Sociology (4)

This course examines the social contexts of health, illness and health care. Specifically, the class consists of an overview of the subjective experience of health and illness; the political, economic, and environmental

circumstances that impact health; and the societal forces that shape medical systems and people's responses to illness.

Distribution: (SS). Prerequisite: SOC 100.

SOC 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.

Distribution: (SS). Prerequisite: SOC 100.

SOC 214 - Sociology of Sport (4)

This course examines the social construction of sports as well as the impact of sports upon society. Specifically, the class consists of an overview of the social experience and patterning of sports; the political, economic, and environmental circumstances that impact sports; and the societal forces that shape sporting systems and events as well as people's responses to and interpretations of sports.

Distribution: (SS). Prerequisite: SOC 100.

SOC 215 - Sociology of Sexualities (4)

An exploration of sex and the interactions among and between people and institutions that form the boundaries through which sexualities are understood in the United States.

Distribution: (SS). Prerequisite: SOC 100.

SOC 240 - Childhood Socialization (4)

This course examines the social psychological development of children. Specifically, the class consists of an overview of the bio-social-psychological experiences of early human development; the processes, norms and agents that contribute to the socialization of children within specific social, historical, medical, and political contexts; and the ways societal forces shape the meaning and experience of childhood in contemporary societies.

Distribution: (SS). Prerequisite: SOC 100.

SOC 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.

Distribution: (SS). Prerequisite: SOC 100.

SOC 290-299 - Special Studies (2-4)

Special courses may be offered each year.

Distribution: (SS). Prerequisite: SOC 100.

SOC 302 - Sociology of Aging (4)

This course challenges students to consider the social issues associated with physical aging; to seek out answers to the question, "How can we improve the quality of life for older Americans?" Students can participate in an optional service learning component.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 305 - Field Work Intern Program (2-4)

Designed to provide students an opportunity to apply sociological theories and tools while serving in the community. Students spend 5-10 hours each week in supervised community service. The variable credit allows students to take two community placements, if they so desire. Graded on a satisfactory/unsatisfactory basis.

Distribution: (SS). Prerequisite: 9 hours of sociology completed at The University of Tampa with grade of "C" or higher.

SOC 306 - Racial and Ethnic Relations (4)

A comparative study of intergroup 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.

Distribution: (SS). Prerequisite: SOC 100.

SOC 307 - Families in Global Perspective (4)

This class examines the impact of globalization on family life in the U.S., other industrialized countries, and the developing world. The class consists of an overview of the relationship between globalization and work-family issues, gender, migration, poverty and inequality, and the status of women, children and the elderly.

Distribution: (IG) (NW) (SS) (W). Prerequisite: SOC 100.

SOC 308 - Sociology of Religion (4)

An examination of religion from a social scientific perspective. A sociological history of religion, major sociological theories of religion, and religion's relation to various aspects of social life and inequality (race, class, and gender) are explored.

Distribution: (SS). Prerequisite: SOC 100.

SOC 310 - Applied Sociology (4)

Demonstrates to students how sociological knowledge or research tools can be used to enhance the quality of social life. Students will delve into the varieties of applied sociology including: program evaluation and implementation, needs assessment, social impact assessment, policy analysis, focus group research and action research.

Distribution: (SS). Prerequisite: SOC 100.

SOC 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 made to eliminate it.

Distribution: (SS). Prerequisite: SOC 100.

SOC 315 - Sociology of Deviance (4)

This course examines deviance from a critical, sociological perspective. The social construction, political nature, and social control of deviance are

investigated. Major sociological theories of deviance, as well as their social policy implications, are analyzed. The development, management and cessation of deviant roles, identities, and careers are also explored.

Distribution: (SS). Prerequisite: SOC 100.

SOC 320 - Sociology of Gender (4)

Gender is explored as a central, organizing concept in society. The course focuses on the social construction of gender and the effect of gender-role differentiation on social institutions including the family, politics and the economy as well as the impact of social change and the women's movement on gender roles in contemporary society.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 325 - Clinical and Counseling Sociology (4)

Focuses on the application of a sociological perspective to the analysis, design, and implementation of interventions that assist individuals, couples, families, small groups, organizations, and communities. Primary emphasis is based upon students learning and practicing basic skills used in sociological practice.

Distribution: (SS). Prerequisite: SOC 100.

SOC 330 - Global Sociology (4)

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.

Distribution: (IG) (SS). Prerequisite: SOC 100.

SOC 344 - Sociological Theories (4)

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.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 355 - Social Statistics (4)

Statistics useful for data analysis and understanding are covered, including most nonparametric and parametric statistics that involve most bivariate and multivariate analyses.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 365 - Qualitative Research Methods (4)

This course enables students to build skills in exploratory and inductive research methods, including field work, interviewing, content analysis, and focus groups. Emphasis is placed on ethical and responsible research and data analysis methods.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 375 - Research Methods (4)

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.

Distribution: (SS) (W). Prerequisite: SOC 100.

SOC 450 - Independent Study (2-4)

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.

Distribution: (SS). Prerequisite: Completion of 20 hours of sociology, minimum 3.0 GPA, and consent of instructor.

SOC 451 - Senior Thesis (4)

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.

Distribution: (SS). Prerequisite: Completion of 28 hours of sociology, minimum 3.25 GPA, and consent of instructor.

SPA - Spanish

SPA 100 - Introduction to Practical Spanish (2)

A basic introduction to Spanish with an emphasis on the practice of speaking and listening skills. Basic grammar also is covered. May be followed by SPA 101 or SPA 110. Graded on a pass/fail basis.

Prerequisite: Not open to native speakers of Spanish. This course is open only to those students who have had no previous coursework in Spanish. .

SPA 101 - Elementary Spanish I (4)

Beginning Spanish with emphasis on Hispanic culture, as well as understanding and speaking Spanish in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Spanish or Portuguese. May not be taken after SPA 105. 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.

SPA 102 - Elementary Spanish II (4)

Beginning Spanish with emphasis on Hispanic culture, as well as understanding and speaking Spanish in practical situations. Includes practice in reading and writing.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Spanish or Portuguese. SPA 101 (or equivalent skills) is a prerequisite for SPA 102. May be taken after SPA 105 with instructor permission.

SPA 105 - Elementary Spanish Review (4)

Review of Spanish for students who have studied the language in high school for at least two years. Emphasis

on accelerated grammar and speaking. Listening comprehension, reading and writing are included.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Spanish. Can be taken after SPA 101.

SPA 121 - Spanish for Criminal Justice (4)

A basic introduction to Spanish for students who are interested in working in criminal justice and/or law enforcement. Emphasis on speaking and listening skills through the use of specialized vocabulary, simulations, paired activities, and interaction with native speakers. Cultural issues particular to the Spanish-speaking community will also be addressed.

Distribution: (HFA) (IG). Prerequisite: SPA 101 or equivalent skills. Not open to native speakers of Spanish or Portuguese. Not open to students who have previously enrolled in any SPA courses above 102.

SPA 122 - Spanish for the Medical Field (4)

A basic introduction to Spanish for students who are interested in working in the medical field. Emphasis on speaking and listening skills through the use of specialized vocabulary, simulations, paired activities, and interaction with native speakers. Cultural issues particular to the Spanish-speaking community will also be addressed.

Distribution: (HFA) (IG). Prerequisite: SPA 101 or equivalent skills. Not open to native speakers of Spanish or Portuguese. Not open to students who have previously enrolled in any SPA course above 102.

SPA 151-159 - Topics in Spanish (1-4)

Content varies.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor. May be repeated for credit.

SPA 201 - Intermediate Spanish I (4)

Not open to native speakers of Spanish. Develops a greater understanding of Hispanic culture and everyday Spanish, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Spanish. SPA 102 or/and SPA 105, three or more years of high school Spanish, or equivalent skills required for SPA 201.

SPA 202 - Intermediate Spanish II (4)

Develops a greater understanding of Hispanic culture and everyday Spanish, as well as speaking, reading and writing skills.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers of Spanish. SPA 201 or four or more years of high school Spanish, or equivalent skills required for SPA 202.

SPA 251-259 - Topics in Spanish (1-4)

Content varies. May be repeated for additional credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

SPA 300 - Advanced Spanish I (4)

Not open to students who received their secondary education in the Spanish language. Areas of emphasis in

Advanced Spanish I are oral expression, reading and vocabulary building. Areas of emphasis in Advanced Spanish II are writing, vocabulary building and grammar. Courses may be taken out of sequence.

Distribution: (HFA) (IG). Prerequisite: SPA 300 not open to native speakers. SPA 202 or equivalent, four or more years of high school Spanish (or equivalent skills).

SPA 301 - Advanced Spanish II (4)

Areas of emphasis in Advanced Spanish I are oral expression, reading and vocabulary building. Areas of emphasis in Advanced Spanish II are writing, vocabulary building and grammar. Courses may be taken out of sequence.

Distribution: (HFA) (IG). Prerequisite: Not open to native speakers. Not open to students who received their secondary education in the Spanish language. SPA 202 or equivalent, four or more years of high school Spanish (or equivalent skills).

SPA 307 - The Structure of Modern Spanish (4)

A study of the forms and syntax of Spanish. Involves training in composition and translation.

Distribution: (HFA). Prerequisite: SPA 202, four or more years of high school Spanish, equivalent skills, or consent of instructor.

SPA 311 - Commercial Spanish (4)

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.

Distribution: (HFA) (IG). Prerequisite: SPA 202 or equivalent skills.

SPA 320 - Hispanic Cinema (4)

A study of 20th-century Hispanic cinema, taking into account the historical and cultural backgrounds of the different periods with an examination of how the changing historical times affect the Spanish-language film industry. The course includes the use of critical writing to carry out a comparative analysis of films from both Latin America and Spain. Class conducted in Spanish.

Distribution: (A) (HFA) (IG). Prerequisite: One 300-level Spanish course, equivalent skills or instructor consent.

SPA 325 - Advanced Spanish Conversation through Literature and Film

This advanced conversation course consists of an integration literary readings on culture and film as it provides many opportunities to develop speaking, listening and writing skills while also focusing and engaging students in critical thinking and interpretation.

Distribution: (HFA). Prerequisite: SPA 300 or instructor consent. Not open to native speakers of Spanish.

SPA 331 - Reading Literature (4)

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.

Distribution: (A) (HFA) (IG). Prerequisite: SPA 202 or equivalent, four or more years of high school Spanish, or equivalent skills.

SPA 351-359 - Topics in Spanish (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

SPA 421 - Spanish Culture and Civilization I (4)

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.

Distribution: (HFA) (IG). Prerequisite: Two 300-level Spanish courses, equivalent skills, or consent of instructor.

SPA 422 - Latin American Civilization and Culture (4)

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.

Distribution: (HFA) (IG). Prerequisite: Two 300-level Spanish courses, equivalent skills, or consent of instructor.

SPA 431 - Spanish Literature through the Golden Age (4)

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.

Distribution: (A) (HFA) (IG). Prerequisite: Two 300-level Spanish courses, equivalent skills, or consent of instructor.

SPA 432 - Spanish Literature from the 19th Century until Today (4)

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.

Distribution: (A) (HFA) (IG). Prerequisite: Two 300-level Spanish courses, equivalent skills, or consent of instructor.

SPA 435 - Latin American Literature (4)

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.

Distribution: (A) (HFA) (IG) (NW) (W).

Prerequisite: Two 300-level Spanish courses, equivalent skills, or consent of instructor.

SPA 436 - The Latin American Novel (4)

The rise and influence of the Latin American novel in the 20th century is studied through a careful selection of representative works. Authors include Asturias, Carpentier, Cortázar, Donoso, Fuentes, García Márquez, Piglia, Peri Rossi, Poniatowska, Rulfo, Saer, Vargas Llosa and many others.

Distribution: (A) (HFA) (IG) (W). Prerequisite: Two 300-level Spanish Courses, equivalent skills or consent of the instructor.

SPA 441 - Hispanic Women Writers

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

Distribution: (A) (HFA) (IG) (W). Prerequisite: Two 300 level courses, equivalent skills, or instructor consent.

SPA 451-459 - Topics in Spanish (1-4)

Content varies. May be repeated for credit.

Distribution: (HFA) (IG). Prerequisite: Consent of instructor.

SPA 499 - Research Capstone (2)

Spanish majors with senior standing choose a research project in consultation with a full-time faculty member of the department in one of the following areas of study: linguistics, literature, second-language acquisition or cultural studies. The research and preparation of the final written product is carried out under the guidance and supervision of the faculty mentor and reviewed by the department. Graded on a satisfactory/unsatisfactory basis.

Prerequisite: Spanish majors with Senior status only. Two 400- level Spanish courses or instructor consent.

SPE - Speech

SPE 100 - Voice and Diction (4)

A course dedicated to the study of voice production, articulation, vocal expressiveness and provides an introduction to phonetics.

Distribution: (HFA). Offered: fall semester.

SPE 200 - Oral Communication (4)

Develops and improves skills in speech composition and delivery by exposure to various speech types and situations, and concentrates on poise in group speaking situations.

Distribution: (HFA).

SPE 205 - Oral Performance of Literature (4)

A course designed to develop interpretive skills, vocal range and flexibility, understanding of language, and expressiveness of voice and body in the interpretation of literary forms.

Distribution: (A) (HFA).

SPE 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.

Distribution: (HFA).

SPE 212 - Global Speech, Human Rights and Social Justice (4)

This course is designed to explore the impact of public speaking in the changing course of history in the areas of human rights and social justice. The focus of the course will be evaluation of exemplary speeches, how they were reported and received. Students will analyze speeches by human rights activists and political leaders through in-class writing assignments, discussions, analysis and research.

Distribution: (HFA) (W).

SPE 300 - Storytelling: Voice, Script and Movement (4)

This course includes practical application of ideas toward writing and performance of personal stories.

Distribution: (A) (HFA) (W). Offered: spring semester.

SPE 308 - Group Presentation and Leading Change (4)

Identifies and studies the communication characteristics and cues that set leaders apart from average speakers. Through observation, research, performance and study, students will work to understand the characteristics central to leadership and those communication patterns common to group situations and opportunities. Application will include speeches, activities, academic writing and speaking; and experimental learning opportunities that strive for transformative growth and aptitude. Students will work with leaders inside and outside the classroom.

Distribution: (HFA). Offered: as needed.

SPE 303 - Seminar in Public Performance (4)

A project-oriented course that provides guided study in areas such as oral interpretation, readers' theater, public speaking and acting.

Distribution: (A) (HFA). Offered: as needed.

SPE 310 - Interpersonal Communication (4)

This course focuses on communication in relationships. The emphasis of the course is on the application of interpersonal communication theory, research, and practical skills to everyday life. We pay particular attention to the impact interpersonal communication has on individual identity, and personal, social, and professional relationships. In

addition, this course examines trends that affect interpersonal communication in the 21st century: social diversity, the increasing number of long-distance relationships, and the influence of technology on interpersonal interaction.

Distribution: (HFA).

SPE 315 - Freedom of Speech and First Amendment Studies (4)

This advanced public speaking skills course examines the constitutional, statutory and cases affecting communication professions and individuals. Through research and performance students will analyze the historical context of free speech in the United States and international speech issues. A broad range of issues will be considered, including blasphemy, commercial speech, free press, hate speech and privacy, other contexts such as the personal dissemination of speech (i.e. Facebook, Twitter, etc.). Activities include professional presentations, class discussion and academic writing. Critical thinking and deductive reasoning will be highly utilized in this course.

Distribution: (W).

SPE 330 - 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.

Distribution: (HFA).

SPE 400 - Public Messages and Technology

This course is designed for students interested in the management of speech communication in the context of technology. Students will study the theory and practice of formulating "public" messages for the technology channel of the communication model, and specific attention will be paid to the analysis of the receivers. The formation and critical thought behind the message, the difference between classical message, popular trends, credibility, ethos, pathos, and logos in the traditional speech-making event, and the general outcome of all communication model elements as well as the integration of technology into the public speech event will be studied.

Distribution: (HFA). Offered: as needed.

SPE 425 - Persuasion, Argumentation, and Conflict Resolution (4)

This course will train students to critically evaluate argument by studying types of argumentation, debate, proof, refutation; and learn the essential skills to prepare, organize and assess persuasive statements. In addition to theory and practical strategy, students will engage in various forms of conflict resolution, as well as mock debates, negotiations, and mediation practices. Students will also gain advanced public speaking skills and learn to critically evaluate arguments in real time.

Distribution: (HFA). Offered: as needed.

SPM - Sport Management

SPM 290 - Introduction to Sport Management (3)

This course will introduce the 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.

SPM 298 - Practicum in Sport Management (2)

This course will combine classroom instruction on careers in sport, utilizing organizational charts and job descriptions from the sport industry with a variety of service learning opportunities with sport organizations in the Tampa Bay area. This class will also introduce the requirements and procedures for obtaining and registering for SPM 495 Internship in Sport Management.

SPM 385 - Media Relations and Communication in Sport (3)

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.

Distribution: (W). Prerequisite: SPM 290.

SPM 390 - Financial Issues in Sport (3)

An in-depth study of the administrative and financial policies, standards and procedures involved in the sport management profession and related fields.

Prerequisite: SPM 290, ACC 202 and ECO 204.

SPM 393 - Stadium and Arena Management (3)

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.

Prerequisite: SPM 290, ACC 202, and ECO 204.

SPM 395 - Sport Marketing/Fundraising (3)

Studies marketing, fund-raising and promotion techniques as they apply to the sports business. The course is designed to provide students with a broad and contemporary overview of the sport marketing field. This course will compare and contrast the field of sport and entertainment marketing with the practices and applications of mainstream marketing. Sport marketing is designed for students to study sport marketing theories and practical applications and principles by specifically learning about marketing information systems, pricing strategies, media relations, promotional methods and endorsements.

Prerequisite: SPM 290, ACC 202, and ECO 204.

SPM 397 - Legal Issues and Risk Management in Sport (3)

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.

Prerequisite: SPM 290 or athletic training major.

SPM 399 - European Sport Management (2-4)

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 is a travel course. Interested students enroll in an on-campus course during the spring semester and travel to Europe after the semester ends. While in Europe, the class tours sports venues, attends matches and visits historical sites. The travel component may last 10-14 days. This course examines strategic, operational, cultural and technological factors to prepare future business leaders for success in the competitive sport marketplace. The course's 4 credit hours may be substituted for SPM 475 History of the Modern Olympic Games in the sport management program.

Prerequisite: SPM 290. Offered: Periodically during spring semester.

SPM 412 - Principles of Administration for Sport and Physical Education (3)

This course will provide students with general knowledge of the most important topics involved in the management of sport. An emphasis will be placed on the process of managing including planning, organizing, implementing and controlling and relating these areas to sport-specific context. Other topic areas such as motivation, leadership, decision making, problem solving, human resource management, communication, rewards and evaluation will be addressed.

Distribution: (W). Prerequisite: SPM 290 or ESC 110.

SPM 425 - Professional Selling in Sport (3)

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.

Prerequisite: SPM 290 and 395.

SPM 475 - History of the Modern Olympic Games (4)

The Olympics are the foundation of organized sport throughout the world. This course will explore the political, social, cultural and economic impact the games have had on society. It will also examine the

administrative functions of governing bodies of professional and amateur sport across the world.

SPM 491 - Seminar in Sport Management (3)

A seminar course that serves as the capstone course in the program. This course features in depth discussion on advanced topics in sport management, multiple group projects and an emphasis on career development.

Distribution: (W). Prerequisite: SPM 290, ACC 202, ECO 204 and should be taken in a student's last semester prior to graduation.

SPM 493 - Venue and Event Management (4)

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. The course explores commonalities and differences in managing and marketing different venues and events.

Prerequisite: SPM 393.

SPM 495 - Internship in Sport Management (1-12)

Junior or senior standing with written permission of the department Chair. Offers practical experience in the sport and entertainment industry. Students can take internship for variable credit during multiple semesters but must complete 12 credit hours to graduate from the SPM program. Once the 12 credit hours are earned students are not permitted to take additional internship hours for elective credit.

Prerequisite: Permission of Instructor.

SPT - Spanish Literature in English Translation

SPT 250 - Spanish Literature in English Translation (4)

Distribution: (A) (HFA). Prerequisite: Prerequisites. A study of selected masterpieces of Spanish literature. Course and readings are in English.

SPT 251 - Latin American Literature in English Translation (4)

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.

Distribution: (A) (HFA) (NW).

SPTH - Spanish Literature in English Translation Honors

SPTH 251 - Latin American Literature in English Translation Honors (4)

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

Distribution: (NW) (A).

THR - Theatre

THR 101 - Improvisation for the Theatre (3)

This course provides an introduction to creative dramatics as a means for developing 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.

Distribution: (A) (HFA/ST).

THR 120 - Introduction to Theatre (4)

This course provides an introduction to the workings of global, multicultural theatrical production. An examination of the functions of all theatrical production collaborators. A survey of a selection of performance production styles and genres. Students will read significant production texts, view representative media and create low-tech, small-scale production projects in writing, design, directing or performance that activate the concepts and principles of production processes.

Distribution: (A) (HFA) (IG) (NW).

THR 175 - Ethical Questions and Modern Drama (4)

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 and 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.

Distribution: (A) (HFA).

THR 200 - Movement for the Actor (3)

Course that provides the fundamentals of stage movement with the usage of the voice in performance, help students master the physicalization of emotion and physical character building.

For THR/MTR majors only

Distribution: (A) (HFA). Offered: spring semester.

THR 201 - Acting I for Majors (3)

A studio/performance-oriented course that introduces the craft to acting. Teaches basic technique and develops skills of relaxation, observation and concentration using exercises, improvisation, monologues and scene work. Required for majors/minors.

Distribution: (A) (HFA/ST). Prerequisite: THR 101 and 200. Offered: fall semester.

THR 202 - Acting II for Majors (3)

This studio/performance-oriented course provides training and experience in stage performance for students with initial expertise in the craft of acting. Course emphasis is on monologue or scene preparation and performance. Required for majors.

Distribution: (A) (HFA/ST). Prerequisite: THR 201. Offered: spring semester.

THR 204 - Acting I for Non-Majors (3)

A studio/performance-oriented course that introduces 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/MTR students.

Distribution: (A) (HFA/ST).

THR 214 - Fine Arts and Brain Compatible Learning Environments (4)

For 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 in which learning environments are conducive to optimal brain functions. Learners will also expand their personal connection to, and involvement with, the fine and performing arts.

Distribution: (HFA). Offered: fall and spring semesters.

THR 235 - Censorship vs. Free Expression: Mapping the Battle between Moralists and Performing Artists (4)

Today there is greater access to art and ideas-via television, film, CD, DVD, and internet-then at any time in history. This course is designed to help students think critically about some of the issues regarding censorship and suppression of artistic expression in present and past societies. Students will attempt to respond to the conflicting perspectives that exist in any passionate debate about what is good and what is just for society.

Distribution: (HFA). Offered: fall and spring semesters.

THR 240 - Theatre Participation (0-1)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in musical theatre or theatre. May be repeated for credit.

Distribution: (A) (HFA). Offered: fall and spring semesters.

THR 241 - Musical Participation (0-1)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in musical theatre or theatre. May be repeated for credit.

Distribution: (A) (HFA). Offered: fall and spring semesters.

THR 242 - Cabaret Participation (0-1)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major in musical theatre or theatre. May be repeated for credit.

Distribution: (A) (HFA).

THR 243 - Studio Theatre Participation (0-1)

Requires audition and/or interview. May be used to fulfill the performance credit requirement for the major

in musical theatre or theatre. May be repeated for credit.

Distribution: (A) (HFA/ST).

THR 244 - Logos: Spoken Word Performance Ensemble (0-1)

Students will audition for, rehearse, and perform a one-to-two-hour theatrical production where the text is comprised of some work or works of literature — verse or prose. May be used to fulfill performance credit requirement for the major in theatre. Requires audition and/or interview. May be repeated for credit.

Distribution: (A) (HFA/ST).

THR 245 - Technical Theatre (1)

Provides practical onstage and backstage experience. May be repeated for credit. Required for the major in musical theatre and theatre.

Distribution: (A) (HFA). Offered: fall and spring semesters.

THR 246 - Stage Management and Design (1)

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.

Distribution: (A) (HFA). Prerequisite: THR 245. Offered: spring semester.

THR 253 - Survey of World Theatre (4)

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. Distribution: (A) (HFA) (W). Offered: fall semester.

THR 254 - Survey of World Theatre II (4)

Introduces the student to the art of theatre as it evolved from the 17th century. 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.

Distribution: (A) (HFA) (IG) (NW) (W). Offered: spring semester.

THR 260 - Creative Dramatics (3)

This studio/performance course is designed to expand your experience in and your knowledge of the various approaches, techniques and skills associated with structured but informal drama experiences called Creative Drama. Through readings, in-class activities, discussion, lesson planning, in-class teaching, performances and written reflection, you will have the opportunity to develop a practical understanding of how creative drama group work is used with all levels and ages of participants in a wide variety of contexts.

Distribution: (A) (HFA/ST).

THR 275 - The Dangerous Stage: Performance as Revolution (3)

This course explores the ways in which theatre has historically been used to advance political and social change. A range of plays will be studied for their revolutionary effect, starting with the ancient Greek tragedy and ending with contemporary American drama. We may attend performances of socially significant plays in the Tampa Bay area. Also, theatre companies that seek to challenge authority and who are denied equal voice in their communities will be examined. The course will culminate in an experiential learning activity in which students will create and perform theatre pieces in public, on-campus settings.

Distribution: (A)(HFA)(IG).

THR 282-289 - Modern Drama (4)

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.

Distribution: (A) (HFA) (W). Offered: every other year.

THR 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.

Distribution: (HFA).

THR 301 - Acting III for Majors (3)

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.

Distribution: (A) (HFA/ST).

THR 302 - Career Development for the Actor (3)

A practicum course for theatre majors with a focus on audition preparation and performance, and the business techniques required to market oneself for a career in the Theatre.

Distribution: (A) (HFA/ST).

THR 303 - Seminar in Public Performance (0-4)

Seminar course that 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.

Distribution: (A) (HFA). Prerequisite: 8 or more hours of theatre and/or speech courses, or consent of instructor.

THR 304 - Acting II for Non-Majors (3)

This studio/performance-oriented course provides continued training for students with basic understanding of the craft of acting. Courses emphasis is on monologue and/or scene preparation and performance. Open to all non-THR/MTR students.

Distribution: (A) (HFA/ST). Prerequisite: THR 204 or consent of the instructor.

THR 308 - Development of Musical Theatre (3)

Students study significant developments in the history of musical theatre as a distinct art form, including the artists who contributed to musical theatre and significant works from the repertory. May not be repeated for credit.

Distribution: (A) (HFA). Offered: spring semester, every other year.

THR 309-311 - Advanced Drama (4)

At least one survey course (ENG 201, 202, 206, 207, 208, or 209) or permission of instructor. Studies include Elizabethan, Restoration or contemporary drama. May be repeated if content varies.

Distribution: (A) (HFA) (W). Prerequisite: FYW 101 and 102. Offered: at least every other year.

THR 315 - Advanced Acting Workshop (3)

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.

Distribution: (A). Prerequisite: THR 301 or consent of instructor.

THR 320 - Play Analysis (4)

Course emphasis is on play analysis that addresses structure, plot and theme, interpretation, application of director concept, theatrical convention and production technique. Students are required to create a directorial study/analysis of a specific play. Required for the major in musical theatre and theatre.

Distribution: (A) (HFA) (W).

THR 330-332 - Special Topics in Theatre (2-4)

Offers 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.

Distribution: (HFA).

THR 401 - Acting Shakespeare (3)

A studio/performance-oriented acting course that provides for training, analysis and experience with the performance of the works of Shakespeare and his contemporaries. Emphases are on acting techniques, monologue presentation, and scene study performance.

Distribution: (A) (HFA/ST).

THR 402 - Advanced Acting Styles (3)

An advanced studio performance-oriented course that provides exercises and performance techniques with a focus on historical periods and performance. Emphases include research of the period, manners and conventions, language and physicality.

Distribution: (A) (HFA/ST).

THR 420 - Survey of Dramatic Literature (4)

This intensive survey course requires students to engage in deep critical engagement with recognized masterworks of the contemporary stage, to examine the history of their significant productions, to analyze the socio-political and cultural contexts that contributed to their literary creation and their staged interpretations. The course employs a dramaturgical approach to uncovering evolving theories of and ways of thinking about theatre.

Distribution: (A) (HFA). Prerequisite: THR 320 or consent of instructor.

THR 425 - Directing (3)

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.

Distribution: (A) (HFA) (W). Prerequisite: THR 320 or consent of the instructor. Offered: spring semester as needed.

THR 448 - Theatre Senior Capstone Project (1)

A studio/performance course designed for graduating students with a major in theatre, and intended to demonstrate their development as performers and theatre artists. In this course students will devise and present a group capstone project as a showcase of their skills and performance abilities for industry professionals. This capstone project serves as a means for career development. All theatre majors will be required to enroll in this course for the completion of their program of study.

Distribution: (HFA/ST).

WRI - Writing

WRI 200 - Introduction to Creative Writing (4)

An introduction to the forms and techniques of creative writing, with opportunities to write poetry, fiction and drama or creative non-fiction. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Offered: every year.

WRI 210 - Writing as a Means of Self-Discovery (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Offered: every spring and every other fall semester.

WRI 212 - Memoir and Autobiography (4)

In this course students both study and practice the literary genre of memoir/autobiography. Students will read and analyze outstanding examples of this genre, learn narrative writing techniques, and then write their own substantial autobiographical narratives.

Distribution: (HFA). Prerequisite: AWR 101 and AWR 201.

WRI 220 - Writing for Online Audiences (4)

The course examines the many types and uses of online writing from a rhetorical (that is, audience- and purpose-oriented) perspective. Students will be asked to research, reflect on, and compose in multiple online genres, including blogs, social networking environments, wikis, content management systems, and standalone websites. The final result will be an online portfolio of each student's writing that reflects rhetorical awareness of audience, purpose, and production for online readers.

Distribution: (HFA) (W).

WRI 230-239 - Special Topics (1-4)

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, science writing, photojournalism, unblocking writer's block and writing for the stage. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (HFA) (W).

WRI 240 - Writing Drama (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W).

WRI 242 - Publication Editing and Design (2-4)

This course is primarily intended to introduce students to basic publication and editing techniques used in print and online publications. Course content will cover publication design, editing, following a style guide, use of images and text, ethical issues, publication management, and various technologies used in the publishing industry.

Prerequisite: AWR 101 and AWR 201.

WRI 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.

WRI 247 - Dramatic Writing for Radio and Alternative Performance (4)

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 distribution requirements.

Distribution: (W).

WRI 250 - Poetry Writing I (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Offered: every year.

WRI 260 - Fiction Writing I (4)

Techniques of writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Offered: every year.

WRI 274 - Creative Nonfiction (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Offered: every year.

WRI 281 - Technical Writing (4)

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 distribution requirements.

Distribution: (W). Prerequisite: AWR 101. Offered: every year.

WRI 301 - Biography and Historical Narrative (4)

This course examines the art of telling nonfiction stories set in the past with a special emphasis on biography. Students read a wide variety of successful examples, learn historical research skills, and practice literary and narrative techniques to create their own biographical/historical work.

Distribution: (HFA). Prerequisite: AWR 101 and AWR 201.

WRI 350 - Poetic Forms (4)

This course is designed to introduce poets to questions of poetic form, the prime physical and emotional constituent of poetic meaning. We will build on our knowledge of basic elements of writing and reading poetry and enhance our understanding of poetry by studying forms in all its contexts. Students

will engage in close readings of poems as well as critical analysis about poetics.

Distribution: (A) (HFA) (W). Prerequisite: AWR 101, AWR 201 and WRI 250.

WRI 351 - Poetry Writing II (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Prerequisite: WRI 250 or WRI 350, or consent of instructor. Offered: every year.

WRI 352-359 - Special Topics in Writing (1-4)

Advanced study of one or more specialized writing genres and/or techniques. Topics may vary but may include new journalism, memoir and biography, advanced editorial practice, and other creative and professional writing topics.

Prerequisite: 8 credit hours of WRI or consent of instructor.

WRI 361 - Fiction Writing II (4)

Advanced techniques for writing imaginative fiction. May be repeated for advanced credit with portfolio by permission of instructor. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Prerequisite: WRI 260, or consent of instructor. Offered: every year.

WRI 362 - Multigenre Creative Writing Seminar (4)

A workshop/seminar for advanced creative writing students involving prose, poetry, and 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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Prerequisite: One of the following: WRI 247, WRI 250, WRI 260 or WRI 274, or consent of instructor. Offered: as needed.

WRI 365 - Fiction Forms (4)

A studio writing course introducing students to a variety of recognized structural elements used in literary narrative, from classic and historical to contemporary. Readings include fiction, critical background, and commentary on the uses of forms for practical purposes. Students write an array of assignments in selected forms.

Distribution: (A) (HFA/ST) (W). Prerequisite: AWR 101 and AWR 201 and either WRI 200 or WRI 260 or permission of the instructor.

WRI 374 - Narrative Nonfiction (4)

In this upper-level workshop students study and practice telling compelling true stories. (Writing about others is emphasized, rather than memoir.) Elements of this craft include reporting and research, as well as

narrative techniques: creating scenes, rendering dimensional characters, writing with voice and vivid description, and choosing the right story structure. Readings, contemporary and classic, vary in length from magazine articles to books. Shorter writing assignments build to the final project: a substantial (25- to 30-page) nonfiction narrative.

Distribution: (W). Prerequisite: AWR 101, AWR 201, and WRI 274; or permission of instructor. .

WRI 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 distribution requirements.

Prerequisite: AWR 101 and AWR 201, or permission of instructor. .

WRI 385 - Information Design (4)

This course introduces students to a variety of approaches for designing print-based documents through the application of rhetorical and design principles. This course consists of tutorials as well as hands-on studio workshops using various software products and culminates with a portfolio of students' design projects. The course may include opportunities to develop creative projects for professional clients. May not be used to satisfy general distribution requirements.

Distribution: (A)(HFA).

WRI 450 - Seminar in Poetry Writing (4)

Advanced training in poetry writing, as well as directed reading and discussion of modern poetry. May be used to satisfy general distribution requirements if not used for the writing major. May be repeated for advanced credit with portfolio by permission of instructor.

Distribution: (A) (HFA). Prerequisite: One of WRI 250 or WRI 351, or consent of instructor. Offered: every other year.

WRI 455-459 - Directed Poetry Writing (1-4)

Individual advanced training and supervision of poetry writing. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (HFA). Prerequisite: WRI 450 or consent of instructor.

WRI 460 - Seminar in Fiction Writing (4)

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 distribution requirements if not used for the writing major.

Distribution: (A) (HFA) (W). Prerequisite: WRI 260 or WRI 361, or consent of instructor. Offered: every other year.

WRI 465-469 - Directed Fiction Writing (1-4)

Involves individual advanced training and supervision of fiction writing. May be used to satisfy general distribution requirements if not used for the writing major.

Distribution: (HFA). Prerequisite: WRI 460 or consent of instructor.

WRI 470-479 - Topics in Nonfiction (4)

This course will develop writing, editing, and reading skills. Students will hone the art of nonfiction narrative while minimizing distortion or misrepresentation. Students will learn to identify strengths and weaknesses in their own writing and in other writing. Students will learn to recognize the importance of truth and reportorial techniques that characterize nonfiction.

Distribution: (HFA). Prerequisite: One of the following: WRI 274, WRI 351, WRI 361, or WRI 362.

WRI 485-489 - Directed Professional Writing (1-4)

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 distribution requirements.

WRI 490 - Writing Internship (1-10)

Open only to juniors and seniors. An internship that involves closely supervised on-the-job training in career writing. May be repeated for a maximum of 10 semester hours of credit, four 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 distribution requirements.

Prerequisite: 3.0 GPA or higher and consent of faculty adviser and department chair.

- MFA in Creative Writing Term One (Residency and Tutorial Period) (12 credits)

A 10-day residency initiates term one, with program faculty delivering formal talks on elements of craft, as well as seminars on aesthetic issues and works from the literary canon. Students participate in faculty-guided genre and mentee workshops, and discussion sessions. They also attend readings and lectures by guest faculty and visiting writers and talks by editors and publishers. Assigned readings focus on principles of craft and techniques appropriate to the genre, providing the opportunity for deeper analysis from a writer's point of view and a broader understanding of literary traditions.

The residency is followed by a five-month tutorial period with four submissions, at prescribed intervals, of original creative writing and annotations on readings. These submissions are critiqued by the faculty mentor. The nature and direction of the reading and writing projects during the tutorial period are planned and agreed upon during the residency through individual conferences with the faculty mentor, and are tailored to the specific needs of the student.

- MFA in Creative Writing Term Two (Residency and Tutorial Period) (12 credits)

Term two extends the student's accomplishments in term one and begins with a 10-day residency. In plenary sessions and smaller group settings, program faculty offer presentations on elements of craft, as well as seminars on aesthetic issues and works from the literary canon, often involving pertinent concerns across genres. Students participate in faculty-guided genre workshops, small group sessions with mentors, individual conferences and more general discussion sessions. They also attend readings and lectures by guest faculty and visiting writers and talks by editors and publishers. As in term one, assigned readings focus on principles of craft and techniques appropriate to the genre and the development of the writing life, providing the opportunity for deeper analysis of works from a writer's point of view and a broader understanding of literary traditions. Each term two student also assumes a more central role in seminars by serving as respondent in at least one session.

The term two residency is followed by a five-month tutorial period with four submissions, at prescribed intervals, of original creative writing and annotations on readings. These submissions are critiqued by the faculty mentor. The nature and direction of the reading and writing projects during the tutorial period are determined by a plan of study worked out by the student and faculty mentor during the residency. Each plan is tailored to build upon work thus far accomplished, as well as to address the specific needs and interests of the student.

- MFA in Creative Writing Term Three (Residency and Tutorial Period) (12 credits)

Term three begins with a 10-day residency, with activities similar to those outlined above. But in addition to the residency program, and a leadership role as an advanced respondent in a workshop or presentation, students attend a seminar on writing critical essays in preparation for the subsequent tutorial period focused on the writing of an extended critical essay (25 pages). With his or her faculty mentor, each student agrees upon an appropriate topic for the critical paper, as well as supporting readings and a schedule of draft submissions that will occur during the tutorial period. The completed critical paper is due at the end of the tutorial period. The student also submits drafts of original work and annotations in accordance with the negotiated plan of study.

- MFA in Creative Writing Term Four (Residency and Tutorial Period, followed by the culminating fifth residency) (12 credit)

Term four is the culmination of the program and starts with a 10-day residency, with activities similar to those outlined above. Each student takes on additional responsibilities as senior respondent in a residency session, but special emphasis is placed on preparation for teaching a graduating student seminar during the culminating residency and on completing the graduate thesis manuscript. Part of the tutorial period plan of study includes approval and signing of a thesis plan with a thesis director and a second faculty reader, as well as approval of the student's culminating residency seminar topic. Term four students attend a pedagogy workshop to aid them in the preparation of the seminar each will conduct during the culminating residency.

Term four students attend a fifth, capstone residency at which they present a graduate seminar, present their thesis (a minimum of 125 pages of fiction or nonfiction, 55 pages of poetry) and their annotated bibliography, give a public reading of original work and complete all required program documentation.

WST - Women's and Gender 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.

Distribution: Humanities and Fine Arts.

WST 290-299 - Special Topics (4)

A study of women's and gender issues and topics from a variety of disciplines, aspects and approaches. May be repeated if content varies.

Distribution: (HFA).

WST 360-369 - Special Topics

An advanced study of women's and gender issues and topics from a variety of disciplines, aspects and approaches. May be repeated if content varies.

WST 383 - Women's Studies (4)

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.

Distribution: (W) (SS).

Academic Calendar

2017-2018 University Year

Fall Semester 2017

March 30-Aug. 25	Fall registration.	Oct. 26, Thursday	Deadline for graduation candidate names to appear in the December Commencement program.
Aug. 23, Wednesday	New international students arrive.	Oct. 30, Monday	Last day for federal financial aid return of funds.
Aug. 24, Thursday	Residence hall check-in for new students.	Oct. 31, Tuesday	Last day to withdraw from second 7-week classes with 50% tuition and fee credit (fees non-refundable).
Aug. 24-25, Thursday-Friday	Final registration and payment.	Nov. 2, Thursday	Registration for spring begins for continuing students.
Aug. 25, Friday	Residence halls open for continuing students, 9 a.m.	Nov. 6, Monday	Last day to withdraw from 14-week classes.
Aug. 28, Monday	Classes begin.	Nov. 14, Tuesday	Last day to withdraw from second 7-week classes.
Sept. 3, Sunday	Deadline to drop/add classes with 100% tuition credit. Last day to declare pass/fail or audit.	Nov. 22-Nov. 26, Wednesday-Sunday	Thanksgiving vacation (begins after last evening class on Tuesday, Nov. 21).
Sept. 4, Monday	No classes, Labor Day.	Nov. 27, Monday	Classes resume.
Sept. 5, Tuesday	Schedule change fee (\$25) instituted; withdrawals ("W") appear on transcript.	Dec. 9, Saturday	Last day of classes.
Sept. 15, Friday	Last day to withdraw from 7- and 14-week classes with 50% tuition credit (fees non-refundable).	Dec. 11-14, Monday-Thursday	Final exams.
Sept. 26, Tuesday	Last day to withdraw from first 7-week classes.	Dec. 14, Thursday	Semester ends.
Oct. 6-7, Friday-Saturday	Family Weekend.	Dec. 15, Friday	Residence halls close for all students except graduating seniors, 11 a.m.
Oct. 16, Monday	First 7-week classes end.	Dec. 16, Saturday	Commencement.
Oct. 18, Wednesday	Second 7-week classes begin.	Dec. 17, Sunday	Residence halls close for graduating seniors, 11 a.m.
Oct. 20, Friday	Summer incomplete ("I") grades not resolved become "F"s.	Dec. 18, Monday	Fall semester final grades are due from faculty before midnight.
Oct. 24, Tuesday	Last day to add and drop second 7-week classes with 100% tuition and fee credit. Last day to declare pass/fail or audit for second 7-week classes.	<h3>Winter Intersession 2018</h3>	
		Jan. 1, Monday	New Year's Day. No classes.
		Jan. 2, Tuesday	Classes begin.
		Jan. 3, Wednesday	Last day to add or drop classes with 100% tuition credit.
		Jan. 4,	Schedule change fee (\$25) instituted;

Thursday	"W" on transcript.
Jan. 6, Saturday	Monday classes meet to make up for holiday.
Jan. 9, Tuesday	Last day to withdraw from classes.
Jan. 12, Friday	Classes end.
Jan. 15, Monday	Winter final grades are due from faculty before midnight.

Spring Semester 2018

Jan. 10, Wednesday	New international students arrive.
Jan. 11, Thursday	Residence halls open for new students. Final registration and payment.
Jan. 12, Friday	Residence halls open for continuing students, 9 a.m.
Jan. 15, Monday	No classes, Dr. Martin Luther King Jr., Day.
Jan. 16, Tuesday	Classes begin.
Jan. 22, Monday	Deadline to drop/add classes with 100% tuition credit. Last day to add or to declare pass/fail or audit.
Jan. 23, Tuesday	Schedule change fee (\$25) instituted; withdrawals ("W") appear on transcript.
Feb. 5, Monday	Last day to withdraw from 14-week classes with 50% tuition credit (fees non-refundable).
Feb. 19, Monday	Last day to withdraw from first 7-week classes.
Feb. 26, Monday	Registration for summer begins.
March 4-11, Sunday-Sunday	Spring break (begins after last class on Saturday, March 3).
March 12, Monday	First 7-week classes end.
March 13, Tuesday	Second 7-week classes begin.
March 16, Friday	Fall incomplete "I" grades not resolved become "F"s.
March 19, Monday	Last day to drop/add second 7-week classes at 100% tuition credit. Last day to declare pass/fail or audit for second 7-week classes.

March 24, Saturday	Deadline for graduation candidate names to appear in the May Commencement program.
March 26, Monday	Last day to withdraw from 14-week classes. Last day for 50% tuition credit on second 7-week classes. Last day for federal financial aid return of funds.
March 29, Thursday	Registration begins for fall continuing students.
April 9, Monday	Last day to withdraw from second 7-week classes.
April 30, Monday	Last day of classes.
May 1-4, Tuesday-Friday	Final exams.
May 4, Friday	Semester ends.
May 5, Saturday	Commencement. Residence halls close for all students except graduating seniors, 11 a.m. Residence halls close for graduating seniors, 11 a.m.
May 6, Sunday	
May 7, Monday	Spring semester final grades are due by faculty before midnight.

May Term 2018

May 4, Friday	Last day to add classes, 3 p.m.
May 7, Monday	Classes begin.
May 8, Tuesday	Last day to drop classes with 100% tuition credit.
May 9, Wednesday	Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.
May 14, Monday	Last day to withdraw from classes.
May 18, Friday	Classes end.
May 21, Monday	Final grades are due by faculty before midnight.

Summer Executive MBA Term 2018

May 12, Saturday	Classes begin.
May 17, Thursday	Last day to add or drop classes with 100% tuition credit.
May 18, Friday	Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.
May 31, Thursday	Last day to withdraw with 50% tuition credit.
Aug. 4, Saturday	Last day of term.
Aug. 13, Monday	Final grades are due from faculty before midnight.

Summer Session I 2018

May 17, Thursday	Final registration and final payment for all students.
May 21, Monday	Classes begin (summer session I and 12-week session).
May 23, Wednesday	Last day to add or drop classes with 100% tuition credit. Last day to declare pass/fail or audit.
May 24, Thursday	Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript. Last day to withdraw from classes with 50% tuition credit (fees non-refundable).
May 28, Monday	No classes, Memorial Day.
June 1, Friday	Monday classes meet to make up for Memorial Day holiday.
June 11, Monday	Last day to withdraw from classes.
June 28, Thursday	Classes end.
July 2, Monday	Final grades are due from faculty before midnight.

Summer Session II 2018

June 28, Thursday	Final registration and final payment for all students.
July 2,	Classes begin.

Monday	
July 4, Wednesday	No classes for July 4 holiday.
July 5, Thursday	Last day to add or drop classes with 100% tuition credit.
July 6, Friday	Wednesday classes meet to make up for July 4 holiday. Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.
July 9, Monday	Last day to withdraw from classes with 50% tuition credit (fees nonrefundable).
July 23, Monday	Last day to withdraw from classes.
Aug. 11, Saturday	Classes end. Degree conferral.
Aug. 13, Monday	Final grades are due from faculty before midnight.

Summer 12-Week Session 2018

May 17, Thursday	Final registration and final payment for all students.
May 21, Monday	Classes begin (summer session I and 12-week session).
May 28, Monday	No classes, Memorial Day.
May 29, Tuesday	Last day to add or drop classes with 100% tuition credit.
May 30, Wednesday	Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.
June 1, Friday	Monday classes meet to make up for Memorial Day holiday.
June 11, Monday	Last day to withdraw from classes with 50% tuition credit (fees nonrefundable).
June 28, Thursday	Winter and Spring "I" grades not resolved become "F"s.
July 4, Wednesday	No classes for July 4 holiday.
July 6, Friday	Wednesday classes meet to make up for July 4 holiday.
July 16, Monday	Last day to withdraw from classes.
Aug. 11, Saturday	Classes end. Degree conferral.

Aug. 13, Monday Final grades are due from faculty before midnight.

Summer Graduate Education Term 2018

June 4, Monday Classes begin.

June 6, Wednesday Last day to drop summer graduate education courses with 100% tuition credit for courses meeting week one. Subsequent weeks will have the option to drop with 100% tuition credit on the deadline of the Tuesday of the week the course is meeting.

June 7, Thursday Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.

July 2, Monday Last day to withdraw from classes.

July 27, Friday Last day of term.

July 30, Monday Final grades are due from faculty before midnight.

Low-residency MFA Academic Calendar

Low-residency MFA January Term 2018

Jan. 4, Thursday Classes begin. First day of residency.

Jan. 5, Friday Last day to drop classes with 100% tuition credit.

Jan. 8, Monday Last day to withdraw from classes with 50% tuition credit (fees non-refundable).

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

Jan. 13, Saturday Residency ends.

March 15, Thursday Last day to withdraw from classes. Incomplete grades not resolved become "U"s.

June 8, Friday Last day of term.

June 15, Friday Final grades due from faculty before midnight.

Capstone January Term 2018

Jan. 4, Thursday First day of residency.

Jan. 5, Friday Last day to drop classes with 100% tuition credit.

Jan. 13, Saturday Last day of term. Residency ends.

Low-residency MFA June Term 2018

June 14, Thursday Classes begin. First day of residency.

June 15, Friday Last day to drop classes with 100% tuition credit.

June 18, Monday Last day to withdraw from classes with 50% tuition credit (fees non-refundable).

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

June 23, Saturday Residency ends.

Sept. 15, Saturday Last day to withdraw from classes. Incomplete grades not resolved become "U"s.

Nov. 15, Thursday Last day of term.

Nov. 29, Thursday Final grades due from faculty before midnight.

Capstone June Term 2018

June 14, Thursday First day of residency.

June 15, Friday Last day to drop classes with 100% tuition credit.

June 23, Saturday Last day of term. Residency ends.

Nonprofit Management Academic Calendar

Nonprofit Management Fall Term 2017

Aug. 9, Wednesday Classes begin.

Aug. 10, Thursday Last day to drop classes with 100% tuition credit.

Aug. 11, Friday Schedule change fee (\$25) instituted for withdrawing; withdrawals ("W") appear on transcript.

Oct. 24, Tuesday	Last day of term.
Oct. 30, Monday	Final grades due from faculty before midnight.

Nonprofit Management Spring Term 2018

Jan. 3, Wednesday	Classes begin.
Jan. 4, Thursday	Last day to drop classes with 100% tuition credit.
Jan. 5, Friday	Schedule change fee (\$25) instituted for withdrawing; withdrawals (“W”) appear on transcript.
Mar. 20, Tuesday	Last day of term.
Mar. 26, Monday	Final grades due from faculty before midnight.

Nonprofit Management Summer Term 2018

May 9, Wednesday	Classes begin.
May 10, Thursday	Last day to drop classes with 100% tuition credit.
May 11, Friday	Schedule change fee (\$25) instituted for withdrawing; withdrawals (“W”) appear on transcript.
July 24, Tuesday	Last day of term.
July 30, Monday	Final grades due from faculty before midnight.

College of Arts and Letters

Humans are 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 6 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 and Design

Faculty: Associate Professor Valle, Chair; Professor King; Associate Professors Bacci, Frorup, Scherer; Assistant Professors Johnson, McCullough.

The art program at The University of Tampa is a challenging course of study and practice built upon fundamental principles designed to develop students' technical skills, advance visual literacy, stimulate intellectual curiosity, sharpen aesthetic conceptualization and expand one's ability to think critically.

Students enter the program as Bachelor of Arts (B.A.) or pre-Bachelor of Fine Arts (BFA) majors, where they join other like-minded artists enrolled in a demanding Foundations Program. Regardless of their intended area of concentration, the foundation coursework explores the principles upon which all further coursework is grounded. Next, students are exposed to the Studio Core that introduces them to the major media (drawing, painting, ceramics, sculpture, printmaking, photography).

What is the difference between the B.A. and BFA?

The B.A. is designed to expose students to a demanding but more broadly based curriculum in visual arts with a secondary area of concentrated study. As a traditional liberal arts degree, the B.A. affords students the ability to complement their artistic education with an additional concentration in business, social or natural sciences, humanities or other fine arts disciplines and areas of specialization.

The BFA is a professionally oriented degree that provides comprehensive and rigorous training in visual concept development and professional studio practice. For completion of the BFA degree, students are required to take purposefully sequenced upper level

studio courses culminating in the production of a mature, cohesive body of work showcased in a culminating senior exhibition. Special emphasis is given to helping students develop long-range professional goals through art practicums and service learning experiences. Students pursuing a professional career in art or advanced studies (Master of Fine Arts) normally select the BFA, as it is often considered the foundation of graduate-level work.

The BFA is a highly selective, invitation-only degree program. Students can declare a BFA degree when they enter UT. It is listed as "Pre-BFA in Art" until they are deemed "BFA Proficient" during the portfolio review in Art 398. After the review has been completed, the department chair provides students with a letter describing their assessment and recommending a degree path for their success. If students are endorsed for the BFA, the registrar will be notified and "BFA Proficient" will be recorded on their transcript. Students must have this proficiency to graduate with a BFA in Art.

Students concentrating in art history must prepare a senior thesis paper based on research completed in a prior class (or classes), and a pass comprehensive exam tailored to their individual disciplinary strengths.

Art & Design

Art Major - BFA Degree Program

Degree Requirements

Requirements for a major in studio art:

Foundations:		
ART 102	Foundations: Drawing	4
ART 103	Foundations: Materials & Methods	2
ART 104	Foundations: 2-D Design	4
ART 105	Foundations: 3-D Design	4
ART 210	Foundations: Digital Media	4

Subtotal: 18

Studio Core: Four of the following:

ART 2XX	Any 200-level Drawing Course	4
ART 2XX	Any 200-level 3-D Course	4
ART 2XX	Any 200-level Painting Course	4
ART 2XX	Any 200-level Printmaking Course	4
ART 2XX	Any 200-level Photography Course	4

Total Credit Hours: 16

Total Credit Hours: 18

Art History Core:

ART 277	Modern Art	4
ART 423	Contemporary Art	4
ART	Art History Elective	4

Total Credit Hours: 12

Seminars and Review

ART 298	Professional Seminar	2
ART 398	Junior Portfolio Review	
ART 498	BFA Capstone and Exhibit	4

Subtotal: 4

Concentration:

ART 498	BFA Capstone and Exhibit	4
---------	--------------------------	---

AND Choose one of the following:

ART	Drawing and Printmaking 30 Credits at the 300/400 level	30
ART	Drawing and Painting 30 Credits at the 300/400 level	30
ART	Painting and Printmaking 30 Credits at the 300/400 level	30
ART	Three-Dimensional 30 Credits at the 300/400 level	30
ART	Photography and GD/Digital Arts 30 Credits at the 300/400 level	30

Subtotal: 34

Total Credit Hours: 82

Four-Year Degree Plan for BFA Major in Art

[Link to Four-Year Degree Plan for BFA Major in Art](#)

Art Major - B.A. Degree Program

Degree Requirements

Requirements for a major in studio art:

Foundations:		
ART 102	Foundations: Drawing	4
ART 103	Foundations: Materials & Methods	2
ART 104	Foundations: 2-D Design	4
ART 105	Foundations: 3-D Design	4
ART 210	Foundations: Digital Media	4

Subtotal: 18

Studio Core: Four of the following:

ART 2XX	Any 200-level Drawing Course	4
---------	------------------------------	---

ART 2XX	Any 200-level 3-D Course	4
ART 2XX	Any 200-level Painting Course	4
ART 2XX	Any 200-level Printmaking Course	4
ART 2XX	Any 200-level Photography Course	4

Total Credit Hours: 16

Total Credit Hours: 18

Art History Core:

ART 277	Modern Art	4
ART 423	Contemporary Art	4
ART	Art History Elective	4

Total Credit Hours: 12

Seminars and Review

ART 298	Professional Seminar	2
ART 398	Junior Portfolio Review	

Subtotal: 2

Subtotal: 48

B.A. students may choose to complete a minor in addition to the major.

Total Credit Hours: 48

Requirements for 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 graduate 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.

Degree Requirements

Requirements for a concentration in art history:

ART 102	Foundations: Drawing	4
ART 209	Figure Drawing	4

Subtotal: 8

One of the following courses:

ART 200	Handbuilding	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

Subtotal: 4

One of the following courses:

ART 201	Introduction to Painting	4
ART 251	Mixed-Media Painting	4
ART 252	Experimental Painting	4

Subtotal: 4**One of the following courses:**

ART 231	Relief Printmaking	4
ART 232	Intaglio Printmaking	4
ART 233	Experimental Printmaking	4

Subtotal: 4**Each of the following courses**

ART 104	Foundations: 2-D Design	4
ART 202	Beginning Sculpture	4
ART 205	Intermediate Sculpture	4
ART 268	History Survey I	4
ART 269	History Survey II	4
ART 304	Advanced Drawing	4

Subtotal: 24**Four of the following:**

ART 270	Primitive	4
ART 271	Pre-Columbian	4
ART 272	Near East	4
ART 273	Greco-Roman	4
ART 274	Medieval	4
ART 275	Renaissance	4
ART 276	Baroque-Rococo	4
ART 277	Modern Art	4
ART 278	Far East	4
ART 279	Neo-Classical-Modern Origins	4

Subtotal: 16**Each of the following:**

ART 398	Junior Review	0
ART 498	Senior Seminar and Exhibit	2
	Electives	10

Total Credit Hours: 12

Subtotal: 60

Total Credit Hours: 72**Four-Year Degree Plan for Major in Art with a Concentration in Art History**

Link to Four-Year Degree Plan for Major in Art with a Concentration in Art History

Art Therapy - B.A. Degree Program

Art therapy is an interdisciplinary human service profession that employs the creation of art as a means of resolving emotional conflicts and 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 and (3) clinical or community experience such practicums, volunteer work or professional work in the social sciences.

The B.A. in Art Therapy is designed to prepare students to enter an accredited master's degree program and/or explore other wellness related careers.

Degree Requirements**Foundations:**

ART 102	Foundations: Drawing	4
ART 103	Foundations: Materials & Methods	2
ART 104	Foundations: 2-D Design	4
ART 105	Foundations: 3-D Design	4
ART 210	Foundations: Digital Media	4

Subtotal: 18**Studio Core:**

ART 2XX	Any 200-level Drawing Course	4
ART 2XX	Any 200-level 3-D Course	4
ART 2XX	Any 200-level Painting Course	4

Total Credit Hours: 12**Total Credit Hours:****18****Art History:**

One of the following:

ART 268	History Survey I	4
ART 269	History Survey II	4

Subtotal: 4**Art Therapy Core:**

ART 230	Introduction to Art Therapy	3
ART 240	Arts in Health	2
ART 330	Art Therapy with Children and Adolescents	3
ART 331	Art Therapy with Adults	3
ART 333	Applications for Health and Wellness Professions	3
ART 412	Art Therapy Practicum	3
ART 496	Ethics and Professional Issues in Art Therapy	3
ART 497	Art Therapy Senior Seminar and Exhibition	2

Subtotal: 22**Seminar and Review:**

ART 298	Professional Seminar	2
ART 398	Junior Portfolio Review	

Subtotal: 2**Social Science Courses:**

SOC 100	Introduction to Sociology	4
PSY 210	Development I: Child Psychology	4
PSY 230	Theories of Personality	4
PSY 303	Abnormal Psychology	4

Subtotal: 16

*PSY 200 and PSY 211 are prerequisites for PSY 303.

Total Credit Hours: 74

Four-Year Degree Plan for Major in Art Therapy

Link to Four-Year Degree Plan for Major Art Therapy

Art Minor

The minor in art requires 24 credit hours. Students may choose from a studio track or an art history track. Students completing the studio track must complete 4 credit hours each in drawing, painting, sculpture or ceramics, and art history, plus 8 additional credit hours of art. Students choosing the art history track must take ART 268, Hist: Survey I; ART 269, Hist: Survey II; and 12 additional credit hours of art history.

Therapeutic Art Minor

The minor in therapeutic art may be a desirable for student majoring in the helping professions such as psychology, education, sociology and nursing.

*Degree Requirements***Requirements for Minor in Therapeutic Art**

ART 230	Introduction to Art Therapy	3
ART 330	Art Therapy with Children and Adolescents	3
ART 331	Art Therapy with Adults	3
ART 333	Applications for Health and Wellness Professions	3
ART 268	History Survey I	4
ART 269	History Survey II	4

Subtotal: 20

Subtotal: 20

Total Credit Hours: 20

Painting Minor

The painting program provides students not only with a strong technical and creative foundation, but also with the opportunity to explore the endless number of paths the painting medium can lead an artist. It exposes students to the range and multiplicity of ideas that generate contemporary approaches to painting, to stimulate a full understanding of those concepts and to challenge students to develop a personal vocabulary of painterly forms and create a store of visual ideas relating to their own lives and experiences.

Within both Western and non-Western traditions, painting has a long history as a site of aesthetic experience and cultural questioning. This minor allows students to immerse themselves in painting, as well as developing a grasp of the critical issues surrounding it.

*Degree Requirements***Foundational Courses:**

ART 102	Foundations: Drawing	4
ART 201	Introduction to Painting	4

Subtotal: 8

Core courses; sixteen credits from the following:

ART 251	Mixed-Media Painting	4
ART 252	Experimental Painting	4
ART 350	Figure Painting	4
ART 351	Mixed Media Painting II	4
ART 352	Experimental Painting II	4
ART 355	Figure Painting II	4
ART 401	Special Projects	1-6
ART 441	Practicum: Assistantship	2
ART 450	Advanced Painting Studio	4

Both ART 401 and ART 450 may be repeated for credit.

Total Credit Hours: 24

Sculpture, Ceramics and Three-Dimensional Media Minor

The three-dimensional media minor is an opportunity for students to elect a wide variety of three-dimensional media, technique and processes that explore form and space. Emphasis is placed on the development of concept and a personalized aesthetic approach.

*Degree Requirements***Required Courses**

ART 103	Foundations: 3-D Design	4
ART 200	Handbuilding	4
ART 202	Beginning Sculpture	4
ART	*Three Upper-level courses	12
Total Credit Hours:		24

***Courses to be selected in consultation with sculpture or ceramics faculty.**

*Digital Arts and Graphic Design**Graphic Design Major - BFA Degree Program*

Exciting opportunities abound for students with creative minds interested in digital technology and visual communication. Graphic design at The University of Tampa selectively combines elements of traditional studio instruction with creative uses of computing technology to design projects in branding, packaging, posters, publication and other areas related to the field. Development of visualization skills, creativity, compositional layout, typography 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.

This program prepares students for entering the job market or for continuing their education at the graduate level. Preparation for these advanced career opportunities requires all students to earn a C or higher in each major studio class in order to advance in the program.

Professional internships are available and encouraged.

Degree Requirements

Students may use a maximum of 2 elective credit hours of special problems, independent studies and/or internships.

Foundations:

ART 102	Foundations: Drawing	4
ART 103	Foundations: Materials & Methods	2
ART 104	Foundations: 2-D Design	4
ART 105	Foundations: 3-D Design	4
ART 210	Foundations: Digital Media	4

Subtotal: 18

Studio Core: Three of the following:

ART 2XX	Any 200-level Painting Course	4
ART 2XX	Any 200-level Printmaking Course	4
ART 2XX	Any 200-level Photography Course	4
ART 207	Beginning Digital Illustration	4
ART 370	Printing, Publishing, and Book Arts	4

Total Credit Hours: 12

Art History Core:

ART 281	History of Graphic Design	4
---------	---------------------------	---

One of the following:

ART 277	Modern Art	4
ART 295T	Design and New Media Travel Course	4
ART 423	Contemporary Art	4

Subtotal: 8

Seminars and Review:

ART 298	Professional Seminar	2
ART 398	Junior Portfolio Review	
ART 499	Senior Project	2-4

Subtotal: 4

Graphic Design Core:

ART 305	Graphic Design I	4
ART 309	Typography	4
ART	Online Production	4

311

ART 318	Graphic Design II	4
---------	-------------------	---

ART 329	Graphic Design III	4
---------	--------------------	---

ART	GD 300-400-level Electives	11
-----	----------------------------	----

Subtotal: 31

Subtotal: 53

Students may use a maximum of 2 elective credit hours of special problems, independent studies and/or internships.

Total Credit Hours: 73

Four-Year Degree Plan for a Major in Graphic Design

Link to Four-Year Degree Plan for a Major in Graphic Design

Graphic Design Minor

The minor in graphic design focuses on student understanding of foundations and fundamentals essential to the discipline while specifically concentrating on coursework in typography, publication, packaging, branding, sustainable design and other areas related to the field. Students take 24 credit hours from a provided list. This minor helps prepare students for careers in advertising, marketing, electronic media/digital arts and public relations.

Degree Requirements

One of the following courses:

ART 102	Foundations: Drawing	4
ART 209	Figure Drawing	4

Subtotal: 4

All of the following courses:

ART 104	Foundations: 2-D Design	4
ART 210	Foundations: Digital Media	4
ART 305	Graphic Design I	4
ART 309	Typography	4

Subtotal: 16

One of the following electives:

ART 281	History of Graphic Design	4
ART 318	Graphic Design II	4
ART 420	Sustainable Design	4

Subtotal: 4

Subtotal: 24

Total Credit Hours: 24

Department of Communication

Faculty: Associate Professor Tripp, Chair; Professors Bachman, Kennedy; Associate Professor Emeritus Giancola; Associate Professors Capouya, Davis,

Eschenfelder, Hillier, McAlister; Assistant Professors Boulton, Cohen, Firestone, Menzies, Neely, Wheeler. Instructional Staff: Lecturer Crompton.

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.

The goals of the Department of Communication are to: 1) educate students to become critical thinkers and humane communicators capable of using traditional and emerging technologies effectively, 2) innovate programs of study and methods of instruction within the department and in partnership with others across the University in response to the continually changing theories, technologies and practices of communication, 3) advance communication as an interdisciplinary field that enriches the scholarly, critical and creative life of students, faculty and the greater community, 4) ensure, by regular evaluation, that the department's programs, as well as any University programs with which the department is affiliated, remain relevant to the field of communication and the mission of the department, and 5) contribute to the intellectual life of the University and encourage students and faculty to share scholarly and creative activities with the University and greater community.

There are three majors within the department: communication, advertising and public relations, and journalism. The Department of Communication also participates in the film and media arts major and the new media production interdisciplinary major.

Communication Major

The communication major educates students to become critical thinkers and humane communicators capable of using traditional and emerging technologies effectively. Students select at least one of four possible concentrations to complete the degree: communication studies, media studies, writing for media and communication, and/or critical media practice.

The communication studies concentration focuses on communication practices and theory. Students learn to understand the social and cultural factors that shape communication and learn to apply diverse theories and problem-solving skills. The concentration is for students who plan careers in professions and industries that use or leverage communication to reach various and/or specific audiences. In addition to for-profit and nonprofit organizations, professions include media industries, government, law, business, health and international relations. The major and concentration

also prepares students for a variety of post-graduate degrees.

The media studies concentration focuses on the study of media practices, and their role, history and power in society. Students learn to understand the social, cultural and historical forces that shape media and, in turn, how media shapes society. Students will develop critical thinking and problem-solving skills. The concentration is for students who plan careers in professions and industries that require a wide range of understanding of media and communication. In addition to media industries, such professions include government, law, business, health and international relations. The concentration also prepares students for a range of post-graduate degrees.

The writing for media and communication concentration focuses on applied traditions and forms of media writing in such fields as news, advertising, public relations, screenwriting and interactive media. Students learn advanced theories and techniques. The concentration is for students who plan careers in professions and industries that require expertise in media writing and communication.

The critical media practice concentration focuses on the forms, crafts, content and technologies of media in order to critically engage social issues and problems. Students learn to develop analytical, problem-solving and communication skills as they utilize media for specific goals. The concentration is for students who wish to practice critical and strongly rhetorical communication through new and traditional media for civic engagement, advocacy, activism and public address.

Communication majors must complete a minimum of 57 credit hours, including:

Core Requirements (12 credit hours)

Core Electives in the following areas (20 credit hours):

- Media, Culture and Society (8 credit hours)
- Writing (8 credit hours)
- Production (4 credit hours)

Concentration Courses in one of the following areas (16 credit hours):

- Communication Studies
- Media Studies
- Writing for Media and Communication
- Critical Media Practice

Additional Electives (8 credit hours)

Portfolio Review (1 credit hour)

Students must declare at least one of the following concentrations: communication studies, media studies, writing for media and communication, and/or critical media practice. Within the required 16 concentration

credit hours, a minimum of 12 credit hours must be at the 300 level or above. At least one of those courses must be at the 400 level. Internship credits (COM 354) will not count toward requirements for courses at 300-level or above.

Among the “additional electives,” one course must be at the 300 level or above.

Students may take a maximum of 8 credit hours of independent study to fulfill the requirements of the major.

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

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

During their senior year, students must complete a 1-credit pass/fail portfolio review before graduation.

Degree Requirements

Core Requirements

Communication majors must take the following courses:

COM 224	Mass Media and Society	4
COM 232	Visual Literacy	4
COM 242	Digital Citizenship	4

Subtotal: 12

Core Electives

Note: Some courses listed require prerequisites that are outside of the list, but students can take those prerequisites as part of their “additional electives” and/or concentration courses if they choose to, so that no additional credits are required for the major.

Media, Culture and Society Core Electives

Communication majors must select at least two courses from the following list:

ART 211	Art and Technology	4
ART 277	Modern Art	4
COM 222	Media Aesthetics and Creativity	4
COM 260	American Cinema	4
COM 261	World Cinema	4
COM 283	Principles of Advertising	4
COM 284	Principles of Public Relations	4
COM 300	The Documentary Tradition	4
COM 301	Introduction to Organizational Communication	4
COM 323	Frontiers of Communication	4
COM 327	Communication and Law	4
COM 332	Television Criticism	4
COM 334	Information and the New World Order	4
COM 335	Survey of Independent Video and Film	4
COM 360	Film Directors	4
COM 361	Film Genres	4
COM 365	Critical Analysis of Media Events	4
COM 370	Women, Film and Popular Culture	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 431	Traditions of Digital Media	4
COM 435	Women Directors: Theory and Criticism	4
COM 436	Critical Studies in Public Communication	4
COM 443	Communication and Cultural Studies	4
COM 445	The Image and the Reality	4
COM 450	Experimental Cinema: History and Theory	4
COM 455	Film Theory and Criticism	4
COM 465	Senior Seminar in Cinema Studies	4
COM 466	International Advertising	4
COM 470	Communication Research Methods	4
COMH 220	Revolutions in and on TV (Honors)	4
COMH 390	Ethnicity in Film and Literature (Honors)	4
LIT 249	Transformation: Fiction to Screen	4
LIT 444	Wordimagebookscreen	4
PSC 326	Political Campaigns and Electoral Politics	4
JOU 101	Introduction to Journalism	4
PHL 308	Film Aesthetics	4

Subtotal: 8

Writing Core Electives

Communication majors must select at least two courses from the following list:

COM 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	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 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
COM 440	Screenwriting II	4
JOU 271	News Reporting and Writing	4
JOU 371	Feature Writing	4
WRI 240	Writing Drama	4
WRI 247	Dramatic Writing for Radio and Alternative Performance	4
WRI 260	Fiction Writing I	4
WRI 274	Creative Nonfiction	4

Subtotal: 8

Production Core Electives

Communication majors must select at least one course from the following list:

ART 104	Foundations: 2-D Design	4
ART 208	Beginning Photography	4

ART 210	Foundations: Digital Media	4
ART 217	Beginning 3-D Animation	4
ART 238	Animation I	4
ART 305	Graphic Design I	4
ART 318	Graphic Design II	4
ART 308	Advanced Photography	4
ART 310	Creative Coding	4
ART 311	Online Production	4
ART 317	Advanced 3-D Animation	4
ART 338	Animation II	4
ART 430	Physical Computing	4
COM 241	Introduction to Sound, Image and Motion	4
COM 302	Digital Arts for Professional Communication	4
COM 303	Studio Television I	4
COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4
COM 315	Web Design	4
COM 331	The Creative Triangle	4
COM 333	Studio Television II	4
COM 339	Mobile Application Design	4
COM 342	Producing for Motion Picture and Digital Media	4
COM 343	Advanced Post-Production Techniques	4
COM 363	DVD Design and Production	4
COM 373	Interactive Journalism Production	4
COM 381	Digital Imaging	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4

Subtotal: 4

Concentration Courses

Students must declare at least one concentration from the following areas: Communication Studies, Media Studies, Writing for Media and Communication, or Critical Media Practice. A minimum of 16 credit hours must be completed in a concentration. Within these 16 credits, a minimum of 12 credits must be at the 300-level or above. At least one of those courses must be at the 400-level.

Note: Some courses under each list require prerequisites that are outside of the list, but students can take those prerequisites as part of their “core electives” and/or “additional electives” if they choose to, so that no additional credits are required for the major.

Communication Studies Concentration

Communication majors declaring a concentration in communication studies must take at least 16 credit hours from the following list. Within these 16 credits, a minimum of 12 credits must be at the 300 level or above. At least one of those courses must be at the 400 level.

COM 283	Principles of Advertising	4
---------	---------------------------	---

COM 284	Principles of Public Relations	4
COM 301	Introduction to Organizational Communication	4
COM 323	Frontiers of Communication	4
COM 327	Communication and Law	4
COM 334	Information and the New World Order	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 466	International Advertising	4
COM 470	Communication Research Methods	4
COM 499	Senior Project	4
PSC 326	Political Campaigns and Electoral Politics	4
JOU 101	Introduction to Journalism	4

Subtotal: 16

Media Studies Concentration

Communication majors declaring a concentration in media studies must take at least 16 credit hours from the following list. Within these 16 credits, a minimum of 12 credits must be at the 300 level or above. At least one of those courses must be at the 400 level.

ART 211	Art and Technology	4
COM 260	American Cinema	4
COM 261	World Cinema	4
COM 300	The Documentary Tradition	4
COM 332	Television Criticism	4
COM 335	Survey of Independent Video and Film	4
COM 360	Film Directors	4
COM 361	Film Genres	4
COM 365	Critical Analysis of Media Events	4
COM 370	Women, Film and Popular Culture	4
COM 431	Traditions of Digital Media	4
COM 435	Women Directors: Theory and Criticism	4
COM 443	Communication and Cultural Studies	4
COM 445	The Image and the Reality	4
COM 450	Experimental Cinema: History and Theory	4
COM 455	Film Theory and Criticism	4
COM 465	Senior Seminar in Cinema Studies	4
COM 499	Senior Project	4
COMH 220	Revolutions in and on TV (Honors)	4
COMH 390	Ethnicity in Film and Literature (Honors)	4
LIT 249	Transformation: Fiction to Screen	4
PHL 308	Film Aesthetics	4

Subtotal: 16

Writing for Media and Communication Concentration

Communication majors declaring a concentration in writing for media and communication must take at least

16 credit hours from the following list. Within these 16 credits, a minimum of 12 credits must be at the 300 level or above. At least one of those courses must be at the 400 level.

COM 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 250	Practicum in Broadcast Management	1-4
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 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
COM 440	Screenwriting II	4
COM 499	Senior Project	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
JOU 371	Feature Writing	4
WRI 220	Writing for Online Audiences	4
WRI 240	Writing Drama	4
WRI 247	Dramatic Writing for Radio and Alternative Performance	4
WRI 260	Fiction Writing I	4
WRI 274	Creative Nonfiction	4

Subtotal: 16

Critical Media Practice Concentration

Communication majors declaring a concentration in critical media practice must complete the two required courses and the requirements in “theory” and “form” below.

The following courses are required for the concentration in critical media practice:

COM 375	Critical Media Practice	4
COM 475	Seminar in Critical Media Practice	4

Subtotal: 8

Critical Media Practice Concentration: Theory Electives
Students claiming a concentration in critical media practice must choose at least one course from the list below:

COM 300	The Documentary Tradition	4
COM 323	Frontiers of Communication	4
COM 332	Television Criticism	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 425	Information Technology and Human Values	4
COM 426	Public Opinion, the Media and Power	4
COM 431	Traditions of Digital Media	4

Subtotal: 4

Critical Media Practice Concentration: Form Electives

Communication majors claiming a concentration in critical media practice must choose at least one course from the list below:

ART 210	Foundations: Digital Media	4
ART 311	Online Production	4
COM 222	Media Aesthetics and Creativity	4
COM 241	Introduction to Sound, Image and Motion	4
COM 303	Studio Television I	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4
COM 315	Web Design	4
COM 333	Studio Television II	4
COM 339	Mobile Application Design	4
COM 373	Interactive Journalism Production	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4

Subtotal: 4

Additional Electives

Communication majors are required to take 8 credit hours of electives from any list of Communication course offerings, including the courses in categories above and those listed below. One course must be at 300 or 400 level. Internship credits (COM 354) will not count toward requirements for courses at the 300-level or above.

COM 250	Practicum in Broadcast Management	1-4
COM 354	Internship in Communication	1-4
COM 392-399	Independent Study in Communication	1-4
COM 446	Advanced Topics in Communication	4
COM 460	Senior Seminar in Film and Digital Production	4
COM 466	International Advertising	4
COM 499	Senior Project	4
COM 583	Advertising Campaigns	4
COM 584	Public Relations Campaigns	4

Subtotal: 8

Portfolio Review

During their senior year, communication majors must complete a 1-credit pass/fail portfolio review before graduation. Students are eligible to submit their portfolio in their senior year.

COM 490	Portfolio Review	1
---------	------------------	---

Subtotal: 1

All portfolios must include:

1. A three- to five-page essay that describes, contextualizes, and connects the works submitted in the Portfolio. The essay should (a) explain why the student has chosen the selected works and make a case for their significance; and (b) explain how they fit or represent the student’s overall goals.
2. A writing sample relevant to the communication field that demonstrates advanced research and analytical skills.
3. A work of “media” (e.g., web page, film/video, publication) that demonstrates technical proficiency, mastery of aesthetic principles and creativity.

4. A paper or project that demonstrates highly developed knowledge and skills related to the student's concentration.

Students who choose more than one concentration must submit work for each concentration.

Total Credit Hours: 57

Four-Year Degree Plan for Major in Communication

Link to Four-Year Degree Plan for major in Communication

Communication Minor

Twenty-four credit hours from the communication curriculum are required including: COM 224, COM 225 or COM 226, COM 232, COM 242, and two electives including at least one 300- or 400-level course. These electives can include any courses listed in the communication curriculum, whether they are delivered by communication or other departments. Internship credits (COM 354) will not count toward requirements for courses at 300-level or above. Students majoring in film and media arts or advertising and public relations must complete all requirements in the minor, with at least 4 credit hours of courses that meet requirements beyond the courses for their major.

Total Credit Hours: 24

Journalism Major

The major in journalism offers students the opportunity to study, learn and practice the craft of journalism in traditional print forms, as well as newer and evolving multimedia and online models. Essential media law is covered, and students examine and debate journalistic ethics. Foundational courses also delve into journalism's historical role and societal importance.

Degree Requirements

Core Requirements

JOU 101	Introduction to Journalism	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4
COM 327	Communication and Law	4
JOU 371	Feature Writing	4
JOU 499	Journalism Colloquium/Portfolio	2

Subtotal: 30

Note: the four required practicum credits (JOU 273) can be and are usually accumulated over multiple semesters. Practicum credit is most often earned through work at the student newspaper/website, *The Minaret*, but can also be earned via work at other student media (student TV and radio stations; yearbook) with prior program approval.

Electives

Students will also take 20 credits of electives from courses listed below:

JOU 213	Travel Writing	4
WRI 220	Writing for Online Audiences	4
COM 225	Media Writing	4
WRI 242	Publication Editing and Design	2-4
COM 250	Practicum in Broadcast Management	1-4
WRI 281	Technical Writing	4
JOU 290-299	Special Topics in Journalism	4
COM 300	The Documentary Tradition	4
WRI 301	Biography and Historical Narrative	4
COM 303	Studio Television I	4
COM 313	Documentary Production	4
COM 315	Web Design	4
COM 323	Frontiers of Communication	4
COM 325	Writing for Broadcast News	4
COM 333	Studio Television II	4
COM 339	Mobile Application Design	4
COM 346	Writing for Interactive Media	4
COM 365	Critical Analysis of Media Events	4
ENG 370	Printing, Publishing and Book Arts	4
COM 373	Interactive Journalism Production	4
WRI 374	Narrative Nonfiction	4
WRI 381	Technical and Professional Editing	4
JOU 390-399	Advanced Special Topics in Journalism	4
COM 426	Public Opinion, the Media and Power	4
JOU 485-489	Directed Writing in Journalism	1-4
JOU 490	Journalism Studies: Career Internship for Journalism Majors	1-8

Subtotal: 20

Subtotal: 50

Total Credit Hours: 50

Four-Year Degree Plan for Major in Journalism

Link to Four-Year Degree Plan for Major in Journalism

Journalism Minor

Degree Requirements

Requirements for Journalism Minor

Required foundation courses:

JOU 101	Introduction to Journalism	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4

Subtotal: 12

Note: the four required practicum credits (JOU 273) can be and are usually accumulated over multiple semesters.

Advanced Courses

Students must choose two of the following more specialized courses:

JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4
COM 325	Writing for Broadcast News	4

COM 339	Mobile Application Design	4
JOU 371	Feature Writing	4
COM 373	Interactive Journalism Production	4

Subtotal: 8**Electives**

Students must take at least one other four-credit course from the list below, or another course approved by the program coordinators:

COM 303	Studio Television I	4
COM 313	Documentary Production	4
COM 327	Communication and Law	4
COM 333	Studio Television II	4
COM 339	Mobile Application Design	4
JOU 213	Travel Writing	4
WRI 212	Memoir and Autobiography	4
WRI 220	Writing for Online Audiences	4
WRI 281	Technical Writing	4
WRI 301	Biography and Historical Narrative	4
WRI 374	Narrative Nonfiction	4

Subtotal: 4

Subtotal: 24

Total Credit Hours: 24***Advertising and Public Relations Major***

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 address 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. Students must take a minimum of 68 credit hours to fulfill the requirements of the major.

The ADPR major consists of two areas: core requirements (28 credits) and concentration requirements (40 credits), which include both required courses and electives. Each ADPR major will choose one of three concentrations: advertising creative, public relations, or a general advertising and public relations concentration. Each graduating senior in the ADPR major, regardless of concentration, must submit a portfolio of work for evaluation by the ADPR faculty. Core requirements and concentrations are as follows:

Degree Requirements**Core 28 Credit Hours**

All ADPR majors, regardless of concentration, must complete the following courses to fulfill the major:

ART 210	Foundations: Digital Media	4
COM 222	Media Aesthetics and Creativity	4
COM 224	Mass Media and Society	4
COM 283	Principles of Advertising	4

COM 284	Principles of Public Relations	4
COM 436	Critical Studies in Public Communication	4
COM 470	Communication Research Methods	4

Subtotal: 28**Advertising Creative Concentration****Required Concentration Courses (24 credit hours)**

ADPR majors choosing the advertising creative concentration must complete the following courses to fulfill the major:

ART 102	Foundations: Drawing	4
---------	----------------------	---

Subtotal: 4

ART 104	Foundations: 2-D Design	4
ART 305	Graphic Design I	4
COM 232	Visual Literacy	4
COM 383	Writing for Advertising	4
COM 583	Advertising Campaigns	4

Subtotal: 20**Advertising Creative Concentration History/Theory Electives**

ADPR majors choosing the advertising creative concentration must complete 8 credit hours from the following list of electives. At least 4 credit hours must be taken at the 300-level or above.

ART 211	Art and Technology	4
ART 277	Modern Art	4
ART 281	History of Graphic Design	4
COM 301	Introduction to Organizational Communication	4
COM 323	Frontiers of Communication	4
COM 327	Communication and Law	4
COM 332	Television Criticism	4
COM 334	Information and the New World Order	4
COM 365	Critical Analysis of Media Events	4
COM 370	Women, Film and Popular Culture	4
COM 380	Culture, Society and Computing Technology	4
COM 425	Information Technology and Human Values	4
COM 426	Public Opinion, the Media and Power	4
COM 431	Traditions of Digital Media	4
COM 443	Communication and Cultural Studies	4
COM 466	International Advertising	4
MKT 300	Principles of Marketing	4
MKT 354	Buyer Behavior	4

Subtotal: 8**Advertising Creative Concentration Authoring and Production Electives**

ADPR majors choosing a concentration in advertising creative must complete 8 credit hours from the following list of electives:

ART 208	Beginning Photography	4
ART 217	Beginning 3-D Animation	4
ART 318	Graphic Design II	4
ART 309	Typography	4
ART 310	Creative Coding	4

ART 311	Online Production	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 241	Introduction to Sound, Image and Motion	4
COM 303	Studio Television I	4
COM 312	Narrative Production	4
COM 315	Web Design	4
COM 333	Studio Television II	4
COM 340	Screenwriting I	4
COM 346	Writing for Interactive Media	4
COM 348	Writing the Situation Comedy	4
COM 373	Interactive Journalism Production	4
COM 381	Digital Imaging	4
COM 392-399	Independent Study in Communication	1-4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4
MKT 411	Promotion and Branding Strategies	4
PHL 308	Film Aesthetics	4
WRI 200	Introduction to Creative Writing	4
WRI 240	Writing Drama	4
WRI 260	Fiction Writing I	4

Subtotal: 8**Advertising Creative Concentration Internships**

Students are encouraged to participate in internships for credit or noncredit. For the advertising creative concentration, credit for internships (COM 354) will count toward general education electives rather than toward the major.

Public Relations Concentration**Required Concentration Courses (24 credit hours)**

ADPR majors choosing the public relations concentration must complete the following courses to fulfill the major:

COM 225	Media Writing	4
COM 302	Digital Arts for Professional Communication	4
COM 384	Writing for Public Relations	4
COM 584	Public Relations Campaigns	4

Subtotal: 16**One of the Following**

BUS 101	Introduction to Global Business	4
COM 301	Introduction to Organizational Communication	4

Subtotal: 4**And One of the Following Courses**

COM 241	Introduction to Sound, Image and Motion	4
COM 315	Web Design	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4

Subtotal: 4**Public Relations Concentration Authoring and Production Electives**

ADPR majors choosing the public relations concentration must complete 8 credit hours from the following list of electives. At least 4 credit hours must be taken at the 300 level or above.

COM 234	Topics in Communication	1-4
COM 325	Writing for Broadcast News	4
COM 346	Writing for Interactive Media	4
COM 373	Interactive Journalism Production	4
COM 383	Writing for Advertising	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4
JOU 371	Feature Writing	4
WRI 200	Introduction to Creative Writing	4
WRI 220	Writing for Online Audiences	4
WRI 242	Publication Editing and Design	2-4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4

Subtotal: 8

WRI 242 and JOU 273 may be repeated for up to 4 credits in the major.

Public Relations Concentration Other Electives

ADPR students choosing a concentration in public relations must complete 8 credit hours from the following list of electives. A maximum of 4 credit hours of internship can be counted toward the ADPR major in the public relations concentration. Additional internship credits may be counted toward general education electives. No more than 8 credit hours of independent study may be counted toward electives in this concentration.

SPE 200	Oral Communication	4
SPE 208	Speech for Business and the Professions	4
SPE 310	Interpersonal Communication	4
SPE 330	Special Topics in Speech	2-4
COM 354	Internship in Communication	1-4
COM 392-399	Independent Study in Communication	1-4
COM 499	Senior Project	4

Subtotal: 8**Advertising and Public Relations General Concentration****Required courses (28 credits)**

ADPR majors choosing the general concentration must complete the following courses to fulfill the major:

COM 225	Media Writing	4
COM 232	Visual Literacy	4
COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4

Subtotal: 16**One of the Following**

COM 241	Introduction to Sound, Image and Motion	4
COM 315	Web Design	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4

Subtotal: 4
One of the Following

ART 305	Graphic Design I	4
COM 302	Digital Arts for Professional Communication	4

Subtotal: 4
One of the Following

COM 583	Advertising Campaigns	4
COM 584	Public Relations Campaigns	4

Subtotal: 4
Advertising and Public Relations General Concentration Electives

ADPR majors choosing a general concentration must complete 12 credit hours from the following lists of electives. At least 8 credit hours must be taken at the 300 level or above. A maximum of 4 credit hours of internship can be counted toward the ADPR major in general concentration. Additional internship credits may be counted toward general education electives. Internship credits will not count toward requirements for 300 level or above courses.

ART 102	Foundations: Drawing	4
ART 104	Foundations: 2-D Design	4
ART 208	Beginning Photography	4
ART 217	Beginning 3-D Animation	4
ART 318	Graphic Design II	4
ART 308	Advanced Photography	4
ART 310	Creative Coding	4
BUS 101	Introduction to Global Business	4
COM 234	Topics in Communication	1-4
COM 241	Introduction to Sound, Image and Motion	4
COM 301	Introduction to Organizational Communication	4
COM 303	Studio Television I	4
COM 315	Web Design	4
COM 323	Frontiers of Communication	4
COM 325	Writing for Broadcast News	4
COM 327	Communication and Law	4
COM 333	Studio Television II	4
COM 334	Information and the New World Order	4
COM 337	Corporate Uses of Media	4
COM 339	Mobile Application Design	4
COM 346	Writing for Interactive Media	4
COM 354	Internship in Communication	1-4
COM 373	Interactive Journalism Production	4
COM 380	Culture, Society and Computing Technology	4
COM 381	Digital Imaging	4
COM 392-399	Independent Study in Communication	1-4
COM 401	Intercultural Communication	4
COM 426	Public Opinion, the Media and Power	4
COM 431	Traditions of Digital Media	4
COM 443	Communication and Cultural Studies	4
COM 466	International Advertising	4
COM 499	Senior Project	4
COM 583	Advertising Campaigns	4

COM 584	Public Relations Campaigns	4
ECO 204	Principles of Microeconomics	4
PSC 100	Introduction to Government and World Affairs	4
PSC 101	Introduction to American Government	4
PSC 102	Introduction to International Relations	4
PSC 202	International Political Economy	4
LJA 204	Introduction to Law and the Legal System	4
PSC 308	Urban Politics and Policy	4
PSC 401	Public Policy Analysis	4
PSC 326	Political Campaigns and Electoral Politics	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
JOU 304	Multimedia Journalism II: The Converged Newsroom	4
JOU 371	Feature Writing	4
MKT 300	Principles of Marketing	4
MKT 354	Buyer Behavior	4
MKT 371	Personal Selling and Sales Management	4
MKT 410	Global Marketing	4
MKT 411	Promotion and Branding Strategies	4
MKT 450	Marketing Strategy	4
SPE 200	Oral Communication	4
SPE 208	Speech for Business and the Professions	4
SPE 310	Interpersonal Communication	4
SPE 330	Special Topics in Speech	2-4
WRI 200	Introduction to Creative Writing	4
WRI 220	Writing for Online Audiences	4
WRI 242	Publication Editing and Design	2-4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4

Subtotal: 12
 JOU 273 and WRI 242 may be taken for up to 4 credits in each major.

Four-Year Degree Plan for Major in Advertising and Public Relations

Link to Four-Year Plan for Major in Advertising and Public Relations

Advertising Minor

The advertising minor is an interdisciplinary program requiring a minimum of 28 credit hours as follows:

Degree Requirements

Students must take the following:

ART 210	Foundations: Digital Media	4
COM 222	Media Aesthetics and Creativity	4
COM 224	Mass Media and Society	4
COM 283	Principles of Advertising	4
COM 383	Writing for Advertising	4

Subtotal: 20**One of the following courses:**

ART 305	Graphic Design I	4
COM 302	Digital Arts for Professional Communication	4

Subtotal: 4**One of the following courses:**

ART 102	Foundations: Drawing	4
ART 104	Foundations: 2-D Design	4
COM 225	Media Writing	4
COM 241	Introduction to Sound, Image and Motion	4
COM 315	Web Design	4

Subtotal: 4

In addition to the courses listed above, the faculty RECOMMENDS that a student take additional electives from the following list:

ART 318	Graphic Design II	4
ART 309	Typography	4
ART 310	Creative Coding	4
BUS 101	Introduction to Global Business	4
COM 436	Critical Studies in Public Communication	4
COM 470	Communication Research Methods	4
COM 583	Advertising Campaigns	4
ECO 204	Principles of Microeconomics	4
MKT 300	Principles of Marketing	4

Subtotal: 8

Subtotal: 28

Total Credit Hours: 28**Public Relations Minor**

The public relations minor is an interdisciplinary program that exposes students to introductory theories and production skills in the field of public relations. The minor requires a minimum of 28 credit hours as follows:

Degree Requirements**Students must take the following:**

COM 222	Media Aesthetics and Creativity	4
COM 224	Mass Media and Society	4
COM 225	Media Writing	4
COM 284	Principles of Public Relations	4
COM 384	Writing for Public Relations	4

Subtotal: 20

In addition to the courses listed above, the faculty RECOMMENDS a student take additional elective courses from the following list:

BUS 101	Introduction to Global Business	4
COM 301	Introduction to Organizational Communication	4
COM 436	Critical Studies in Public Communication	4
COM 470	Communication Research Methods	4
COM 584	Public Relations Campaigns	4
ECO 204	Principles of Microeconomics	4
MKT 300	Principles of Marketing	4

Or courses in JOU, SPE and/or PSIS (check with your advisor)

Students must take TWO of the following courses:

ART 210	Foundations: Digital Media	4
COM 302	Digital Arts for Professional Communication	4
COM 315	Web Design	4
JOU 221	Multimedia Journalism I: The Digital Tool Kit	4

Subtotal: 8

Subtotal: 28

Total Credit Hours: 28**Department of English and Writing**

Faculty: Associate Professor Reamer, Chair; Dana Professors Mathews, Morrill; Professors Hayden, Ochshorn, Solomon; Associate Professors Birnbaum, Bouvier, Dawson, Dooghan, Hollist, Letter, Putnam, Tillman, Whiteside; Assistant Professors Fryett, Hinton, Hovanec, Kanjilal, Lauro, McIlvain, McIntosh, Mollmann, Overaa, Palmer, Restrepo, Waggoner, Wollenberg.

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, creative nonfiction, and other imaginative forms) and/or professional and technical writing.

The Department of English and Writing also participates in the New Media Production interdisciplinary program that focuses on designing and creating applications for interactive media, mobile platforms and the Internet for both commercial and artistic intent.

English and writing majors engage both breadth and depth of study of literary traditions, and students extend their knowledge through study of multi-ethnic literature, oral traditions, avant-garde and countercultural expression, and major contemporary voices and practices 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.

English Major

Degree Requirements

Three from the following survey courses:

LIT 201	World Literature I	4
LIT 202	World Literature II	4
LIT 206	British Literature I	4
LIT 207	British Literature II	4
LIT 208	American Literature I	4
LIT 209	American Literature II	4

Subtotal: 12

One English Language, Rhetoric, or Advanced Composition Course:

ENG 205	Advanced English Grammar	4
ENG 260-269	Topics in English	4
ENG 301	Advanced Composition	4
ENG 343	Approaches to TESOL and Teaching Second and Foreign Languages	4
ENG 345	Composition Pedagogy	4
LIN 210	Basic Linguistics	4

Subtotal: 4

One Introduction to Literatures and Interpretations Course

LIT 200	Introduction to Shakespeare	4
LIT 214	Introduction to Literary Theory	4
LIT 229	Contemporary African Literature	4
LIT 323	Post-Colonial Literature and Theory - South Asia	4
LIT 324	Post-Colonial Literature and Theory	4
LIT 347	Irish Literature	4
SPT 250	Spanish Literature in English Translation	4
SPT 251	Latin American Literature in English Translation	4

Subtotal: 4

One 300 level Major Authors/Major Poets Course

LIT 307	Shakespeare's Romances and Tragedies	4
LIT 308	Shakespeare's Comedies and Histories	4
LIT 340-344	Major Poets	4
LIT 360-365	Major Authors	4

Subtotal: 4

One Major Genre/Historical Period Course

LIT 257	The Contemporary Novel	4
LIT 282-289	Topics in Drama	4
LIT 300	The Romantic Writers	4
LIT 301	The Victorian Writers	4
LIT 303	Modern Poetry	4
LIT 309-311	Advanced Drama	4
LIT 318-322	Fiction	4
LIT 325	The Eighteenth Century	4
LIT 334	The Medieval Vision	4
LIT 335	English Renaissance Literature	4

Subtotal: 4

One 400-level Literature Course

LIT 425	Seminar	4
LIT 430	Literary Criticism	4
LIT 450-454	Topics in English	1-4

Subtotal: 4

Senior Portfolio

ENG 491	Senior Portfolio	1
---------	------------------	---

Subtotal: 1

And 16 Credit Hours of Electives

Of the 16 general elective credit hours required for the English Major, at least 8 credits must be completed at the 300 level or above. Students have the option of taking 4 credit hours in writing in the fulfillment of one of the required electives.

Subtotal: 16

Important Note: 100-level English courses may count toward English Electives, but not toward the required core's major genre or major authors courses. Only one 100-level course will count toward the English major. Subsequent 100-level English courses will count toward the baccalaureate humanities or general UT electives.

Subtotal: 53

Total Credit Hours: 53

Four-Year Degree Plan for Major in English

[Link to Four-Year Degree Plan for Major in English](#)

English Minor

Students seeking minors in English should work with advisors to plan an appropriate program of 20 credit hours in English courses. At least 8 credit hours must be in courses numbered 300 or above. Note: As stated above, at least one literature course or permission of instructor is required to take literature courses at the 300 or 400 level. One writing course (as listed above) also may be counted toward the minor. AWR 100, AWR 101, AWR 102, AWR 110 and AWR 111 courses 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. For up-to-date information on state legislation that may affect certification requirements for English majors, contact the University's Department of Education office.

TESOL Certificate

A TESOL certificate is only available to full-time University of Tampa students. The certificate is widely accepted as academic and practical preparation in the teaching of English as a second or foreign language (ESL/EFL). (This should not be confused with state teacher certification necessary to teach in public schools.) Students who pursue the TESOL certificate should be interested in living, teaching and traveling abroad after graduation. For more specific information, contact Mark Putnam, Associate Professor of English.

Degree Requirements

Required coursework for a TESOL Certificate at UT:

ENG 205	Advanced English Grammar	4
ENG 343	Approaches to TESOL and Teaching Second and Foreign Languages	4
ENG 443	The Supervised Practicum in TESOL	4

Subtotal: 12**Other requirements:**

A 3.0 GPA in courses listed/strongly suggested, at least one semester in a foreign language.

Subtotal: 12

Total Credit Hours: 12*Writing Major***Requirements for a major in writing:**

Students must complete 49 credit hours consisting of 32 credits in the courses listed below (16 hours at the 300 level or above) and 16 credits in English courses (8 hours at the 200 level and 8 hours at the 300 level or above), plus a portfolio course. One studio arts course (4 hours) other than a writing course is recommended. Note: As explained in requirements for the English major, one Literature course, or permission of instructor, is required to take LIT courses at the 300 or 400 level.

English courses used to fulfill the writing major or minor may also count toward an English major or minor.

*Degree Requirements***English courses as listed above.****Subtotal: 16****One of the following sequences must be completed:**

WRI 250	Poetry Writing I and	4
WRI 351	Poetry Writing II or	4
WRI 260	Fiction Writing I and	4
WRI 361	Fiction Writing II or	4
WRI 274	Creative Nonfiction and	4
WRI 374	Narrative Nonfiction or	4
WRI 281	Technical Writing and	4
WRI 381	Technical and Professional Editing	4

Subtotal: 8**Writing majors must choose 24 credit hours from courses in the following list:**

WRI 200	Introduction to Creative Writing	4
WRI 210	Writing as a Means of Self-Discovery	4
WRI 212	Memoir and Autobiography	4
WRI 220	Writing for Online Audiences	4
COM 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 234	Topics in Communication	1-4

WRI 230-239	Special Topics	1-4
WRI 240	Writing Drama	4
WRI 245	Yearbook Publication	2
WRI 247	Dramatic Writing for Radio and Alternative Performance	4
WRI 250	Poetry Writing I	4
WRI 260	Fiction Writing I	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4
JOU 290-299	Special Topics in Journalism	4
WRI 301	Biography and Historical Narrative	4
COM 325	Writing for Broadcast News	4
COM 340	Screenwriting I	4
COM 346	Writing for Interactive Media	4
WRI 350	Poetic Forms	4
WRI 351	Poetry Writing II	4
WRI 352-359	Special Topics in Writing	1-4
WRI 361	Fiction Writing II	4
WRI 362	Multigenre Creative Writing Seminar	4
WRI 365	Fiction Forms	4
ENG 370	Printing, Publishing and Book Arts	4
JOU 371	Feature Writing	4
COM 373	Interactive Journalism Production	4
WRI 374	Narrative Nonfiction	4
WRI 381	Technical and Professional Editing	4
COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
JOU 390-399	Advanced Special Topics in Journalism	4
WRI 450	Seminar in Poetry Writing	4
WRI 455-459	Directed Poetry Writing	1-4
WRI 460	Seminar in Fiction Writing	4
WRI 465-469	Directed Fiction Writing	1-4
WRI 470-479	Topics in Nonfiction	4
WRI 485-489	Directed Professional Writing	1-4
WRI 490	Writing Internship	1-10

Subtotal: 24**Portfolio****Subtotal: 1****Total Credit Hours: 49***Four-Year Degree Plan for Major in Writing*

[Link to Four-Year Degree Plan for Major in Writing](#)

*Writing Minor***Requirements for a minor in writing:**

28 credit hours consisting of 20 hours in writing courses and 8 hours in English courses (4 hours at the 200 level and 4 hours at the 300 level or above). Note:

one literature course or permission of instructor is required to take literature courses at the 300 or 400 level.

English courses used to fulfill the writing major or minor also may count toward an English major or minor.

WRI 200	Introduction to Creative Writing	4
WRI 210	Writing as a Means of Self-Discovery	4
WRI 212	Memoir and Autobiography	4
WRI 220	Writing for Online Audiences	4
COM 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 234	Topics in Communication	1-4
WRI 230-239	Special Topics	1-4
WRI 240	Writing Drama	4
WRI 245	Yearbook Publication	2
WRI 247	Dramatic Writing for Radio and Alternative Performance	4
WRI 250	Poetry Writing I	4
WRI 260	Fiction Writing I	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4
JOU 290-299	Special Topics in Journalism	4
WRI 301	Biography and Historical Narrative	4
COM 325	Writing for Broadcast News	4
COM 340	Screenwriting I	4
COM 346	Writing for Interactive Media	4
WRI 350	Poetic Forms	4
WRI 351	Poetry Writing II	4
WRI 352-359	Special Topics in Writing	1-4
WRI 361	Fiction Writing II	4
WRI 362	Multigenre Creative Writing Seminar	4
WRI 365	Fiction Forms	4
ENG 370	Printing, Publishing and Book Arts	4
JOU 371	Feature Writing	4
COM 373	Interactive Journalism Production	4
WRI 374	Narrative Nonfiction	4
WRI 381	Technical and Professional Editing	4
COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
JOU 390-399	Advanced Special Topics in Journalism	4
WRI 450	Seminar in Poetry Writing	4
WRI 455-459	Directed Poetry Writing	1-4
WRI 460	Seminar in Fiction Writing	4
WRI 465-469	Directed Fiction Writing	1-4
WRI 470-479	Topics in Nonfiction	4
WRI 485-489	Directed Professional Writing	1-4

WRI 490	Writing Internship	1-10
---------	--------------------	------

Subtotal: 28

Subtotal: 28

Total Credit Hours: 28

Professional and Technical Writing Minor

Writing is a foundational skill in most professional fields. The professional and technical writing minor provides guided practice in designing and producing the kinds of visual and verbal communication expected in the workplace. In this program, students prepare a vast array of deliverable in a variety of genres and media while learning the importance of process, audience analysis, user-centered design, visual rhetoric, strong grammar skills and professionalism. The professional and technical writing minor is a strong pairing with majors in the sciences, humanities or any field where workplace writing is an expectation.

Degree Requirements

Core Courses (8 credits)

WRI 281	Technical Writing	4
WRI 381	Technical and Professional Editing	4

Subtotal: 8

Electives (12 credits)

Choose from the following list of courses.

CHE 233L	Organic Chemistry I Laboratory	1
CHE 235L	Organic Chemistry II Laboratory	1
CHE 420	Advanced Biochemistry	4
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	4
CHE 451	Introduction to Research	1-4
CHE 460	Introduction to Forensic Research	1-4
COM 225	Media Writing	4
COM 232	Visual Literacy	4
COM 301	Introduction to Organizational Communication	4
COM 302	Digital Arts for Professional Communication	4
COM 315	Web Design	4
COM 327	Communication and Law	4
ENG 205	Advanced English Grammar	4
ENG 370	Printing, Publishing and Book Arts	4
JOU 271	News Reporting and Writing	4
JOU 273	Practicum in Student Publications	1-4
JOU 371	Feature Writing	4
LJA 211	Legal Research and Writing	4
WRI 200	Introduction to Creative Writing	4
WRI 230-239	Special Topics	1-4
WRI 242	Publication Editing and Design	2-4
WRI 245	Yearbook Publication	2
WRI 485-489	Directed Professional Writing	1-4
WRI 490	Writing Internship	1-10

Subtotal: 12

Total Credit Hours: 20

Department of Film, Animation and New Media

Faculty: Associate Professor Perkins, Chair; Professor Plays; Associate Professor Echeverry; Assistant Professors Albuliwi, Sutherland, Walker.

The Department of Film, Animation and New Media aims to prepare filmmakers and visual producers to participate in the vanguard of the 21st century. In keeping with the mission of The University of Tampa, students learn by doing and thinking with courses in studio production, using state-of-the-art facilities, computer labs, digital cameras and sound stages. Our courses, designed to foster creative expression and professional technique, include hands-on studio classes in narrative, documentary, experimental and animation filmmaking; digital media and imaging; 3-D animation, modeling and printing; digital and interactive media; and experimental computing.

Degree Programs in Film, Animation and New Media for 2017-18

B.A. in Film and Media Arts
 Minor in Film and Media Arts
 BFA in Digital Arts
 Minor in Digital Arts
 B.A. in New Media Production
 Minor in New Media Production
 Minor in Animation
 Minor in Interactive Media

Film and Media Arts Major

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 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 credit hours to fulfill the requirements of the major.

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

Degree Requirements

Core

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

Subtotal: 12

Production (16 Credit Hours)

Two of the following courses:

COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4

Subtotal: 8

Two of the following courses:

COM 331	The Creative Triangle	4
COM 340	Screenwriting I	4
COM 342	Producing for Motion Picture and Digital Media	4
COM 343	Advanced Post-Production Techniques	4

Subtotal: 8

Critical Studies (16 credit hours)

COM 260	American Cinema	4
COM 261	World Cinema	4

Subtotal: 8

Two of the following courses:

COM 300	The Documentary Tradition	4
COM 335	Survey of Independent Video and Film	4
COM 360	Film Directors	4
COM 361	Film Genres	4
COM 370	Women, Film and Popular Culture	4
COMH 390	Ethnicity in Film and Literature (Honors)	4
COM 435	Women Directors: Theory and Criticism	4
COM 445	The Image and the Reality	4
COM 450	Experimental Cinema: History and Theory	4
COM 455	Film Theory and Criticism	4

Subtotal: 8

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

Subtotal: 4

FMA Electives (12 credit hours)

Students must take at least three electives from Production or Cinema Studies categories listed above or from the following courses:

ART 217	Beginning 3-D Animation	4
ART 238	Animation I	4
ART 311	Online Production	4
ART 317	Advanced 3-D Animation	4
COM 303	Studio Television I	4

COM 315	Web Design	4
COM 333	Studio Television II	4
COM 348	Writing the Situation Comedy	4
COM 363	DVD Design and Production	4
COM 381	Digital Imaging	4
COM 440	Screenwriting II	4
MUS 108	Recording and Electronic Music I	4
MUS 109	Recording and Electronic Music II	4
PHL 308	Film Aesthetics	4
WRI 240	Writing Drama	4

Subtotal: 12

Subtotal: 60

Total Credit Hours: 60***Four-Year Degree Plan for Major in Film and Media Arts***

Link to Four-Year Degree Plan for Major in Film and Media Arts

Film and Media Arts Minor

The film and media arts minor requires a minimum of 24 credit hours. Students choose an emphasis on production or cinema studies after completing the foundation coursework. 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.

Degree Requirements**Foundation (12 credit hours):**

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

Subtotal: 8

And one of the following courses:

COM 260	American Cinema	4
COM 261	World Cinema	4

Subtotal: 4**And 12 credit hours from either focus area listed below (Production or Cinema Studies).****Production (12 credit hours):**

One of the following courses:

COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4

Subtotal: 4

And one of the following courses:

COM 331	The Creative Triangle	4
COM 342	Producing for Motion Picture and Digital Media	4

Subtotal: 4

And the following course (in Senior year only)

COM 460	Senior Seminar in Film and Digital Production	4
---------	---	---

Subtotal: 4**Cinema Studies (12 credit hours)**

Two of the following courses:

COM 300	The Documentary Tradition	4
COM 335	Survey of Independent Video and Film	4
COM 360	Film Directors	4
COM 361	Film Genres	4
COMH 390	Ethnicity in Film and Literature (Honors)	4
COM 435	Women Directors: Theory and Criticism	4
COM 445	The Image and the Reality	4
COM 450	Experimental Cinema: History and Theory	4
COM 455	Film Theory and Criticism	4

Subtotal: 8

And the following (in Senior year only)

COM 465	Senior Seminar in Cinema Studies	4
---------	----------------------------------	---

Subtotal: 4**Total Credit Hours: 24*****Digital Arts Major - BFA Degree Program***

The digital arts major at The University of Tampa emphasizes on the creative uses of computing technology for professional and experimental purposes. Development of visualization skills, creativity, programming, modeling, drawing potential and design ability form 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 developing for electronic media, to producing content for interactive applications. Professional internships are available and encouraged.

Degree Requirements**Foundations:**

ART 102	Foundations: Drawing	4
ART 103	Foundations: Materials & Methods	2
ART 104	Foundations: 2-D Design	4
ART 105	Foundations: 3-D Design	4
ART 210	Foundations: Digital Media	4

Subtotal: 18**Art History Core:**

ART 277	Modern Art	4
ART 281	History of Graphic Design	4
ART 423	Contemporary Art	4

Subtotal: 12**Digital Arts Core:**

ART 211	Art and Technology	4
ART 213	3-D Printing and Modeling	4
ART 217	Beginning 3-D Animation	4
ART 238	Animation I	4
COM 241	Introduction to Sound, Image and Motion	4
ITM 251	Application Development	4

ART 310	Creative Coding	4
ART 311	Online Production	4
ART 317	Advanced 3-D Animation	4
COM 381	Digital Imaging	4

Subtotal: 40

One of the following:

ART 430	Physical Computing	4
ART 463	Multimedia and Installation Art	4

Subtotal: 4

Seminar and Review:

ART 298	Professional Seminar	2
ART 398	Junior Portfolio Review	

Subtotal: 2

Subtotal: 76

Total Credit Hours: 76

Four Year Degree Plan for a Major in Digital Arts

Link to Four Year Degree Plan for a Major in Digital Arts

Digital Arts Minor

Degree Requirements

Required Courses:

ART 210	Foundations: Digital Media	4
ART 211	Art and Technology	4
ART 217	Beginning 3-D Animation	4

ART 210 is a prerequisite for ART 310 and ART 311.

ART 217 is a prerequisite for ART 317.

Three of the following courses:

ART 310	Creative Coding	4
ART 311	Online Production	4
ART 317	Advanced 3-D Animation	4
ART 430	Physical Computing	4

ITM 251 is a pre-requisite for ART 310.

ART 210, ART 211 and ART 310 are pre-requisites for ART 430.

New Media Production (NMP) Majors must take ART 213, ART 217, ART 317, and ART 430 in order to have a concentration in Art and graduate with a Minor in Digital Arts.

Subtotal: 24

Total Credit Hours: 24

New Media Production Degree Interdisciplinary Program

Faculty: Art, Communication, English and Writing, Information Technology Management and Music faculty participate in the delivery of this degree

program. Coordinator: Santiago Echeverry, Associate Professor, Art Department.

New media production (NMP) 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 focuses on designing and creating applications for interactive media, mobile platforms and the Internet for both commercial and artistic intent. NMP studies the associations between these areas in the context of academic scholarship, aesthetic exploration and technical research. After completing the required courses in the core, students can choose to concentrate on a specific area and continue their research in the field of their choice in order to be better prepared for graduate school or the professional world.

Students are required to take 16 core courses, totaling 62-65 credits, and designated elective courses offered within the participating programs, for a minimum of 78 total credits.

Degree Requirements

Interdisciplinary Core

ART 210	Foundations: Digital Media	4
ART 211	Art and Technology	4
ART 310	Creative Coding	4
ART 311	Online Production	4
ITM 251	Application Development	4
ITM 360	Advanced Application Development	4
MUS 108	Recording and Electronic Music I	4
MUS 109	Recording and Electronic Music II	4
MUS 301	Interactive Arts Ensemble	0-1
WRI 220	Writing for Online Audiences	4
COM 346	Writing for Interactive Media	4
COM 224	Mass Media and Society	4
COM 241	Introduction to Sound, Image and Motion	4
COM 381	Digital Imaging	4
	And one of the following courses:	
COM 380	Culture, Society and Computing Technology	4
COM 323	Frontiers of Communication	4
	And one of the following courses:	
ART 430	Physical Computing	4
ART 463	Multimedia and Installation Art	4
	And one of the following courses:	
ART 499	Senior Project	2-4
COM 499	Senior Project	4
MUS 499	Senior Project in Music	3
ITM 499	Independent Study in Information and Technology Management	1-4

Subtotal: 62-65

Can take COM 380 or COM 323 to satisfy core. If both are taken, one will count toward a COM elective.

Can take ART 430 or ART 463 to satisfy core. If both are taken, one will count toward an ART 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 adviser for the project.

Interdisciplinary Electives

Choose 15 to 16 credits from any of the following course areas to receive a concentration in that area:

Art Concentration Electives

ART 102	Foundations: Drawing	4
ART 104	Foundations: 2-D Design	4
ART 208	Beginning Photography	4
ART 213	3-D Printing and Modeling	4
ART 217	Beginning 3-D Animation	4
ART 238	Animation I	4
ART 281	History of Graphic Design	4
ART 305	Graphic Design I	4
ART 318	Graphic Design II	4
ART 308	Advanced Photography	4
ART 309	Typography	4
ART 317	Advanced 3-D Animation	4
ART 420	Sustainable Design	4
ART 430	Physical Computing	4

May use ART 430 as an elective if COM 463 is used in the core.

Combined Special Problems classes can add up to a maximum of 4 credits total

New Media Production (NMP) Majors must take ART 213, ART 217, ART 317, and ART 430 or COM 463 in order to have a concentration in Art and graduate with a Minor in Digital Arts.

New Media Production (NMP) Majors must take ART 102, ART 104, ART 305, ART 306, ART 309 and ART 281 or ART 420 in order to have a concentration in Art and graduate with a Minor in Graphic Design.

Communication Concentration Electives

COM 225	Media Writing	4
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 232	Visual Literacy	4
COM 242	Digital Citizenship	4
COM 260	American Cinema	4
COM 261	World Cinema	4
COM 312	Narrative Production	4
COM 313	Documentary Production	4
COM 314	Experimental Filmmaking	4
COM 323	Frontiers of Communication	4
COM 331	The Creative Triangle	4
COM 339	Mobile Application Design	4
COM 380	Culture, Society and Computing Technology	4
COM 340	Screenwriting I	4
COM 342	Producing for Motion Picture and Digital Media	4
COM 460	Senior Seminar in Film and Digital Production	4

May use COM 380 or COM 323 as an elective if the other one is used in the core. May use COM 463 as an elective if ART 430 is used in the core.

In order to graduate with a concentration in Communication and a Minor in Communication, New Media Production (NMP) Majors must take COM 225

or COM 226, COM 232, COM 242, and two electives including at least one 300- or 400-level course. These electives can include any courses listed in the Communication curriculum, whether they are delivered by Communication or other departments.

In order to graduate with a concentration in Communication and a Minor in Film and Media Arts focusing on Production, New Media Production (NMP) Majors must take COM 226, COM 260 or COM 261, COM 312 or COM 313 or COM 314, COM 331 or COM 342, and COM 460

Information Technology Management

BUS 101	Introduction to Global Business	4
ITM 220	Management Information Systems	4

Subtotal: 8

By taking BUS 101, ITM 220, ITM 251 and ITM 360, a NMP major would only need to take two additional courses (8 credits) from the list below for a minor in MIS

Information analysis and management courses:

ITM 318	Systems Analysis and Design	4
ITM 350	Information Security Principles	4
ITM 408	Data and Information Management	4
ITM 466	Business Intelligence and Analytics	4
ITM	Elective	4

Subtotal: 20

Technical information systems courses:

ITM 280	Network and Cloud Infrastructure	4
ITM 380	Network Security	4
ITM 419	Enterprise Architecture and Governance	4
ITM 495	Special Topics in Information and Technology Management	4

Subtotal: 16

English and Writing Concentration Electives

COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4
LIT 201	World Literature I	4
LIT 202	World Literature II	4
LIT 214	Introduction to Literary Theory	4
LIT 312	Contemporary World Literature	4
LIT 324	Post-Colonial Literature and Theory	4
LIT 337	Multiethnic U.S. Literature and Film	4
JOU 271	News Reporting and Writing	4
JOU 371	Feature Writing	4
WRI 200	Introduction to Creative Writing	4
WRI 240	Writing Drama	4
WRI 250	Poetry Writing I	4
WRI 260	Fiction Writing I	4
WRI 274	Creative Nonfiction	4
WRI 281	Technical Writing	4
WRI 351	Poetry Writing II	4
WRI 361	Fiction Writing II	4
WRI 362	Multigenre Creative Writing Seminar	4

Music Concentration Electives

MUS 100	Music Fundamentals	3
MUS 102	Music for Life	3
MUS 112	Aural Skills I	2
MUS 113	Aural Skills II	2

MUS 122	Music Theory I	2
MUS 123	Music Theory II	2
MUS 191	World Music	3
MUS 195	Introduction to Jazz	3
MUS 210	Concert Recording Practicum	2
MUS 303	Studio Production Ensemble	0-1

Subtotal: 80

Total Credit Hours: 78

Four-Year Degree Plan for Major in New Media Production

[Link to Four-Year Degree Plan for Major in New Media Production](#)

New Media Production Minor

Degree Requirements

Requirements for minor in NMP (27 credits):

ART 210	Foundations: Digital Media	4
ART 310	Creative Coding	4
COM 241	Introduction to Sound, Image and Motion	4
COM 381	Digital Imaging	4
ITM 251	Application Development	4
MUS 108	Recording and Electronic Music I	4
MUS 301	Interactive Arts Ensemble	0-1
WRI 220	Writing for Online Audiences	4

Subtotal: 27

*ART 210 is a prerequisite for ART 310

*ART 210 or COM 241 is a prerequisite for COM 381

Subtotal: 27

Total Credit Hours: 27

Animation Minor

The minor in animation offers students the opportunity to learn core principles and techniques in traditional and digital animation with investigation into two- and/or three-dimensional modeling, texturing and animation. The skills and knowledge acquired through study and application in the minor can be applied to character and environment development for personal short projects, game development, visual effects for film, animation production for film and television, interactive media, plus all applications of virtual simulation.

Degree Requirements

Requirements for Minor in Animation

ART 104	Foundations: 2-D Design	4
ART 209	Figure Drawing	4
ART 210	Foundations: Digital Media	4
ART 213	3-D Printing and Modeling	4
ART 217	Beginning 3-D Animation	4
ART 238	Animation I	4

Subtotal: 24

Subtotal: 24

Total Credit Hours: 24

Interactive Media Minor

The interactive media minor aims to act as an interdisciplinary liaison with other majors and programs at The University of Tampa. Its goal is to prepare a new generation of innovators and leaders in the field of interaction design. Its mission is to explore the use of technology, design, human behavior and their impact on communication. The multidisciplinary curriculum brings together students from different backgrounds to learn about application development, web design, mobile, data visualization, interaction design, creative coding and other emerging technologies.

Degree Requirements

Required Courses

ART 210	Foundations: Digital Media	4
ART 211	Art and Technology	4
ITM 251	Application Development	4
ART 310	Creative Coding	4
ART 311	Online Production	4
ART 430	Physical Computing	4
ART 463	Multimedia and Installation Art	4

Subtotal: 28

Subtotal: 28

Total Credit Hours: 28

Department of Languages and Linguistics

Faculty: Professors Hidalgo-Calle, Chair; López; Associate Professor Aubry; Assistant Professors DeMil and Rukholm.

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 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, the department encourages 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 and 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 importance 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, German, Chinese, Japanese, Arabic and Portuguese and coursework in other foreign languages, linguistics and language for special purposes. The department also contributes key courses to the Latin American studies and Asian studies minors and provides courses and additional support for various majors and graduate programs.

Languages and Linguistics

A variety of language and linguistics courses are available to the University and community at large to provide language training for specific purposes, such as language for travel or language for special purposes (legal, medical, business). Coursework in other languages such as Chinese, Japanese, Arabic, Portuguese, American Sign Language and Latin also is offered.

University of Tampa in Sevilla, Spain (Summer Study Abroad)

UT students study at the Centro Internacional de Estudios Culturales (affiliated with the Universidad de Sevilla) in Sevilla, Spain, during a six-week program from mid-May to late June. Each student may earn UT credit for two 3-credit courses on such topics as: Spanish for the Professions; Grammar and Composition; Cultural History of Spain and Its Empire; History of Spanish Art; Advanced Spanish Language; Spanish Literature; and Contemporary Spain.

UT in Sevilla is open to students who have completed Intermediate Spanish or have equivalent skills. This program includes lodging in a Spanish home, three meals daily, cultural excursions in Seville, daytrips to Córdoba and to the ancient Roman ruins of Itálica and a two-day cultural visit to Granada. A University of Tampa faculty member prepares the students and is group leader in Spain.

University of Tampa in Paris (Summer Study Abroad)

Over the summer, students participate in a three-week faculty led travel course to Paris studying the history of France by examining the architectural development of the City of Lights throughout the centuries. The city, its monuments and lesser-known landmarks are discussed in class in chronological fashion and then visited in Paris, with an emphasis placed on how Parisians interact daily with their history and how frames their mindset in the process. The course enables students to experience these interactions and therefore, better comprehend Paris and the French way of life.

UT in Paris is open to students who have completed elementary level coursework or are able to demonstrate equivalent skill. The program includes lodging in Paris, airfare, metro fares, excursions in Paris, and day-trips to Versailles and medieval city of Rouen in Normandy.

Applied Linguistics Minor

The minor in applied linguistics provides students with interdisciplinary opportunities to study a wide range of practical and theoretical applications of language studies which includes second and foreign language teaching and learning as well as TESOL (Teaching English to Speakers of Other Languages).

Students interested in studying the applied linguistics minor may be interested in learning languages as well as teaching second and foreign languages, including TESOL, at home and abroad. Students may also be interested in pursuing graduate studies in one of the many branches of linguistics as well as TESOL and second and foreign language teaching.

Degree Requirements

Requirements for an Applied Linguistics Minor

ENG 205	Advanced English Grammar	4
ENG 343	Approaches to TESOL and Teaching Second and Foreign Languages	4
LIN 210	Basic Linguistics	4
LIN 320	Second-Language Acquisition	4
LIN 330	Introduction to Sociolinguistics Foreign Language	4

Subtotal: 24

Subtotal: 24

Total Credit Hours: 24

Spanish

Spanish Major

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. All

Spanish majors are required to complete a capstone experience worth 2 credits during their senior year in one of the following areas: linguistics, literature, second-language acquisition or cultural studies under the guidance of a full-time faculty member of the department of Languages and Linguistics.

It is strongly recommended that all Spanish majors study abroad for either a full semester or extended summer program in Spain or Latin America, either through the department or in consultation with the student's major advisor.

Degree Requirements

A yearly proficiency exam is required for all majors to assess their progress in speaking, listening, reading, writing and cultural awareness.

One of the following:

SPA 421	Spanish Culture and Civilization I	4
SPA 422	Latin American Civilization and Culture	4

Subtotal: 4

One of the following:

SPA 431	Spanish Literature through the Golden Age	4
SPA 432	Spanish Literature from the 19th Century until Today	4

Subtotal: 4

One of the following:

SPA 435	Latin American Literature	4
SPA 436	The Latin American Novel	4

Subtotal: 4

Electives

General elective (200 level or above)	4
General Elective (200 level or above)	4
General elective (300 level or above)	4
General Elective (300 level or above)	4
General Elective (300 level or above)	4
General Elective (300 level or above)	4

Subtotal: 24

Capstone

SPA 499	Research Capstone	2
---------	-------------------	---

Subtotal: 2

One of the following:

LIN 210	Basic Linguistics	4
LIN 320	Second-Language Acquisition	4
SPA 307	The Structure of Modern Spanish	4

Subtotal: 4

Subtotal: 42

Total Credit Hours: 42

Four-Year Degree Plan for Major in Spanish

[Link to Four-Year Degree Plan for Major in Spanish](#)

Spanish Minor

Twenty-four credit hours at the 200 level or higher are required for a minor in Spanish. At least 12 of the 24 credits must be earned at The University of Tampa. SPT 250/SPT 251 may not be counted toward the

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

Total Credit Hours: 24

French

French Minor

Twenty-four credit hours at the 200 level or higher are required for a minor in French. At least 12 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.

Total Credit Hours: 24

Latin American Studies

Faculty: Associate Professor López (Languages), Co-Coordinator; Associate Professor Rey (Government and World Affairs), Co-Coordinator

Latin American Studies Minor

The Latin American studies minor is designed to internationalize a number of existing majors by introducing students to the history, culture, politics and economics of Latin America and the Caribbean from an interdisciplinary perspective. Students who pursue the Latin American studies minor must complete 24 credit hours of courses chosen from a list of approved electives. The Latin American studies minor will help students prepare for careers in government, business, academia and NGOs, as well as for graduate school in multiple disciplines.

Requirements for a minor in Latin American studies

24 credit hours, distributed as follows from lists (A) through (C)

Degree Requirements

A. Latin American history, politics and society requirement

PSC 342	The Political Economy of Latin America	4
HIS 313	Latin America	4
SPA 422	Latin American Civilization and Culture	4
PSC 206	Contemporary Latin America or	4

Subtotal: 8-16

B. Language requirement

SPA 101	Elementary Spanish I	4
SPA 102	Elementary Spanish II	4
SPA 105	Elementary Spanish Review	4
SPA 201	Intermediate Spanish I	4
SPA 202	Intermediate Spanish II	4
SPA 300	Advanced Spanish I	4
SPA 301	Advanced Spanish II	4
SPA 311	Commercial Spanish	4
SPA 331	Reading Literature	4
POR 101	Elementary Portuguese I	4

POR 102	Elementary Portuguese II	4
POR 201	Intermediate Portuguese I	4
POR 202	Intermediate Portuguese II	4

Subtotal: 8**C. Latin American studies electives**

HIS 206	Slavery and Racism in the Early Americas: A Comparative Perspective	4
ART 271	Pre-Columbian	4
SPT 251	Latin American Literature in English Translation	4
SPA 320	Hispanic Cinema	4
SPA 435	Latin American Literature	4
SPA 436	The Latin American Novel	4
SPA 441	Hispanic Women Writers	4

Subtotal: 8-16**The following Honors and/or Travel Courses are offered on a four-year rotation and may count toward the electives portion of the minor.**

HISH 219	Mistaken Identities: Myths and Realities of the New World Encounter	4
PSCH 345	Roots of Modern Latin American Thought: Identity, Culture, Utopia and Revolution (Honors)	4
PSCH 265	Revolutionary Cuba: The Politics of Culture and the Culture of Politics (Honors)	4
SPTH 251	Latin American Literature in English Translation Honors	4

Subtotal: 24-40

Total Credit Hours: 24**Certificate Programs**

A certificate may be obtained in Spanish, French, Italian, German, Chinese, Japanese, Arabic or Portuguese by successful completion of 16 credit hours in the language at the 100 level or higher and in conjunction with a bachelor's degree. At least 8 credits must be completed at The University of Tampa. 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 is also meant to complement the Certificate in International Studies by providing a vehicle for students of any discipline to acquire the foreign language proficiency required by this program.

Total Credit Hours: 16**Department of Music**

Faculty: Associate Professor Blackburn, Chair; Associate Professors Hebert, Jung, Zamparas; Assistant Professors Iker, McDannald

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 is as follows:

1. To prepare music majors for professional careers or graduate study in music.
2. To provide non-music-major students with deeper understanding of music, and opportunities for participation.
3. To provide music training for those students who need musical knowledge, skills and understanding in their chosen fields.
4. To enrich the academic and cultural life of the University community and the Baccalaureate Experience.
5. To serve the greater community through public performance, educational outreach and scholarly creativity.
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
4. Bachelor of Fine Arts in Musical Theatre (offered collaboratively with the Department of Speech, Theatre and Dance)

The Department of Music also participates in the new media production interdisciplinary program that focuses on designing and creating applications for interactive media, mobile platforms and the Internet for both commercial and artistic intent.

Admission Requirements

Admission to all music degree programs and the minor in music requires a successful music audition on a primary applied instrument or voice. Audition requirements and an audition application are available at www.ut.edu/musicaudition/.

Transfer students bringing in 60 or more credits who plan to enter Bachelor of Music programs in music performance or music education must meet audition requirements equivalent to the requirements of the upper division evaluation. Prospective students should confirm these requirements with the area director, in advance of their audition.

Additional Admission Requirements for Music Education Majors

Admitted music education majors will:

1. Take the Florida General Knowledge Test in the summer prior to entering UT. (The University of

Tampa must be designated as a score recipient with the testing agency.)

2. Attain Level II clearance (background check and fingerprinting) through Hillsborough County Schools during the first six weeks of the entering semester. Paperwork and guidance through this process will be provided to students at the beginning of the fall semester.

Music Opportunities for the Non-Music Major

All students are encouraged to perform in ensembles and to enroll in music courses. 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 and performance-oriented courses in music:

MUS 147-175	Studio Lessons	1
MUS 192	World Music Drumming Ensemble	0-1
MUS 245	Special Project in Music	1
MUS 246	Camerata	0-1
MUS 247-267	Studio Lessons	1-2
MUS 270	Composition	1-2
MUS 271-275	Studio Lessons	1-2
MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 294	Opus	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 307	Vocal Performance Workshop	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1

MUS 245: May count as an ensemble when described as an ensemble course.

Studio Lessons (Applied Music)

1. Studio 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 with demonstrated musical proficiency, (4) part-time University students with demonstrated musical proficiency.

- An additional applied music fee (\$100/credit hour) is charged for studio lessons.
- Enrollment in a department ensemble related to the performance area of the studio lesson is a concurrent requisite for all studio lessons.
- 100-level studio lessons in piano, voice, and classical guitar require demonstrated proficiency or prior classroom instruction as follows: enrollment in MUS 150 requires a passing grade in MUS 111, or the piano proficiency exam; enrollment in MUS 151 requires a passing grade in MUS 115; MUS 167 requires a passing grade in MUS 116.
- Students taking 200-level studio lessons courses are required to perform in at least one departmental student recital each semester.
- Students enrolled in studio lessons are expected to practice for one hour a day for each hour of credit being received.
- Individual lessons missed during the semester will not be made up unless notice is given to the instructor at least 24 hours before the absence.
- Studio 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.
- Studio lessons are not given during final exam periods.
- The following are details about jury exams (graded performance exams before music faculty):
 - Jury exams at the end of every semester are required of all students enrolled in studio lessons. 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 the degree recital or showcase.
 - 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 studio lessons.
 - Throughout the semester, students must document their activities in studio lessons using the jury exam record form, and submit the edited file by the assigned due date to music@ut.edu. Students excused from jury exams must still submit this form prior to the assigned due date.

Upper-Division Evaluation in Applied Performance for Music Education and Music Performance Majors

The following are details about upper-division evaluations in applied performance.

1. The upper-division evaluation is required for B.M. in music education and B.M. in performance degree candidates.

2. The upper-division evaluation will be made no later than the fourth semester of studio lessons, and occurs during the end of the semester jury exam.

3. Students must achieve an average grade of "B" or better to pass the evaluation. This grade will substitute for the jury exam portion of the student's final studio lessons grade for the semester.

4. Students who do not pass with an average grade of "B" or better will need to retake the upper-division evaluation during their next end of the semester jury exam. Students who do not pass for the second time may not continue in the Bachelor of Music degree program, but may instead change their major to the Bachelor of Arts in music.

Upper-Division Application for Music Education

Prior to their junior year, music education candidates must submit an upper-division application for music education in order to continue in the Bachelor of Music degree program. Transfer students are required to submit an upper-division application during their first semester of residence in order to continue in the Bachelor of Music degree program. Application forms are available in the Department of Music office.

The following materials are required for the upper-division application for music education:

1. Evidence of a 2.5 GPA overall and a 3.0 GPA in the major that is certified by the Academic Advising Office

2. A student transcript (unofficial), indicating completion or pending completion of 30 credit hours by the end of the current semester

3. Documentation of passing scores on all portions of the General Knowledge Exam

4. Two educator disposition assessment forms completed by UT music faculty

5. One letter of recommendation (not from a UT music faculty member)

6. The applicant's perspectives on education statement

7. The criminal record information form (for field placement purposes)

8. A signed cooperative learning agreement

General Degree Requirements

- Ensembles may be taken for 0 credit if the student's total semester load is 18 credits or more.

Large Ensembles

MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 307	Vocal Performance Workshop	0-1

Small Ensembles

MUS 192	World Music Drumming Ensemble	0-1
MUS 245	Special Project in Music	1
MUS 246	Camerata	0-1
MUS 294	Opus	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1

MUS 245: May count as an ensemble when described as an ensemble course.

- All music degree candidates must pass a comprehensive exit exam in music history and music theory.
- All music degree candidates must receive a grade of "C" or better for any MUS course in order for it to be counted toward their music degree requirements.
- All music degree candidates must pass MUS 269 Recital/Concert Attendance based on the number

of semesters they are in residency at UT as a music degree candidate:

- 8+ semesters at UT = 6 semesters of passing MUS 269
- 7 semesters at UT = 5 semesters of passing MUS 269
- 6 semesters at UT = 4 semesters of passing MUS 269
- 5 semesters at UT = 3 semesters of passing MUS 269
- 4 semesters at UT = 2 semesters of passing MUS 269
- 3 semesters at UT = 1 semesters of passing MUS 269
- 2 semesters at UT = 1 semester of passing MUS 269
- Bachelor of Music degree candidates must pass the piano proficiency exam (normally taken at the end of Piano Class II)
- Bachelor of Music in music performance candidates whose primary applied area is voice are required to take courses in two different foreign languages selected from German, Italian or French. These courses may also be counted toward Baccalaureate Experience requirements.
- All music majors who are studying voice for their primary applied area must take MUS 124 Vocal Diction Technique and Literature and MUS 135 Alexander Technique for Musicians.
- Bachelor of Music in music performance candidates must take all 4 credits of their secondary applied music requirement in one secondary performance area.

Piano Proficiency Exam

Bachelor of Music degree candidates must pass the piano proficiency exam (it is not required for Bachelor of Arts in music degree candidates).

Beginning in the spring semester of their freshman year, Bachelor of Music majors who have no prior piano study should enroll in MUS 110, and then MUS 111. Placement in these courses is determined by the results of the piano placement exam. The piano proficiency exam is administered at the end of MUS 111. In the events that the students does not pass, the entire piano proficiency exam may be repeated each semester until the students fulfills this skills requirement.

Music Major

Degree Requirements

Theory and Musicianship

MUS 100	Music Fundamentals	3
MUS 112	Aural Skills I	2
MUS 113	Aural Skills II	2

MUS 122	Music Theory I	2
MUS 123	Music Theory II	2
MUS 210	Concert Recording Practicum	2
MUS 212	Aural Skills III	2
MUS 213	Aural Skills IV	2
MUS 222	Music Theory III	2
MUS 223	Music Theory IV	2

Subtotal: 21

The need to take MUS 100 will be determined by the results of the music theory and aural skills placement exam.

History

MUS 103	Music Literature	1
MUS 191	World Music	3
MUS 380	Music History Survey I: Antiquity, Middle Ages, Renaissance and Baroque	3
MUS 381	Music History Survey II: 18th Century Classical Period and 19th Century Romanticism	3
MUS 480	Music History Survey III: 1900 to Present Day	3

Subtotal: 13

Performance

MUS 192	World Music Drumming Ensemble	0-1
MUS 245	Special Project in Music	1
MUS 246	Camerata	0-1
MUS 247-267	Studio Lessons	1-2
MUS 269	Recital/Concert Attendance	
MUS 271-275	Studio Lessons	1-2
MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 294	Opus	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 307	Vocal Performance Workshop	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1

Subtotal: 16

MUS 247-267 and MUS 271-275: studio lessons in primary applied area, must take 8 credit hours.

MUS 192, MUS 245, MUS 246, MUS 289 through MUS 314: must take 8 ensembles total (ensemble courses may be repeated, and more than one ensemble may be taken per semester).

Music scholarship recipients have additional ensemble participation requirements.

Subtotal: 50

Total Credit Hours: 50

Music Performance

Music Performance Major

Degree Requirements

Theory and Musicianship

MUS 100	Music Fundamentals	3
MUS 110	Piano Class I	2
MUS 111	Piano Class II	2
MUS 112	Aural Skills I	2
MUS 113	Aural Skills II	2
MUS 122	Music Theory I	2
MUS 123	Music Theory II	2
MUS 210	Concert Recording Practicum	2
MUS 212	Aural Skills III	2
MUS 213	Aural Skills IV	2
MUS 215	Basic Conducting	2
MUS 222	Music Theory III	2
MUS 223	Music Theory IV	2
MUS 224	Pedagogy	2

Subtotal: 29

The need to take MUS 100 will be determined by the results of the music theory and aural skills placement exam.

The need to take MUS 110 and MUS 111 will be determined by the results of the piano placement exam.

History

MUS 103	Music Literature	1
MUS 191	World Music	3
MUS 380	Music History Survey I: Antiquity, Middle Ages, Renaissance and Baroque	3
MUS 381	Music History Survey II: 18th Century Classical Period and 19th Century Romanticism	3
MUS 480	Music History Survey III: 1900 to Present Day	3

Subtotal: 13

Performance

MUS 147-175	Studio Lessons	1
MUS 192	World Music Drumming Ensemble	0-1
MUS 225	Voice Techniques	1
MUS 226	String Techniques	1
MUS 228	Brass Techniques	1
MUS 229	Percussion Techniques	1
MUS 230	Woodwind Techniques I: Single Reeds	1
MUS 231	Woodwind Techniques II: Double Reeds and Flute	1
MUS 232	Guitar Techniques	1
MUS 245	Special Project in Music	1
MUS 246	Camera	0-1
MUS 247-	Studio Lessons	1-2

267

MUS 269	Recital/Concert Attendance	
MUS 271-275	Studio Lessons	1-2
MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 294	Opus	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 307	Vocal Performance Workshop	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1
MUS 346	Junior Recital	0-1
MUS 446	Senior Recital	0-1
MUS	Music electives: any courses	9

Subtotal: 46

MUS 245: may count as an ensemble when described as an ensemble course.

MUS 225-MUS 231: must select three from this group (3 credit hours). Vocal primary applied area: music performance majors with a vocal primary applied area may substitute MUS 225 Voice Techniques with MUS 124 Vocal Diction Technique and Literature.

MUS 147-175: studio lessons in secondary applied area, must take 4 credit hours.

MUS 247-267, MUS 271-275: studio lessons in primary applied area, must take 16 credit hours.

MUS 192, MUS 245, MUS 246, MUS 289-MUS 314: must take at least one each semester, minimum of 12 credit hours total. Ensemble credit hours are specified as follows: 8 semesters of large ensembles, 2 semesters of small ensembles, 2 semesters of elective ensembles (large or small). Exceptions: piano majors will take 8 semesters of MUS 309, 2 semesters of large vocal ensembles, and 2 semesters of elective ensembles (large or small); classical guitar majors will take 8 semesters of MUS 311, 2 semesters of large vocal ensembles, and 2 semesters of elective ensembles (large or small); contemporary guitar, contemporary keyboard, contemporary bass, and contemporary percussion majors will take 4 semesters of large ensembles, 6 semesters of small ensembles, and 2 semesters of elective ensembles (large or small).

Music scholarship recipients have additional ensemble participation requirements.

Instrumental or Vocal Primary Applied Area

MUS 124	Vocal Diction Technique and Literature	3
MUS 135	Alexander Technique for Musicians	1

MUS 315	Choral Conducting	3
MUS 316	Instrumental Conducting	3

Subtotal: 3-7

MUS 124, MUS 135, MUS 315 - vocal primary applied area requirements.

MUS 316 - instrumental primary applied area requirement.

Subtotal: 91-95

Total Credit Hours: 91-95

Four-Year Degree Plan for Major in Music Performance

[Link to Four-Year Degree Plan in Music Performance](#)

Music Education

Music Education Major

Teacher Certification

Music students desiring to teach in the public schools must complete the Bachelor of Music in music education and the state of Florida general education requirements for teacher certification. Music education candidates must have a 2.5 GPA in their major for state certification. Music education candidates must take PSY 200 General Psychology and PSY 210 Development I: Child Psychology in order to achieve Florida Department of Education requirements for coursework in child development. PSY 200 and PSY 210 will also count toward partial fulfillment of the Baccalaureate Experience social science requirement.

Degree Requirements

Theory and Musicianship

MUS 100	Music Fundamentals	3
MUS 110	Piano Class I	2
MUS 111	Piano Class II	2
MUS 112	Aural Skills I	2
MUS 113	Aural Skills II	2
MUS 122	Music Theory I	2
MUS 123	Music Theory II	2
MUS 210	Concert Recording Practicum	2
MUS 212	Aural Skills III	2
MUS 213	Aural Skills IV	2
MUS 215	Basic Conducting	2
MUS 222	Music Theory III	2
MUS 223	Music Theory IV	2
MUS 323	Arranging and Orchestration	2

Subtotal: 29

The need to take MUS 100 will be determined by the results of the music theory and aural skills placement exam.

The need to take MUS 110 and MUS 111 will be determined by the results of the piano placement exam.

History

MUS 103	Music Literature	1
MUS 380	Music History Survey I: Antiquity, Middle Ages, Renaissance and	3

	Baroque	
MUS 381	Music History Survey II: 18th Century Classical Period and 19th Century Romanticism	3
MUS 480	Music History Survey III: 1900 to Present Day	3

Subtotal: 10**Performance**

MUS 135	Alexander Technique for Musicians	1
MUS 192	World Music Drumming Ensemble	0-1
MUS 200	Jazz Improvisation I	1
MUS 225	Voice Techniques	1
MUS 226	String Techniques	1
MUS 228	Brass Techniques	1
MUS 229	Percussion Techniques	1
MUS 230	Woodwind Techniques I: Single Reeds	1
MUS 232	Guitar Techniques	1
MUS 245	Special Project in Music	1
MUS 246	Camerata	0-1
MUS 247-267	Studio Lessons	1-2
MUS 269	Recital/Concert Attendance	
MUS 271-275	Studio Lessons	1-2
MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 294	Opus	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 307	Vocal Performance Workshop	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1
MUS 346	Junior Recital	0-1

Subtotal: 30

MUS 247-267, 271-275

MUS 245: may count as an ensemble when described as an ensemble course.

MUS 247-267, 271-275: studio lessons in primary applied area, must take 12 credit hours.

MUS 192, MUS 245, MUS 246, MUS 289-MUS 314: must take at least one each semester, minimum of 9 credit hours total. Ensemble credit hours are specified as follows: seven semesters of large ensembles, two semesters of small ensembles. Exceptions: piano majors will take seven semesters of MUS 309 and two semesters of large vocal ensembles; classical guitar majors will take seven semesters of MUS 311 and two semesters of large vocal ensembles; contemporary

guitar, contemporary keyboard, contemporary bass and contemporary percussion majors will take four semesters of large ensembles and five semesters of small ensembles.

Music scholarship recipients have additional ensemble participation requirements.

Primary Applied Area Emphasis

Music education majors with a vocal primary applied area may substitute MUS 225 Voice Techniques with MUS 124 Vocal Diction Technique and Literature.

MUS 124	Vocal Diction Technique and Literature	3
MUS 315	Choral Conducting	3

Instrumental Primary Applied Area Requirements

MUS 231	Woodwind Techniques II: Double Reeds and Flute	1
MUS 316	Instrumental Conducting and	3
MUS 295	Women's Glee Club or	0-1
MUS 297	Men's Glee Club	0-1

Subtotal: 5-6

Music Pedagogy

MUS 205	Intro to Music Education, Human Development and Diversity	3
MUS 209	Field Experience Seminar	
MUS 390	Reading and Teaching Music - Elementary	3
MUS 391	ESOL Survey and Music Class Management	3
MUS 490	Music Instruction and Assessment	3
MUS 491	Music Internship 1 - Grades 1-8 (Elementary)	6
MUS 492	Music Internship 2 - Grades 6-12 (Secondary)	6

Subtotal: 24

Music education majors must take MUS 209 each semester of enrollment.

Subtotal: 98-99

Total Credit Hours: 98-99

Four-Year Degree Plan for Major in Music Education (K-12)

[Link to Four-Year Degree Plan for Major in Music Education \(K-12\)](#)

Musical Theatre

Musical Theatre Major

The Bachelor of Fine Arts in musical theatre degree is offered cooperatively by the Department of Music and the Department of Speech, Theatre and Dance. See degree program details under the Department of Speech, Theatre and Dance section in this catalog.

Music Minor

Students wishing to minor in music are required to audition. Due to similarity in degree requirements, musical theatre majors are not eligible for the music minor, unless the primary applied area of their music minor is something other than voice.

Degree Requirements

Courses

MUS 100	Music Fundamentals	3
MUS 103	Music Literature	1
MUS 112	Aural Skills I	2
MUS 113	Aural Skills II	2
MUS 122	Music Theory I	2
MUS 123	Music Theory II	2
MUS 247-267	Studio Lessons	1-2
MUS 269	Recital/Concert Attendance	
MUS 271-275	Studio Lessons	1-2

One of the following each semester

MUS 192	World Music Drumming Ensemble	0-1
MUS 245	Special Project in Music	1
MUS 246	Camerata	0-1
MUS 289	Orchestra	0-1
MUS 290	Spartan Band	0-1
MUS 291	Wind Ensemble	0-1
MUS 292	Jazz Ensemble	0-1
MUS 293	Chamber Singers	0-1
MUS 294	Opus	0-1
MUS 295	Women's Glee Club	0-1
MUS 297	Men's Glee Club	0-1
MUS 301	Interactive Arts Ensemble	0-1
MUS 302	Jazz Combo	0-1
MUS 303	Studio Production Ensemble	0-1
MUS 307	Vocal Performance Workshop	0-1
MUS 309	Performance Class	0-1
MUS 310	String Ensemble	0-1
MUS 311	Classical Guitar Ensemble	0-1
MUS 312	Woodwind Ensemble	0-1
MUS 313	Brass Ensemble	0-1
MUS 314	Percussion Ensemble	0-1

Subtotal: 24

MUS 245: may count as an ensemble when described as an ensemble course.

The need to take MUS 100 will be determined by the results of the music theory and aural skills placement exam.

For MUS 247-267, MUS 271-275, music minors must take 4 credit hours in their primary applied area.

MUS 247-267, MUS 271-275 require concurrent enrollment in an ensemble related to the primary performance area of the studio lesson.

Music minors must take at least one concurrent requisite ensemble course during each semester they are enrolled in studio lessons for their primary applied area. (Music scholarship recipients may have additional ensemble participation requirements.).

Music minors must pass MUS 269 Recital/Concert Attendance for a total of two semesters.

Subtotal: 24

Total Credit Hours: 24

Department of Philosophy and Religion

Faculty: Professor Geisz, Chair; Assistant Professor Arvan; Assistant Professor Haramia.

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 students are encouraged to consider completing the philosophy major as part of a double major.

Philosophy

Philosophy Major

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 and biomedical ethics), social and political philosophy, aesthetics and philosophy of art, philosophy of mind, metaphysics, epistemology, philosophy of film, philosophy of law, 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. Students interested in completing the research track should consult with a full-time faculty member in the department during their 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 the 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.

Degree Requirements

Requirements for a major in philosophy

PHL 201	Logic	4
---------	-------	---

Subtotal: 4

At least two of the following courses

PHL 203	Contemporary Philosophy	4
PHL 215	Ancient Philosophy: Plato and Aristotle	4
PHL 225	Modern Philosophy: Descartes to Kant	4

Subtotal: 8

And

PHL Electives	Including as options either REL 205 or REL 288, but not both	24
---------------	--	----

Subtotal: 24

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. Please note: either REL 205 World Religions or REL 288 Chinese Yoga and Meditation (but not both) may be used as a 200-level PHL elective for the purposes of completing the philosophy major, although no REL courses are required for the major.

Subtotal: 36

Total Credit Hours: 36

Four-Year Degree Plan for Major in Philosophy

[Link to Four-Year Degree Plan for Major in Philosophy](#)

Philosophy Minor

Degree Requirements

Requirements for the minor in philosophy

PHL 201	Logic	4
	Philosophy electives	16

Subtotal: 20

PHL electives: at least 4 credit hours of which must be PHL courses 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. Please note: no REL courses may be counted toward the philosophy minor, although either REL 205 or REL 288 (but not both) may be counted toward the philosophy major.

Subtotal: 20

Total Credit Hours: 20

Religion

Courses in religion are offered through the Department of Philosophy and Religion. A major or minor in religion is not offered. Either REL 205 World Religions or REL 288 Chinese Yoga and Meditation (but not both) may be used as a single 200-level PHL

elective by a student completing the philosophy major at UT, but no other REL courses count toward the philosophy major. No REL courses count toward the philosophy minor.

Asian Studies

Asian Studies Minor

Faculty: Professor Steven Geisz (Philosophy and Religion), Co-Coordinator; Associate Professor Elizabeth Littell-Lamb (History), Co-Coordinator; Associate Professor Liv Coleman (Political Science and International Studies); Associate Professor Daniel Dooghan (English).

The Department of Philosophy and Religion, the Department of Languages and Linguistics, and the Department of Government, History and Sociology each contribute key courses to the Asian studies minor.

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.

Degree Requirements

Requirements for a minor in Asian studies - 24 credit hours, distributed as follows from lists (A), (B) and (C), and possibly (D) and (E):

A. Asian History and Politics 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
PSC 365	Politics of East Asia	4

Subtotal: 4

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
PHL 320	Chinese Philosophy	4
PHL 235	Philosophy of Martial Arts	4
PHL 236	Yoga and Philosophy	4
PHL 321	Daoist Philosophy and Religion	4
PHL 330-339	Asian Philosophy Special Topics	4

Subtotal: 4

PHL 330: may be taken and counted toward the minor more than once, if the particular topic varies

C. Asian Language Requirement (8 or more credit hours, unless proficiency is demonstrated in one of the other allowable ways):

Students must (i) successfully complete at least 8 credit hours of the following courses, or (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	1-4
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:	1-4

Subtotal: 8

D. Asia-Focused Electives (OPTIONAL, up to 8 credits):

Students do not need to take any courses off of this list, but they may count up to 8 credit hours of coursework from the following list toward the 24 credit hours required for the Asian studies minor. (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
LIT 323	Post-Colonial Literature and Theory - South Asia	4
PSC 341	International Relations of East Asia	4
PSC 365	Politics of East Asia	4
PSCH 272	Contemporary Japan (Honors)	4
HIS 227	Traditional China	4
HIS 228	Traditional Japan	4
HIS 296	America and Vietnam	4
HISH 327	Women and Gender in East Asia	4
LAN 100	Language and Culture	2
LAN 105	Language For Travel	2
REL 288	Chinese Yoga and Meditation	4
THR 330-332	Special Topics in Theatre	2-4

Subtotal: 8

THR 330-332: Should take THR 330, Special Topics in Theatre: Asian Theatre

LAN 100/LAN 105: (only if the language/culture is Chinese, Japanese, or some other language/culture of East Asia, Southeast Asia, or the Indian Subcontinent)

E. Asia-In-Comparison Electives (OPTIONAL, up to 4 credit hours):

Students do not need to take any courses off of this list, but they 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
LIT 312	Contemporary World Literature	4
LIT 337	Multiethnic U.S. Literature and Film	4
HIS 102	World History to 1500	4
HIS 103	World History from 1500 to the Present	4
HIS 402	Natural and Unnatural Disasters in Modern World History	4
PHL 399	Philosophy of Sex	4
REL 205	World Religions	4

Subtotal: 4

Subtotal: 24

Total Credit Hours: 24

Department of Speech, Theatre and Dance

Faculty: Assistant Professor Gurrie, Chair; Professors Luter, Taylor Lennon; Associate Professors Finocchiaro, Gonzalez, and Staczar; Assistant Professors Foltz, LeMarquand.

The mission of the department is to enable students to refine their talents and creativity within a framework of professional discipline and academic 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 and pedagogical skills necessary for success in the performing arts.

UT 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 applied dance, musical theatre and theatre. Such courses are so designated in the course descriptions.

The department also provides study abroad courses that enrich global perspective and experience for our students. The department sponsors the UT Public Speaking Center, which promotes the development of oral communication skills across the curriculum, preparing students for career success and civic engagement.

Applied Dance

Applied Dance Major

Students majoring in this Bachelor of Arts degree program receive training and experience in preparing to teach dance in a variety of community settings, from

private dance studios and community programs to serving diverse populations. This major consists of dance technique, pedagogy, choreography, technical theater, dance anatomy and kinesiology and a capstone course, in addition to specific course work in related fields in music and education. Students also will have opportunities for internships in community dance programs. An audition is required for this program. Contact the director of the dance program for more specific details.

Students who have declared an applied dance major must successfully pass a second-year evaluation/review, which is administrated the spring semester of the second year of study (or, for transfer students, after 60 credit hours are earned). Transfer students who are admitted into the program after 60 credit hours are earned or coming in with junior status will take a technical placement class and are otherwise exempt from the evaluation. The evaluation process encompasses technical proficiency in ballet and modern dance and demonstrated familiarity in personal application of brain-compatible teaching methods. Students who do not successfully complete the second-year review will not be allowed to continue in the applied dance major program.

Degree Requirements

Dance Technique Coursework

	6 credits of the following (4 credits must be taken at 200 level or higher):	
DAN 142	Beginning Modern Dance I	2
DAN 198	Beginning Modern Dance II	2
DAN 242	Intermediate Modern Dance	2
DAN 342	Advanced Contemporary Dance	2
	6 credits of the following (4 credits must be taken at 200 level or higher):	
DAN 149	Beginning Ballet I	2
DAN 199	Beginning Ballet II	2
DAN 249	Intermediate Ballet	2
DAN 349	Advanced Ballet	2
	And three of the following courses:	
DAN 110	Ballroom Dance I	2
DAN 141	Beginning Jazz Dance I	2
DAN 144	Beginning Tap Dance	2
DAN 145	Dance Partnering for the Stage	2
DAN 151	Beginning Hip Hop, Urban and Funk	2
DAN 191	West African Dance	2
DAN 197	Beginning Jazz Dance II	2
DAN 210	Ballroom Dance II	2
DAN 241	Intermediate Jazz Dance	2
DAN 244	Intermediate Tap Dance	2
DAN 246	Musical Theatre Dance	2
DAN 251	Intermediate Hip Hop, Urban and Funk	2

Subtotal: 18

Other Required Coursework

EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
MUS 220	Music for Dance	3

THR 245	Technical Theatre	1
Subtotal: 12		
Requirements for Applied Dance Major		
DAN 102	Applied Dance Fundamentals I	1
DAN 200	Dance in World Cultures	4
DAN 201	Dance History	4
DAN 202	Applied Dance Fundamentals II	1
DAN 231	Dance Happening Repertory	0-1
	or	
DAN 232	Spring Dance Concert Repertory	0-1
DAN 269	Dance Improvisation	1
DAN 270	Composition and Choreography	1
DAN 302	Applied Dance Fundamentals III	1
DAN 320	Dance Anatomy, Kinesiology and Injury Prevention	3
DAN 380	Teaching Methods for Dance	4
DAN 450	Senior Capstone Project	1
DAN 480	Teaching Methods for Community and Diverse Populations	4

Subtotal: 26

DAN 231 and 232: applied dance majors are required to audition for University dance productions. Without prior consultation with the director of the production, students' participation in the audition process constitutes their agreement to accept the role(s) offered. A student must accept their role(s) or they risk losing their 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.

Total Credit Hours: 56**Four-Year Degree Plan for Major in Applied Dance**

Link to Four-Year Degree Plan for Major in Applied Dance

Musical Theatre**Musical Theatre Major**

Students majoring in this BFA 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, studio theatre performances, concerts and 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 the program director, 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 credit 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 musical theatre 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 musical theatre program.

Degree Requirements**Requirements for Musical Theatre Major**

MUS 127	Music Theory for Performing Arts I	3
MUS 128	Music Theory for Performing Arts II	3
MUS 117	Musicianship for Performing Arts I	1
MUS 118	Musicianship for Performing Arts II	1
MUS 217	Musicianship for Performing Arts III	1

Subtotal: 9**Music Theatre Performance Area**

MUS 251-269	Voice/Recital-Concert Attendance (two credit hours each semester enrolled)	16
MUS	MUS Ensembles (minimum of one each semester enrolled)	8
MUS 242	Career Development and Audition Seminar	3
MUS 243	Performance Internship	1

Subtotal: 27-28

MUS 243 is optional.

MUS 269: all musical theatre majors must pass Recital/Concert Attendance based on the number of semesters they are in residency at UT as follows:

8+ semesters at UT	= 6 semesters passing MUS 269
7 semesters at UT	= 5 semesters passing MUS 269
6 semesters at UT	= 4 semesters passing MUS 269
5 semesters at UT	= 3 semesters passing MUS 269
4 semesters at UT	= 2 semesters passing MUS 269
3 semesters at UT	= 1 semester passing MUS 269
2 semesters at UT	= 1 semester passing MUS 269

Performance and Production Techniques

MUS 238	Music Theater Workshop	1
MUS 448	Musical Theatre Senior Showcase	1
THR 240	Theatre Participation	0-1
THR 241	Musical Participation	0-1
THR 242	Cabaret Participation	0-1
THR 245	Technical Theatre	1

Subtotal: 3-6

THR 241: musical theatre majors are required to audition for University musical theatre productions. Without prior consultation with the director of the production, students' participation in the audition process constitutes their agreement to accept any role offered. A student must accept the role or they risk losing their 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	4

Subtotal: 23**Dance Training Sequence**

	One of the following:	
DAN 110	Ballroom Dance I	2
	or	
DAN 210	Ballroom Dance II	2
	or	
DAN 145	Dance Partnering for the Stage and	2
DAN 141	Beginning Jazz Dance I	2
	or	
DAN 241	Intermediate Jazz Dance	2
	and	
DAN 144	Beginning Tap Dance	2
	or	
DAN 244	Intermediate Tap Dance	2
	and	
DAN 149	Beginning Ballet I	2
	and	
DAN 246	Musical Theatre Dance	2

Subtotal: 10

Subtotal: 72-76

Total Credit Hours: 72-76**Four-Year Degree Plan for Major in Musical Theatre**

Link to the Four-Year Degree Plan for Major in Musical Theatre

Dance Opportunities

Dance students are encouraged to perform in numerous public presentations. Additional opportunities for performing, assistant teaching, demonstrating and choreographing are arranged on an individual basis.

Music Ensemble Information

Students in the musical theatre major are required to have a minimum of 8 credit hours of music ensembles for the completion of their degree programs.

THR 240, 241, 242 and THR 245 Information

Students in the musical theatre major may enroll in THR 240, THR 241, THR 242, THR 243, or THR 244 which are the production participation courses (Theatre Participation, Musical Theatre Participation, Cabaret Participation, Studio Theatre Participation, and Logos: Spoken Word Ensemble) for a maximum of 3 credit hours as optional electives. THR 245 Technical Theatre, is a required course. These courses are designed to give student 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.

Musical Theatre Senior Showcase Information

Any student planning a senior showcase is required to enroll in a studio voice lesson (MUS 251) during the semester in which the showcase is to be performed. Students in the musical theatre major are required to participate in a musical theatre senior showcase during their final year for the completion of the degree program.

Theatre**Theatre Major**

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 in the spring semester of the second year of study (or, for transfer students, after 60 credit 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 skill development. 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 (requiring 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 year of study to illustrate the overall growth of the student as a theatre artist.

Degree Requirements**Requirements for Theatre Major**

SPE 100	Voice and Diction	4
SPE 205	Oral Performance of Literature	4

Subtotal: 8**Theatre Studies Component**

THR 253	Survey of World Theatre	4
THR 254	Survey of World Theatre II	4
THR 245	Technical Theatre	1
THR 246	Stage Management and Design	1
THR 320	Play Analysis	4
THR 420	Survey of Dramatic Literature	4

Subtotal: 18

THR 420 Information: students may substitute appropriate ENG dramatic literature courses. Courses such as LIT 282-289 and LIT 309-311 are acceptable. However, students should consult with the program director regarding any course substitutions.

Actor Training Component

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 301	Acting III for Majors	3
THR 302	Career Development for the Actor and	3
DAN 142	Beginning Modern Dance I or	2
DAN 149	Beginning Ballet I	2

Subtotal: 20**One of the Following Courses**

THR 401	Acting Shakespeare	3
THR 402	Advanced Acting Styles	3
THR 425	Directing	3

Subtotal: 3**Performance and Production Techniques**

THR 240	Theatre Participation	0-1
THR 241	Musical Participation	0-1
THR 242	Cabaret Participation	0-1
THR 243	Studio Theatre Participation	0-1
THR 244	Logos: Spoken Word Performance Ensemble	0-1
THR 448	Theatre Senior Capstone Project	1

Subtotal: 2-5

THR 240: theatre majors are required to audition for University theatre productions. Without prior consultation with the director of the production, students' participation in the audition process constitutes their 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.

Production Participation and THR 245 Information

Students in the theatre major may enroll in THR 240, THR 241, THR 242, THR 243 or THR 244 which are the production participation courses (Theatre Participation, Musical Theatre Participation, Cabaret Participation, Studio Theatre Participation and Logos: Spoken Word Ensemble) for a maximum of 3 credit hours as optional electives.

THR 245 Technical Theatre is a required course. These courses are designed to give student 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.

Suggested Elective Courses

LIT 200	Introduction to Shakespeare	4
LIT 201	World Literature I	4
LIT 202	World Literature II	4
LIT 307	Shakespeare's Romances and Tragedies	4
LIT 308	Shakespeare's Comedies and Histories	4
WRI 240	Writing Drama	4
WRI 247	Dramatic Writing for Radio and Alternative Performance	4

Theatre Senior Capstone Project Information

Students in the theatre major are required to participate in a theatre senior capstone project during their final year for the completion of the degree program.

Subtotal: 51-54

Total Credit Hours: 52**Four-Year Degree Plan for Major in Theatre**

Link to Four-Year Degree Plan for Major in Theatre

Speech**Speech Minor**

Students interested in pursuing a minor in speech are required to complete 24 credit hours 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 musical theatre, theatre, communication, business, English, criminology, education and other disciplines requiring strong presentational skills.

Degree Requirements**Coursework for a minor in speech:**

SPE 200	Oral Communication	4
SPE 208	Speech for Business and the Professions	4
SPE 300	Storytelling: Voice, Script and Movement	4

Subtotal: 12**Electives**

Students may choose any of the following courses (total of 12 credit hours):

SPE 100	Voice and Diction	4
SPE 205	Oral Performance of Literature	4
SPE 208	Speech for Business and the Professions	4
SPE 212	Global Speech, Human Rights and Social Justice	4
SPE 308	Group Presentation and Leading Change	4
SPE 310	Interpersonal Communication	4
SPE 315	Freedom of Speech and First Amendment Studies	4
SPE 330	Special Topics in Speech	2-4
SPE 400	Public Messages and Technology	
SPE 425	Persuasion, Argumentation, and Conflict Resolution	4
COM 224	Mass Media and Society	4
CST 201	Cross-Cultural Studies	3-4
LJA 315	Appellate Advocacy	4
WRI 240	Writing Drama	4
WRI 247	Dramatic Writing for Radio and Alternative Performance	4
WRI 362	Multigenre Creative Writing Seminar	4

Subtotal: 12

Subtotal: 24

Total Credit Hours: 24

Minor in Speech/Theatre

Students interested in pursuing a minor in speech/theatre are required to complete 24 credit hours 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 credit hours must be selected from Group A electives and 4 credit hours from Group B electives. THR 240, 241 and 242 may be repeated for credit. However, students may not register for these courses more than four times toward the fulfillment of a minor in speech/theatre.

Degree Requirements

Coursework for the minor in speech/theatre:

SPE 100	Voice and Diction	4
THR 204	Acting I for Non-Majors	3
THR 245	Technical Theatre	1
THR 253	Survey of World Theatre	4
	or	
THR 254	Survey of World Theatre II	4

Subtotal: 12

Elective Courses – Group A

SPE 200	Oral Communication	4
THR 304	Acting II for Non-Majors	3
SPE 205	Oral Performance of Literature	4
THR 240	Theatre Participation	0-1
THR 241	Musical Participation	0-1
THR 242	Cabaret Participation	0-1
THR 243	Studio Theatre Participation	0-1
THR 244	Logos: Spoken Word Performance Ensemble	0-1
THR 308	Development of Musical Theatre	3
THR 320	Play Analysis	4
THR 401	Acting Shakespeare	3
THR 425	Directing	3

Subtotal: 8

Elective Courses – Group B

SPE 208	Speech for Business and the Professions	4
SPE 212	Global Speech, Human Rights and Social Justice	4
SPE 300	Storytelling: Voice, Script and Movement	4
SPE 315	Freedom of Speech and First Amendment Studies	4
SPE 330	Special Topics in Speech	2-4
THR 303	Seminar in Public Performance	0-4

Subtotal: 4

Subtotal: 24

Total Credit Hours: 24

Dance

Dance/Theatre Minor

Students interested in pursuing a minor in dance/theatre are required to fulfill 24 credits 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 draws upon their skills and expertise in the disciplines of dance and theatre.

Degree Requirements

Coursework for Dance/Theatre Minor

SPE 300	Storytelling: Voice, Script and Movement	4
DAN 201	Dance History	4
THR 253	Survey of World Theatre	4
	or	
THR 254	Survey of World Theatre II	4

Subtotal: 12

Electives

DAN 100	Introduction to Dance	2
DAN 110	Ballroom Dance I	2
DAN 141	Beginning Jazz Dance I	2
DAN 142	Beginning Modern Dance I	2
DAN 144	Beginning Tap Dance	2
DAN 145	Dance Partnering for the Stage	2
DAN 149	Beginning Ballet I	2
DAN 151	Beginning Hip Hop, Urban and Funk	2
DAN 197	Beginning Jazz Dance II	2
DAN 198	Beginning Modern Dance II	2
DAN 199	Beginning Ballet II	2
DAN 210	Ballroom Dance II	2
DAN 231	Dance Happening Repertory	0-1
DAN 232	Spring Dance Concert Repertory	0-1
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 269	Dance Improvisation	1
DAN 270	Composition and Choreography	1
DAN 301	Special Topics in Dance	2
DAN 330-332	Special Topics in Dance	1-4
DAN 342	Advanced Contemporary Dance	2
DAN 349	Advanced Ballet	2
THR 101	Improvisation for the Theatre	3
THR 200	Movement for the Actor	3
THR 201	Acting I for Majors	3
THR 204	Acting I for Non-Majors	3
THR 240	Theatre Participation	0-1
THR 241	Musical Participation	0-1
THR 242	Cabaret Participation	0-1
THR 243	Studio Theatre Participation	0-1

THR 244	Logos: Spoken Word Performance Ensemble	0-1
THR 245	Technical Theatre	1
3-4 elective credit hours from the following		
DAN 200	Dance in World Cultures	4
SPE 200	Oral Communication	4
SPE 205	Oral Performance of Literature	4
THR 202	Acting II for Majors	3
THR 304	Acting II for Non-Majors	3
THR 320	Play Analysis	4
THR 401	Acting Shakespeare	3
THR 425	Directing	3
Subtotal: 12		
Total Credit Hours: 12		

Applied Dance Minor

The applied dance minor requires 24 hours of coursework that provides students with a basic introduction to teaching dance to a wide variety of populations. This minor consists of dance technique and pedagogy, in addition to specific coursework related to the field of dance.

Degree Requirements

Coursework for Applied Dance Minor

DAN 102	Applied Dance Fundamentals I	1
DAN 200	Dance in World Cultures	4
DAN 201	Dance History	4
DAN 202	Applied Dance Fundamentals II	1
DAN 241	Intermediate Jazz Dance	2
	or	
DAN 244	Intermediate Tap Dance	2
DAN 242	Intermediate Modern Dance	2
	or	
DAN 342	Advanced Contemporary Dance	2
DAN 249	Intermediate Ballet	2
	or	
DAN 349	Advanced Ballet	2
DAN 320	Dance Anatomy, Kinesiology and Injury Prevention	3
THR 245	Technical Theatre	1

Subtotal: 20

And one of the following courses

DAN 380	Teaching Methods for Dance	4
DAN 480	Teaching Methods for Community and Diverse Populations	4

Subtotal: 4

Subtotal: 24

Total Credit Hours: 24

Women's and Gender Studies

Women's and Gender Studies Minor

Faculty: Professor Hayden, Director; Professors Geisz, Hidalgo-Calle, McGraw Groh, Plays, Tillson, N. Winston; Associate Professors Davis, Tillman; Assistant Professors Kane, Sumerau

Women's and gender 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 and gender identities are differently experienced. A women's and gender studies minor celebrates diversity, comparing or fusing Eastern and Western perspectives.

The women's and gender 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 lives.

Degree Requirements

Requirements for Women's and Gender Studies Minor

WST 383	Women's Studies	4
Select Four from the Following Courses		
ART 323	Women in Art	4
COM 370	Women, Film and Popular Culture	4
COM 435	Women Directors: Theory and Criticism	4
HIS 212	Witchcraft and Magic in the Early Modern Atlantic World	4
HIS 215	Women in American History	4
HIS 229	History of Sexuality	4
LIT 238	Women's Literature	4
PHL 205	Feminist Philosophy	4
PHL 399	Philosophy of Sex	4
PSY 404	Human Sexual Behavior: Seminar	4
SOC 307	Families in Global Perspective	4
SOC 320	Sociology of Gender	4
SPA 441	Hispanic Women Writers	4
WST 125	Introduction to Women's Studies	4
WST 290-299	Special Topics	4
WST 383	Women's Studies	4
WST 360-369	Special Topics	4

Subtotal: 20

(Eight of the 20 credit hours must be at the 300 and 400 levels, including WST 383, which is a required course for this minor.)

Subtotal: 20

Additional courses approved by the program director of women's and gender studies and by the Curriculum Committee may be used to satisfy the women's and gender studies minor.

Total Credit Hours: 20

Sykes College of Business

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. The College's 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 attract, develop and support talented students, faculty and staff.
- **Teaching Excellence:** We focus on teaching excellence and high quality student-centered learning for success in complex business environments.
- **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 impactful intellectual contributions and scholarship.
- **Partnership:** We form significant partnerships and alliances with universities, communities and businesses that impact our local and global communities by enhancing learning and engagement.

Program Description

In support of its mission, the 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 to 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 John P. Lowth Entrepreneurship Center, Florida Directors' Institute and the 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 the College's vision and mission.

The bachelor's degree in Management Information Systems is further accredited by the Computing Accreditation Commission of ABET — the Accreditation Board for Engineering and Technology.

Declaration of College of Business Major

The Sykes College of Business seeks to effectively advise, track and communicate with its students. To do

this, students who intend to graduate with a major in accounting, economics, business information technology, cybersecurity, entrepreneurship, finance, financial enterprise 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 career options through the Baccalaureate Office, the Office of Career Services and through 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.

COB 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, business information technology, cybersecurity, financial enterprise 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 Credits

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, QMB 210 and QMB 380 are counted in the non-business group.

For recommended computing standards, see the Campus Services section of this catalog.

Center for Ethics

The Center for Ethics provides high quality resources in applied ethics for students, educators and the business and community leaders of Florida, with a special focus on business and organizational ethics. Education in applied ethics is aimed at helping to significantly improve the integrity, credibility and effectiveness of present and future leaders.

The center's resources are available to UT students and members of the community, as well as to 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, the center participates with the Office of Student Leadership and Engagement (OSLE) in recognizing students who "go the extra mile" in service and community involvement. 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. See the Center for Ethics website at <http://www.ut.edu/centerforethics/>.

TECO Energy Center for Leadership

The TECO Energy Center for Leadership is engaged in developing programs to prepare future world business leaders by offering a variety of programs to undergraduate and graduate students, as well as the local community. The interdisciplinary minor in Leadership Studies combines theory and practice; students have the opportunity to learn about leadership and then experience it. The Leadership Coaching program brings together MBA students with leaders in Tampa Bay. The Modern Advances in Leadership Certificate Program is designed to provide transformative and interactive learning experiences for individuals and organizations seeking to advance their leadership skills. Our breakthrough programs combine the latest training, coaching and experiential learning tools that significantly impact organizations and their leaders. See the TECO Energy Center for Leadership website at <http://www.ut.edu/cfl/>.

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. See the Florida Directors' Institute website at <https://www.ut.edu/floridadirectorsinstitute/program/>.

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 courses (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 an organization with a local office. Students get firsthand 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 all the areas of business that they have studied in their 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.

John P. Lowth Entrepreneurship Center

The Lowth 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 extracurricular 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. Programs include the UT Entrepreneurs Club, the Spartan Accelerator, UT Alumni group, business plan competitions, speaker series programs, internships, a mentoring program and many more. See the John P. Lowth Entrepreneurship Center website at <http://www.ut.edu/entrepreneurcenter/>.

Student Organizations

The Sykes College of Business has numerous student organizations. These organizations provide students with the opportunity to meet people, gain leadership skills, network with business professionals and interact with faculty.

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.

Alpha Iota Mu is the honor society for 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 the Association for Information Systems, and recognizes outstanding management information systems, cybersecurity and financial enterprise systems juniors and seniors who have earned a GPA of 3.5 or higher and faculty recommendation.

The *American Marketing Association* collegiate chapter promotes student interaction with marketing professionals, both nationally and through the Tampa Bay Chapter. Through active participation and involvement, members gain practical marketing, advertising, management, promotion and financial experience. This award-winning chapter has excelled in community fundraising and marketing efforts and offers to students real-world local projects, important marketing connections and interviewing opportunities.

The Technology Club at The University of Tampa (Technology Club @UT) focuses on exposing students to opportunities in computing and information technology through internship opportunities, setting up own technology startup, educational seminars, meetings with industry professionals and tours of local businesses and organizations. The chapter is open to students from all majors at The University of Tampa. Through close association with the Tampa Bay Technology Leadership Association (TBTLA) and Tampa Bay Technology Forum (TBTF), students have the opportunity to participate in professional activities with information technology executives from a number of industries.

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. See the Beta Alpha Psi website at <http://www.utbap.com/>.

Beta Gamma Sigma is the international 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. See the Beta Gamma Sigma website at <https://betagammastigma.org/>.

The *Dean's Student Advisory Group* 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 Sykes College of Business. The group 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.

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.

Digital Marketing Club at The University of Tampa (DMCUT) aims to provide students with learning and networking opportunities with experts in the rising fields of online marketing, digital advertising, and marketing analytics.

The *Institute of Management Accounts* (IMASC) is a student chapter of the worldwide association of accountants and financial professionals working in business that exposes students to the breadth of careers in accounting and finance. We sponsor talks and discussions with business leaders and alumni from all areas of business, help students with professional development and provide leadership and community service opportunities.

The *Student Chapter of the Financial Management Association* is an organization that provides relevant information on the latest developments and opportunities in the area of finance.

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. Research papers from promising students may also be submitted for publication in ODE's journal, *The American Economist*.

Phi Kappa Phi is the nation's oldest, most selective, most prestigious, all discipline honor society. Top students are invited in their junior or senior year.

The *Student Environment Action Coalition* exists for the betterment of the University of Tampa as a whole. It is a student and youth run national network of progressive organizations and individuals whose aim is to uproot environmental injustices through action and education. We define the environment to include the physical, economic, political, and cultural conditions in which we live. By challenging the power structure which threatens these conditions, students in SEAC work to create progressive, social change on both the local and global levels.

UT Entrepreneurs 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 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 to 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 across the world, called the Collegiate Entrepreneurs' Organization. Besides bi-weekly meetings and various outside events throughout the year, UT Entrepreneurs makes an annual trip to Chicago for the National CEO Conference in the fall and hosts the Southeast Entrepreneurship Conference in the spring.

Independent Study 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 is unable to take for an approved reason. Independent and special studies courses are 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 Sykes College of Business core.

Internships

Internships, except for those in 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 be considered "in good standing." 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 must approve all internships. Forms are available in the associate dean's office.

All undergraduate internships (excluding Accounting) have a GPA requirement of 2.25, including:

- BIT
- ENT
- FIN
- IBS

- ITM
- MGT
- MKT

For Accounting: 2.25 overall and 3.0 in four upper level accounting classes.

Business Major Requirements

Degree Requirements

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	4
ECO 205	Principles of Macroeconomics	4
ITM 220	Management Information Systems	4
QMB 210	Business Statistics and Analytics	4
FIN 310	Financial Management	4
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4
MGT 431	Practical Strategic Assessment	4

Subtotal: 48

Students who qualify may count up to 8 hours of internship credit toward their 124-credit baccalaureate degrees. The remaining 116 credit 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.

Communication Requirement

SPE 208	Speech for Business and the Professions	4
---------	---	---

Subtotal: 4

Math Requirement

MAT 225	Calculus for Business	4
---------	-----------------------	---

Subtotal: 4

In addition, the following are recommended: two semesters of foreign language, ENG 204, and WRI 281.

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.

COB Grade Point Average Requirements

COB majors must have earned a minimum GPA of 2.25 in the top 22 credit 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.

Total Credit Hours: 56

Certificate in Business

Post Baccalaureate Certificate in Business

This certificate will provide students with a broad background in business by requiring courses in the major functional areas of business. It is designed for students who have earned degrees in areas other than business. It may also help prepare non-business undergraduate majors wishing to pursue a graduate degree in business. Full-time students can complete the certificate in three semesters. Students complete 38 credit hours of specified courses with a grade of C or better in each course. Up to 8 credit hours may be waived for equivalent courses taken at a regionally accredited institution within the past five years. A grade of C or better must have been earned for the course to be waived. Admission requirements are the same as admission requirements for an undergraduate degree at The University of Tampa. Students who have earned a degree in business from a regionally accredited institution are not eligible to apply for the certificate. Earning the certificate does not guarantee admission into any UT graduate program or waiver of foundation requirements.

Degree Requirements

Requirements List

BUS 101	Introduction to Global Business	4
ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
QMB 210	Business Statistics and Analytics	4
ITM 220	Management Information Systems	4
FIN 310	Financial Management	4
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4

Subtotal: 40

Business Administration Minor

Degree Requirements

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	4
ECO 205	Principles of Macroeconomics	4
QMB 210	Business Statistics and Analytics	4
ITM 220	Management Information Systems	4

Subtotal: 28

One of the following:

FIN 310	Financial Management	4
---------	----------------------	---

MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4

Subtotal: 4

Total Credit Hours: 32

Accounting

Faculty: Associate Professor Keener, Chair; Professor Platau, Associate Professors Bostick, Butler, Pergola, Robinson, Walters; Assistant Professors B. Fulmer, Liu, Marley; Instructors Gambol, Goodwin, Green.

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 or laws used by business entities.
- 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, auditing and accounting information systems. Electives are offered in nonprofit or governmental accounting, advanced accounting, 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 is a 32-credit degree program that prepares students for professional accounting careers and meets the accounting educational requirements for the state of Florida. A student not wishing to pursue the M.S. can satisfy the state's fifth-year requirements by taking additional undergraduate courses while enrolled as a post-baccalaureate student. A post-baccalaureate non-accounting business major wishing to complete the requirements for the M.S. program while gaining recognition may enroll to earn the certificate in accounting.

Accounting Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4
MGT 431	Practical Strategic Assessment	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56

Requirements for a major in accounting:

ACC 099	Non-Credit Service Requirement for Accounting Majors	
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	4
ACC 420	Intermediate Accounting II	4

Subtotal: 24

Total Credit Hours: 80

Four-Year Degree Plan for Major in Accounting

Link to Four-Year Degree Plan for Major in Accounting

Accounting Minor

Requirements for a minor in accounting: five courses in accounting.

Degree Requirements

Certificate in Accounting

Post Baccalaureate Certificate in Accounting

Only students with an undergraduate business degree from an accredited university are eligible for this certificate. Thus, the BUS 101 prerequisite is waived for BUS 221. The purpose of the certificate is to recognize the achievement of satisfying the prerequisites for the MS-ACC program for non-accounting business majors. It is expected that virtually all students will already have taken the equivalent of ACC 202 and ACC 203 in their undergraduate business studies. Additionally, students may receive transfer credit for two other courses. Students must take a minimum of five courses in residence and cumulatively have satisfied the MS-ACC prerequisites to receive the certificate.

Degree Requirements

Requirements List

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
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	4
ACC 420	Intermediate Accounting II	4
BUS 221	Business Law and Social Responsibility	4
Subtotal: 36		

Business Information Technology

Faculty: Professor Alhourani, Chair; Professors Jenzarli, Papp, Shirley; Associate Professors Jain, Knapp, Nelson, Veltri; Assistant Professors De Leoz, Farkas, House, Kam, Plachkinova, Smith; Instructor Nisar.

Information technology (IT) plays a key role in today's global competitive business environment. Businesses rely on technology to streamline processes, generate efficiency, and fuel innovation. A degree in business information technology provides students with a diverse set of business and technology skills that are necessary to succeed in the 21st-century global business environment. Students develop an understanding of how emerging technologies can be exploited to improve business efficiency and provide new business opportunities that can benefit the performance of a company and achieve its business goals. Students focus on studying web and mobile technologies and their application for businesses, create and manage databases based on business requirements, and utilize several

technology solutions that support business strategies and objectives.

The program aims at providing students with a diverse set of business and technology skills from the user side other than from the designer or the developer side. The program also features an experiential learning approach, where students use contemporary software through the University's membership in several academic alliances such as SAP, the world leader in enterprise systems, and Microsoft Corp., and participate in real-world projects analyzing the technology needs for businesses to improve performance. Students have the option to earn additional certifications from SAP and other corporations

Business Information Technology Major

Degree Requirements

Requirements list for a degree in Sykes College of Business

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MKT 300	Principles of Marketing	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4
Subtotal: 56		

Requirements for a major in business information technology

BIT 275	Information Technology Business Concepts	4
BIT 345	Web and Mobile Technology Applications	4
BIT 365	Business Database Technology	4
BIT 475	Technology Solutions for Business	4
Subtotal: 16		

Two of the following

ITM 251	Application Development	4
ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 350	Information Security Principles	4
ITM 361	Operations Management	4
ITM 466	Business Intelligence and Analytics	4
FIN 319	Applied Finance and Accounting using Enterprise Resource Systems	4
Subtotal: 8		

Four-Year Degree Plan Business Information Technology

Link to Four-Year Degree Plan Business Information Technology

Cybersecurity

Faculty: Professor Alhourani, Chair; Professors Jenzarli, Papp, Shirley; Associate Professors Jain, Knapp, Nelson, Veltri; Assistant Professors De Leoz, Farkas, House, Kam, Plachkinova, Smith; Instructor Nisar.

The University of Tampa's cybersecurity degree is a relevant, challenging program where students learn to protect the confidentiality, availability and integrity of information and information systems that support modern organizations. Students acquire a comprehensive education that focuses on both the fundamentals of information systems as well as advanced topics in areas such as network security, cryptography, risk management, security governance, business continuity, security architecture, physical security and critical infrastructures.

A key feature of the UT cybersecurity program is that it prepares students to take the Certified Information Systems Security Professional (CISSP) exam, as well as other relevant professional certifications. The program also gives students extensive hands-on experience using industry standard tools in a modern cybersecurity lab. Demand for certified security professionals is expected to rise as global commerce and modern society becomes increasingly dependent on information systems and related technologies. UT's cybersecurity degree develops students to be leaders in the growing cybersecurity field and employed by prominent organizations worldwide.

Cybersecurity Major

Major Requirements

All cybersecurity majors are required to take the standard set of University of Tampa and Sykes College of Business course requirements (with the exception of MGT 431). A minimum of a 2.0 GPA in the major is required for graduation.

Degree Requirements

Requirements for a degree in the Sykes College of Business

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4

ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 52

Requirements for a major in cybersecurity

ITM 251	Application Development	4
ITM 280	Network and Cloud Infrastructure	4
ITM 350	Information Security Principles	4
ITM 375	Information Security Standards, Risk Management and Compliance	4
ITM 380	Network Security	4
ITM 450	Cybersecurity Capstone	4

Subtotal: 24

Two of the following

At least one of these electives must be ITM 415 or ITM 480

ITM 318	Systems Analysis and Design	4
ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 360	Advanced Application Development	4
ITM 408	Data and Information Management	4
ITM 415	Physical and Operational Security	4
ITM 466	Business Intelligence and Analytics	4
ITM 480	Ethical Hacking	4

Subtotal: 8

Total Credit Hours: 84

Four-Year Degree Plan for Major in Cybersecurity

Link to Four-Year Degree Plan for Major in Cybersecurity

Cybersecurity Minor

Degree Requirements

Requirements for a minor in cybersecurity

A minimum of a 2.0 GPA in the minor is required for graduation.

Minors may take ITM 450 (Cybersecurity Capstone) with instructor permission only.

Students with a College of Business major must complete all requirements in the Cybersecurity minor, with at least 8 credit hours of courses that meet Cybersecurity requirements beyond the courses for their major.

BUS 101	Introduction to Global Business	4
ITM 220	Management Information Systems	4
ITM 280	Network and Cloud Infrastructure	4
ITM 350	Information Security Principles	4

Subtotal: 16

Two of the following

ITM 375	Information Security Standards, Risk Management and Compliance	4
ITM 380	Network Security	4
ITM 415	Physical and Operational Security	4
ITM 450	Cybersecurity Capstone	4

ITM 480	Ethical Hacking	4
Subtotal: 8		
Subtotal: 24		
Total Credit Hours: 24		

Economics

Faculty: Associate Professor R. Beekman, Chair; Professor Hoke; Associate Professors Borja, Jayakumar, Stinespring; Assistant Professors Agirdas, Blake, Coon, Diaz Vidal, Hall, Wood; Instructor Dieringer.

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 B.S. students 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 a solid foundation in economics. The economics field consists of two main areas: microeconomics, which addresses issues relating to individual firm behavior, including profit maximization, resource usage and price strategies; and macroeconomics, which relates to the broad issues that are national and 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, Calculus I (or Calculus for Business) is a prerequisite for each of the 400-level courses in economics (including ECO 460 Econometrics and ECO 461 Seminar in Economics).

Economics Major, B.S.

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56

Requirements for a B.S. degree in economics:

ECO 320	Intermediate Microeconomics	4
ECO 321	Intermediate Macroeconomic Analysis	4
ECO 460	Econometrics	4
ECO 461	Seminar in Economics	4

Subtotal: 16

Three of the following:

ECO 300	Labor Economics	4
ECO 305	Economics of Global Inequality and Poverty	4
ECO 310	Environmental Economics and Management	4
ECO 315	International Economic Development	4
ECO 340	Game Theory	4
ECO 420	Public Finance and Public Choice	4
ECO 421	Mathematical Economics	4
ECO 430	International Economics and Finance	4
ECO 432	Economics of Emerging Markets	4
ECO 442	Monetary Economics	4

Subtotal: 12

Total Credit Hours: 84

Four-Year Degree Plan for Major in Economics, B.S.

Link to Four-Year Degree Plan for Major in Economics, B.S.

Economics Minor

Requirements for a minor in economics: 20 credit hours in economics courses.

Economics Major, B.A.

Undergraduate students may elect to earn a B.A. in economics. The Bachelor of Arts in economics allows students 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.

Degree Requirements

Requirements for a B.A. degree in economics:

ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
ECO 320	Intermediate Microeconomics	4
ECO 321	Intermediate Macroeconomic Analysis	4
ECO 460	Econometrics	4
ECO 461	Seminar in Economics	4
ECO	Electives	16
QMB 210	Business Statistics and Analytics	4
MAT 260	Calculus I	4
	or	
MAT 225	Calculus for Business	4

Subtotal: 48

MAT 201 Introduction to Statistics (4 credit hours) may be substituted for QMB 210. This substitution is

recommended for students planning graduate work in economics.

Total Credit Hours: 48

Four-Year Degree Plan for Major in Economics, B.A.

Link to Four-Year Degree Plan for Major in Economics, B.A.

Entrepreneurship

Faculty: Professor White, Program Coordinator and James W. Walter Distinguished Chair of Entrepreneurship; Dana Professor Rustogi; Professors Margetis, Tompson; Associate Professors A. Beckman, Brownlee, Flagg, Hertz, Koutroumanis; Instructor Mandt.

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 mindset, new venture planning, entrepreneurial finance, entrepreneurial marketing research, and managing and growing a 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.

Entrepreneurship Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56

Requirements for a major in entrepreneurship:

ENT 320	Introduction to Entrepreneurship/Feasibility	4
ENT 360	New Venture Finance	4
MKT 360	Marketing Research	4
ENT 487	Business Plan Development	4

Subtotal: 16

Two of the following:

ENT 330	Creativity and Innovative Problem Solving	4
ENT 380	Introduction to Hospitality Management	4
ENT 390	Managing the Family Business	4
ENT 486	International Entrepreneurship	4
ENT 490	Entrepreneurship Internship	4-8
ENT 495	Seminar in Entrepreneurship	4
MGT 355	The Art and Science of Negotiation	4
MGT 365	Business Strategies for Emerging and the Base of the Pyramid Markets	4
MKT 371	Personal Selling and Sales Management	4
MGT 370	Leadership and Change Management	4

Subtotal: 8

Total Credit Hours: 80

Four-Year Degree Plan for Major in Entrepreneurship

Link to Four-Year Degree Plan for Major in Entrepreneurship

Entrepreneurship Minor

Degree Requirements

Requirements for a minor in entrepreneurship:

ENT 320	Introduction to Entrepreneurship/Feasibility	4
ENT 360	New Venture Finance	4
MKT 360	Marketing Research	4
ENT 487	Business Plan Development	4

Subtotal: 16

Subtotal: 16

Total Credit Hours: 16

Finance

Faculty: Associate Professor Bryant, Chair; Professor Ghannadian, Margetis; Associate Professors Donaldson, Etling, Flagg, Ingram, Miller; Assistant Professors Fulmer, Gogineni, K. Lee; Instructor Misuraca.

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 (Chartered Financial Analyst) candidates.

Finance Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56

Requirements for a major in finance:

FIN 410	Intermediate Financial Management	4
FIN 440	Investments	4
FIN 470	Financial Markets, Institutions, and Money	4

Subtotal: 16

Two of the following

Note: These remain an option for the general Finance elective. Students may take two of these as their Advanced Finance elective, and another for their third finance elective, if desired.

FIN 415	Applied Investment Management	4
FIN 425	International Financial Management	4
FIN 450	Risk Management for Business	4
FIN 480	Financial Models	4
FIN 491	Financial Policies and Strategies	4

Subtotal: 8

One of the following:

ACC 320	Intermediate Accounting I	4
ECO 320	Intermediate Microeconomics	4
ECO 321	Intermediate Macroeconomic Analysis	4
FIN 319	Applied Finance and Accounting using Enterprise Resource Systems	4
ITM 466	Business Intelligence and Analytics	4
QMB 380	Advanced Managerial Statistics	4

Subtotal: 4

Total Credit Hours: 80

Four-Year Degree Plan for Major in Finance

Link to Four-Year Degree Plan for Major in Finance

Finance Minor

Degree Requirements

Requirements for a minor in finance:

FIN 310	Financial Management	4
---------	----------------------	---

Subtotal: 4

Three of the following:

FIN 410	Intermediate Financial Management	4
FIN 440	Investments	4
FIN 415	Applied Investment Management	4
FIN 470	Financial Markets, Institutions, and Money	4
FIN 425	International Financial Management	4
FIN 491	Financial Policies and Strategies	4

Subtotal: 12

Subtotal: 16

Total Credit Hours: 16

International Business

Faculty: Assistant Professor Pennington (Marketing), International Business Program Coordinator; Dana Professor Rustogi (Marketing); Professors Galperin (Management), Margetis (Finance); Associate Professors Bear (Associate Dean, International Programs), Jayakumar (Economics), Nelson (Information and Technology Management), Smith (Accounting), Veltri (Information and Technology Management); Assistant Professor Hall (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 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 for a major in international business:

Students will take the total credit hours required in the functional area major, including the international course in the major, and meet the requirements given below.

Foreign language competency:

Students must offer 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 [CBT] or 79–80 [IBT] or better meets the competency criteria.)

Education abroad 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 experience abroad. All education abroad experiences must be taken for academic credit, must be pre-approved and all activities must be successfully completed. Community-based service learning abroad must be taken for academic credit, must be pre-approved and all activities must be successfully completed. Students participating in the community-based service learning abroad option may register for 0-4 credit hours in IBS 499. International students are typically waived from the education abroad requirement, as their studies at The University of Tampa constitutes an education abroad experience.

For complete information about UT's education abroad programming, including deadlines, transfer policies and application requirements for UT Travel Courses, Summer/Semester/Year abroad programs, international internships and community service learning abroad, please see Office of International Programs .

Completion of MGT 345 Global Organizational Behavior and MGT 350 International Business (8 credit hours):

These courses are waived for international business and management majors since they are already required as a part of the management major.

International electives outside the College of Business (8 credit hours):

Students must take 8 credit hours of non-College of Business elective courses designated as International Global (IG). These courses may include 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.

Required major electives

Required major elective replaces an elective in the major. For ACC major, this course is in addition to your major specific coursework

- International Business and Accounting: ACC 460 required
- International Business and Business Economics: One of the following: ECO 305, ECO 315, ECO 430 or ECO 432 required
- International Business and Entrepreneurship: One of the following: ENT 486, MGT 355 or MGT 365 required
- International Business and Finance: FIN 425 required
- International Business and Management: One of the following: MGT 355 or MGT 365 required
- International Business and Marketing: MKT 410 required

- International Business and Management Information Systems: ITM 361 required

Degree Requirements**Requirements for a degree in Sykes College of Business**

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56**Requirements for a major in International Business****Accounting**

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	4
ACC 420	Intermediate Accounting II	4

Requirements for a major in International Business**Economics**

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

ECO 300	Labor Economics	4
ECO 305	Economics of Global Inequality and Poverty	4
ECO 310	Environmental Economics and Management	4
ECO 315	International Economic Development	4
ECO 340	Game Theory	4
ECO 420	Public Finance and Public Choice	4
ECO 421	Mathematical Economics	4
ECO 430	International Economics and Finance	4
ECO 432	Economics of Emerging Markets	4
ECO 442	Monetary Economics	4
ECO 495	Special Topics in Economics	4

Requirements for a major in International Business**Entrepreneurship**

ENT 320	Introduction to Entrepreneurship/Feasibility	4
ENT 360	New Venture Finance	4
ENT 486	International Entrepreneurship	4
ENT 487	Business Plan Development	4
MKT 360	Marketing Research	4

One of the following

ENT 330	Creativity and Innovative Problem	4
---------	-----------------------------------	---

	Solving		
ENT 360	New Venture Finance	4	
ENT 380	Introduction to Hospitality Management	4	
ENT 390	Managing the Family Business	4	
ENT 495	Seminar in Entrepreneurship	4	
Requirements for a major in International Business Finance			
FIN 410	Intermediate Financial Management	4	
FIN 425	International Financial Management	4	
FIN 440	Investments	4	
FIN 470	Financial Markets, Institutions, and Money	4	
Two of the following			
FIN 250	Personal Finance	2	
FIN 415	Applied Investment Management	4	
FIN 319	Applied Finance and Accounting using Enterprise Resource Systems	4	
FIN 480	Financial Models	4	
FIN 491	Financial Policies and Strategies	4	
FIN 495	Special Topics in Finance	4	
Requirements for a major in International Business Management			
MGT 340	Human Resource Management	4	
One of the following			
MGT 355	The Art and Science of Negotiation	4	
MGT 365	Business Strategies for Emerging and the Base of the Pyramid Markets	4	
One of the following			
MGT 360	Sustainable Development: A New Business Paradigm	4	
MGT 370	Leadership and Change Management	4	
MGT 495	Special Topics in Management	4	
Requirements for a major in International Business Management Information Systems			
ITM 251	Application Development	4	
ITM 280	Network and Cloud Infrastructure	4	
ITM 318	Systems Analysis and Design	4	
ITM 361	Operations Management	4	
ITM 408	Data and Information Management	4	
ITM 419	Enterprise Architecture and Governance	4	
One of the following			
ITM 319	Business Process Integration Using Enterprise Systems	4	
ITM 350	Information Security Principles	4	
ITM 360	Advanced Application Development	4	
ITM 375	Information Security Standards, Risk Management and Compliance	4	
ITM 380	Network Security	4	
ITM 415	Physical and Operational Security	4	
ITM 450	Cybersecurity Capstone	4	
ITM 466	Business Intelligence and Analytics	4	
ITM 480	Ethical Hacking	4	
ITM 495	Special Topics in Information and Technology Management	4	
Requirements for a major in International Business Marketing			
MKT 360	Marketing Research	4	
MKT 410	Global Marketing	4	

MKT 450	Marketing Strategy	4
Two of the following		
MKT 352	Services Marketing and Management	4
MKT 354	Buyer Behavior	4
MKT 371	Personal Selling and Sales Management	4
MKT 372	Retail and Distribution Management	4
MKT 411	Promotion and Branding Strategies	4
MKT 495	Special Topics in Marketing	4

Four-Year Degree Plan for Major in International Business and Accounting

Link to Four-Year Degree Plan for Major in International Business and Accounting

Four-Year Degree Plan for Major in International Business and Economics

Link to Four-Year Degree Plan for Major in International Business and Economics

Four-Year Degree Plan for Major in International Business and Entrepreneurship

Link to Four-Year Degree Plan for Major in International Business and Entrepreneurship

Four-Year Degree Plan for Major in International Business and Finance

Four-Year Degree Plan for Major in International Business and Finance

Four-Year Degree Plan for Major in International Business and Management

Link to Four-Year Degree Plan for Major in International Business and Management

Four-Year Degree Plan for Major in International Business and Marketing

Link to Four-Year Degree Plan for Major in International Business and Marketing

Four-Year Degree Plan for Major in International Business and Management Information Systems

Link to Four-Year Degree Plan for Major in International Business and Management Information Systems

Financial Enterprise Systems

Faculty: Professor Alhourani, Chair; Professors Jenzarli, Papp, Shirley; Associate Professors Jain, Knapp, Nelson, Veltri; Assistant Professor Plachkinova. Department of Finance Faculty: Professor Margetis; Associate Professors Bryant, Flagg, Etling.

Financial Enterprise Systems (FES) is a challenging program involving the application of enterprise system concepts to analyze the business process needs of organizations, with emphasis on the finance industry. Today, the cross-functional nature of business processes requires a holistic view of the modern organization. The integration of finance, accounting and other important business functions is analyzed in this major. Demand for professionals knowledgeable in enterprise information systems, business technology and finance is expected to rise given the evolving nature of leading organizations worldwide.

Students majoring in FES receive a comprehensive education in integrative business processes, finance, information systems and technology. Several specialized courses tailored to the 21st-century organization distinguish this major from others. FES students are educated in financial management, markets and institutions, global finance, financial service operations, business continuity, information security, risk management, data mining, business intelligence and analytics. Students also gain expertise in financial and accounting business processes and technical knowledge of enterprise resource planning systems. FES graduates gain strong analytical, technical and managerial skills spanning business functional areas. Moreover, FES graduates obtain significant experience in oral and written communication.

SAP Business Associate Certification

FES majors and minors will also be well equipped to take the SAP TERP 10 Academy. This training course is a 10-day, intensive session that prepares students to pass the SAP Business Associate certification test.

Contact Information

If you have questions about the FES major or minor, contact Farouq Alhourani (falhourani@ut.edu), Speros Margetis (smargetis@ut.edu) or Harold Webb (hwebb@ut.edu).

Financial Enterprise Systems Major

In addition to major requirements, all components of the Baccalaureate Experience and College of Business requirements must be completed in order to successfully graduate with a financial enterprise systems major. An FES major includes six, four-credit hour courses:

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4

ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
SPE 208	Speech for Business and the Professions	4
QMB 210	Business Statistics and Analytics	4

Subtotal: 56

Requirements for a major in financial enterprise systems:

ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 350	Information Security Principles	4
ITM 466	Business Intelligence and Analytics	4
FIN 410	Intermediate Financial Management	4
FIN 319	Applied Finance and Accounting using Enterprise Resource Systems	4

Subtotal: 20

One of the following:

FIN 425	International Financial Management	4
FIN 470	Financial Markets, Institutions, and Money	4
FIN 491	Financial Policies and Strategies	4

Subtotal: 4

Total Credit Hours: 80

Four-Year Degree Plan for Major in Financial Enterprise Systems

Link to Four-Year Degree Plan for Major in Financial Enterprise Systems

Financial Enterprise Systems Minor

A minor is also offered. To earn the minor, students take four courses.

Degree Requirements

Requirements for a minor in financial enterprise systems:

ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 350	Information Security Principles	4
ITM 466	Business Intelligence and Analytics	4
FIN 319	Applied Finance and Accounting using Enterprise Resource Systems	4
FIN 410	Intermediate Financial Management	4
FIN 425	International Financial Management	4
FIN 470	Financial Markets, Institutions, and Money	4

Subtotal: 16

Subtotal: 16

Total Credit Hours: 16

Management Information Systems

Faculty: Professor Alhourani, Chair; Professors Jenzarli, Papp, Shirley; Associate Professors Jain, Knapp, Nelson, Veltri; Assistant Professors De Leoz, Farkas, House, Kam, Plachkinova, Smith; Instructor Nisar.

Management Information Systems (MIS) is a challenging field of study focused on integrating computer-based information technology solutions and business processes to achieve business goals. Students learn to apply computer-based information technologies and the information produced to create organizational value.

MIS graduates will be able to effectively apply 1) managerial concepts; 2) systems analysis, design and project management concepts; and 3) technical concepts. The program is focused on continuous improvement and is aligned with national curricular guidelines for information systems. MIS seniors take the information systems analyst certification exam to validate learning. Students have the option to earn additional certifications from SAP and other corporations. The program’s combination of relevant business and technical skills prepares our graduates to be leaders of the next generation of MIS professionals.

Features of our innovative program include interactive lectures, individual assignments and in-depth team projects. Alliances with SAP, Microsoft and other firms provide students with access to the most current technologies. Partnerships with information systems professional associations facilitate student interaction with the business community. Internships with well-known corporations are available to qualified students.

Management Information Systems Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 52

Requirements for a major in management information systems:

ITM 251	Application Development	4
ITM 280	Network and Cloud Infrastructure	4
ITM 318	Systems Analysis and Design	4

ITM 408	Data and Information Management	4
ITM 419	Enterprise Architecture and Governance	4

Subtotal: 20

Two of the following:

ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 350	Information Security Principles	4
ITM 360	Advanced Application Development	4
ITM 361	Operations Management	4
ITM 375	Information Security Standards, Risk Management and Compliance	4
ITM 466	Business Intelligence and Analytics	4
ITM 495	Special Topics in Information and Technology Management	4

Subtotal: 8

Total Credit Hours: 84

Four-Year Degree Plan for Major in Management Information Systems

[Link to Four-Year Degree Plan for Major in Management Information Systems](#)

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 21st century. Students select a set of courses that best fit their interests and career objectives. Students take ITM 220 Management 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 enterprise system, business intelligence, systems analysis and databases; or 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 and can be used to prepare for supplemental industry certifications available through SAP and Microsoft.

Degree Requirements

Requirements for a minor in management information systems:

ITM 220	Management Information Systems	4
---------	--------------------------------	---

Subtotal: 4

Four of the following:

ITM 251	Application Development	4
ITM 280	Network and Cloud Infrastructure	4
ITM 318	Systems Analysis and Design	4
ITM 319	Business Process Integration Using Enterprise Systems	4
ITM 350	Information Security Principles	4
ITM 360	Advanced Application Development	4
ITM 361	Operations Management	4
ITM 408	Data and Information Management	4
ITM 419	Enterprise Architecture and Governance	4

ITM 466	Business Intelligence and Analytics	4
ITM 495	Special Topics in Information and Technology Management	4

Subtotal: 16

Total Credit Hours: 20

New Media Production Major

The major in new media production is an interdisciplinary program that focuses on designing and creating applications for interactive media, mobile platforms and the Internet for both commercial and artistic intent. See the new media production section in the College of Arts and Letters chapter for full details.

Business Analytics Minor

Business analytics offers a modern approach to analyzing complex problems and making smart business-related decisions. The business analytics minor teaches students to use data, quantitative methods and computational modeling to forecast the implications of business alternatives. The minor prepares students to solve challenging problems using fact-based approaches to inform decision making in a business environment. Professionals skilled in business analytics add value and keep organizations competitive by incisively analyzing large amounts of data to gain knowledge and intelligence. Students solve problems using a mixture of quantitative skills and state-of-the-art software applications. The minor is open to any student with an interest in business analytics and complements many majors, including all majors offered by the Sykes College of Business.

Note: MIS and IB-MIS majors and associated minors may not double count ITM 251, ITM 360 or ITM 408 as a Business Analytics Minor requirement if used to satisfy a requirement in another program. Please check the course descriptions for all prerequisites to courses.

Degree Requirements

Requirements for a minor in business analytics:

Note: Or a Statistics Course Approved by the ITM Chair.

QMB 210	Business Statistics and Analytics	4
BUS 101	Introduction to Global Business	4
ITM 220	Management Information Systems	4
ITM 466	Business Intelligence and Analytics	4

Subtotal: 16

Two of the following:

Or course approved by the ITM department chair.

ITM 251	Application Development	4
ITM 360	Advanced Application Development	4
ITM 408	Data and Information Management	4
MKT 360	Marketing Research	4
ECO 460	Econometrics	4
QMB 380	Advanced Managerial Statistics	4

Subtotal: 8

Subtotal: 24

Total Credit Hours: 24

Management

Faculty: Associate Professor Steiner, Chair; Professors Galperin, Simendinger, Tompson, White; Associate Professors Bear, A. Beckman, Hertz, Koutroumanis, Thomason, Xie; Assistant Professors Acord, Dixon, Liou, Pittz, Ro; Instructors Bassford, Caslione, Moore, Welch.

Management is more than planning, organizing and controlling resources; it is directing human effort in all facets of business, industry and government. Graduates in this program develop the knowledge and skills required to lead and manage global businesses ethically, with attention to customer value, returns to stockholders and employee development. Students engage in consulting projects with local organizations. These engagements hone students' critical thinking and communications skills while illustrating the consequences of management decisions.

Management Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
ITM 220	Management Information Systems	4
FIN 310	Financial Management	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
SPE 208	Speech for Business and the Professions	4

Subtotal: 56

Requirements for a major in management:

MGT 340	Human Resource Management	4
MGT 345	Global Organizational Behavior	4
MGT 350	International Business	4

Subtotal: 12

Two of the following:

Note: IBS courses are restricted to those that have been designated as a Management Major elective.

ENT 320	Introduction to Entrepreneurship/Feasibility	4
ENT 330	Creativity and Innovative Problem Solving	4
ENT 360	New Venture Finance	4
ENT 380	Introduction to Hospitality Management	4
ENT 390	Managing the Family Business	4
ENT 486	International Entrepreneurship	4
ENT 487	Business Plan Development	4
ENT 495	Seminar in Entrepreneurship	4

ENT	Any course, except internships and independent studies	
IBS 492T	Seminar in International Business	4
IBS 495	Special Topics in International Business	4
ITM 361	Operations Management	4
LED 450	Capstone in Leadership Studies	4
MGT 355	The Art and Science of Negotiation	4
MGT 360	Sustainable Development: A New Business Paradigm	4
MGT 370	Leadership and Change Management	4
MGT 365	Business Strategies for Emerging and the Base of the Pyramid Markets	4
MGT	Any course not already taken, except internships and independent studies	

Subtotal: 8
Total Credit Hours: 76

Four-Year Degree Plan for Major in Management

[Link to Four-Year Degree Plan for Major in Management](#)

Marketing

Faculty: Dana Professor Rustogi, Chair; Professors Matulich; Associate Professors Gupta, J. Lee, McMurrian, Mosteller, Schetzle; Assistant Professors Lunt, Pennington; Instructor Beemer.

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, and this portion is expected to increase substantially. 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 and who are looking for a career that presents creative challenges, constant change and opportunities for significant financial rewards may have found their field.

Marketing Major

Degree Requirements

Requirements for a degree in the Sykes College of Business:

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
BUS 101	Introduction to Global Business	4
BUS 221	Business Law and Social Responsibility	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
FIN 310	Financial Management	4
ITM 220	Management Information Systems	4
MAT 225	Calculus for Business	4
MGT 330	Principles of Management	4
MGT 431	Practical Strategic Assessment	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4

SPE 208	Speech for Business and the Professions	4
---------	---	---

Subtotal: 56

Requirements for a major in marketing:

MKT 360	Marketing Research	4
MKT 450	Marketing Strategy	4

Subtotal: 8

Any three of the following:

MKT 352	Services Marketing and Management	4
MKT 354	Buyer Behavior	4
MKT 371	Personal Selling and Sales Management	4
MKT 372	Retail and Distribution Management	4
MKT 410	Global Marketing	4
MKT 411	Promotion and Branding Strategies	4
ENT 320	Introduction to Entrepreneurship/Feasibility	4

Subtotal: 12

Subtotal: 76

Total Credit Hours: 76

Four-Year Degree Plan for Major in Marketing

[Link to Four-Year Degree Plan for Major in Marketing](#)

Marketing Minor

Degree Requirements

Requirements for a minor in marketing:

BUS 101	Introduction to Global Business	4
ACC 202	Financial Accounting Information	4
ECO 204	Principles of Microeconomics	4
MKT 300	Principles of Marketing	4
MKT 360	Marketing Research	4
MKT 450	Marketing Strategy	4

Subtotal: 24

One of the following:

MKT 352	Services Marketing and Management	4
MKT 354	Buyer Behavior	4
MKT 371	Personal Selling and Sales Management	4
MKT 372	Retail and Distribution Management	4
MKT 410	Global Marketing	4
MKT 411	Promotion and Branding Strategies	4

Subtotal: 4

Note: Check the course descriptions for all prerequisites to courses.

Subtotal: 28

Total Credit Hours: 28

College of Natural and Health Sciences

The College of Natural and Health Sciences is comprised of the departments of nursing; health sciences and human performance; sport management; biology; and chemistry, biochemistry and physics. 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 or athletic trainers and enter the workforce in a diverse array of professions.

All departments in the college emphasize experiential learning opportunities through our clinical settings, laboratories and field trips that are taken as part of many of our courses, as well as a rich array of internships and service learning opportunities. Students are encouraged to become involved and to be responsible in the pursuit of their studies and in their learning. The college embraces and emphasizes one of the University's core principles, 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 to help students connect with fellow students, learn about professional opportunities, develop leadership skills and attend guest lectures. Participation in 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 Health Sciences and Human Performance. This preparation can lead to employment in a professional program or admission to graduate programs in athletic training, public health, occupational therapy, physician assistant studies and physical therapy. Those students pursuing a career in teaching physical education or adult fitness should consult with the faculty in the department early in their academic careers. Preparation in these areas can lead to employment in teaching, professional fitness and performance centers or admission to graduate programs in education or health and human performance.

Students who intend to continue postgraduate 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 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 psychology, sociology, languages and literature. Members of the departments of chemistry, biochemistry and physics, and biology offer guidance to students and write recommendations through our Pre-Health Professional Committee comprising 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. Students should contact a member of the Pre-Health 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 postgraduate professional degree in one of the aforementioned fields, while pursuing a degree outside the College of Natural and Health Sciences, are encouraged to contact the Pre-Health Professional Committee for guidance.

Department of Biology

Faculty: Associate Professor Williams, Chair; Professors Beach, Masonjones, Meers, Rice; Associate Professors Campbell, Freundt, Huber, Kucera, Mahadevan, L. McRae, M. McRae, Waggett; Assistant Professors Belfiore, Cuccinello, Froeschke, Grim, Madosky, McMahan, Middlebrooks, Slattery, White; Lab Coordinator/Instructor Gore.

The B.S. in biology, B.A. in biology, Marine Science-Biology and Environmental Science programs seek to educate students in the process and methodology of science; to provide the conceptual and applied knowledge necessary to address problems at a wide range of levels of biological organization; and to graduate responsible global citizens who are 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 through 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 facilitating the creative process that leads to scientific innovation. Through these efforts the department seeks 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. The 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, to the university and to broader communities.

Departmental Degree Requirements

In addition to the requirements of the Baccalaureate Experience, all majors offered through the Department of Biology require that students complete the following:

1) Biology Core Curriculum ,

2) Upper-Division Biology courses and

3) Collateral and prerequisite courses.

Specific details of these requirements for each major and concentration are found by following the links from this page.

Department of Biology Curriculum

The B.S. in biology , B.A. in biology , B.S. in marine science–biology , and B.S. in environmental science majors offered through the Department of Biology share as their foundation the biology core curriculum and three categories of upper division biology courses. Some individual courses within the biology core require a minimum grade of “C” to progress as noted in the Course Descriptions chapter of this catalog.

Biology Core Curriculum

The biology core curriculum consists of the following nine courses:

BIO 198	General Biology I	4
BIO 199	General Biology II	4
BIO 200	General Genetics	4
	or	
BIO 201	Molecular Genetics	4
BIO 410	Senior Seminar	1
	or	
BIO 420	Recent Discoveries in Biology	1
BIO 411	Biology Outcomes Capstone	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
MAT 260	Calculus I	4

Subtotal: 25

Student must take either BIO 200 or BIO 201 as part of the Biology Core Curriculum. Student may not count credit for both of these courses towards majors in Biology, Marine Science or Environmental Science.

BIO 440, BIO 445, BIO 450 or BIO 495 may be substituted for BIO 410 or BIO 420 if an oral presentation is made with approval of department chair.

Biology Lower Core Curriculum

A subset of the biology core curriculum is referred to as the biology lower-core. All students regardless of major or minor must complete these core courses with a 2.0 (“C” level work) combined minimum GPA calculated based on biology lower-core courses

completed at The University of Tampa before they will be eligible to register for any of the upper-division BIO (numbered above 199) , ENS (numbered above 200) or MAR (numbered above 200) courses. Additionally, some individual courses within the lower-core require a minimum grade of “C” to progress as noted in the Course Descriptions chapter of this catalog.

The biology lower-core curriculum consists of the following seven courses:

BIO 198	General Biology I	4
BIO 199	General Biology II	4
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
MAT 170	Precalculus	4

Subtotal: 16-20

MAT 170: May be waived if student is placed directly into MAT 260 Calculus I. Students should investigate graduate admission requirements early in their UT program of study, because mathematics requirements vary widely (e.g., MAT 260 Calculus II and/or BIO 230/MAT 201 Statistics). WRI 281 is strongly recommended for those students planning to attend graduate or professional school.

Upper-Division Biology Courses

Most majors offered through the biology department share the following upper-division classes offered in three distinct categories: cellular biology/physiology (Category I), organismal biology (Category II) , and ecology / evolution / environmental biology (Category III). These categories are used within majors and concentrations to achieve the learning outcomes within those specific programs. Specifically, upper-division biology courses are BIO courses numbered above 199, ENS courses numbered above 200 or MAR courses numbered above 200 not including BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495.

Category I Cellular Biology/Physiology Courses

BIO 227	Ecological Physiology	4
BIO 307	Microbiology	4
BIO 310	Developmental Biology	4
BIO 315	Virology	4
BIO 330	General Physiology	4
BIO 350	Cell Biology	4
BIO 355	Conservation, Evolutionary and Ecological Genetics	4
BIO 360	Immunology	4
BIO 370	Molecular Biology	4
BIO 390	Essentials of Electron Microscopy	4
BIO 408	Bioinformatics and Genomics	4
CHE 320	Biochemistry	3

Category II Organismal Biology Courses

BIO 224	Invertebrate Zoology	4
BIO 225	Vertebrate Zoology	4
BIO 228	Biology of Plants	4
BIO 250	Comparative Vertebrate Anatomy	4

BIO 302	Clinical Anatomy	4
BIO 317	Parasitology	4
BIO 340	Ichthyology	4
BIO 405	Human Evolution	4
MAR 226	Marine Invertebrate Zoology	4
MAR 327	Marine Botany	4
MAR 344	Coral Reefs	4

Category III Ecology/Evolution/Environmental Biology Courses

BIO 205	Tropical Biology and Conservation	4
BIO 212	Ecology	4
BIO 230	Experimental Design and Biostatistics	4
ENS 235	Geographic Information Systems	4
ENS 242	Environmental Science and Policy	4
BIO 346	Conservation Biology	4
ENS 349	Water, Wetlands and Wildlife	4
BIO 380	Behavioral Biology	4
BIO 400	Evolution	4
MAR 201	Origins & Evolution of the Marine Environment (laboratory included)	4
MAR 222	Marine Ecology	4
MAR 310	Biological Oceanography	4

Students may not count credits for both BIO 212 and MAR 222, BIO 224 and MAR 226, or both BIO 200 and BIO 201 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. Additionally, BIO 230 is strongly recommended for those students planning to attend graduate or professional school.

Collateral and Prerequisite Courses

Students who major in biology, marine science–biology, marine science–chemistry or environmental science may use any of the prerequisite and/or collateral science courses required (see specific degrees) in the major to satisfy the natural science component of the Baccalaureate Experience. Students also may use the course required in mathematics to satisfy the mathematics requirement of the academic skills component of the Baccalaureate Experience. For more details on the collateral and prerequisite course requirements of specific degree programs refer to the corresponding section.

Biology Degrees

The Department of Biology offers both a major and a minor in Biology. The Biology major is offered both as a Bachelor of Arts and Bachelor of Science degree. Details and course requirements for both majors and the minor can be found using the links below.

Biology Major

B.S. and B.A. in Biology

The Bachelor of Science in biology provides students with a selection of courses needed to prepare for a career in the biological sciences or for further study in graduate or professional programs. This highly specialized curriculum includes more extensive requirements in chemistry and physics in order to maximize the future scientific opportunities available to students. The following concentrations are offered within the Bachelor of Science in biology degree program:

- 1) General Biology
- 2) Organismal and Evolutionary Biology
- 3) Molecular Biology
- 4) Pre-Health Professions
- 5) Business

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. The following concentrations are offered within the Bachelor of Arts in biology degree program:

- 1) General Biology
- 2) Organismal and Evolutionary Biology
- 3) Molecular Biology
- 4) Business

The following collateral and prerequisite courses are required for the Bachelor of Science and Bachelor of Arts in biology degree programs.

Collateral and Prerequisite Courses

Collateral and prerequisite courses required for a B.S. in biology:

CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
PHY 200	General Physics I	4
PHY 201	General Physics II	4
	or	
PHY 205	General Physics with Calculus I	4
PHY 206	General Physics with Calculus II	4

Subtotal: 16

Collateral and prerequisite courses required for a B.A. in biology:

CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
	or	
PHY 200	General Physics I	4

PHY 205	or General Physics with Calculus I	4
---------	---------------------------------------	---

Subtotal: 4

Subtotal: 20

The following number of credit hours is required in each of the three course areas for the Bachelor of Science and Bachelor of Arts in biology degree programs with a concentration in general biology, organismal and evolutionary biology, or molecular biology.

Credit hour summary for B.S. in Biology:

Biology Core Curriculum	4
Concentration (see above)	23-24
Collateral Courses	16
Total Credit hours for Major	64-65

Credit hour summary for B.A. in Biology:

Biology Core Curriculum	4
Concentration (see above)	31-32
Collateral Courses	4
Total Credit hours for Major	60-61

B.S. and B.A. in Biology Concentrations

Students pursuing either a B.S. or a B.A. degree in Biology must choose one of the following concentrations:

- 1) General Biology
- 2) Organismal and Evolutionary Biology
- 3) Molecular Biology
- 4) Pre-Health Professions (B.S. degree only)
- 5) Business (must also select one additional concentration from above)

For more detail regarding the focus and course requirements for each concentration see the links below.

General Biology Concentration (B.A. or B.S.)

This concentration meets the requirements of a variety of career paths, including industrial positions and secondary education, and of graduate programs in biology. Students must complete a minimum of six additional upper division biology courses for the B.S.

and eight additional upper division biology courses for the B.A. to be determined in consultation with advisors. In addition to the biology core curriculum, students must select a minimum of one course each from of Category I, II and III for the B.S., while for the B.A., two courses each from Category I, II and III must be selected. Any upper division biology courses consisting of those courses above BIO 199, ENS courses above 200 or MAR courses above 200 may be used to fulfill the remaining elective requirements excluding BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495.

Four Year Degree Plan for B.A. in Biology

Four Year Degree Plan for B.S. in Biology

Total Concentration Credit Hours: 23-32

Organismal and Evolutionary Biology Concentration (B.A. or B.S.)

This concentration meets the requirements for a variety of career paths in organismal and evolutionary biology and 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. to be determined in consultation with advisors. Students are required to complete a minimum of two courses each from Category II and III, as well as one course from Category I. Any upper division BIO courses above 199, ENS courses above 200 or MAR courses above 200 may be used to fulfill the remaining elective requirements excluding BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495.

Four Year Degree Plan for B.A. in Biology

Four Year Degree Plan for B.S. in Biology

Total Concentration Credit Hours: 23-32

Molecular Biology Concentration (B.A. or B.S.)

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. to be determined in consultation with advisors. Students are required to complete a minimum of four courses from Category I and one course each from Category II and III. Students who pursue the B.A. should enroll in BIO 201, CHE 232 and CHE 233 as part of their degree. Any BIO courses above 199, ENS courses above 200 or MAR courses above 200 may be used to fulfill the remaining elective requirements excluding BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495.

Four Year Degree Plan for B.A. in Biology

Four Year Degree Plan for B.S. in Biology

Total Concentration Credit Hours: 23-32

Four-Year Degree Plan for Major in Biology, B.A.

Link to Four-Year Degree Plan for Major in Biology BA

Four-Year Degree Plan for Major in Biology, B.S.

Link to Four-Year Degree Plan for Major in Biology, B.S.

Pre-Health Professions Concentration (including Pre-Medicine, Pre-Dentistry and Pre-Veterinary Science)

Students interested in these professional health careers usually major in biology, selecting courses from the pre-health professional concentration after successfully completing the biology lower-core curriculum. 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 (Cass Sciences Office Suite).

The pre-health professions concentration is designed to prepare students for application to professional schools such as medical, dental or veterinary. The Army ROTC Department can assist pre-professional students with their graduate program finances through the Health Professions Scholarship Program. For more information, contact the Army ROTC Department on campus.

Students must complete a minimum of six additional biology courses for the B.S. to be determined in consultation with advisors. All six courses must be selected from the Pre-Health Professions Concentration Electives list. Of the six courses, select at least one course each from Category I, II and III. The remaining three upper division BIO electives above BIO 201 can be from any category but must be on the Pre-Health Professions Concentrations Elective list (below). The remaining elective requirements cannot include BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495. This concentration is not applicable to the B.A. degree because of the collateral courses required for admission to professional school programs.

Pre-Health Professions Concentrations Electives

Choose six of the following with at least 1 each from Category I, II, and III. The remaining three can be from any Category but must be on the list below:

Requirements for the biology-pre-professional concentration:

BIO 227	Ecological Physiology	4
BIO 230	Experimental Design and Biostatistics	4
BIO 250	Comparative Vertebrate Anatomy	4
BIO 302	Clinical Anatomy	4

BIO 307	Microbiology	4
BIO 310	Developmental Biology	4
BIO 315	Virology	4
BIO 317	Parasitology	4
BIO 330	General Physiology	4
BIO 350	Cell Biology	4
BIO 360	Immunology	4
BIO 370	Molecular Biology	4
BIO 380	Behavioral Biology	4
BIO 390	Essentials of Electron Microscopy	4
BIO 400	Evolution	4
BIO 405	Human Evolution	4
BIO 408	Bioinformatics and Genomics	4
CHE 320	Biochemistry	3

Total Concentration Credit Hours: 23-24

The following number of credit hours is required in each of the three course areas for the Bachelor or Science in biology degree with a concentration in pre-health professions.

Credit hour summary for B.S. in Biology Degree with a Pre-Health Professions Concentration:

Biology Core Curriculum	25
Concentration	23-24
Collateral Courses	16
Total Credit hours for Major	64-65

Four-Year Plan for a Major in Biology (B.S.) with a Concentration in Pre-Health Professions

Four-Year Degree Plan for Major in Biology, B.S., with a Concentration in Pre-Health Professions

Link to Four-Year Degree Plan for Major in Biology, B.S., with a Concentration in Pre-Health Professions

Biology Business Concentration

Students must select one of the previously mentioned Biology Degree concentrations: General Biology, Organismal / Evolutionary Biology, Molecular Biology, or Pre-Health Professions in addition to 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 the foundation courses (except for ITM

361) required for admission to the Master of Business Administration program at The University of Tampa.

Required business courses for the biology-business concentration:

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	4
ECO 205	Principles of Macroeconomics	4
QMB 210	Business Statistics and Analytics	4
ITM 220	Management Information Systems	4
	One of the following:	
MGT 330	Principles of Management	4
MKT 300	Principles of Marketing	4
FIN 310	Financial Management	4

Subtotal: 32

Subtotal: 32

Students should refer to the Biology B.S. and B.A. four year plans as a guide for their biology concentration (general, organismal and evolutionary, molecular, and pre-health professions within biology). The sequence of business courses begins with BUS 101 and more detail on course prerequisites can be found in the course description portion of the catalog.

Biology Minor

Requirements for a minor in biology:

Students must complete 20 credit hours, including BIO 198, BIO 199 and 12 additional credit hours of BIO courses numbered above 199, ENS courses above 200, or MAR courses above 200, excluding BIO 410, BIO 440, BIO 445, BIO 450, BIO 480, BIO 490 and BIO 495. For upper-division biology courses (courses above BIO 198/ENS 200/MAR 200), prerequisite requirements must be met, including MAR 200, MAT 170, CHE 152, CHE 153, CHE 154, and CHE 155 where appropriate.

Total Credit Hours: 23-32

Marine Science Degrees

The Department of Biology offers Bachelor of Science degrees in Marine Science-Biology and Marine Science-Chemistry in addition to a minor in Marine Biology. For more details and course requirements for each of these programs please follow the links below.

Marine Science–Biology Major

The Bachelor of Science in Marine Science–Biology provides students with a selection of courses needed to prepare for a career in the marine and biological sciences or for further study in graduate or professional programs. This highly specialized curriculum includes extensive requirements in marine science, biology, chemistry and physics in order to maximize the future scientific opportunities available to students.

*Marine science may not be taken as a single major because of its highly specialized nature.

Degree Requirements

Requirements for a B.S. in marine science-biology:

Biology Core Curriculum	25
-------------------------	----

Subtotal: 25

Ecology requirement (choose one)

MAR 222	Marine Ecology	4
BIO 212	Ecology	4

Subtotal: 4

Cellular/physiological requirement (choose one from Category I)

BIO	Category I course	4
-----	-------------------	---

Subtotal: 4

Organismal invertebrate requirement (choose one)

BIO 224	Invertebrate Zoology	4
MAR 226	Marine Invertebrate Zoology	4

Subtotal: 4

Organismal vertebrate requirement (choose one)

BIO 225	Vertebrate Zoology	4
BIO 250	Comparative Vertebrate Anatomy	4

Subtotal: 4

Organismal botany requirement

MAR 327	Marine Botany	4
---------	---------------	---

Subtotal: 4

Oceanography/marine science electives (choose 2)

MAR 200	Introduction to Marine Science	3
MAR 201	Origins & Evolution of the Marine Environment (laboratory included)	4
MAR 301	Physical Oceanography	4
MAR 310	Biological Oceanography	4
CHE 180	Environmental Chemistry	3

Subtotal: 7-8

Note: MAR 200 is a pre or co-requisite for MAR 201 and a pre-requisite MAR 222, MAR 226, MAR 310, and MAR 327.

Major Electives (choose 2)

Electives above BIO 199, ENS 200 or MAR 200

Subtotal: 8

Collateral and prerequisite courses required for a B.S. in marine science-biology:

CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
PHY 200	General Physics I	4
PHY 201	General Physics II	4
	or	
PHY 205	General Physics with Calculus I	4
PHY 206	General Physics with Calculus II	4

Subtotal: 16

The following number of credit hours is required in each of the three course areas for the Bachelor or Science in marine science-biology degree.

Credit hour summary for B.S. in Marine Science-Biology Degree:

Biology Core Curriculum	25
-------------------------	----

Major Courses	35-36
Collateral Courses	16
Total Credit hours for Major	76-77

Four-Year Degree Plan for Major in Marine Science-Biology

Four-Year Degree Plan for Major in Marine Science/Biology

Link to Four-Year Degree Plan for Major in Marine Science/Biology

Marine Biology Minor

Degree Requirements

Requirements for a minor in marine biology:

BIO 198	General Biology I and	4
BIO 199	General Biology II	4
BIO 212	Ecology	4
	or	
MAR 222	Marine Ecology	4
MAR 226	Marine Invertebrate Zoology	4
	or	
BIO 224	Invertebrate Zoology and	4
MAR 327	Marine Botany	4

Subtotal: 20

For upper-division biology courses (courses above BIO 199/ENS 200/MAR 200), prerequisite requirements must be met, including MAR 200, MAT 170, CHE 152–153 and CHE 154–155. Note: MAR 201 only requires MAR 200 as a pre or co-req.
Subtotal: 0-20

Take note of and make sure to complete all the prerequisites for these courses as noted in the course description section of the catalog.

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.

Gulf Coast Research Laboratory

The University maintains a formal affiliation with the Gulf Coast Research Laboratory (GCRL), an educational and research institute located in Ocean Springs, MS. Through this arrangement, students may take field courses in marine science at GCRL during the summer. Course credit is awarded through the University of Southern Mississippi and will be accepted as transfer credit at UT.

Degree Requirements

Below is a list of courses taught at GCRL and their credit hours. 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 at www.usm.edu/gcrl/.

Environmental Science Degree

The Bachelor of Science in Environmental Science provides students with a selection of courses needed to prepare for a career in the environmental and biological sciences or for further study in graduate or professional programs. This highly specialized curriculum includes extensive applied sciences and interdisciplinary course work in order to maximize the future scientific opportunities available to students. The Department of Biology also offers a minor in Environmental Science. Details for both the major and the minor are found by following the links below.

Environmental Science Major

The Bachelor of Science degree in Environmental Science has the following degree requirements.

Degree Requirements

Requirements for a major in environmental science:

Biology Core Curriculum	25	
Subtotal: 25		
Organismal requirement (choose two from Category II)		
BIO	Category II course	4
Subtotal: 8		
Ecology/evolution/environmental biology requirement (choose three from Category III)		
BIO	Category III course	4
Subtotal: 12		
Statistics requirement (choose one)		
BIO 230	Experimental Design and Biostatistics	4

MAT 201	or Introduction to Statistics	4
---------	----------------------------------	---

Subtotal: 4**Collateral and prerequisite courses required for the major:**

CHE 310	Analytical Chemistry	4
CHE 180	Environmental Chemistry	3
WRI 281	Technical Writing	4

Subtotal: 11**Electives (choose one):**

COM 224	Mass Media and Society	4
	or	
GEO 202	Physical Geography	4
	or	
GEO 205	Principles of Resource Utilization	4
	or	
PHL 208	Business Ethics	4
	or	
PHL 210	Environmental Ethics	4

Subtotal: 4

Subtotal: 64

Four year degree plan for a major in Environmental Science

Four-Year Degree Plan for Major in Environmental Science

Link to Four-Year Degree Plan for Major in Environmental Science

Environmental Science Minor

Requirements for the minor in environmental science consist of the following five courses:

BIO 198, 199, two Category III courses and one of the following courses: PHL 208, PHL 210, GEO 202, GEO 205, COM 224. For upper-division biology courses (courses above BIO 199/ENS 200/MAR 200), prerequisites must be met, including MAR 200, MAT 170 and CHE 152 – CHE 153 and CHE 154 – CHE 155 where appropriate. Take note of and complete all prerequisites for these courses as noted in the course description section of the catalog.

Biology Education Degree

The Department of Biology collaborates with the Department of Education in their offering of a degree in secondary education biology. For more information about this degree please select the link below.

Education-Secondary Biology Major

Students pursuing education degrees must consult the Department of Education section in the College of Social Sciences, Mathematics and Education portion 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.

Sustainability Minor

The Minor in Sustainability is a 22-25 credit hour program for students interested in developing an understanding of the social, scientific, economic, and expressive aspects of global environmental issues. Students must complete 4 introductory-level and 2 upper-level courses from the list of "Approved Sustainability Courses", as well as the Sustainability Minor Capstone seminar. One introductory-level course must be conducted from each of the four university colleges (CAL, CNHS, COB, CSSME) and upper-level courses may come from any of the four university colleges. Applicable prerequisite and co-requisite requirements must be met all courses.

Degree Requirements

Introductory Courses (choose one from each college)

College of Arts and Letters (choose one):

PHL 208	Business Ethics	4
PHL 210	Environmental Ethics	4

Subtotal: 4

College of Business

ECO 204	Principles of Microeconomics	4
---------	------------------------------	---

Subtotal: 4

College of Natural and Health Sciences (choose one):

BIO 135	Biodiversity Conservation	3
BIO 199	General Biology II	4
CHE 126	Chemistry and Society	3
ENS 112	Environmental Science	3-4*
ENS 132	Biogeography and Biomes	3
ENS 137	Sustainability in Cities	3
HSC 203	Nutrition	3
MAR 200	Introduction to Marine Science	3

Subtotal: 3-4

College of Social Sciences, Mathematics, and Education (choose one):

GEO 102	World Regional Geography	4
GEO 205	Principles of Resource Utilization	4
GEO 207	Economic Geography	4
GEO 235	GIS Mapmaking for the Social Sciences	4
PSC 285T	Environmental Politics in the Developing World	4

Subtotal: 4

Upper Level Courses (choose two):

ART 420	Sustainable Design	4
BIO 205	Tropical Biology and Conservation	4
BIO 225	Vertebrate Zoology	4
BIO 227	Ecological Physiology	4
BIO 340	Ichthyology	4
BIO 346	Conservation Biology	4
BIO 355	Conservation, Evolutionary and Ecological Genetics	4

BIO 400	Evolution	4
CHE 180	Environmental Chemistry	3
COM 313	Documentary Production	4
ECO 305	Economics of Global Inequality and Poverty	4
ECO 310	Environmental Economics and Management	4
ECO 315	International Economic Development	4
ENS 235	Geographic Information Systems	4
ENS 242	Environmental Science and Policy	4
ENS 349	Water, Wetlands and Wildlife	4
MAR 222	Marine Ecology	4
MAR 310	Biological Oceanography	4
MGT 360	Sustainable Development: A New Business Paradigm	4
MGT 365	Business Strategies for Emerging and the Base of the Pyramid Markets	4
NUR 422	Principles of Community Health Nursing	3
SOC 330	Global Sociology	4
Subtotal: 6-8		
Capstone:		
ENS 401	Sustainability Capstone Seminar	1
Subtotal: 1		
Subtotal: 22-25		
Total Credit Hours: 22-25		

Department of Chemistry, Biochemistry and Physics

Faculty: Associate Professor Jackman, Chair; Associate Professor Deneault, Associate Chair of Physics; Associate Professors Ballard, Carastro, Evans-Nguyen, Hendrix, Werner, Witherow; Assistant Professors Bronikowski, Crosby, Del Valle, Kennedy, Longstreet, Masserini, Murray, Perry, Schuler, Sode, Struss, Theodore, Wilson; Instructors Henchey, Morris.

Degrees offered: B.S. in chemistry, ACS-certified; B.S. in chemistry; B.A. in chemistry; B.S. in biochemistry, ASBMB-accredited; B.S. in chemistry with biochemistry concentration, ACS-certified; B.A. in biochemistry; B.S. in forensic science; B.S. in marine chemistry; B.S. in chemistry (biochemistry)/MBA; B.S. in physics. Minors in chemistry and physics are also offered.

The Department offers chemistry, biochemistry, forensic science and marine chemistry 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.

Each program is a continuum of prerequisites designed to develop the student's knowledge of

chemistry in each of the five major areas. In upper-level classes, the average course size drops to approximately 10 students per class. This small class size gives students the opportunity to work with equipment not often available to undergraduates at larger institutions, and allows for frequent, direct interaction with the faculty.

The department also offers students a comprehensive program of study in physics and astronomy, leading toward the B.S. degree in physics. This program is designed to prepare students not only for advanced studies at the graduate level, but also to provide important problem solving and research skills and experience needed for employment in physics and other scientific and technology disciplines.

Given the small class size at the University and the varied research interests of the chemistry and physics faculty, experiential learning opportunities are available and encouraged. Students working with faculty members have completed projects in separation and fluorescence of rare earth elements; environmental analysis; atmospheric chemistry; marine nutrient analysis; natural product isolation, structural elucidation and assay for biological activity; astrochemistry; protein chemistry; computational chemistry; green chemistry reaction discovery; organic reaction mechanisms; exoplanet research; electroanalysis; stellar spectral analysis and biosensor development.

Each member of the faculty is an expert in at least one of the aforementioned areas of chemistry and physics. Chemistry and physics 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 Interests

Students interested in medicine, dentistry, veterinary medicine, pharmacy, optometry or other health professions may wish to consider the B.A. in chemistry or biochemistry. While all of the degree programs offered by the Department of Chemistry, Biochemistry and Physics provide the opportunity for professional school admission, the B.A. degrees, with fewer credit hours than the B.S. degrees, allow students to explore other academic disciplines through electives, providing the well-rounded educational experience professional schools actively seek in their applicants. Students may need to take additional courses to meet the admissions requirements for their chosen professional school; they should consult their advisors in developing their academic plans. In addition to the chemistry majors, pre-health professional students may choose biology or other majors, provided the entrance requirements for professional schools are completed.

Students requesting letters of recommendation to professional schools must do so through the Pre-Health Professional Committee (PHPC). The department chair can refer students to the current members of the PHPC.

Professional advising in the Academic Success Center complements the faculty advising to pre-professional students. This expertise aids students interested in attending professional schools in the health professions or law school. If you are interested, you can contact the Academic Success Center to schedule an appointment with an advisor with this expertise.

The ROTC Department can assist pre-professional students with their professional program finances through the Health Professions Scholarship Program. For more information, contact the ROTC Department at (813) 258-7200 or x7200 on campus.

Please visit www.ut.edu/chemistryandphysics for more information, including detailed four-year plans for all chemistry and biochemistry degrees.

Degree Requirements

The courses listed below should be completed during the freshman and sophomore years.

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
or, depending upon major selected,		
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	

Chemistry

Chemistry majors are assigned to a faculty member who serves as an advisor and whose specialty coincides with the student's area of interest. Students are encouraged to learn by experience through research opportunities in areas such as atmospheric chemistry, marine nutrient analysis and organic synthesis.

Chemistry Major, B.S., ACS-Certified

This program is certified by the American Chemical Society (ACS). ACS is the world's largest scientific society and one of the world's leading sources of authoritative scientific information. This program differs from the conventional Bachelor of Science track by requiring more time conducting research.

The program prepares chemistry students for entering the job market or for continuing their education at the graduate level. Research projects, publishing opportunities, internships and classes provide students with both lecture and laboratory experience.

Degree Requirements

Requirements for a B.S. major in chemistry, ACS-Certified:

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 320	Biochemistry	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Laboratory	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Laboratory	1
CHE 425	Advanced Inorganic Chemistry	3
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
CHE 451	Introduction to Research	1-4
4 credits of CHE 451 are required		

One of the following:

CHE 420	Advanced Biochemistry	4
CHE 426	Advanced Organic Chemistry	3
CHE 445	Advanced Organic Spectroscopy	3

To earn the ACS certificate associated with this degree, students must earn at least a "C" in every class required for the major. This does not change or enhance the graduation requirements for this major.

If CHE 420 is taken, CHE 320L must also be taken as a prerequisite for that course. MAT 262 is also recommended.

An alternative to the PHY 205/PHY 206 sequence is the three-course combination of PHY 200/PHY 201/PHY 307. This is relevant for students changing their major to the B.S. Chemistry, ACS-Certified, after they have taken PHY 200/PHY 201.

Total Credit Hours: 69-70***Four-Year Degree Plan for Major in Chemistry, B.S., ACS-Certified***

Link to Four-Year Degree Plan for Major in Chemistry, B.S., ACS-Certified

Chemistry Major, B.S.

This program prepares chemistry students for entering the job market or for continuing their education at the graduate level. Research projects, publishing opportunities, internships and classes provide students with both lecture and laboratory experience.

Degree Requirements**Requirements for a B.S. major in chemistry:**

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 320	Biochemistry	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Laboratory	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Laboratory	1
CHE 425	Advanced Inorganic Chemistry	3
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
One of the following:		
CHE 426	Advanced Organic Chemistry	3
CHE 445	Advanced Organic Spectroscopy	3
CHE 499	Special Topics in Chemistry	1-4
2 credits of CHE 410, CHE 451, or CHE 453 are required		
3-4 credits of CHE 426, CHE 445, or CHE 499 are required		
One of the following:		
CHE 410	Senior Seminar	2
CHE 451	Introduction to Research	1-4

CHE 453 Chemistry Internship 1-4
MAT 262 is also recommended.

An alternative to the PHY 205/PHY 206 sequence is the three-course combination of PHY 200/PHY 201/PHY 307. This is relevant for students changing their major to the B.S. Chemistry after they have taken PHY 200/PHY 201.

Total Credit Hours: 67-68

Four-Year Degree Plan for Major in Chemistry, B.S.

Link to Four-Year Degree Plan for Major in Chemistry, B.S.

Chemistry Major, B.A.

While any of the degrees offered by the department provides the opportunity for professional school admission, the Bachelor of Arts in chemistry, with fewer credit hours than the B.S. degree, allows students to explore other disciplines through electives, providing the well-rounded educational experience professional schools seek.

Degree Requirements**Requirements for a B.A. in chemistry:**

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 305	Applied Physical Chemistry	3
CHE 320	Biochemistry	3

PHY 205 /PHY 205L can substitute for PHY 200 /PHY 200L , and PHY 206 /PHY 206L can substitute for PHY 201 /PHY 201L .

Total Credit Hours: 50

Four-Year Degree Plan for Major in Chemistry, B.A.

Link to Four-Year Degree Plan for Major in Chemistry, B.A.

Chemistry Minor

The chemistry minor provides additional background in the physical sciences for students whose major area of study is in another area, such as the life sciences or psychology.

Degree Requirements

Requirements for a minor in chemistry:

CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE	Additional chemistry course*	

*You must take at least three additional hours in a CHE course required for a Chemistry or Biochemistry major. You must meet the prerequisites for the course. The additional hours in CHE need to be beyond that required for your major. For example, per other entries in the Catalog, CHE 320 cannot be used to satisfy this requirement if it is used for biology degree requirements.

Total Credit Hours: 19-20

Biochemistry

Biochemistry majors are assigned to a faculty member who serves as an advisor and whose specialty coincides with the student's area of interest. Students are encouraged to learn by experience through research opportunities in areas such as design of enzyme inhibitors, protein chemistry, bio-organic reaction mechanisms, biosensor development and tumorigenesis.

Biochemistry Major, B.S., ASBMB-Accredited

The Bachelor of Science in Biochemistry, ASBMB-Accredited degree program is accredited by the American Society for Biochemistry & Molecular Biology (ASBMB). This course of study is ideal for students interested in pursuing graduate studies in the fields of biochemistry & molecular biology (BMB), biotechnology, biomedicine or in the health professions (medicine, dentistry, pharmacy, veterinary medicine, etc). All biochemistry students have excellent research opportunities in areas such as protein biochemistry, enzymology, bio-organic reaction mechanisms, cellular biochemistry, molecular oncology and carcinogenesis. Students can take additional courses in order to also meet the American Chemical Society degree certification requirements.

Degree Requirements

Requirements for a B.S., ASBMB-Accredited degree in biochemistry:

BIO 198	General Biology I	4
---------	-------------------	---

BIO 198L	General Biology I Laboratory	
BIO 199	General Biology II	4
BIO 199L	General Biology II Laboratory	
BIO 201	Molecular Genetics	4
BIO 201L	Molecular Genetics Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
MAT 260	Calculus I	4
CHE 305	Applied Physical Chemistry	3
CHE 320	Biochemistry	3
CHE 320L	Biochemistry Laboratory	1
CHE 325	Biochemistry of Metabolism	3
CHE 420	Advanced Biochemistry	4
CHE 451	Introduction to Research	1-4
CHE 470	Tissue Culture	4
CHE 490	Molecular Basis of Cancer	4

4 credits of CHE 451 are required

One of the following lecture/laboratory pairs:

BIO 307	Microbiology	4
BIO 307L	Microbiology Laboratory	
BIO 310	Developmental Biology	4
BIO 310L	Developmental Biology Laboratory	
BIO 315	Virology	4
BIO 315L	Virology Laboratory	
BIO 330	General Physiology	4
BIO 330L	General Physiology Laboratory	
BIO 350	Cell Biology	4
BIO 350L	Cell Biology Laboratory	
BIO 360	Immunology	4
BIO 360L	Immunology Laboratory	
BIO 370	Molecular Biology	4
BIO 370L	Molecular Biology Laboratory	
BIO 390	Essentials of Electron Microscopy	4
BIO 390L	Essentials of Electron Laboratory	
BIO 408	Bioinformatics and Genomics	4
BIO 408L	Bioinformatics and Genomics Laboratory	

Students can also earn an additional ASBMB certification to their B.S. Biochemistry, ASBMB-accredited degree by passing an ASBMB certification exam during their final year of study. Students that take this course of study, pass the ASBMB-certification exam with distinction, have a minimum 3.4 GPA and meet some other requirements are eligible to be inducted into the ASBMB National Honor Society (see the website for full details, <http://asbmb.org/honorsociety/>).

PHY 205 /PHY 205L can substitute for PHY 200 /PHY 200L , and PHY 206 /PHY 206L can substitute for PHY 201 /PHY 201L .

Students can take some additional courses and substitute some others in order to earn a degree that is both ASBMB-accredited and ACS-certified. The following additional course would be required: Intermediate Inorganic Chemistry (CHE 245) with Intermediate Inorganic Chemistry Laboratory (CHE 245L), Advanced Instrumental Chemistry (CHE 430) with Advanced Instrumental Chemistry Laboratory (CHE 430L), and Calculus II (MAT 261). The following substitutions would need to be made: Physical Chemistry I (CHE 352) with Physical Chemistry I Laboratory (CHE 353L) and Physical Chemistry II (CHE 354) with Physical Chemistry II Laboratory (CHE 355L) would replace Applied Physical Chemistry (CHE 305); General Physics with Calculus I (PHY 205) with General Physics with Calculus I Laboratory (PHY 205L) and General Physics with Calculus II (PHY 206) with General Physics with Calculus II Laboratory (PHY 206L) would replace the non-calculus based physics course series (PHY 200 , PHY 200L, PHY 206 , PHY 206L). Total credit hours for this ASBMB-accredited and ACS-certified option is 91 hours.

Total Credit Hours: 74

Four-Year Degree Plan for Major in Biochemistry, B.S. - ASBMB-Accredited

Link to Four-Year Degree Plan for Major in Biochemistry, B.S. - ASBMB-Accredited

Biochemistry Major, B.S. in Chemistry with Biochemistry concentration, ACS-Certified

The Bachelor of Science in Chemistry with Biochemistry concentration, ACS-certified degree program is certified by the American Chemical Society (ACS). This course of study is ideal for students interested in pursuing graduate studies in the fields of biochemistry, biotechnology, medicinal chemistry or pharmaceutical sciences. All students in this degree program have excellent research opportunities in areas such as protein biochemistry, enzymology, bio-organic reaction mechanisms, cellular biochemistry, molecular oncology and carcinogenesis.

Degree Requirements

Requirements for a B.S. in Chemistry with Biochemistry concentration, ACS-Certified degree:

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1

CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 320	Biochemistry	3
CHE 320L	Biochemistry Laboratory	1
CHE 325	Biochemistry of Metabolism	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Laboratory	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Laboratory	1
CHE 420	Advanced Biochemistry	4
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
CHE 451	Introduction to Research	1-4
CHE 470	Tissue Culture	4

4 credits of CHE 451 are required. MAT 262 is also recommended.

To earn the ACS certificate associated with this degree, students must earn at least a “C” in every class required for the major. This does not change or enhance the graduation requirements for this major.

Students are required to take BIO 198 and BIO 198L as well as BIO 199 and BIO 199L in order to take any upper-level Biology courses which are not required for this major.

Total Credit Hours: 75

Four-Year Degree Plan for Major in Biochemistry, B.S. in Chemistry with Biochemistry Concentration, ACS-Certified

Four-Year Degree Plan for Major in Biochemistry, B.S. in Chemistry with Biochemistry Concentration, ACS-Certified

Biochemistry Major, B.A.

The Bachelor of Arts in Biochemistry is designed for pre-professional students and requires fewer courses in the major. This allows students to take more courses in ancillary areas, such as biology and psychology.

Degree Requirements

Requirements for a B.A. in Biochemistry

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1

CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
CHE 305	Applied Physical Chemistry	3
CHE 320	Biochemistry	3
CHE 320L	Biochemistry Laboratory	1
CHE 420	Advanced Biochemistry	4
CHE 470	Tissue Culture	4

PHY 205 /PHY 205L can substitute for PHY 200 /PHY 200L , and PHY 206 /PHY206L can substitute for PHY 201 /PHY 201L .

Total Credit Hours: 55

Four-Year Degree Plan for Major in Biochemistry, B.A.

Link to Four-Year Degree Plan for Major in Biochemistry, B.A.

Forensic Science

The Bachelor of Science in Forensic Science degree is designed to prepare students for careers as forensic scientists. The core of the curriculum consists of chemistry and biology courses and a small number of criminology and criminal justice courses.

Forensic Science Major

The B.S. program in forensic science prepares students for careers as forensic scientists. Potential employers include local, state and federal crime laboratories and law enforcement agencies, such as the Drug Enforcement Administration, the Bureau of Alcohol, Tobacco, Firearms and Explosives, the Federal Bureau of Investigation and the Florida Department of Law Enforcement (FDLE). The curriculum is enhanced by internship opportunities with local agencies, including the Tampa FDLE lab and the Hillsborough County Medical Examiner. The track also prepares students for graduate programs in forensic science, chemistry and biochemistry and health professional schools.

Degree Requirements

Requirements for a B.S. in forensic science:

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
BIO 199	General Biology II	4
BIO 199L	General Biology II Laboratory	

CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 230	Selected Topics in Forensic Science	3
MAT 201	Introduction to Statistics	4
MAT 260	Calculus I	4
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
CHE 305	Applied Physical Chemistry	3
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
CHE 320	Biochemistry	3
CHE 320L	Biochemistry Laboratory	1
CHE 432	Forensic Chemistry I	3
CHE 433L	Forensic Chemistry I Laboratory	1
CHE 434	Forensic Chemistry II	3
CHE 435L	Forensic Chemistry II Laboratory	1
CHE 440	Professional Practice in Forensic Science	3
BIO 200	General Genetics	4
BIO 200L	General Genetics Laboratory	
BIO 370	Molecular Biology	4
BIO 370L	Molecular Biology Laboratory	
CRM 102	Introduction to Criminal Justice	4
CRM 200	Law Enforcement	4
CRM 206	Criminal Investigation	4
CRM 307	Crime Scene Investigation	4

One of the following two courses:

CHE 340	Microscopic Examination of Firearms Evidence	3
CHE 498	Special Topics in Forensic Science	3

One of the following three courses:

CHE 410	Senior Seminar	2
CHE 460	Introduction to Forensic Research	1-4
CHE 463	Forensic Science Internship	1-4

2 credits of CHE 410, CHE 460, or CHE 463 are required.

PHY 205 /PHY 205L can substitute for PHY 200 /PHY 200L , and PHY 206 /PHY 206L can substitute for PHY 201 /PHY 201L .

Subtotal: 94

Total Credit Hours: 94

Four-Year Degree Plan for Major in Forensic Science

Link to Four-Year Degree Plan for Major in Forensic Science

Marine Chemistry

The ocean is largest aqueous mixture on the planet, and therefore plays an important role in modulating the exchange and chemical composition of matter between the atmosphere, bedrock, sea, and sediments.

Interactions at the boundaries of the ocean affect seawater chemistry and influence the transfer and transformation of matter between reservoirs. The biological, chemical, geological, and physical processes that affect seawater constituents necessitates an interdisciplinary course of study. Using this approach, the Bachelor of Science in Marine Chemistry prepares students for a career in the marine and chemical sciences, or for further study in graduate or professional programs.

Marine Chemistry Major

The Bachelor of Science in Marine Chemistry provides students with a selection of courses needed to prepare them for a career in the marine and chemical sciences, or for further study in graduate or professional programs. This curriculum includes requirements in marine science, biology, chemistry, geology, and physics in order to maximize the future scientific opportunities available to students.

Degree Requirements

Requirements for a B.S. in marine chemistry:

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
BIO 199	General Biology II	4
BIO 199L	General Biology II Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 305	Applied Physical Chemistry	3
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
CHE 315	Chemical Oceanography	3
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
MAR 200	Introduction to Marine Science	3
MAR 201	Origins & Evolution of the Marine Environment (laboratory included)	4
MAR 201L	Origins & Evolution of the Marine Environment Laboratory	
MAR 301	Physical Oceanography	4
MAR 310	Biological Oceanography	4
MAR 310L	Biological Oceanography Laboratory	

One of the following two courses:

CHE 410	Senior Seminar	2
CHE 451	Introduction to Research	1-4

2 credits of CHE 410 or CHE 451 are required.
 PHY 205 /PHY 205L can substitute for PHY 200 /PHY 200L and PHY 206 /PHY 206L can substitute for PHY 201 /PHY 201L .
 Subtotal: 75

Four-Year Degree Plan for Marine Science-Chemistry
Total Credit Hours: 75

Four-Year Degree Plan for Major in Marine Chemistry

Link to Four-Year Degree Plan for Major in Marine Science–Chemistry

B.S./MBA Joint Degree Programs

This joint degree 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 chemistry, and an MBA.

The program consists of courses required for a major in chemistry, courses that fulfill all 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. Chemistry/MBA Program

Provisional Acceptance

- An overall GPA 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, Biochemistry and Physics 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 (Note: A grade of B or better in every business course is required.)
- An overall GPA equal to that required by the Honors Program (Note: Participation in the Honors Program is not required.)
- GMAT score of 500 or better
- A written recommendation from the Department of Chemistry, Biochemistry and Physics

B.S. in Chemistry/MBA Joint Degree

Degree Requirements

One of the following:

CHE 426	Advanced Organic Chemistry	3
CHE 445	Advanced Organic Spectroscopy	3
CHE 499	Special Topics in Chemistry	1-4

3-4 credits of CHE 426, CHE 445, or CHE 499 are required

One of the following:

CHE 410	Senior Seminar	2
CHE 451	Introduction to Research	1-4
CHE 453	Chemistry Internship	1-4

2 credits of CHE 410, CHE 451, or CHE 453 are required

Graduate:

BUS 698	Topics in Professional Development	1-4
MGT 598	Leadership and Organizational Behavior	4
ITM 608	Information Systems and Operations Management	4
FIN 611	Financial Management and Strategy	4
ACC 610	Accounting and Value Creation	4
MKT 609	Marketing Management and Customer Value	4
MGT 615	Strategic Management	4
ECO 640	The Economics of Organizations	4

4 credits of BUS 698 is required

One of the following:

QMB 612	Decision Modeling and Analysis	4
ITM 615	Business Analytics	4
MKT 612	Business Research Methods	4

Subtotal: 139-140

Degree Requirements

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 310	Analytical Chemistry	4

CHE 310L	Analytical Chemistry Laboratory	
CHE 320	Biochemistry	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Laboratory	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Laboratory	1
CHE 425	Advanced Inorganic Chemistry	3
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
BUS 101	Introduction to Global Business	4
ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
FIN 310	Financial Management	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
MGT 330	Principles of Management	4
Subtotal: 139-140		

Total Credit Hours: 139-140

Five-Year Degree Plan for Major in Chemistry/MBA

Link to Five-Year Degree Plan for Major in Chemistry/MBA

B.S. in Biochemistry/MBA Joint Degree

This joint degree 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 biochemistry, and an MBA.

The program consists of courses required for a major in biochemistry, courses that fulfill all 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 biochemistry and business.

Application and Acceptance into the B.S. Biochemistry, Professional/MBA Program Provisional Acceptance

- An overall GPA 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, Biochemistry and Physics 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 (Note: A grade of B or better in every business course is required.)
- An overall GPA equal to that required by the Honors Program (Note: Participation in the Honors Program is not required.)
- GMAT score of 500 or better
- A written recommendation from the Department of Chemistry, Biochemistry and Physics

B.S., Biochemistry, Professional/MBA

Graduate

BUS 698	Topics in Professional Development	1-4
MGT 598	Leadership and Organizational Behavior	4
ITM 608	Information Systems and Operations Management	4
FIN 611	Financial Management and Strategy	4
ACC 610	Accounting and Value Creation	4
MKT 609	Marketing Management and Customer Value	4
MGT 615	Strategic Management	4
ECO 640	The Economics of Organizations	4
4 credits of BUS 698 are required		
One of the following		
QMB 612	Decision Modeling and Analysis	4
ITM 615	Business Analytics	4
MKT 612	Business Research Methods	4

Subtotal: 151

One of the following lecture/laboratory pairs:

BIO 200	General Genetics	4
BIO 200L	General Genetics Laboratory	
BIO 201	Molecular Genetics	4
BIO 201L	Molecular Genetics Laboratory	
BIO 330	General Physiology	4
BIO 330L	General Physiology Laboratory	
CHE 451	Introduction to Research	1-4
4 credits of CHE 451 are required		

Degree Requirements

BIO 198	General Biology I	4
BIO 198L	General Biology I Laboratory	
BIO 199	General Biology II	4
BIO 199L	General Biology II Laboratory	

CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
CHE 234	Organic Chemistry II	3
CHE 235L	Organic Chemistry II Laboratory	1
CHE 245	Intermediate Inorganic Chemistry	4
CHE 245L	Intermediate Inorganic Chemistry Laboratory	
CHE 310	Analytical Chemistry	4
CHE 310L	Analytical Chemistry Laboratory	
CHE 320	Biochemistry	3
CHE 320L	Biochemistry Laboratory	1
CHE 325	Biochemistry of Metabolism	3
CHE 352	Physical Chemistry I	3
CHE 353L	Physical Chemistry I Laboratory	1
CHE 354	Physical Chemistry II	3
CHE 355L	Physical Chemistry II Laboratory	1
CHE 420	Advanced Biochemistry	4
CHE 430	Advanced Instrumental Chemistry	4
CHE 430L	Advanced Instrumental Chemistry Laboratory	
MAT 260	Calculus I	4
MAT 261	Calculus II	4
PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
BUS 101	Introduction to Global Business	4
ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
FIN 310	Financial Management	4
MKT 300	Principles of Marketing	4
QMB 210	Business Statistics and Analytics	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
MGT 330	Principles of Management	4
Subtotal: 151		
Total Credit Hours: 151		

Five-Year Degree Plan for Major in Biochemistry/MBA

Link to Five-Year Degree Plan for Major in Biochemistry/MBA

Physics

Physics Major, B.S.

The bachelor of science in physics is designed and intended to provide students with a broad foundation and rigorous understanding of the fundamental properties of matter and energy and physical phenomena of our universe, including mechanical systems, electromagnetism, light and optics, thermodynamics, Einstein's relativity, quantum

mechanics, atomic and nuclear structure, as well as astronomy and astrophysics.

Degree Requirements

Requirements for a B.S. in Physics:

PHY 205	General Physics with Calculus I	4
PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
PHY 280	Mathematical Methods for Physics	4
PHY 307	Modern Physics	4
PHY 320	Classical Mechanics	4
PHY 340	Electricity and Magnetism	4
PHY 350	Advanced Physics Lab	4
PHY 360	Quantum Mechanics	4
PHY 430	Thermodynamics and Statistical Mechanics	4
PHY 451	Physics Research	1-4
MAT 260	Calculus I	4
MAT 261	Calculus II	4
MAT 262	Calculus III	4
MAT 300	Differential Equations	4
	Four additional PHY or AST courses above the 300-level	16

Subtotal: 69-72

Subtotal: 69-72

Total Credit Hours: 69-72

Four-Year Degree Plan for Major in Physics, B.S.

Link to Four-Year Degree Plan for Major in Physics, B.S.

Physics Minor

The minor in physics is geared toward students in the sciences or mathematics who would benefit from study of the mathematical modeling of physical phenomena and a deeper understanding of the processes that define our natural world.

A physics minor provides the background which is sought after in many interdisciplinary fields such as biophysics or geophysics. A physics minor is a helpful addition for students seeking a major in biology, chemistry or mathematics.

To complete the physics minor, a student must complete 12 credits in general physics (PHY 200, PHY 201 or PHY 205, PHY 206) and modern physics (PHY 307), and an additional 8 credits of PHY courses at or above 300 level, with a grade of “C” or better.

Degree Requirements

Requirements for a minor in physics:

PHY 200	General Physics I	4
PHY 200L	General Physics I Laboratory	
PHY 201	General Physics II	4
PHY 201L	General Physics II Laboratory	
	or	
PHY 205	General Physics with Calculus I	4

PHY 205L	General Physics with Calculus I Laboratory	
PHY 206	General Physics with Calculus II	4
PHY 206L	General Physics with Calculus II Laboratory	
	and	
PHY 307	Modern Physics	4

Students also must complete 8 credits in physics (PHY) courses at or above the 300 level, and earn a grade of “C” or better.

Total Credit Hours: 20

Department of Health Sciences and Human Performance

Faculty: Associate Professor Andersen, Chair; Professor Vlahov; Associate Professors Martinasek, Miller, Olsen, O’Sullivan, Sturgill, Wortham; Assistant Professors Aguado-Loi, Arnold, Bowersock, de Souza, Houston, Morris K., Morris M., Williams; Instructors Borgeas, Mescia; Athletic Training Program Medical Director Gasser.

Students pursuing majors within the Department of Health Sciences and Human Performance are preparing for careers in teaching, human performance, allied health, athletic training, public health and related fields. The department offers majors in allied health, athletic training, human performance, physical education and public health. Students may incur, but is not limited to, 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 professional meetings, clinical experiences, and internships. Some sites may require students to submit to and pay for background checks, specified compliance training, and/or drug testing.

In order to complete all prerequisites and the courses needed for graduation, students must work closely with their faculty advisor regarding course selection and satisfaction of the Baccalaureate Experience requirements outlined in this catalog.

Athletic Training

Athletic Training Major

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 professional athletic training positions and graduate studies in athletic training. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through 2018-2019. Because of the nature of the clinical education portion of this program, it 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. Admission to the pre-athletic training phase of the program does not guarantee admission to the professional phase of the program.

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. Minimum satisfaction of the application criteria for the professional phase consists of the following:

- Completion of a minimum of 27 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 2.9 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 June 1. 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 spring semester and may be admitted to the professional phase in the fall semester. Transfer students desiring to enter in the fall semester must meet with the program director to determine their eligibility for admission. A maximum of 12 credit hours of professional phase athletic training course work may be transferred from a prior institution.

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 UT Academic Experience chapter of this catalog. Students pursuing a B.S. 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 198 and CHE 152-153.
2. As part of the social science component, each athletic training student must have credit in PSY 200 and PSY 211 or SOC 355.

Progress in the Program

1. Maintain a minimum of a 2.7 overall GPA and a grade of B/C or better in all required professional phase athletic training courses (ESC 270; ATT 274, 275, 276, 370, 373, 374, 375, 376, 377, 475, 476, 495) graded on an A-F basis
2. A grade of "satisfactory" in all required athletic training courses graded on a satisfactory/unsatisfactory basis
3. Compliance with the institutional academic policies and procedures described earlier in this catalog

4. Compliance with the program policies and procedures described in the student handbook
5. Prior to enrolling in any professional phase clinical/laboratory course, submission of the following documentation:
6. Proof of liability insurance coverage
7. Verification of a physical examination, and proof of immunization
8. Proof of current first aid and CPR certification with AED certification or Emergency Medical Response (for students formally admitted to the clinical component of the program only)
9. Proof of attendance at an annual prevention of disease transmission education session (for students formally admitted to the clinical component of the program only)
10. Results of annual TB skin test or chest X-ray
11. Background checks and/or drug testing if required by the clinical site

Program Expenses

The instructional fee per credit 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 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 professional phase of 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 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.

Degree Requirements

Requirements for a B.S. in athletic training:

HSC 100	Personal and Family Health	3
HSC 203	Nutrition	3
HSC 130	Medical Terminology	3
HSC 230	Human Anatomy and Physiology I	3
HSC 231	Human Anatomy and Physiology II	3
HSC 234	Human Anatomy and Physiology I Laboratory	1
HSC 235	Human Anatomy and Physiology II Laboratory	1
HSC 250	Emergency Medical Response	3
HSC 371	Fundamentals of Pharmacology	3

ESC 270	Prevention and Care of Sports Injuries	3
ESC 330	Human Development and Motor Learning	3
ESC 340	Applied Kinesiology	3
ESC 380	Exercise Testing and Prescription	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

One of the following:

HSC 200	Introduction to Allied Health Professions	2
ESC 110	Introduction to Exercise Science and Sport Studies	2

Recommended courses for a major in athletic training:

ESC 105	Biokinetics and Conditioning	2
HSC 420	Nutritional Supplements	2
PHL 209	Biomedical Ethics	4
PHY 200	General Physics I	4
PSY 250	Health Psychology	4
SPE 208	Speech for Business and the Professions	4
SPM 397	Legal Issues and Risk Management in Sport	3

Subtotal: 68-73

Total Credit Hours: 68-73

Four-Year Degree Plan for Major in Athletic Training

[Link to Four-Year Degree Plan for Major in Athletic Training](#)

Human Performance

Human Performance Major

Degree Requirements

The required courses for the major in human performance:

ESC 105	Biokinetics and Conditioning	2
ESC 110	Introduction to Exercise Science and Sport Studies	2
ESC 270	Prevention and Care of Sports Injuries	3
ESC 280	Adult Fitness	3
ESC 330	Human Development and Motor	3

	Learning	
ESC 340	Applied Kinesiology	3
ESC 380	Exercise Testing and Prescription	3
ESC 460	Physiology of Exercise	3
ESC 491	Senior Seminar in Exercise Science	3
HSC 100	Personal and Family Health	3
HSC 203	Nutrition	3

Subtotal: 31

Total Credit Hours: 31

Exercise and Recreation Leadership Concentration

This concentration prepares students for careers in corporate and/or community fitness. PSY 200 must be taken as part of the Baccalaureate Experience.

Degree Requirements

The following courses are required:

ESC 372	Principles of Exercise Leadership	2
ESC 400	Physical Education and Fitness for Special Populations	3
ESC 411	Recreation Leadership and Administration	2
SPM 412	Principles of Administration for Sport and Physical Education	3
	Any combination of other professional (ESC) activity courses	4

One of the following:

ESC 150	Comprehensive First Aid/CPR/AED	2
HSC 250	Emergency Medical Response	3

One of the following:

HSC 220	Functional Anatomy	3
HSC 230	Human Anatomy and Physiology I	3

Total Credit Hours: 19-20

Four-Year Degree Plan for Major in Human Performance/Exercise and Recreation Leadership Concentration

Link to Four-Year Degree Plan for Major in Human Performance/Exercise and Recreation Leadership Concentration

Exercise Physiology Concentration

This concentration prepares students for the pursuit of a professional career as an exercise physiologist or strength and conditioning specialist or to be equipped with the skills and competencies necessary to pursue graduate study in Human Performance. PSY 200 must be taken as part of the Baccalaureate Experience.

The following courses are required:

HSC 230	Human Anatomy and Physiology I	3
HSC 231	Human Anatomy and Physiology II	3
HSC 234	Human Anatomy and Physiology I Laboratory	1
HSC 235	Human Anatomy and Physiology II Laboratory	1
HSC 350	Biostatistics	3
HSC 360	Principles of Epidemiology in Exercise and Public Health	3

CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1

One of the following:

ESC 150	Comprehensive First Aid/CPR/AED	2
HSC 250	Emergency Medical Response	3

Subtotal: 20-21

Subtotal: 20-21

Four-Year Degree Plan for Major in Human Performance/Exercise Physiology Concentration

Link to Four-Year Degree Plan for Major in Human Performance/Exercise Physiology Concentration

Allied Health

Allied Health Major

Students who wish to pursue graduate or professional training in allied health fields such as physical therapy, occupational therapy, or physician assistant are encouraged to enroll in this program. Coursework for this program is primarily sequential and field experiences are recommended; it is highly recommended that students meet with their faculty advisor to plan their progress through the program.

Upon completion of this program, the student will have earned a B.S. degree in allied health. Students will choose one of three specific concentrations within the allied health major including physical therapy sciences, occupational therapy sciences, or medical sciences. The undergraduate program helps the student fulfill many prerequisites necessary to apply to graduate and professional programs in the allied health professions. Graduate and professional programs have a variety of required prerequisite courses. In order to complete all prerequisites and the courses needed for graduation, students must work closely with their faculty advisor regarding course selection and satisfaction of the Baccalaureate Experience requirements outlined in this catalog.

Students enrolled in the allied health program may receive preferential application status to The University of St. Augustine's health professions programs. For more information, contact the program coordinator at The University of Tampa.

General Curriculum Distribution

The General Curriculum Distribution requirements are contained in the academic programs section.

Students pursuing a B.S. with a major in allied health must complete all General Curriculum Distribution requirements, with the following stipulations:

1. For the physical therapy sciences concentration, each student must have credit in BIO 198 and CHE 152–153L as part of the natural science component of the General Curriculum Distribution.
2. For the occupational therapy sciences concentration, each student must have credit in BIO 198 and CHE

- 152–153L as part of the natural sciences component of the General Curriculum Distribution.
- For the medical sciences concentration, each student must have credit in BIO 198 and CHE 152–153L as part of the natural science component of the General Curriculum Distribution.
 - As part of the social science component, each allied health student must have credit in PSY 200, PSY 250 and either ECO 204 or ECO 205.

Degree Requirements

Required courses for the program in allied health:

HSC 100	Personal and Family Health	3
HSC 200	Introduction to Allied Health Professions	2
HSC 130	Medical Terminology	3
HSC 203	Nutrition	3
HSC 230	Human Anatomy and Physiology I	3
HSC 234	Human Anatomy and Physiology I Laboratory	1
HSC 231	Human Anatomy and Physiology II	3
HSC 235	Human Anatomy and Physiology II Laboratory	1
HSC 250	Emergency Medical Response	3
HSC 360	Principles of Epidemiology in Exercise and Public Health	3
HSC 491	Seminar in Allied Health	3
ESC 270	Prevention and Care of Sports Injuries	3
ESC 330	Human Development and Motor Learning	3
ESC 340	Applied Kinesiology	3
ESC 380	Exercise Testing and Prescription	3
ESC 460	Physiology of Exercise	3
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
PSY 200	General Psychology	4
PSY 211	Statistics and Experimental Methods I	4
HSC 350	Biostatistics and	3
PSY 220	Fundamentals of Biopsychology and Learning	4
PSY 250	Health Psychology	4

Subtotal: 62-63

CHE 152/153L, PSY 200: meets General Distribution requirement
Subtotal: 62-63

Allied Health Major with a Concentration in Physical Therapy Sciences

Degree Requirements

The following courses are required for a concentration in physical therapy sciences:

BIO 198	General Biology I	4
BIO 199	General Biology II	4
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
PHY 200	General Physics I	4

	with	
PHY 201	General Physics II	4
PSY 210	Development I: Child Psychology	4
PSY 317	Development II: Adulthood and Aging	4

Subtotal: 28

Four-Year Degree Plan for Major in Allied Health with a Concentration in Physical Therapy Sciences

Link to Four-Year Degree Plan for Major in Allied Health with a Concentration in Physical Therapy Sciences

Allied Health Major with a Concentration in Occupational Therapy Sciences

Degree Requirements

The following courses are required for a concentration in occupational therapy sciences:

BIO 198	General Biology I	4
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
PSY 303	Abnormal Psychology	4
PSY 210	Development I: Child Psychology	4
PSY 317	Development II: Adulthood and Aging	4
ESC 400	Physical Education and Fitness for Special Populations	3
PHY 200	General Physics I	4

Subtotal: 27

Total Credit Hours: 27

Four-Year Degree Plan for Major in Allied Health with a Concentration in Occupational Therapy Sciences

Link to Four-Year Degree Plan for Major in Allied Health with a Concentration in Occupational Therapy Sciences

Allied Health Major with a Concentration in Medical Sciences

Degree Requirements

The following courses are required for a concentration in medical sciences:

BIO 198	General Biology I	4
BIO 199	General Biology II	4
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1
PHY 200	General Physics I	4
PHY 201	General Physics II	4
CHE 232	Organic Chemistry I	3
CHE 233L	Organic Chemistry I Laboratory	1
PSY 210	Development I: Child Psychology	4
PSY 317	Development II: Adulthood and	4

Aging

Subtotal: 32***Four-Year Degree Plan for Major in Allied Health with a Concentration in Medical Sciences***

Link to [Four-Year Degree Plan for Major in Allied Health with a Concentration in Medical Sciences](#)

Public Health***Public Health Major***

Through teaching, scholarship and service, the B.S. with a major in public health prepares students to improve health and prevent disease and disability, locally and around the world.

The B.S. with a major in public health is designed for individuals seeking experiential academic training in health education, health promotion, health communication and policy and social change. The program equips students with the fundamental skills and knowledge necessary for careers in these areas.

Upon completion of the program, students will be prepared for graduate studies or leadership roles in a variety of public health professions. Careers may include health education and promotion, public policy, advocacy, research, nonprofit work, global health initiatives, environmental health, occupational health, community and family health, maternal and child health, adolescent health, health care services and administration, behavioral change campaign development to reduce various health consequences (i.e., unintended pregnancies, sexually transmitted diseases, drunk driving, substance abuse), epidemiology, health communication, emergency preparedness, public health nutrition, biostatistics, disease prevention (i.e., cancer, HIV/AIDS, diabetes), minority health and community program development.

Potential employers include the Centers for Disease Control and Prevention, World Health Organization, Association of Education Development, National Institutes of Health, Department of Health and Human Services, Partners in Health, Department of Health and Human Services, universities, hospitals, community health centers, nonprofit organizations, public and private corporations, institutes and foundations, workplaces, schools, health promotion and social marketing firms, etc.

Curriculum Description

The public health major is inherently multidisciplinary. Core quantitative disciplines such as epidemiology and biostatistics are fundamental to analyzing and understanding the broad impact of health problems, allowing us to look beyond individuals to entire populations. In addition, disease prevention 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. Marketing and communication skills enable our students to identify contexts, channels, messages and benefits 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 total quality management and leadership.

Consequently, the curriculum emphasizes health promotion, health education, communication, public and social policy and collaborative leadership. A solid foundation in behavioral sciences principles and theories is provided, along with advanced skills in program planning, execution and evaluation. The curriculum consists of required foundational courses, which is then paired with one of the following required three concentration areas: 1) wellness, 2) behavioral health or 3) public policy and social change. The program consists of: 1) the core public health major curriculum, 2) one concentration requirement and 3) a minimum of 12 academic credits of internship field-placement experience. The internship is designed to provide students with an opportunity, under supervision, to apply the knowledge and skills from the classroom to real-world public health practice.

Specific course content includes:

1. Quantitative and qualitative skills needed for problem solving
2. Multidisciplinary, collaborative and ecologically based strategies for solving health-related problems
3. Communication skills in working with diverse populations
4. Understanding social and behavioral determinants of health
5. Development, execution and evaluation of interventions and policies leading to the improvement of population health and
6. Management and leadership development in advocacy and public health service.

General Curriculum Distribution

The general curriculum distribution requirements are contained in the Baccalaureate Experience section of the UT Academic Experience chapter of this catalog. Students pursuing a Bachelor of Science in public health must complete all general curriculum distribution requirements.

As part of the natural science component, each public health student must have credit in BIO 198 and CHE

150 or CHE 152 (note that CHE 153L is a co- or prerequisite for CHE 152).

Degree Requirements

Required foundational courses for the public health major:

HSC 236	Introduction to Public Health	3
HSC 350	Biostatistics	3
HSC 355	Research Methods in Health Education and Promotion	4
HSC 360	Principles of Epidemiology in Exercise and Public Health	3
HSC 375	Health Education Theory and Strategies	3
HSC 440	Health Policy and Social Change	3
HSC 445	Program Planning and Evaluation in Health Promotion and Education	3
HSC 450	Public Health Management and Leadership	3
SOC 310	Applied Sociology	4
HSC 490	Internship in Public Health	2-12

One of the following:

SOC 306	Racial and Ethnic Relations	4
SOC 313	Social Stratification	4
SOC 320	Sociology of Gender	4

Subtotal: 45

Total Credit Hours: 45

Public Health Major with a Concentration in Wellness

Degree Requirements

Requirements for the wellness concentration:

HSC 100	Personal and Family Health	3
HSC 130	Medical Terminology	3
HSC 203	Nutrition	3
HSC 380	Materials and Methods in Health Education and Health Promotion	3

Subtotal: 17-18

One of the following

HSC 220	Functional Anatomy	3
ESC 280	Adult Fitness	3

One of the following

ESC 301	Sport and Exercise Psychology	3
HSC 420	Nutritional Supplements	2

Total Credit Hours: 17-18

Four-Year Degree Plan for Major in Public Health with a Concentration in Wellness

Link to Four-Year Degree Plan for Major in Public Health with a Concentration in Wellness

Public Health Major with a Concentration in Behavioral Health

Degree Requirements

Requirements for the behavioral concentration:

PSY 200	General Psychology	4
PSY 250	Health Psychology	4
CRM 101	Introduction to Criminology	4
CRM 310	Abnormal Behavior and Criminality	4
CRM 403	Drugs, Deviance and Crime	4
CRM 406	Violence in America	4

Subtotal: 24

Subtotal: 24

Total Credit Hours: 24

Four-Year Degree Plan for Major in Public Health with a Concentration in Behavioral Health

Link to Four-Year Degree Plan for Major in Public Health with a Concentration in Behavioral Health

Public Health Major with a Concentration in Public Policy and Social Change

Degree Requirements

Requirements for the public policy and social change concentration:

PSC 202	International Political Economy	4
PSC 308	Urban Politics and Policy	4
PSC 401	Public Policy Analysis	4
PSC 326	Political Campaigns and Electoral Politics	4
COM 426	Public Opinion, the Media and Power	4

Subtotal: 24

Subtotal: 24

Total Credit Hours: 24

Four-Year Degree Plan for Major in Public Health with a Concentration in Public Policy and Social Change

Link to Four-Year Degree Plan for Major in Public Health with a Concentration in Public Policy and Social Change

Physical Education

Physical Education K-12 Teaching

This is a comprehensive program of study that will prepare the future educator for effective physical education teaching in the K-12 school setting. Successful completion of the program of study satisfies the requirement for a teaching certificate in K-12 teaching within the state of Florida. Upon graduation, students earn a B.S. in Physical Education, K-12. The degree program includes general curriculum, a full array of exercise science and sport

study courses, and professional education courses that provide an in-depth study of pedagogical styles, learning theories and teaching approaches at the elementary, middle and high school levels.

The program incorporates various internship experiences throughout the four-year plan of study. The curriculum provides a broad range of physical education content in order to fully prepare future teachers to educate and instruct young people in areas of fitness, health, and skill development for lifetime physical activities and sports.

See the College of Social Sciences, Mathematics and Education for details about admission requirements to the teacher education program and the Education course sequence.

General Curriculum Distribution

The General Curriculum Distribution requirements are contained in the Baccalaureate Experience section of the UT Academic Experience chapter of this catalog.

Requirements include the following exercise science and education courses to qualify for teaching certification in Physical Education, K-12. Please note that students in Physical Education, K-12 must be certified in First Aid and CPR with AED prior to engaging in their final practicum class. Students may meet this requirement by enrolling in ESC 150. Alternatives to course enrollment may be available to demonstrate compliance with requirement and should be discussed with an advisor in the Department of Health Sciences and Human Performance.

Degree Requirements

Exercise science and sport studies courses:

ESC 105	Biokinetics and Conditioning	2
ESC 110	Introduction to Exercise Science and Sport Studies	2
ESC 150	Comprehensive First Aid/CPR/AED	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	Human Development and Motor Learning	3
ESC 340	Applied Kinesiology	3
ESC 372	Principles of Exercise Leadership	2
ESC 400	Physical Education and Fitness for Special Populations	3
ESC 450	Tests and Measurement	3
ESC 460	Physiology of Exercise	3
HSC 100	Personal and Family Health	3
One of the following:		
HSC 230	Human Anatomy and Physiology I	3
HSC 220	Functional Anatomy	3
Two of the following:		
ESC 320	Coaching and Teaching of Football and Wrestling	2
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball	2
ESC 322	Coaching and Teaching of Volleyball	2

	and Track and Field	
ESC 323	Coaching and Teaching of Soccer and Field Hockey	2
<hr/>		
Subtotal: 42		
Professional education courses:		
EDU 200	Foundations of American Education	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
EDU 208	Secondary Research Methods	2
EDU 306	Teaching Reading in the Secondary Content Areas (ESOL-infused course)	4
EDU 317	Diversity and Ethics (ESOL-infused course)	4
EDU 329	Teaching Physical Education and Health in the Elementary School	3
EDU 354	Teaching English to Speakers of Other Languages I-Secondary (TESOL I)	3
EDU 377	Elementary Physical Education Curriculum and Practicum	3
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 425	Teaching Middle School and Secondary Physical Education	4
EDU 481	Comprehensive Subject Area Competency and Skills (SACS)	
<hr/>		
Subtotal: 43		

Subtotal: 94

Total Credit Hours: 85

Four-Year Degree Plan for Major in Physical Education K-12

Link to Four-Year Degree Plan for Major in Physical Education K-12

Exercise Science and Sport Studies Minor

Degree Requirements

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
HSC 100	Personal and Family Health	3
One of the following:		
ESC 320	Coaching and Teaching of Football and Wrestling	2
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball	2
ESC 322	Coaching and Teaching of Volleyball and Track and Field	2
ESC 323	Coaching and Teaching of Soccer and Field Hockey	2
One of the following:		
ESC 312	Dance/Rhythmics	3
ESC 372	Principles of Exercise Leadership	2

One of the following:

EDU 329	Teaching Physical Education and Health in the Elementary School	3
ESC 280	Adult Fitness	3
SPM 290	Introduction to Sport Management	3

One of the following:

HSC 220	Functional Anatomy	3
HSC 230	Human Anatomy and Physiology I	3

Total Credit Hours: 17-19**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 credit hours in required courses and guided activities.

Degree Requirements**Requirements for a minor in recreation:**

ESC 150	Comprehensive First Aid/CPR/AED	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	4-6

One of the following:

ESC 312	Dance/Rhythmics	3
DAN 142	Beginning Modern Dance I	2
DAN 242	Intermediate Modern Dance	2
DAN 342	Advanced Contemporary Dance	2

One of the following:

ESC 320	Coaching and Teaching of Football and Wrestling	2
ESC 321	Coaching and Teaching of Baseball, Basketball and Softball	2
ESC 322	Coaching and Teaching of Volleyball and Track and Field	2
ESC 323	Coaching and Teaching of Soccer and Field Hockey	2

From drama, art, sociology, music, ecology**Subtotal: 6**

Subtotal: 6

The 6 credit hours above from allied health fields must be courses other than those used in the major or for General Curriculum Distribution requirements.

Total Credit Hours: 25**Department of Nursing**

Faculty: Associate Professor Botwinski, Director/Chair; Professor Collins, BSN Program Director, Associate Director; Associate Professors Berg, Parsons, Stevens, White; Assistant Professors D'Alesandro, Delacroix; Instructor Arruda, Wolf, Interim MSN Program Director; ---Instructional Staff Beltran, Dorner, Franks, Pedroff, Riles.

The Department of Nursing offers programs at the baccalaureate and master's degree levels. For more information, contact the Department of Nursing at (813) 253-6223 or see www.ut.edu/nursing.

All nursing programs are accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326. Telephone: 404-975-5000; Fax 404-975-5020. Website: www.acenursing.org

Nursing Department Handbook

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 Handbooks. The handbooks are updated each year, and it is the responsibility of the student to remain familiar with the contents.

Nursing Major

The philosophy of the department is that professional nursing is based on knowledge of the arts, sciences, humanities and nursing. UT provides unique opportunities for nursing students to balance "learning by thinking" with "learning by doing." Students have the opportunity to be instructed 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 Bachelor of Science in Nursing degree offers a comprehensive program of learning for students without previous preparation in nursing. The nursing curriculum consists of 125 credit hours, 60 credits from general education courses (including electives) and 65 from nursing courses.

Admission requirements are consistent with those of the university. Additional requirements are detailed under the Progress in the Program section below.

A student seeking to enter the four-year BSN program initially applies to UT as a regular undergraduate student pre-nursing major. After successfully completing prerequisites, the student applies for admission to the nursing program. A GPA of 3.25 is required at the time the application is submitted, for the application to be considered for review. The baccalaureate program is a competitive program; meeting minimal requirements does not guarantee admission into the nursing program. The deadline to apply to the Nursing Program is Oct. 15.

Four-Year BSN Admission Requirements

- Completion of prerequisite courses with a minimum 3.25 cumulative GPA at the time of application to the nursing program and maintained at the end of

the fall semester prior to the nursing program start date.

- A grade of “C” or better in all prerequisites. (Prerequisites include the courses listed below. These courses must be completed by the end of the fall semester prior to the nursing program start date. Baccalaureate Experience courses apply to UT freshmen and are replaced with other coursework for transfer students.)
- Meeting core performance standards, including the following:
 - 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 people from a variety of social, emotional, cultural and intellectual backgrounds.
 - Interpersonal skills sufficient to interact effectively with people from a variety of social, emotional, cultural and intellectual backgrounds.

Components of Application

- Written application to the Department of Nursing.
- A personal statement (one-two pages) discussing reasons for electing the nursing major.
- One letter of recommendation from an academic source.
- Test of Essential Academic Skills (TEAS) score offered through Assessment Technologies Institute (ATI). See below for information on this test. 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.

Test of Essential Academic Skills (TEAS) examination

Prospective baccalaureate nursing students are required to complete the TEAS exam as a part of the application process. At the time the test is taken, the student must select UT as a designated school to receive electronic results. Scores must be received from the testing service by the university by the application deadline. For more information, visit the ATI website at www.atitesting.com. There is no minimum required score for admission; all scores are accepted and compared to other applicants. However, to be considered competitive it is recommended that a composite score of 72 percent or greater be obtained. Two attempts on the most recent version of the TEAS are allowed.

Progression in BSN Program

In order to progress toward their degree, students must succeed at a progression plan including standardized testing.

Degree Requirements

Prerequisite courses for a four-year BSN degree:

AWR 101	Writing and Inquiry	4
AWR 201	Writing and Research	4
SOC 100	Introduction to Sociology	4
MAT 160	College Algebra	4
HSC 230	Human Anatomy and Physiology I	3
HSC 231	Human Anatomy and Physiology II	3
HSC 234	Human Anatomy and Physiology I Laboratory	1
HSC 235	Human Anatomy and Physiology II Laboratory	1
CHE 150	Chemistry for Health Care Professions	4
PSY 200	General Psychology	4
BIO 183	Microbiology for the Allied Health Sciences	3
PSY 210	Development I: Child Psychology or	4
SOC 240	Childhood Socialization	4

Required courses for a four-year BSN degree:

NUR 201	Foundations of Nursing	3
NUR 210	Intro to Pathophysiology	3
NUR 213	Professional Skills in Nursing	3
NUR 213L	Professional Skills in Nursing Lab	2
NUR 218	Health Assessment and 218L	4
NUR 314	Nursing Care of the Developing Family	2
NUR 314L	Nursing Care of the Developing Family Laboratory	1
NUR 315	Nursing Care of Children	2
NUR 315L	Nursing Care of Children Laboratory	1
NUR 317	Nursing Care of Adult and Older Adult	4
NUR 317L	Nursing Care of Adult and Older Adult Laboratory	2
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	2
NUR 410L	Mental Health Nursing Across the Lifespan Laboratory	1
NUR 412	Nursing Care of the Medically-Complex Patient	4
NUR 412L	Nursing Care of the Medically-Complex Patient Laboratory	2
NUR 415	Leadership and Management	3
NUR 422	Principles of Community Health Nursing	3
NUR 422L	Community Health Laboratory	2
NUR 432	Introduction to Nursing Research	3
NUR 452	Clinical Preceptorship	4
NUR 454	Senior Seminar	3
NUR	One of the following: Elective	3
SOC 205	Medical Sociology or	4
SPA 122	Spanish for the Medical Field	4

Total Credit Hours: 65**Four-Year Degree Plan for Major in Nursing**

[Link to Four-Year Degree for Major in Nursing](#)

Department of Sport Management

Faculty: Associate Professor Jisha, Chair; Associate Professor Smucker; Assistant Professors Butler, Tudor; Lecturer Bartow.

The Department of Sport Management provides students with a combination of sport business theory and practical experience to prepare them for a successful career in the sport industry. The curriculum consists of sport management courses and credit hours from the Sykes College of Business and a 12 credit-hour internship with a sport organization. The department emphasizes the importance of experiential learning and provides ample opportunity for students to interact (volunteer, internship) with Tampa Bay area sport organizations. Potential employment segments include professional sport teams, collegiate athletic departments, sport facilities, sport marketing and management agencies, resorts and recreational facilities.

Upon completion of the sport management program, students are expected to:

1. Demonstrate problem solving and critical thinking skills and apply them to the sport business industry.
2. Articulate and apply the understanding of sport management content knowledge (in event and facility management, sport marketing, sport sales, legal aspects in sport, risk management in sport, financial aspects in sport, administrative concepts in sport, media and communication in sport, social issues in sport and sport management research) required of professionals in the field.
3. Demonstrate the skills and attitudes necessary to work collaboratively and effectively as a member of a sport management organization.
4. Articulate and apply the relevant ethical principles and attitudes expected of a sport management professional.
5. Demonstrate and apply effective oral and written communication skills needed in the sport business world.
6. Demonstrate self-direction as an independent, self-confident professional with a commitment to continued professional growth, development, networking and life-long learning.

Sport Management Major**Degree Requirements****Required sport study courses:**

ACC 202	Financial Accounting Information	4
ACC 203	Managerial Accounting	4
ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4

SPM 290	Introduction to Sport Management	3
SPM 298	Practicum in Sport Management	2
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/Fundraising	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
	or	
SPM 399	European Sport Management and	2-4
SPM 491	Seminar in Sport Management	3
SPM 493	Venue and Event Management	4
SPM 495	Internship in Sport Management	1-12

SPM 399: is a travel course offered the second seven weeks of the spring semester. See SPM Department Chair for registration information.

SPM 491: Should be taken during the student's final semester prior to graduation.

SPM 495: Students registering for SPM 495 must contact their adviser for internship requirements, credit hour approval and permission to enroll.

Total Credit Hours: 65**Four-Year Degree Plan for Major in Sport Management**

[Link to Four-Year Degree Plan for Major in Sport Management](#)

Sport Management Minor**Degree Requirements****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/Fundraising	3
SPM 397	Legal Issues and Risk Management in Sport	3
SPM 412	Principles of Administration for Sport and Physical Education	3

SPM 412: Students majoring in a program in the College of Business may substitute MGT 330 for SPM 412.

Students not majoring in the College of Business are not required to take ACC 202 and ECO 204 in order to take SPM 390, SPM 393 and SPM 395. Students must see the SPM Chair prior to registering for these courses.

Total Credit Hours: 21

College of Social Sciences, Mathematics and Education

The College of Social Sciences, Mathematics and Education (CSSME) consists of six departments with curricula in eight core undergraduate disciplines — criminology and criminal justice, education (elementary and secondary), history, international studies, mathematics, political science, psychology and sociology. From these areas, students may earn one of 29 different majors, minors or certificates. Three graduate degrees — M.Ed. in Curriculum and Instruction, M.Ed. in Educational Leadership and M.S. in Instructional Design and Technology — are offered.

Special qualities of CSSME include the following:

- Faculty who are excellent teachers and scholars.
- Experiential learning through internships and undergraduate research opportunities.
- Intensive student mentoring.
- Links to the Tampa Bay community.
- Extensive Study Abroad and 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 outstanding teachers-scholars who employ state-of-the-art teaching methodologies and experiential learning opportunities across all majors. Ninety three percent of CSSME faculty members have earned the highest degrees in their field, and all are experienced and professionally qualified. 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 social agencies. An increasing number of our classes feature a service-learning component, which matches students in class with community partners in real-world learning environments. CSSME faculty members also engage students in collaborative research opportunities including Honors research fellowships, many of which result in conference presentations and publications by students.

In our international education efforts, CSSME encourages education abroad/travel abroad opportunities. Multiple opportunities abound each year as CSSME faculty have led these trips to cities such as Amsterdam, London, Paris, Prague and Rome; numerous other countries in Europe, Africa, East Asia and more recently Cuba.

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 Branch, Chair; Associate Professor Capsambelis; Assistant Professors Diih, Hilinski-Rosick, Krahl, Michel, Paez, Walker; Visiting Assistant Professor Eggers.

The criminology and criminal justice major leads to a Bachelor of Science degree. Study in this discipline prepares a student to enter graduate school, law school, or secure an entry-level position in the criminal justice field.

Mission Statement

It is the mission of the Department of Criminology and Criminal Justice to provide criminological education, research and services to students, practitioners, policymakers, and the community through an intellectually challenging environment that promotes collegiality and an educational experience relevant to crime and criminological theory that is meant to engage intellectual inquiry with domestic and international perspectives.

The goals of the criminology and criminal justice major are to familiarize students with 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.

Department of Criminology and Criminal Justice Purposes/Goals

- Familiarize students with the basic concepts related to criminology and criminal justice including the history of the field of criminology and the three components of the criminal justice system including law enforcement, the courts, and corrections.
- Prepare students to engage in the collection of scholarly research in the field of criminology and criminal justice and the application of basic research methods including research design, data analysis, and the interpretation of findings.
- Offer students the opportunity to engage in service and experiential learning opportunities through

internships in local criminal justice agencies and other service learning activities.

- Provide students with an understanding of the nature and extent of crime occurring in the United States.
- Assist students in gaining a recognition and understanding of an international perspective of the problem of crime.
- Provide students with a comprehensive background related to the theories of criminal behavior that are recognized by academicians in the field of criminology.

Criminology and Criminal Justice

Criminology and Criminal Justice Major

Degree Requirements

Requirements for a major in criminology and criminal justice:

CRM 101	Introduction to Criminology	4
CRM 102	Introduction to Criminal Justice	4
CRM 200	Law Enforcement	4
CRM 240	Research Methods and Statistics	4
CRM 311	Criminal Law and Procedure	4
CRM 313	Corrections	4
CRM 324	Criminological Theory	4
CRM 499	Criminology Capstone Experience	2

In addition to the degree requirements, students must take a minimum of 12 hours of criminology electives that include 8 hours from 300- and 400-level courses. Transfer students must take 20 hours in residence within the major.

Students must choose at least one course from each of the three categories below to satisfy the 12 hours of criminology electives.

Category 1

CRM 206	Criminal Investigation	4
CRM 210	Ethics in Justice	4
CRM 212	Juvenile Delinquency	4
CRM 247T	Comparative Criminal Justice Systems	4
CRM 290-299	Special Summer Studies	4

Category 2

CRM 300	Victimology	4
CRM 307	Crime Scene Investigation	4
CRM 310	Abnormal Behavior and Criminality	4
CRM 321	Comparative Criminology	4
CRM 323	Correctional Law	4

Category 3

CRM 400	Crime and Punishment: Current Controversies	4
CRM 403	Drugs, Deviance and Crime	4
CRM 406	Violence in America	4
CRM 409	White Collar and Elite Crime	4
CRM 422	Terrorism	4
CRM 427	Death Penalty	4
CRM 432	Race, Class, Gender and Crime	4
CRM 421-	Special Issues in Criminal Justice	4

426		
CRM 428-	Special Issues in Criminal Justice	4
430		
CRM 450	Independent Study	

Individual Study Opportunities

Those students planning to attend graduate or law school and meet the requirements outlined in the *Course Descriptions* chapter of this catalog are encouraged to take one of the following courses.

CRM 401	Internship in Criminology	4-16
CRM 451	Senior Thesis	4

Four-Year Degree Plan for Major in Criminology

Link to Four-Year Degree Plan for Major in Criminology

Criminology and Criminal Justice Minor

A minor requires 20 credit hours, including CRM 101 and CRM 102 and 8 credit hours of courses at the 300 level or higher. CRM 401 Internship does not count toward the minor.

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 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.

Degree Requirements

Requirements for a minor in criminal investigation:

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	Crime Scene Investigation	4
CRM 311	Criminal Law and Procedure	4

Subtotal: 24

Subtotal: 24

Total Credit Hours: 24

Forensic Science

Forensic Science Major

This Bachelor of Science program is a multidisciplinary effort by the Department of Chemistry, Biochemistry and Physics and the Department of 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 the Department of Chemistry, Biochemistry and Physics section of the College of Natural and Health Sciences chapter of this catalog for program details.

Department of Education

Faculty: Associate Professor Erben, Chair; Professors Almerico, O'Hara, Soublis; Associate Professors Cloutier, Johnston, O'Grady, Schimmel; Assistant Professors Ensmann, Romero-Hall, Wilson; Lecturers Civil, Tankersley.

Mission: We are leaders, educators, and scholars who passionately prepare exceptionally qualified and highly effective, socially responsive facilitators of active learning.

Vision: The Department of Education's vision is that every educator makes a positive difference in the world by creating learner-centered environments that meet the developmental needs of all.

Philosophy: The best way for teachers to prepare learners well is to equip them with problem-solving strategies that 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 that 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 also should seek to reconstruct it. 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 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 offered through The University of Tampa Department of Education are approved by the Florida Department of Education:

Elementary Education/ESOL-endorsed (K-6)

Secondary Biology Education (6-12)

Secondary English Education/ESOL-endorsed (6-12)

Secondary Mathematics Education (6-12)

Secondary Social Sciences Education (6-12)

Physical Education (K-12) (exercise science)

Minor in Education

The Department of Education offers a minor in education available to all students who may wish to teach. The minor can provide an overview of education to the student. The following classes are required to complete a minor in Education: EDU 200, EDU 207, EDU 209 and EDU 212.

Certification Endorsements

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 degree. Courses are designed to provide students extensive experience working with children, adolescents and young adults in school settings.

The following graduate program are offered through the UT Department of Education:

Master of Education in Curriculum and Instruction (M.Ed.)

Master of Education in Educational Leadership (M.Ed.)

Master of Science in Instructional Design and Technology (M.S.)

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.

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, EDU 312 and EDU 319 ESOL Practicum (with Seminar) II (for elementary and secondary English education majors) as well as ESOL content infused into existing education courses. The ESOL Standards (2010) 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 physical education 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 into the Department of Education and have completed, or will complete, 30 credit hours by the end of sophomore year. 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 at 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.
 - An unofficial transcript indicating completion of 30 credit 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 Florida Teacher Certification Examinations (FTCE).
 - A signed Cooperative Learning Agreement.
 - A completed Applicant's Perspective on Education.
 - Two completed UT Educator Disposition Assessments with a rating of no less than a "2".
 - One letter of recommendation.
 - Criminal Record Information Form.
- Completed applications are to be submitted online to the Department of Education at <http://www.ut.edu/education/teacherapplication/> by March 15th (for Fall admittance) or October 15th (for Spring admittance).

Retention

Undergraduate Retention Requirements

To continue teacher education studies at The University of Tampa, undergraduate candidates must fulfill the following requirements:

- Maintain a minimum GPA of 2.5 overall and 3.0 in all EDU prefixed classes. This shall include LIN 217 for elementary and secondary English education majors.
- 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 required field assignments satisfactorily.
- Pass all three sections of the FTCE prior to graduation: General Knowledge Exam (GK), Professional Area Exam (PED) and Subject Area Exam (SAE).
- Receive a rating of "2" or higher on the Educator Disposition Assessment as part of the intern application.
- Receive a rating of "2" or higher on the Educator Disposition Assessment at the completion of Practicum III.

Candidate Remediation

The candidate who fails to meet state-mandated candidate performance assessment benchmarks and fails to evidence acceptable mastery of the UCCs or candidates who do not reach department benchmarks in disposition will be referred to the department chairperson and to the Candidate Performance/Admission, Retention, and Dismissal (CP/ARD) Committee for remediation. The committee 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 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 FEAP/PEC/Subject Area Competencies and Skills/ESOL PS/Reading Endorsement Competencies (REC), CCSS/NGSSS have 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 CP/ARD Committee for further action.

Florida Teacher Certification Examination

The 2014-2015 FTCE passage rate for UT program graduates was 100 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 noncompetitive 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 noncompetitively 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 major (physical education) should refer to the Required Secondary Education Courses section for information regarding teaching practica.

All incoming Elementary education majors and PE majors (Junior 1, J1) starting in the fall 2016 semester will participate in four practicum experiences. Secondary Education (biology, mathematics and social studies 6-12) majors will complete three practicum experiences.

Candidates desiring to enroll in the Teaching Practicum IV: Final Internship program (EDU 413) 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 advisor). The Academic Advising Office handles all 90-hour forms. The candidate must make an appointment.
- Unofficial copy of transcript documenting a 2.5 GPA or higher overall and 3.0 in the major with no "I" (incomplete) grades, and completion of a minimum of 30 credit hours in the UT Teacher Preparation program.
- Disposition Assessment.
- Criminal Record Information Form.
- Documentation providing proof of fingerprinting.
- 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 section not yet passed.
- At the end of the semester prior to candidates' final internships, the CP/ARD Committee 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 413 must concurrently enroll in EDU 410 Teaching Practicum IV Seminar (all Elementary majors must additionally enroll in EDU 418 Reading Practicum). No other courses may be taken during Practicum IV (the final internship), unless formally approved by the Director of Clinical Education and the Clinical Education Committee.

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 IV Intern Handbook, which is distributed prior to the Practicum IV internship (final internship).

Teacher Education Course Sequence

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 and outside of the Education Department Office. Please note teacher education majors must complete a prescribed series of core courses to fulfill certification requirements.

It is the student's responsibility to meet all institutional requirements for Florida teacher certification. Every effort should be made to take the courses in the semester sequence outlined in the "Quick Help Guide." Failure to do so may result in a lengthening of the undergraduate program, postponing

the anticipated date of graduation. Please note that some courses must be taken concurrently with others to fulfill all requirements.

Elementary Education

Elementary Education Major

Degree Requirements

Requirements for education majors in the baccalaureate program:

LIN 217	ESOL Foundations	4
THR 214	Fine Arts and Brain Compatible Learning Environments	4
THR 260	Creative Dramatics	3

Subtotal: 11

LIN 217 fulfills a Humanities requirement, THR 214 fulfills a Fine Arts/Humanities requirement, THR 260 fulfills a Humanities requirement (A).

Requirements for elementary education:

EDU 200	Foundations of American Education	4
EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
EDU 209	Cross-Cultural Comparative Research: Perspectives in International Education	4
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 302	Assessment and Continuous Improvement (ESOL-infused course)	4
EDU 305	Classroom Management and Critical Thinking (ESOL-infused course)	4
EDU 309	Practicum (with Seminar) I (ESOL-infused course)	1
EDU 312	Communication and ESOL Applications	4
EDU 313	Role of the Teacher, Professional Understanding and Leadership (ESOL-infused course)	4
EDU 315	Teaching Literature and Language Arts in the Elementary School (ESOL-infused course)	4
EDU 316	Teaching Reading in the Elementary School (ESOL-infused course)	4
EDU 317	Diversity and Ethics (ESOL-infused course)	4
EDU 318	Teaching Reading Through Diagnostic Assessment and Instruction (ESOL-infused course)	4
EDU 319	ESOL Practicum (with Seminar) II	1
EDU 400	Teaching Science and Social Studies in the Elementary School (ESOL-infused course)	4
EDU 402	Teaching Art, Music and PE in the Elementary School (ESOL-infused course)	4
EDU 403	Technology in Education II (ESOL-infused course)	2

EDU 408	Teaching Mathematics in the Elementary School (ESOL-infused course)	4
EDU 409	Practicum (with Seminar) III	2-4
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 418	Reading Practicum	1

Subtotal: 85-87

Subtotal: 96-98

Total Credit Hours: 96-98

Four-Year Degree Plan for Major in Education – Elementary/ESOL

Link to Four-Year Degree Plan for Major in Education – Elementary/ESOL

Secondary Education

Secondary Education Majors

Biology (6–12), English (6–12), Mathematics (6–12) and Social Sciences (6–12)

Note: For PE (K–12), see the Physical Education section in the College of Natural and Health Sciences chapter.

Biology Education Major

Secondary biology education majors are eligible to earn certification in biology for grades 6–12 upon program completion. Candidates also must meet the ESOL requirements of the state of Florida to teach in public schools. Biology education majors are required to take the secondary education courses listed in this section and the 32 credit hours of biology/science courses.

Degree Requirements

Requirements for education majors in the baccalaureate program

THR 214	Fine Arts and Brain Compatible Learning Environments	4
THR 260	Creative Dramatics	3

Subtotal: 7

THR 214 fulfills a Fine Arts/Humanities requirement, THR 260 fulfills a Humanities requirement (A).

Education Courses Required

EDU 200	Foundations of American Education	4
EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
EDU 208	Secondary Research Methods	2
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 306	Teaching Reading in the Secondary Content Areas (ESOL-infused course)	4
EDU 309	Practicum (with Seminar) I (ESOL-infused course)	1
EDU 310	Teaching Science in the Secondary School (ESOL-infused course)	4
EDU 317	Diversity and Ethics (ESOL-infused	4

	course)	
EDU 325	Secondary Classroom Assessment	4
EDU 335	Secondary Classroom Management	4
EDU 345	Methods of Secondary Instruction	4
EDU 354	Teaching English to Speakers of Other Languages I-Secondary (TESOL I)	3
EDU 403	Technology in Education II (ESOL-infused course)	2
EDU 409	Practicum (with Seminar) III	2-4
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 481	Comprehensive Subject Area Competency and Skills (SACS)	

Subtotal: 64-66**Prerequisites:**

BIO 198	General Biology I and	4
BIO 198L	General Biology I Laboratory	
BIO 199	General Biology II and	4
BIO 199L	General Biology II Laboratory	
CHE 152	General Chemistry I	3
CHE 153L	General Chemistry I Laboratory	1
CHE 154	General Chemistry II	3
CHE 155L	General Chemistry II Laboratory	1

Subtotal: 16**Requirements: One from each category:**

BIO 212	Ecology	4
MAR 222	Marine Ecology	4

Subtotal: 4**Category 2:**

BIO 228	Biology of Plants	4
MAR 327	Marine Botany	4

Subtotal: 4**Category 3:**

BIO 200	General Genetics	4
BIO 201	Molecular Genetics	4

Subtotal: 4**Category 4:**

BIO 307	Microbiology	4
BIO 330	General Physiology	4
BIO 350	Cell Biology	4
BIO 360	Immunology	4
BIO 370	Molecular Biology	4

Subtotal: 4

Subtotal: 103-105

Total Credit Hours: 103-105**Four-Year Degree Plan for Major in Education - Secondary Biology**

Link to Four-Year Degree Plan for Major in Education - Secondary Biology

Secondary English Education Major

Secondary English education majors are eligible to earn certification in English for grades 6–12 upon program completion. Candidates also must meet the ESOL endorsement requirements of the state of Florida to teach in public schools. English education majors are

required to take the secondary education courses listed in this section and the following 40 credit hours of English courses.

Degree Requirements**Education Courses Required**

EDU 200	Foundations of American Education	4
EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
EDU 208	Secondary Research Methods	2
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 300	Teaching Language Arts in the Secondary Schools (ESOL-infused course)	4
EDU 306	Teaching Reading in the Secondary Content Areas (ESOL-infused course)	4
EDU 309	Practicum (with Seminar) I (ESOL-infused course)	1
EDU 312	Communication and ESOL Applications	4
EDU 317	Diversity and Ethics (ESOL-infused course)	4
EDU 319	ESOL Practicum (with Seminar) II	1
EDU 325	Secondary Classroom Assessment	4
EDU 335	Secondary Classroom Management	4
EDU 345	Methods of Secondary Instruction	4
EDU 403	Technology in Education II (ESOL-infused course)	2
EDU 409	Practicum (with Seminar) III	2-4
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 481	Comprehensive Subject Area Competency and Skills (SACS)	

Subtotal: 66-68**Required:**

LIN 217	ESOL Foundations	4
---------	------------------	---

Subtotal: 4**One of the following:**

LIT 201	World Literature I	4
LIT 202	World Literature II	4

Subtotal: 4**One of the following:**

ENG 345	Composition Pedagogy	4
WRI 200	Introduction to Creative Writing	4
WRI 274	Creative Nonfiction	4

Subtotal: 4**Required:**

ENG 205	Advanced English Grammar	4
---------	--------------------------	---

Subtotal: 4**One of the following:**

LIT 206	British Literature I	4
LIT 207	British Literature II	4

Subtotal: 4**One of the following:**

LIT 208	American Literature I	4
LIT 209	American Literature II	4

Subtotal: 4

One of the following:

LIT 200	Introduction to Shakespeare	4
LIT 307	Shakespeare's Romances and Tragedies	4
LIT 308	Shakespeare's Comedies and Histories	4

Subtotal: 4**Required:**

LIT 300+	Two Literature courses LIT/ENG 300 level or higher	8
----------	--	---

Subtotal: 8**One of the following (to meet the Humanities requirement of the Baccalaureate Experience):**

SPE 200	Oral Communication	4
SPE 205	Oral Performance of Literature	4
	Literature elective at 300 or 400 level	4

Subtotal: 4**Total Credit Hours: 106-108*****Four-Year Degree Plan for Major in Education - Secondary English***

Link to Four-Year Degree Plan for Major in Education - Secondary English

Secondary Mathematics Education Major

Secondary mathematics education majors are eligible to earn certification in mathematics for grades 6–12 upon program completion. Candidates also must meet the ESOL requirements of the state of Florida to teach in public schools.

Degree Requirements**Requirements for education majors in the baccalaureate program**

THR 214	Fine Arts and Brain Compatible Learning Environments	4
THR 260	Creative Dramatics	3

Subtotal: 7

THR 214 fulfills a Fine Arts/Humanities requirement, THR 260 fulfills a Humanities requirement (A).

Education Courses Required

EDU 200	Foundations of American Education	4
EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4
EDU 208	Secondary Research Methods	2
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 306	Teaching Reading in the Secondary Content Areas (ESOL-infused course)	4
EDU 309	Practicum (with Seminar) I (ESOL-infused course)	1
EDU 311	Teaching Mathematics in the Secondary School (ESOL-infused course)	4
EDU 317	Diversity and Ethics (ESOL-infused course)	4
EDU 325	Secondary Classroom Assessment	4
EDU 335	Secondary Classroom Management	4

EDU 345	Methods of Secondary Instruction	4
EDU 354	Teaching English to Speakers of Other Languages I-Secondary (TESOL I)	3
EDU 403	Technology in Education II (ESOL-infused course)	2
EDU 409	Practicum (with Seminar) III	2-4
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 481	Comprehensive Subject Area Competency and Skills (SACS)	

Subtotal: 64-66**Mathematics education majors are required to take the secondary education courses listed in this section and the following 32 credit hours of mathematics courses.**

MAT 180	College Geometry	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 310	Probability and Mathematical Statistics	4

Subtotal: 28**One of the following:**

MAT 308	Linear Algebra	4
MAT 420	Modern Abstract Algebra	4

Subtotal: 4**Subtotal: 103-105****Total Credit Hours: 103-105*****Four-Year Degree Plan for Major in Education - Secondary Mathematics***

Link to Four-Year Degree Plan for Major in Education - Secondary Mathematics

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 must meet the ESOL requirements of the state of Florida to teach in public schools. Social science education majors are required to take the secondary education courses listed in this section and the following 40 hours of social science courses.

Degree Requirements**Requirements for education majors in the baccalaureate program**

THR 214	Fine Arts and Brain Compatible Learning Environments	4
THR 260	Creative Dramatics	3

Subtotal: 7

THR 214 fulfills a Fine Arts/Humanities requirement, THR 260 fulfills a Humanities requirement (A).

Education Courses Required

EDU 200	Foundations of American Education	4
EDU 206	Human Development and Learning	4
EDU 207	Philosophy of Education and Teacher Learner Relationships	4

EDU 208	Secondary Research Methods	2
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 306	Teaching Reading in the Secondary Content Areas (ESOL-infused course)	4
EDU 308	Teaching Social Studies in the Secondary School (ESOL-infused course)	4
EDU 309	Practicum (with Seminar) I (ESOL-infused course)	1
EDU 317	Diversity and Ethics (ESOL-infused course)	4
EDU 325	Secondary Classroom Assessment	4
EDU 335	Secondary Classroom Management	4
EDU 345	Methods of Secondary Instruction	4
EDU 354	Teaching English to Speakers of Other Languages I-Secondary (TESOL I)	3
EDU 403	Technology in Education II (ESOL-infused course)	2
EDU 409	Practicum (with Seminar) III	2-4
EDU 410	Final Internship Seminar IV	2
EDU 413	Final Internship Practicum IV	10
EDU 481	Comprehensive Subject Area Competency and Skills (SACS)	

Subtotal: 64-66**Required**

SOC 100	Introduction to Sociology	4
---------	---------------------------	---

Subtotal: 4**Government**

One of the following:

PSC 101	Introduction to American Government	4
PSC 102	Introduction to International Relations	4
PSC 202	International Political Economy	4
PSC 308	Urban Politics and Policy	4

Subtotal: 4**Economics**

One of the following:

ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4

Subtotal: 4**History**

HIS 102	World History to 1500	4
HIS 103	World History from 1500 to the Present	4
HIS 202	The United States to 1877	4
HIS 203	The United States Since 1877	4

Subtotal: 16**One of the following:**

HIS 300	History course level	4
	or	
HIS 400	History course level	4
HIS 413	The Era of World War I	4
HIS 414	The Era of World War II	4

Subtotal: 4**One of the following**

HIS 217	China's Modern Centuries	4
HIS 221	Japan's Modern Centuries	4
HIS 300	The Modern Middle East and North Africa	4
HIS 313	Latin America	4

Subtotal: 4

or another history course focusing on one of the following areas: Asia, Africa, Latin America, Middle East

Geography

One of the following:

GEO 102	World Regional Geography	4
GEO 202	Physical Geography	4
GEO 205	Principles of Resource Utilization	4
GEO 207	Economic Geography	4

Subtotal: 4

Subtotal: 111-113

Total Credit Hours: 111-113***Four-Year Degree Plan for Major in Education - Secondary Social Studies***

Link to Four-Year Degree Plan for Major in Education - Secondary Social Studies

Physical Education

Candidates who seek teacher certification in physical education (K-12) should refer to the Physical Education section in the College of Natural and Health Sciences chapter of this catalog for the required course list.

Master of Education - Curriculum and Instruction

See the Office of Graduate and Continuing Studies chapter of this catalog for more information.

Master of Education - Educational Leadership

See the Office of Graduate and Continuing Studies chapter of this catalog for more information.

Master of Science - Instructional Design and Technology

See the Office of Graduate and Continuing Studies chapter of this catalog for more information.

Department of History, Sociology, Geography and Legal Studies

Faculty: Associate Professor Groh, Associate Chair of History, Geography and Legal Studies; Associate Professor Friesen, Associate Chair of Sociology; Professor Parssinen; Associate Professors Cragun, Littell-Lamb, Segalla; Assistant Professors Cobb, Harder, Holway, McFarland, Pompeian, Sumerau.

History***History Major***

The History major prepares students to use knowledge of the past, of human diversity and

complexity, of contingency and of continuity, in order to consider the limits and possibilities of human choices in the modern world. Students develop skills of analysis, including the ability to understand context, to understand change and continuity over time, and to draw conclusions from diffuse, fragmentary and biased sources, including non-quantifiable evidence. The History major prepares students for the choices and responsibilities they will encounter as participants in a free polity and as agents in a global society, while also developing skills in reading, writing, research, and analysis useful in diverse professional fields. The History major is excellent preparation for graduate study and careers in law, public administration, business, library science and information management, non-governmental organizations, consulting, teaching, military service, non-fiction writing, foreign service, museum work and public history.

Each student takes the required core courses and chooses one of three concentrations: the “Standard Concentration,” the “American History and Law Concentration,” or the “Global History and Culture Concentration.”

Degree Requirements

Required Core Courses for a Major in History:

HIS 201	The Historian's Craft and	4
HIS 400	History Capstone Research Seminar or	4
HIS 451	Senior Thesis	4

Subtotal: 8

A. Standard Concentration

Students must select 36 credits from the following.

Subtotal: 36

Two Introductory Survey Courses:

HIS 102	World History to 1500	4
And one of the following courses:		
HIS 103	World History from 1500 to the Present	4
HIS 202	The United States to 1877	4
HIS 203	The United States Since 1877	4

Subtotal: 8

One North American History Course:

HIS 205	Indians/Native Americans of North America	4
HIS 215	Women in American History	4
HIS 225	The Age of the Civil War	4
HIS 229	History of Sexuality	4
HIS 275	The Civil Rights Movement	4
HIS 304	History of Florida	4
HIS 320	Museums, Historic Sites and Archives	4
HIS 321	Revolutionary America	4
HIS 326	The History of U.S. Foreign Relations	4
HIS 330	America in the 1960s	4
HIS 335	U.S. Constitutional History	4
HISH 266	Coming to America: The Immigrant Experience in History, Fiction and	4

Film

Subtotal: 4

One European/Mediterranean History Course:

HIS 204	Twentieth Century Europe	4
HIS 214	Russia's Modern Centuries	4
HIS 260	The Holocaust	4
HIS 302	Revolutionary Europe 1789 to 1919	4
HIS 305	The Ancient World	4
HIS 306	The Middle Ages	4
HIS 308	Renaissance and Reformation	4
HIS 413	The Era of World War I	4
HISH 265	Secular and Sacred: The Greek and Judeo-Christian Origins of Western Civilization	4
HISH 269	Paris in the 1920s: The Cultural Impact of the Great War	4
HISH 292	Drama and Society in Periclean Athens and Elizabethan London	4

Subtotal: 4

One Latin American, Asian, African or Middle Eastern History Course:

HIS 217	China's Modern Centuries	4
HIS 218	History of the Islamic World	4
HIS 220	Introduction to African History	4
HIS 221	Japan's Modern Centuries	4
HIS 227	Traditional China	4
HIS 228	Traditional Japan	4
HIS 300	The Modern Middle East and North Africa	4
HIS 313	Latin America	4
HIS 322	Spanish Caribbean and its Diasporas	4
HISH 232	Imperialism and Nationalism in Asia and Africa	4
HISH 317	China's Revolutionary Twentieth Century	4
HISH 327	Women and Gender in East Asia	4

Subtotal: 4

Four History Electives at Any Level

Subtotal: 16

Subtotal: 44

Upper-Level Course Requirements:

Students must take at least 16 credits in courses numbered 300 or above, including courses taken in fulfillment of the History Core, as well as any of the requirements listed above.

Total Credit Hours: 44

Four-Year Degree Plan for Major in History

[Link to Four-Year Degree Plan for Major in History](#)

History Major with Global and Culture Concentration

Degree Requirements

B. Global History and Culture Concentration

This concentration within the History major focuses on the historical study of culture in regionally specific social and political situations from ancient to modern times. It allows students to pursue their interests in particular world regions and specific forms of cultural

expression. History Majors concentrating in Global History and Culture receive the same introduction to the history discipline and its research methodologies as the Standard concentration, and develop the same skill set, but with enhanced competencies in the understanding of cultures around the world. The Global History and Culture concentration prepares students for the same career and graduate study options as the Standard Concentration, and provides additional preparation for graduate study and careers in cultural studies, policy studies, development studies, international business, international aid and development work, human rights and social justice advocacy groups, international education, and the travel industry.

Subtotal: 48**Two Introductory Survey Courses:**

HIS 102	World History to 1500	4
HIS 103	World History from 1500 to the Present	4

Subtotal: 8**Three Global History Elective Courses:**

HIS 204	Twentieth Century Europe	4
HIS 206	Slavery and Racism in the Early Americas: A Comparative Perspective	4
HIS 212	Witchcraft and Magic in the Early Modern Atlantic World	4
HIS 217	China's Modern Centuries	4
HIS 218	History of the Islamic World	4
HIS 220	Introduction to African History	4
HIS 221	Japan's Modern Centuries	4
HIS 227	Traditional China	4
HIS 228	Traditional Japan	4
HISH 232	Imperialism and Nationalism in Asia and Africa	4
HIS 260	The Holocaust	4
HISH 265	Secular and Sacred: The Greek and Judeo-Christian Origins of Western Civilization	4
HISH 269	Paris in the 1920s: The Cultural Impact of the Great War	4
HISH 292	Drama and Society in Periclean Athens and Elizabethan London	4
HIS 300	The Modern Middle East and North Africa	4
HIS 302	Revolutionary Europe 1789 to 1919	4
HIS 305	The Ancient World	4
HIS 306	The Middle Ages	4
HIS 308	Renaissance and Reformation	4
HIS 313	Latin America	4
HISH 317	China's Revolutionary Twentieth Century	4
HISH 219	Mistaken Identities: Myths and Realities of the New World Encounter	4
HIS 322	Spanish Caribbean and its Diasporas	4
HIS 325	Narcotic Drugs and Modern Society	4
HISH 327	Women and Gender in East Asia	4
HIS 402	Natural and Unnatural Disasters in Modern World History	4

Subtotal: 12**Four Culture Elective Courses:**

ARA	ARA 202-level or above Arabic	4
ART 268	History Survey I	4
ART 269	History Survey II	4
ART 270	Primitive	4
ART 271	Pre-Columbian	4
ART 272	Near East	4
ART 273	Greco-Roman	4
ART 274	Medieval	4
ART 275	Renaissance	4
ART 278	Far East	4
CHI	CHI 202-level or above Chinese	4
FRE	FRE 202-level or above French	4
GEO 240	Cultural Geography	4
GER	GER 202-level or above German	4
ITA	ITA 202-level or above Italian	4
JPN	JPN 202-level or above Japanese	4
LIT 201	World Literature I	4
LIT 202	World Literature II	4
LIT 211	Myth and Epic: From Orality to Literacy	4
LIT 229	Contemporary African Literature	4
LIT 233	Trauma Narratives: Africa	4
LIT 312	Contemporary World Literature	4
LIT 323	Post-Colonial Literature and Theory - South Asia	4
LIT 324	Post-Colonial Literature and Theory	4
LIT 334	The Medieval Vision	4
LIT 348	Sex and Seduction in the Early American Republic	4
MUS 191	World Music	3
PHL 205	Feminist Philosophy	4
PHL 206	Philosophy of Religion	4
PHL 215	Ancient Philosophy: Plato and Aristotle	4
PHL 217	Social and Political Philosophy	4
PHL 225	Modern Philosophy: Descartes to Kant	4
PHL 235	Philosophy of Martial Arts	4
PHL 236	Yoga and Philosophy	4
PHL 237	Indian and Asian Philosophy	4
PHL 320	Chinese Philosophy	4
PHL 321	Daoist Philosophy and Religion	4
POR	POR 202-level or above Portuguese	4
REL 205	World Religions	4
SPA	SPA 202-level or above Spanish	4
THR 253	Survey of World Theatre	4
THR 254	Survey of World Theatre II	4

Subtotal: 16**One History Elective Course**

HIS	HIS 202-level or above	4
-----	------------------------	---

Subtotal: 4**Subtotal: 48****Upper-Level Course Requirements:**

Sixteen credits counted for the major must be taken at the 300-level or above, and at least eight of these upper-level credits must be in HIS courses, including courses taken in fulfillment of the History Core and the other requirements listed above.

Total Credit Hours: 48***Four Year Degree Plan for Major in History with Global History and Culture Concentration***

Link to Four Year Degree Plan for Major in History with Global History and Culture Concentration

History Major with American History and Law Concentration***Degree Requirements*****C. American History and Law Concentration**

This concentration prepares students to meet the standard History Program Objectives and to provide traditional historical preparation for Law School combined with the study of contemporary legal practice.

The History major provides excellent preparation for law school because it pursues the following objectives desired by the American Bar Association for pre-law preparation: "Problem Solving, Critical Reading, Writing and Editing, Oral Communication and Listening, Research, Organization and Management, Public Service and Promotion of Justice, Relationship-building and Collaboration, Background Knowledge, Exposure to the Law."

(www.americanbar.org/groups/legal_education/resources/pre_law.html)

Subtotal: 44**Two Introductory Survey Courses:**

HIS 103 World History from 1500 to the Present and one of the following courses:

HIS 202	The United States to 1877	4
	or	
HIS 203	The United States Since 1877	4

Subtotal: 8**Four American Law Core Courses:**

HIS 335	U.S. Constitutional History	4
LJA 315	Appellate Advocacy	4

And two of the following courses:

HIS 229	History of Sexuality	4
HIS 275	The Civil Rights Movement	4
LJAH 411	Law and Social Policy (Honors)	4

Subtotal: 16**Two History of American Government and Law Courses:**

HIS 202	The United States to 1877	4
HIS 203	The United States Since 1877	4
HIS 215	Women in American History	4
HIS 225	The Age of the Civil War	4
HIS 321	Revolutionary America	4
HIS 326	The History of U.S. Foreign Relations	4

Subtotal: 8

HIS 202 and HIS 203 cannot be counted as an American Government and Law elective if that course is being counted toward the introductory survey requirement.

One Course in Law and Society in International Perspective:

HIS 218	History of the Islamic World	4
HIS 221	Japan's Modern Centuries	4
HIS 260	The Holocaust	4
HIS 302	Revolutionary Europe 1789 to 1919	4
HIS 325	Narcotic Drugs and Modern Society	4
HIS 414	The Era of World War II	4

Subtotal: 4

Subtotal: 44

Upper-Level Course Requirement:

Students must take sixteen HIS or LJA credits at the 300-level or above, including courses taken in fulfillment of the above requirements and the History Core.

Total Credit Hours: 44***Four Year Degree Plan for Major in History with American History and Law Concentration***

Link to Four Year Degree Plan for Major in History with American History and Law Concentration

History Minor***Requirements for a minor in history:***

Students must complete 20 credit hours in history.

Sociology***Sociology Major***

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. Through completing the required academic courses and an internship offering real-life application of sociology, students in the applied concentration learn how to evaluate social conditions and design ways to solve social problems.

Degree Requirements**Requirements for a major in sociology:**

SOC 100	Introduction to Sociology	4
SOC 306	Racial and Ethnic Relations	4
	or	
SOC 313	Social Stratification	4
	or	
SOC 320	Sociology of Gender and	4
SOC 344	Sociological Theories	4
SOC 355	Social Statistics	4

SOC 375	Research Methods	4
SOC	Electives	16

Electives: At least eight elective credit hours must be taken at the 300 level or above.

Total Credit Hours: 36

Four-Year Degree Plan for Major in Sociology

Link to Four-Year Degree Plan for Major in Sociology

Sociology Major with a Concentration in Applied Sociology

Degree Requirements

Requirements for a B.A. in sociology with the applied concentration:

SOC 100	Introduction to Sociology	4
SOC 305	Field Work Intern Program	2-4
SOC 310	Applied Sociology	4
SOC 306	Racial and Ethnic Relations	4
	or	
SOC 313	Social Stratification	4
	or	
SOC 320	Sociology of Gender	4
SOC 344	Sociological Theories	4
SOC 355	Social Statistics	4
SOC 375	Research Methods	4
SOC	Electives	8

Subtotal: 36

Electives: Must be taken at the 300 level or above.

Subtotal: 36

Four-Year Degree Plan for Major in Sociology with a Concentration in Applied Sociology

Link to Four-Year Degree Plan for Major in Sociology with a Concentration in Applied Sociology

Sociology Minor

Requirements for a minor in sociology:

Students must complete SOC 100 and an additional 16 credit hours in sociology courses.

European Studies

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. This program is not accepting new students.

Current students are required to complete the following in order to receive a certificate (recognition will be listed on transcripts).

Degree Requirements

Requirements for a European Studies Certificate

PSC 340	The European Union	4
---------	--------------------	---

B. Electives

ART 269	History Survey II	4
---------	-------------------	---

C. Language competency (equivalent to 12 credit hours):

Students must either (1) complete language training in a European language other than English up to the intermediate level; (2) complete an intensive non-English European language course offered at an approved college or university; or (3) test out of a non-English language at the intermediate level.

D. Education abroad experience (at least 3 hours):

Students must either (1) complete a course of study at an approved European university; (2) complete an approved education abroad travel course offered by a UT professor; or (3) complete an approved internship in Europe.

For complete information about UT's education abroad programming, including deadlines, transfer policies and application requirements for UT Travel Courses, Summer/Semester/Year abroad programs, international internships and community service learning abroad, please see Office of International Programs .

E. Experiential component:

Students must either (1) participate in the European Union Simulation or (2) participate as a European country representative in the Global Village Simulation.

F. Attendance at selected European seminars and other programs:

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a European focus is strongly encouraged.

Total number of credits required is 18-19 if the language component is already completed, 30-31 if not completed.

Law, Justice and Advocacy

Law, Justice and Advocacy Minor

The law, justice and advocacy minor is an interdisciplinary program designed to improve critical thinking, communication, writing and advocacy skills. These skills are beneficial to most careers and professions, but particularly valuable for students interested in attending law school or entering other law-related careers. Recent graduates have attended nationally renowned law schools across the nation.

To earn a minor in law, justice and advocacy (20 credits), students should complete the following course of study.

Degree Requirements

Core Courses

LJA 204	Introduction to Law and the Legal System	4
	And two of the following courses:	
HIS 335	U.S. Constitutional History	4
LJA 211	Legal Research and Writing	4
PHL 202	Ethics	4

Subtotal: 12**Advocacy Requirement**

Choose one of the following:

LJAH 315	Appellate Advocacy (Honors)	4
LJA 315	Appellate Advocacy	4
LJA 316	Trial Advocacy	4

Subtotal: 4**Elective Requirement**

Choose 4 credits from the following list of courses (or one of the advocacy courses not taken to fulfill that requirement):

BUS 221	Business Law and Social Responsibility	4
COM 327	Communication and Law	4
CRM 311	Criminal Law and Procedure	4
HIS 229	History of Sexuality	4
HIS 275	The Civil Rights Movement	4
LJA 450	Independent Study	1
LJAH 411	Law and Social Policy (Honors)	4
PHL 201	Logic	4
PHL 311	Philosophy of Law	4
PSC 375	Constitutional Law I: Institutional Powers	4
SPE 212	Global Speech, Human Rights and Social Justice	4
SPE 315	Freedom of Speech and First Amendment Studies	4
SPE 425	Persuasion, Argumentation, and Conflict Resolution	4
SPM 397	Legal Issues and Risk Management in Sport	3

Subtotal: 4

Subtotal: 20

Total Credit Hours: 20**Pre-Law**

In accordance with the guidelines recommended by the American Bar Association (ABA) (www.lsac.org), the University has not established a specialized "pre-law" major, but rather, encourages prospective law students to undertake a rigorous course of study. The ABA identifies the following abilities as useful:

- Analytical/problem-solving
- Critical reading abilities
- Oral communication and listening abilities
- Research skills
- Organization and management skills
- Values of serving others and promoting justice

Jackie Mikulski is the designated pre-law advisor, and she is familiar with law school admissions requirements, application procedures and curricula.

The University sponsors pre-law forums with attorneys as guest speakers, internships in law and judicial offices, campus visits by law school representatives and students' visits to law schools to assist undergraduates in planning. There are also two active, law-related student organizations on campus:

the Pre-Law Club and the Phi Alpha Delta law fraternity.

Secondary Social Science Education

Students who are pursuing secondary social science education degrees should consult the Department of Education section of this chapter for a complete listing of course requirements, as well as the sequence in which to take these courses.

Department of Mathematics

Faculty: Associate Professor Sumner, Chair; Associate Professors Angeleska, Fowler, Garman, Jones, Khanal, Toro; Assistant Professors Hauser, Hunt; Instructors Bahadi, Beaudoin, Branham, Cheng, Ivanov.

The mission of the mathematics department is twofold: 1) to provide service and core courses for the University, and 2) 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 Major**Degree Requirements****Requirements for a major in mathematics:**

MAT 260	Calculus I	4
MAT 261	Calculus II	4
MAT 262	Calculus III	4
MAT 285	Programming with Mathematical Applications	4
MAT 299	Introduction to Higher Mathematics	4
MAT 490	Senior Seminar	1

Subtotal: 21**Choose six courses from the following:**

MAT 300	Differential Equations	4
MAT 301	Discrete Mathematics	4
MAT 308	Linear Algebra	4
MAT 310	Probability and Mathematical Statistics	4
MAT 401	Real Analysis	4
MAT 410	Complex Analysis	4
MAT 420	Modern Abstract Algebra	4
MAT 499	Selected Topics	1-4

Subtotal: 24

Subtotal: 45

Total Credit Hours: 45

Four-Year Degree Plan for Major in Mathematics

Link to Four-Year Degree Plan for Major in Mathematics

Mathematics Minor

Requirements:

Students must complete 20 credit hours in mathematics courses numbered 260 or higher.

Mathematical Programming

Mathematical Programming Major

Degree Requirements

Requirements for a 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

Total Credit Hours: 45

Four-Year Degree Plan for Major in Mathematical Programming

Link to Four-Year Degree Plan for Major in Mathematical Programming

Mathematical Programming Minor

Degree Requirements

Requirements for a minor in mathematical programming:

MAT 260	Calculus I	4
MAT 261	Calculus II	4
MAT 262	Calculus III	4
	or	
MAT 301	Discrete Mathematics	4
ITM 251	Application Development	4
ITM 360	Advanced Application Development	4

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.

Total Credit Hours: 20

Mathematics Education

Mathematics Education

Students 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. Pending state legislation may affect certification requirements for education majors. For up-to-date information, contact the UT Department of Education office.

Department of Political Science and International Studies

Faculty: Associate Professor Anderson, Chair; Associate Professors Coleman, Fridy, LaRose, Rey; Assistant Professors Broache, Lewallen, Myers, VanderMolen; Visiting Assistant Professor Ofohlhast-Othamot.

Political Science

Political Science Major

Through a set of core courses and a focus on one of four concentrations, students will develop political awareness and an understanding of the critical thinking and research skills that allow them to participate effectively as citizens in a rapidly globalizing world.

Each student takes the required four core courses and then chooses one of four concentrations: American government, law and government, world affairs or general political science.

All students must select a concentration.

Those selecting American government, law and government or world affairs concentrations are required to take 16 credit hours of courses from a menu of options listed for that concentration. The remaining 8 credit hours will be of their choice from any concentration.

Degree Requirements for a Major in Political Science

Core requirements

PSC 100	Introduction to Government and World Affairs	4
PSC 101	Introduction to American Government	4
PSC 102	Introduction to International Relations	4
PSC 270	Research Methods for Government and World Affairs	4

Subtotal: 16

Concentration requirements

Subtotal: 16

Electives (from any concentration)

Subtotal: 8

Research-intensive requirement

One 400 level course (PSC 270 is a prerequisite)

Subtotal: 4

Subtotal: 44

Total Credit Hours: 44

Political Science Major - General Concentration

Students selecting the general concentration must take the required four core courses and four credits in each of the three focused concentrations, plus 12 additional credits from any concentration.

General Concentration Degree Requirements

Core requirements

PSC 100	Introduction to Government and World Affairs	4
PSC 101	Introduction to American Government	4
PSC 102	Introduction to International Relations	4
PSC 270	Research Methods for Government and World Affairs	4

Subtotal: 16

American Government

Subtotal: 4

Law and Government

Subtotal: 4

World Affairs

Subtotal: 4

Electives (from any concentration)

Subtotal: 12

Research-intensive requirement

One 400 level course (PSC 270 is a prerequisite)

Subtotal: 4

Subtotal: 44

Total Credit Hours: 44

American Government Concentration

PSC 207	The Urban World	4
PSC 303	The Politics and History of Tampa	4
PSC 308	Urban Politics and Policy	4
PSC 321	The Presidency and Executive Power	4
PSC 326	Political Campaigns and Electoral Politics	4
PSC 370	American Judicial Politics	4
PSC 375	Constitutional Law I: Institutional Powers	4
PSC 376	Constitutional Law II: Civil Rights and Liberties	4
PSC 401	Public Policy Analysis	4
PSC 403	U.S. National Security Policy	4
PSC 405	Congress and Legislative Politics	4
PSC 426	Public Opinion	4
PSC 450	Independent Study	1-4
PSC 480	Political Psychology	4

Law and Government Concentration

PSC 307	Law and Society	4
PSC 321	The Presidency and Executive Power	4
PSC 340	The European Union	4
PSC 370	American Judicial Politics	4
PSC 375	Constitutional Law I: Institutional Powers	4

PSC 376	Constitutional Law II: Civil Rights and Liberties	4
PSC 405	Congress and Legislative Politics	4
PSC 410	International Law	4
PSC 412	Comparative Judicial Politics	4
PSC 430	Politics of Identity	4
PSC 446	International Organization	4
PSC 450	Independent Study	1-4
PSC 455	NGOs and Global Civil Society	4

World Affairs Concentration

PSC 202	International Political Economy	4
PSC 206	Contemporary Latin America	4
PSC 207	The Urban World	4
PSC 305	Nuclear Proliferation and Nonproliferation	4
PSC 306	Politics of the Family	4
PSC 340	The European Union	4
PSC 341	International Relations of East Asia	4
PSC 342	The Political Economy of Latin America	4
PSC 343	Third World Political and Economic Development	4
PSC 345	Politics of the Middle East and North Africa	4
PSC 365	Politics of East Asia	4
PSC 403	U.S. National Security Policy	4
PSC 410	International Law	4
PSC 412	Comparative Judicial Politics	4
PSC 444	The Political Economy of Africa	4
PSC 446	International Organization	4
PSC 450	Independent Study	1-4
PSC 455	NGOs and Global Civil Society	4
PSCH 282T	Development Strategies and Projects in Africa: A Travel Course to Ghana	4
PSCH 353T	Cuba and the U.S.: Then and Now (Honors) Any PSC travel course	4

Four-Year Degree Plan for Major in Political Science

Link to Four-Year Degree Plan for Major in Political Science

Political Science Minor

Degree Requirements

Requirements for a minor in political science

PSC 100	Introduction to Government and World Affairs	4
---------	--	---

16 additional credit hours in political science courses

Total Credit Hours: 20

International Studies

International Studies Major

Modern science has joined with humans' quest for expanded frontiers to shrink the globe, creating a new world of exciting opportunities and challenges. The 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 the acquisition of language skills and international study experience.

Degree Requirements

Requirements for a major in international studies (28 credit hours)

ECO 204	Principles of Microeconomics	4
ECO 205	Principles of Macroeconomics	4
HIS 103	World History from 1500 to the Present	4
IST 470	Senior Research Seminar in International Studies	4
PSC 102	Introduction to International Relations	4

Subtotal: 20

Research Methods Requirement

PSC 270	Research Methods for Government and World Affairs	4
	or	
SOC 365	Qualitative Research Methods	4

Subtotal: 4

Cultural Awareness Requirement

COM 401	Intercultural Communication	4
	or	
LIT 312	Contemporary World Literature	4
	or	
REL 205	World Religions	4

Subtotal: 4

In addition to the IST core, each major should select a regional or thematic concentration. Regional and thematic concentrations available include: Africa, Indo-Pacific, Latin America, and Political Economy. Within their concentrations, majors should pick an additional 16 credit hours from the lists below.

Subtotal: 16

Africa Concentration

HIS 218	History of the Islamic World	4
HIS 220	Introduction to African History	4
HISH 232	Imperialism and Nationalism in Asia and Africa	4
LIT 229	Contemporary African Literature	4
LIT 233	Trauma Narratives: Africa	4
LIT 324	Post-Colonial Literature and Theory	4
PSC 282T	Development Strategies and Projects in Africa: A Travel Course to Ghana	4
PSC 343	Third World Political and Economic Development	4
PSC 345	Politics of the Middle East and North Africa	4
PSC 444	The Political Economy of Africa	4

Indo-Pacific Regional Concentration

HIS 217	China's Modern Centuries	4
HIS 221	Japan's Modern Centuries	4

HIS 227	Traditional China	4
HIS 228	Traditional Japan	4
HIS 296	America and Vietnam	4
HISH 232	Imperialism and Nationalism in Asia and Africa	4

HISH 327	Women and Gender in East Asia	4
LIT 323	Post-Colonial Literature and Theory - South Asia	4

PHL 235	Philosophy of Martial Arts	4
PHL 236	Yoga and Philosophy	4
PHL 237	Indian and Asian Philosophy	4
PHL 320	Chinese Philosophy	4
PHL 321	Daoist Philosophy and Religion	4
PHL 330-339	Asian Philosophy Special Topics	4

PSC 341	International Relations of East Asia	4
PSC 365	Politics of East Asia	4
PSC 412	Comparative Judicial Politics	4
PSCH 272	Contemporary Japan (Honors)	4
REL 288	Chinese Yoga and Meditation	4

Latin America Regional Concentration

HIS 206	Slavery and Racism in the Early Americas: A Comparative Perspective	4
HIS 313	Latin America	4
HIS 322	Spanish Caribbean and its Diasporas	4
PSC 206	Contemporary Latin America	4
PSC 342	The Political Economy of Latin America	4

PSCH 265	Revolutionary Cuba: The Politics of Culture and the Culture of Politics (Honors)	4
----------	--	---

PSCH 311	Transformation in Latin America: Pre-Incan to Modern Peru (Honors)	4
----------	--	---

PSCH 345	Roots of Modern Latin American Thought: Identity, Culture, Utopia and Revolution (Honors)	4
----------	---	---

PSCH 353T	Cuba and the U.S.: Then and Now (Honors)	4
-----------	--	---

SPA 422	Latin American Civilization and Culture	4
---------	---	---

SPA 435	Latin American Literature	4
---------	---------------------------	---

SPA 436	The Latin American Novel	4
---------	--------------------------	---

SPT 251	Latin American Literature in English Translation	4
---------	--	---

Political Economy Concentration

ECO 305	Economics of Global Inequality and Poverty	4
---------	--	---

ECO 310	Environmental Economics and Management	4
---------	--	---

ECO 315	International Economic Development	4
---------	------------------------------------	---

ECO 321	Intermediate Macroeconomic Analysis	4
---------	-------------------------------------	---

ECO 430	International Economics and Finance	4
---------	-------------------------------------	---

ECO 432	Economics of Emerging Markets	4
---------	-------------------------------	---

ECO 442	Monetary Economics	4
---------	--------------------	---

PSC 202	International Political Economy	4
---------	---------------------------------	---

PSC 280	Introduction to Peace Studies	4
---------	-------------------------------	---

PSC 282T	Development Strategies and Projects in Africa: A Travel Course to Ghana	4
----------	---	---

PSC 305	Nuclear Proliferation and Nonproliferation	4
---------	--	---

PSC 340	The European Union	4
PSC 341	International Relations of East Asia	4
PSC 342	The Political Economy of Latin America	4
PSC 343	Third World Political and Economic Development	4
PSC 345	Politics of the Middle East and North Africa	4
PSC 365	Politics of East Asia	4
PSC 410	International Law	4
PSC 444	The Political Economy of Africa	4
PSC 446	International Organization	4
PSC 455	NGOs and Global Civil Society	4

Total Credit Hours: 44*Foreign Language*

Students must demonstrate proof of competency in a foreign (second) language as evidenced by 1) taking the CLEP exam in their freshman year through the Foreign Language Department, 2) passing a proficiency exam offered through the International Programs Office, or 3) completing the intermediate II course in the language with a grade of “C” or better at The University of Tampa or as a transferred credit.

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 credits, or may be an international 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 adviser.

For complete information about UT’s education abroad programming, including deadlines, transfer policies and application requirements for UT Travel Courses, Summer/Semester/Year abroad programs, international internships and community service learning abroad, please see Office of International Programs .

Four-Year Degree Plan for Major in International Studies

Link to Four-Year Degree Plan for Major in International Studies

International Studies Minor

The international studies minor encompasses international coursework and experiences across a breadth of disciplines.

*Degree Requirements***Students are required to take the following courses:**

PSC 102	Introduction to International Relations	4
PSC 202	International Political Economy	4

Subtotal: 8

And 16 credit hours from the approved list of courses for International Studies majors (from the core or concentrations), with at least eight credit hours in disciplines other than PSC.

Subtotal: 8

Total Credit Hours: 24*Asian Studies**Asian Studies Minor*

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 . See the Department of Philosophy and Religion section of this catalog for program details.

*Latin American Studies**Latin American Studies*

Faculty: Professor López (Languages and Linguistics), Co-Coordinator; Associate Professor Rey (Political Science and International Studies), Co-Coordinator.

Latin American Studies Minor

The Latin American studies minor is designed to internationalize a number of existing majors by introducing students to the history, culture, politics and economics of Latin America and the Caribbean from an interdisciplinary perspective. Students who pursue the Latin American studies minor must complete 24 credit hours of courses chosen from a list of approved electives. The Latin American studies minor will help students prepare for careers in government, business, academia and NGOs, as well as for graduate school in multiple disciplines.

Requirements for a minor in Latin American Studies:

24 credit hours, distributed as follows from lists (A) through (C)

*Degree Requirements***A. Latin American history, politics and society requirement (8–16 credit hours)**

HIS 313	Latin America	4
PSC 206	Contemporary Latin America	4
PSC 342	The Political Economy of Latin America	4
SPA 422	Latin American Civilization and Culture	4

B. Language Requirement (8 or more credit hours):

POR 101	Elementary Portuguese I	4
POR 102	Elementary Portuguese II	4
POR 201	Intermediate Portuguese I	4
POR 202	Intermediate Portuguese II	4
SPA 101	Elementary Spanish I	4

SPA 102	Elementary Spanish II	4
SPA 105	Elementary Spanish Review	4
SPA 201	Intermediate Spanish I	4
SPA 202	Intermediate Spanish II	4
SPA 300	Advanced Spanish I	4
SPA 301	Advanced Spanish II	4
SPA 311	Commercial Spanish	4
SPA 331	Reading Literature	4

C. Latin American studies electives (8–16 credit hours):

ART 271	Pre-Columbian	4
HIS 206	Slavery and Racism in the Early Americas: A Comparative Perspective	4
HIS 322	Spanish Caribbean and its Diasporas	4
SPA 320	Hispanic Cinema	4
SPA 435	Latin American Literature	4
SPA 436	The Latin American Novel	4
SPA 441	Hispanic Women Writers	4
SPT 251	Latin American Literature in English Translation	4

The following Honors and/or travel courses are offered in rotation and may count toward the electives portion of the minor.

For complete information about UT's education abroad programming, including deadlines, transfer policies and application requirements for UT Travel Courses, Summer/Semester/Year abroad programs, international internships and community service learning abroad, please see Office of International Programs.

HISH 219	Mistaken Identities: Myths and Realities of the New World Encounter	4
PSCH 345	Roots of Modern Latin American Thought: Identity, Culture, Utopia and Revolution (Honors)	4
PSCH 265	Revolutionary Cuba: The Politics of Culture and the Culture of Politics (Honors)	4
SPTH 251	Latin American Literature in English Translation Honors	4

Total Credit Hours: 24

European Studies**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. This program is not accepting new students.

Current students are required to complete the following in order to receive a certificate (recognition will be listed on transcripts).

Degree Requirements**Requirements for a European Studies Certificate**

PSC 340	The European Union	4
---------	--------------------	---

B. Electives

ART 269	History Survey II	4
---------	-------------------	---

C. Language competency (equivalent to 12 credit hours):

Students must either (1) complete language training in a European language other than English up to the intermediate level; (2) complete an intensive non-English European language course offered at an approved college or university; or (3) test out of a non-English language at the intermediate level.

D. Education abroad experience (at least 3 hours):

For complete information about UT's education abroad programming, including deadlines, transfer policies and application requirements for UT Travel Courses, Summer/Semester/Year abroad programs, international internships and community service learning abroad, please see Office of International Programs .

Students must either (1) complete a course of study at an approved European university; (2) complete an approved education abroad travel course offered by a UT professor; or (3) complete an approved internship in Europe.

E. Experiential component:

Students must either (1) participate in the European Union Simulation or (2) participate as a European country representative in the Global Village Simulation.

F. Attendance at selected European seminars and other programs:

Although not required, participation in an approved internship, mentorship or service learning experience in the U.S. with a European focus is strongly encouraged.

Total number of credits required is 18-19 if the language component is already completed, 30-31 if not completed.

Law, Justice and Advocacy**Law, Justice and Advocacy Minor**

The law, justice and advocacy minor is an interdisciplinary program designed to improve critical thinking, communication, writing and advocacy skills. These skills are beneficial to most careers and professions, but particularly valuable for students interested in attending law school or entering other law-related careers. Recent graduates have attended nationally renowned law schools across the nation.

Interested students may take any of the following courses with the exception of the mock trial tournament and honors classes, which have prerequisites. To earn a minor in law, justice and advocacy (20 credits), students should complete the following course of study.

Degree Requirements**Core Courses**

LJA 204	Introduction to Law and the Legal System	4
LJA 211	Legal Research and Writing	4

Subtotal: 8

Advocacy Requirement

Choose one of the following:

LJAH 315	Appellate Advocacy (Honors)	4
LJA 315	Appellate Advocacy	4
LJA 316	Trial Advocacy	4

Subtotal: 4

Elective Requirement

Choose 8 credits from the following list of courses (or one of the advocacy courses not taken to fulfill that requirement):

ENS 242	Environmental Science and Policy	4
BUS 221	Business Law and Social Responsibility	4
COM 327	Communication and Law	4
CRM 311	Criminal Law and Procedure	4
PSC 375	Constitutional Law I: Institutional Powers	4
LJA 450	Independent Study	1
LJAH 411	Law and Social Policy (Honors)	4
PHL 311	Philosophy of Law	4
SPA 121	Spanish for Criminal Justice	4
SPE 315	Freedom of Speech and First Amendment Studies	4
SPM 397	Legal Issues and Risk Management in Sport	3

Subtotal: 8

Subtotal: 20

Total Credit Hours: 20

Pre-Law

In accordance with the guidelines recommended by the American Bar Association (ABA) (www.lsaac.org), the University has not established a specialized "pre-law" major, but rather, encourages prospective law students to undertake a rigorous course of study. The ABA identifies the following abilities as useful:

- Analytical/problem-solving
- Critical reading abilities
- Oral communication and listening abilities
- Research skills
- Organization and management skills
- Values of serving others and promoting justice

The University sponsors pre-law forums with attorneys as guest speakers, internships in law and judicial offices, campus visits by law school representatives and students' visits to law schools to assist undergraduates in planning. There are also two active, law-related student organizations on campus: the Pre-Law Club and the Phi Alpha Delta law fraternity.

Secondary Social Science Education

Students who are pursuing secondary social science education degrees should consult the Department of Education section of this chapter for a complete listing of course requirements, as well as the sequence in which to take these courses.

Department of Psychology

Faculty: Associate Professor Cummings, Chair; Professors Blessing, Hekkanen, Sclafani; Associate Professors Gangi, Hardin, Husband, Koterba, Odgaard, Skowronek, Stasio; Assistant Professors Buchholz, Festini, Patrick, Yuen; Visiting Assistant Professor Pilot.

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 the following:

- 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 and a Bachelor of Science 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 work, industrial/organizational fields, 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 take a 19 credit-hour foundation of psychology courses, 20 credits of required courses from the various emphasis areas, and an additional 8 hours of psychology courses. The B.A. requires a minimum of 47 credits in psychology classes plus MAT 160 (4 credits), and the B.S. requires a minimum of 47 credits in psychology classes, plus the

natural science and mathematics courses (24 credits) listed below. Grades in these math and science courses count toward the GPA in the psychology major for both the B.A. and B.S. degrees, respectively.

Psychology Major

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.

Students must complete 20 credits in psychology courses numbered 300 or higher (PSY 312 counts in this total), including one 4 credit 400-level psychology course. Internships (PSY 405, PSY 406, PSY 407, PSY 408), independent studies (PSY 450) and the senior thesis (PSY 451) do not satisfy the 400-level requirement.

Degree Requirements

Required Foundation Courses

PSY 200	General Psychology	4
PSY 204	The Great Psychologists	2
PSY 211	Statistics and Experimental Methods I	4
PSY 220	Fundamentals of Biopsychology and Learning	4
PSY 312	Statistics and Experimental Methods II	4
PSY 399	Careers in Psychology	1

Additional Degree Requirements

- Complete the requirements for either the B.A. or B.S. listed under each emphasis (20 credits).
- Select an additional 8 hours of psychology courses. PSY 399, internships (PSY 405, PSY 406, PSY 407, PSY 408), independent studies (PSY 450) and the senior thesis (PSY 451) do not satisfy this requirement.

Degree Requirements

A. Cognitive Emphasis in Psychology

- For a B.A., select one.
- For a B.S., select one.

PSY 225	The Cognition of Game Playing	4
PSY 227	Applied Cognitive Psychology	4
PSY 318	Sensation and Perception	4
PSY 424	Cognitive Psychology	4
PSY 425	Thinking	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

B. Social Emphasis in Psychology

- For a B.A., select one.
- For a B.S., select PSY 203.

PSY 203	Social Psychology	4
PSY 205	Psychology of Religion	4
PSY 250	Health Psychology	4
PSY 304	The Psychology of Prejudice	4

PSY 319	Psychology of Personal Relationships	4
PSY 404	Human Sexual Behavior: Seminar	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

C. Clinical Emphasis in Psychology

- For a B.A., select one or none (if none, select one from the organizational emphasis).
- For a B.S., select PSY 303.

PSY 201	Psychological Assessment	4
PSY 230	Theories of Personality	4
PSY 303	Abnormal Psychology	4
PSY 415	Contemporary Clinical Interventions	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

D. Organizational Emphasis in Psychology

- For a B.A., select one or none (if none, select one from the clinical emphasis).
- For a B.S., not required.

PSY 202	Industrial Psychology	4
PSY 305	Applied Psychology: Consumer Psychology	4
PSY 410	Sexual Harassment: Seminar	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

E. Biopsychology Emphasis in Psychology

- For a B.A., select one.
- For a B.S., select one.

PSY 219	Biopsychology of Rehabilitation	4
PSY 311	Evolutionary Psychology	4
PSY 316	Psychopharmacology	4
PSY 420	Behavioral Neuroscience	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

F. Developmental Emphasis in Psychology

- For a B.A., select one.
- For a B.S., select one.

PSY 210	Development I: Child Psychology	4
PSY 310	Emerging Adulthood	4
PSY 317	Development II: Adulthood and Aging	4
PSY 414	Understanding Childhood Disorders	4
PSY 430-449	Selected Topics in Psychology: Seminar	4

Subtotal: 20

Subtotal: 20

Total Credit Hours: 20

Natural Sciences and Mathematics Requirements for B.S. 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.

1. Successful completion of the biology lower-core curriculum: BIO 198-BIO 199, CHE 152–CHE 153, CHE 154–CHE 155 and MAT 170 or MAT 260.
2. Successful completion of one additional course from biology or genetics (including laboratory portion): BIO 200, BIO 201, BIO 212, BIO 225, BIO 250, BIO 310, BIO 330, BIO 350; may take BIO 380 if PSY 311 has not been taken.

Individual study courses:

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 408	Internship in Developmental Psychology	4
PSY 450	Independent Study	1-4
PSY 451	Senior Thesis	4

Four-Year Degree Plan for Major in Psychology, B.A.

Link to Four-Year Degree Plan for Major in Psychology, B.A.

Four-Year Degree Plan for Major in Psychology, B.S.

Link to Four-Year Degree Plan for Major in Psychology, B.S.

Psychology Minor

A student must complete PSY 200, PSY 211, PSY 220 and 8 credits of psychology courses at the 300 level or higher from any of the six emphases. Internships, Independent Study, and Senior Thesis do not count toward the minor.

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. The office consists of two departments. The department of Academic Programs and Adult Student Services provides academic support and oversight for the office's student populations, including academic advising for continuing studies students and administrative advising for graduate nursing and education students. The department of Admissions for Graduate and Continuing Studies assists prospective and new graduate, continuing studies, transient, audit, part-time, degree seeking and post baccalaureate students as they inquire about and prepare to enter The University of Tampa.

The Office of Graduate and Continuing Studies is located on Frederic H. Spaulding Drive just west of the Sykes Chapel and Center for Faith and Values. Parking for walk-in visitors is located adjacent to the building.

Department of Academic Programs and Adult Student Services:

The University of Tampa
401 W. Kennedy Blvd., Box 6F
Tampa, FL 33606-1490
(813) 253-6249

Department of Admissions:

The University of Tampa
401 W. Kennedy Blvd., Box F
Tampa, FL 33606-1490
(813) 258-7409

Graduate Study

Graduate programs offered at The University of Tampa include the following:

- Executive Master of Business Administration (EMBA), Sykes College of Business
- Professional MBA (PMBA), Sykes College of Business
- Master of Business Administration (MBA), Sykes College of Business
- Master of Science in Accounting (MS-ACC), Sykes College of Business
- Master of Science in Criminology and Criminal Justice (MS-CRCJ), College of Social Science, Mathematics and Education
- Master of Science in Cybersecurity (MS-CYB), Sykes College of Business
- Master of Science in Entrepreneurship (MS-ENT), Sykes College of Business
- Master of Science in Finance (MS-FIN), Sykes College of Business
- Master of Science in Global Business (MS-GLB), Sykes College of Business
- Master of Science in Marketing (MS-MKT), Sykes College of Business
- Master of Education in Curriculum and Instruction (M.Ed.), College of Social Sciences, Mathematics and Education
- Master of Education in Educational Leadership (M.Ed.), College of Social Sciences, Mathematics and Education
- Master of Science in Instructional Design and Technology (MS-IDT), College of Social Sciences, Mathematics and Education
- Master of Science in Nursing (MSN), College of Natural and Health Sciences
- Master of Science in Exercise and Nutrition Science (MS-ENS), College of Natural and Health Sciences
- Master of Fine Arts in Creative Writing (MFA), College of Arts and Letters

The following certificate programs are also offered to qualified individuals:

- Nonprofit Management , Sykes College of Business
- Post Baccalaureate Certificate in Accounting , Sykes College of Business
- Post Baccalaureate Certificate in Business , Sykes College of Business
- Cybersecurity Certificate , Sykes College of Business

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 or her academic program, for familiarity with this

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 also refer to the Academic Calendar section in this catalog and the Academic Policies and Procedures section for other University-wide policies and information. 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 postal code, phone number and email address.

Residency

For the master's degree, a minimum of 75 percent of the required credit hours must be earned at The University of Tampa. Exemptions must be addressed in writing to the Graduate Council, c/o the Office of Graduate and Continuing Studies.

Withdrawal from University and Readmission

Students withdrawing from the University should follow prescribed procedures as described in the Academic Policies and Procedures section of this catalog under Withdrawal from University. Students who intend to return to the University after a period of absence should consult the Leave of Absence Policy in the Financial Aid section of this catalog.

Graduate Retention Standards

Graduate students must have a minimum 3.0 GPA in both their required courses and a cumulative 3.0 GPA to graduate. Students who fall below a 3.0 GPA are placed on academic probation and will have an 8-credit 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. Dismissed students who feel due process was not followed should contact the associate dean, Office of Graduate and Continuing Studies, in writing.

Application to Graduate

Graduating students must apply to graduate by completing the "Apply to Graduate" form located on the student's SpartanWeb account under the academics tab. The "Apply to Graduate" form must be submitted by the mid-point of the semester in which they intend to complete degree requirements and have a degree conferred.

If a student does not complete the "Apply to Graduate" form by the deadline indicated, her or his name may not appear in the commencement program and the student's graduation may be delayed.

Graduation Honors

Students with an overall GPA of 4.0 in graduate-level coursework are recognized as graduating with highest honors. Students who graduate with an overall GPA of 3.9 through 3.99 are recognized as graduating with honors.

Repeating 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 and is tabulated in the student's GPA. Grade forgiveness does not apply for graduate studies.

General Information About Graduate 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 outlined for each academic program.

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 an applicant's 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 students 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.

The University of Tampa takes student postings on social media sites seriously. Students who post illegal behavior or threatening comments on social media sites may have their admission to the University rescinded or may be permanently dismissed from the University.

Graduate Admission Appeals

An applicant whose application for admission has been denied should follow these procedures:

1. Contact the appropriate program director and request reconsideration and clarification of the decision.
2. If not satisfied, the applicant may submit his or her case to the Graduate Appeals Committee, which will render a decision 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 designated graduate appeals committee within the

college; appeals then go first to the college dean and thereafter, if necessary, to the associate dean of graduate studies.

Admission for Degree

Students should complete their application for degree with their advisor upon completion of 21 credit 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 Registrar's Office are the previous March 1 for December graduation, and the previous Oct. 31 for May or August graduation. Special attention should be given to each degree program to ensure that 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 the Campus Services section of this catalog. Some graduate courses require use of a laptop computer. If the student needs a laptop and does not have access, arrangements can be made to use a University-owned laptop. In this case, students should consult with their advisor to make arrangements.

Financial Aid

Please refer to the Financial Aid section of this catalog for more information or contact the Financial Aid Office at (813) 253-6219.

Housing

The University of Tampa is not able to offer graduate students on-campus housing due to limited availability. However, off-campus housing information can be obtained by contacting the Office of Residence Life at reslife@ut.edu or by visiting www.ut.edu/residencelife/offcampus.

Graduate Assistantships

Graduate assistantships 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 graduate assistant (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. GA tuition support is available for fall and spring semesters only. A full-time

GA 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. They must carry a full course load of at least 8 and no more than 14 credit hours per semester.

A full-time GA in the MS-ENS program is eligible to receive a tuition waiver for up to 24 credit hours during the 12-month period of the appointment. A full-time GA in the MS-ENS program receives a \$1,125 stipend for the fall semester, \$1,125 for the spring semester and \$750 for the combined summer I and II terms, administered through the financial aid office. A full-time MS-ENS GA is obligated to work for the MS-ENS program for an average of 15 hours a week during the fall and spring semesters, and an average of 10 hours per week during the summer I and II terms.

All graduate assistants must maintain a minimum 3.25 cumulative 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 Alumni Association is to support, encourage and promote the interests, welfare, ideals and progress of The University of Tampa, as well as to cultivate and enhance good fellowship among UT alumni.

The University of Tampa 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, to provide opportunities for alumni to gather and become acquainted with one another and to share the legacy that bonds alumni to the heritage of The University of Tampa.

Alumni Association Membership

After graduation, alumni are given a free lifetime membership in the Alumni Association. 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 membership card.

Graduates can sign up for lifetime email 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 www.ut.edu/alumni/.

Graduate and Continuing Studies Degree Programs

Graduate Study in the College of Arts and Letters

Master of Fine Arts in Creative Writing

The University of Tampa's low-residency Master of Fine Arts in Creative Writing program is a two-year, four-term course of individualized study designed to help poets, fiction writers and creative nonfiction writers advance their command of craft through exposure to literature from a writerly perspective and with supportive critique and mentoring. The program also encourages the rich interplay of participation in an extended literary community, and it seeks to deepen the understanding of writing as an ongoing engagement with discovery and transformation.

Mission Statement

The College of Arts and Letters (CAL) seeks to cultivate in students the inner resources for the truly creative life: physical and emotional discipline, moral imagination, aesthetic receptivity, practiced memory, broad sympathy and intellectual courage. An education in the arts and letters is an engagement with the rigors and powers of devising forms and grasping the shapes of meaning. A deepening of this engagement is an undertaking to which CAL faculty are passionately dedicated. Students are immersed in their chosen fields of study not merely as learners but as practitioners of their respective disciplines.

Tuition and Fees

Tuition for the Master of Fine Arts in Creative Writing is \$8,815 per term for four terms, plus a \$1,500 residency fee for the fifth, culminating residency. University-provided housing is also available for an additional fee.

Graduate Retention Standards

To remain in good academic standing, students must receive a satisfactory narrative evaluation from their assigned mentor and an award of credit for the most recent term of study. A student receiving a "U" grade (Unsatisfactory) is automatically placed on academic probation. Two successive "U" grades will result in dismissal from the program.

A student may receive an "I" grade (Incomplete) at the discretion of the instructor and program director. The deadline for filing an "I" grade (Incomplete) is March 15th for the January term, September 15th for the June term. Students must satisfactorily complete the "I" term before they are permitted to enroll in a subsequent term.

The deadline for receiving a "W" grade (Withdrawal) is March 15th for the January term, September 15th for the June term.

If a student is unable to continue with the plan of study in a given term, the student may apply through the Office of Graduate and Continuing Studies for "enrollment maintenance" (EM). With the approval of the program director, the EM student's plan of study is revised to allow for completion of the outstanding contracted work over the course of the succeeding term.

To return to regular student status in the program after an EM period, students must have completed the outstanding requirements of their plan of study for the term in which they applied for enrollment maintenance. Unless given special permission, students may remain on enrollment maintenance for one term only. Students returning to the program after an EM period may be assigned to a subsequent student cohort.

The entire program must be completed within seven years.

Advising

Each student will be assigned to the program director for advising purposes pertaining to academic guidance. For matters related to registration, withdrawal and other administrative issues, students are assigned an advisor in the Office of Graduate and Continuing Studies.

Faculty

Residency participants and mentoring faculty are distinguished practitioners and accomplished instructors from the on-campus faculty of The University of Tampa and from around the world. (Visit www.ut.edu/mfacw/faculty for the roster of current faculty and distinguished guests.)

MFA Admission

Students wishing to be considered for admission to the Master of Fine Arts (MFA) program must provide the following:

- Completed application.
- Application fee.
- Official transcripts of all previous college work (received directly from each institution). Undergraduates who are in the process of completing degrees may apply for admission, with full acceptance contingent upon completion of a baccalaureate degree.
- Personal statement articulating education experience not evident in your official transcripts. The personal statement should consist of three typed, double-spaced pages and address these topics: the role writing has played in your life; your aspirations as a writer and how you see this MFA program helping you meet your goals; and evidence of your ability to work well independently. Include your name and contact information on the upper right corner of

each page. If the sample is submitted digitally, the file should be in PDF format and labeled: lastnamefirstnamePersonal_Statement.pdf.

- Sample of your creative writing in the genre in which you seek admission (10 pages of poetry, 20 pages of fiction or 20 pages of creative nonfiction). These samples should be typed (using a 12-pt. font) and double-spaced. Include your name and contact information on the upper right corner of each page. If the sample is submitted digitally, the file should be in PDF format and labeled: lastnamefirstnameCreative_Sample.pdf.
- Two letters of recommendation from individuals who can comment on your writing and your ability to work independently.
- Résumé.

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 admission assistance, contact an admission counselor in the Office of Graduate and Continuing Studies at or (813) 258-7409. For program-specific information, contact the program director's office at mfacw@ut.edu or (813) 257-6311.

Transfer and Transient Credit Policy

Effective with January 2013 admissions, students who have qualified for admission to the program may transfer the equivalent of one term's worth of credit (12 credit hours) from another graduate English or creative writing program when approved by the program director and the MFA Committee. Only credits earned with grades of "B" or better will be considered. Coursework completed more than seven years prior to admission is ineligible for transfer consideration. Transfer credit requests are reviewed by the MFA Committee on a case-by-case basis.

Program and Course Requirements

Satisfactory completion of the MFA program requires a minimum of 52 credit hours of graduate work (12 credit hours per term over four terms, and four credit hours for the fifth culminating residency). Partial credit is not awarded. At the conclusion of each term, each student receives a narrative evaluation from the faculty mentor and the award of credit/no credit for completion of the work. Students must attend the entire residency and complete all contracted tutorial period work to the faculty mentor's satisfaction. Mentor responses to tutorial period submissions, as well as final evaluations, are a matter of record and will be maintained in each student's file.

Students may begin the program with either the January or June residency.

Residency and tutorial periods

Term One — 12 Credits (WRI 600 Workshop in Fiction; WRI 610 Workshop in Poetry; WRI 620 Workshop in Non-Fiction)

A 10-day residency initiates term one, with program faculty delivering formal talks on elements of craft, as well as seminars on aesthetic issues and works from the literary canon. Students participate in faculty-guided genre and mentee workshops, and discussion sessions. They also attend readings and lectures by guest faculty and visiting writers and talks by editors and publishers. Assigned readings focus on principles of craft and techniques appropriate to the genre, providing the opportunity for deeper analysis from a writer's point of view and a broader understanding of literary traditions.

The residency is followed by a five-month tutorial period with four submissions, at prescribed intervals, of original creative writing and annotations on readings. These submissions are critiqued by the faculty mentor. The nature and direction of the reading and writing projects during the tutorial period are planned and agreed upon during the residency through individual conferences with the faculty mentor, and are tailored to the specific needs of the student.

Term Two — 12 Credits (WRI 600 Workshop in Fiction; WRI 610 Workshop in Poetry; WRI 620 Workshop in Non-Fiction)

Term two extends the student's accomplishments in term one and begins with a 10-day residency. In plenary sessions and smaller group settings, program faculty offer presentations on elements of craft, as well as seminars on aesthetic issues and works from the literary canon, often involving pertinent concerns across genres. Students participate in faculty-guided genre workshops, small group sessions with mentors, individual conferences and more general discussion sessions. They also attend readings and lectures by guest faculty and visiting writers and talks by editors and publishers. As in term one, assigned readings focus on principles of craft and techniques appropriate to the genre and the development of the writing life, providing the opportunity for deeper analysis of works from a writer's point of view and a broader understanding of literary traditions. Each term two student also assumes a more central role in seminars by serving as respondent in at least one session.

The term two residency is followed by a five-month tutorial period with four submissions, at prescribed intervals, of original creative writing and annotations on readings. These submissions are critiqued by the faculty mentor. The nature and direction of the reading and writing projects during the tutorial period are determined by a plan of study worked out by the student and faculty mentor during the residency. Each plan is tailored to build upon work thus far accomplished, as well as to address the specific needs and interests of the student.

Term Three — 12 Credits (WRI 600 Workshop in Fiction; WRI 610 Workshop in Poetry; WRI 620 Workshop in Non-Fiction)

Term three begins with a 10-day residency, with activities similar to those outlined above. But in addition to the residency program, and a leadership role as an advanced respondent in a workshop or presentation, students attend a seminar on writing critical essays in preparation for the subsequent tutorial period focused on the writing of an extended critical essay (25 pages). With his or her faculty mentor, each student agrees upon an appropriate topic for the critical paper, as well as supporting readings and a schedule of draft submissions that will occur during the tutorial period. The completed critical paper is due at the end of the tutorial period. The student also submits drafts of original work and annotations in accordance with the negotiated plan of study.

Term Four — 12 Credits (WRI 600 Workshop in Fiction; WRI 610 Workshop in Poetry; WRI 620 Workshop in Non-Fiction)

Term four starts with a 10-day residency, with activities similar to those outlined above. Each student takes on additional responsibilities as senior respondent in a residency session, but special emphasis is placed on preparation for teaching a graduating student seminar during the culminating residency and on completing the graduate thesis manuscript. Part of the tutorial period plan of study includes approval and signing of a thesis plan with a thesis director and a second faculty reader, as well as approval of the student's culminating residency seminar topic. Term four students attend a pedagogy workshop to aid them in the preparation of the seminar each will conduct during the culminating residency.

Capstone Residency—4 credits (WRI 800 MFA Thesis and Capstone)

Upon completion of their fourth term, students are required to attend a fifth, capstone residency at which they present a graduate seminar, present their thesis (a minimum of 125 pages of fiction or nonfiction, 55 pages of poetry) and their annotated bibliography, give a public reading of original work and complete all required program documentation. After approval by the program director, graduating students are required to submit an electronic version of their thesis to the Macdonald-Kelce Library for inclusion in the digital repository.

Graduation Requirements

All students must satisfactorily complete the four-term, five-residency program and all requirements as articulated above.

Graduate Study in the Sykes College of Business

Sykes College of Business

The Sykes College of Business (COB) offers graduate degree programs designed to help students become distinguished business practitioners. The degrees offered include the following:

- Master of Business Administration (MBA)
- Professional MBA (PMBA)
- Executive MBA (EMBA)
- Master of Science in Accounting (MS-ACC)
- Master of Science in Cybersecurity (MS-CYB)
- Master of Science in Entrepreneurship (MS-ENT)
- Master of Science in Finance (MS-FIN)
- Master of Science in Global Business (MS-GLB)
- 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 form strong partnerships and alliances with universities, communities and businesses on a local and global basis.

Accreditation

The 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 \$603 per credit hour for the part-time and full-time Master of Business Administration (MBA) and the Master of Science (M.S.) business programs. A \$40 student service fee is assessed each term for the aforementioned programs.

The Executive MBA program is \$47,460 for the fall 2017 entering cohort (total for two years, payable in six equal installments due at the beginning of each academic term) and includes books, some meals, the student services fee, parking and a substantial portion of the international study trip.

Tuition for audited courses is 50 percent of the graduate tuition rate (see the Continuing Studies section of this catalog for additional information on auditing courses).

Admission

Admission to UT's Sykes College of Business graduate programs is competitive. The University takes a holistic approach to admission and examines all materials in an applicant's file. Our goal is to accept students with a high likelihood of success in our program. Part-time and full-time MBA, PMBA, MS-ACC, MS-CYB, MS-ENT, MS-FIN and MS-MKT applications are continually processed, with admissions deadlines for fall, spring and summer terms. Executive MBA applications are for fall sessions only. Individual interviews may be required in some cases and are required for all EMBA program applicants. All students admitted must have earned a bachelor's degree or the equivalent from a regionally accredited college or university. A specific undergraduate major is not required.

Application materials should be sent to the Office of Graduate and Continuing Studies. Applicants can check www.ut.edu/graduate/business/requirements for all deadlines and requirements.

Students entering the programs are expected to be competent in mathematics, to have strong communication skills (both written and oral) and to 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 Executive MBA program are expected to have seven years of relevant work experience and pass the assigned preliminary online module(s) with at least a 75 percent prior to Boot Camp.

How to Apply

To be considered for graduate admissions, each applicant must submit a \$40 application fee along with the following:

- Completed application.
- Official transcripts for all previous college work (must be received directly from each institution).
- 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 these services are available from Admissions in the Office of Graduate and Continuing Studies.

- 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 or IELTS score report (international applicants only).
- Financial certification with appropriate supporting documents.
- Portfolio of work and professional accomplishments (required for M.S. programs and PMBA and EMBA applicants who are not submitting GMAT scores; otherwise, recommended).
- MS-CYB: For thesis-track consideration, a writing sample is required. This can be any significant writing the applicant wants to share, such as a course paper or publication. Entrance is competitive and a GMAT or GRE score is recommended but will be waived for applicants with an undergraduate GPA of 3.0 or higher and a B or better in the required four foundation courses (ACC, QMB, FIN, ECO).
- MS-ENT: Instead of a personal statement as described above, applicants must also submit the following: 1) 3-5 minute video pitch (content to include an explanation of entrepreneurial experience and its relevance to the program) and 2) 1-page written pitch (content to include how the program will benefit applicant's entrepreneurial goals).

Admission Classification

Full Degree-Seeking Students

In order to be considered for acceptance as a full degree-seeking student, the following is recommended:

1. Competitive verbal and quantitative scores on the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) are required for all business graduate programs. The GMAT and GRE may be considered for waiver for the following applicants:

- MS-CYB applicants who have a business degree from an AACSB-accredited institution with competitive grades in relevant coursework and a competitive GPA. A GMAT or GRE score is strongly recommended for all students considering the thesis track.

- MS-ENT applicants who submit relevant entrepreneurial /business experience and sufficient quantitative skills.
- MS-FIN applicants who have a business degree from an AACSB-accredited institution with competitive grades in relevant coursework and who have passed any level of the CFA exam or have three or more years of relevant, sufficiently documented professional work experience within the past five years.
- MS-MKT applicants who submit sufficient evidence of three or more years of relevant professional work experience within the past five years and who have a business degree from an AACSB-accredited institution with competitive grades in relevant coursework.
- PMBA applicants who have five or more years of full-time professional work experience and a competitive GPA.
- EMBA applicants who submit sufficient evidence of seven or more years of relevant professional work with competitive grades in relevant coursework.
- Students who have completed a master's degree at a regionally accredited institution may petition the admissions committee to be waived from the GMAT requirement.
- UT students who have a baccalaureate degree from the Sykes College of Business may qualify for a GMAT waiver if they meet the following requirements:

- o Overall GPA of 3.25 or higher

- o Competitive grades in each of the following undergraduate business classes:

- MBA: Financial Accounting, Managerial Accounting, Financial Management, Microeconomics, Macroeconomics, Business Statistics, Management and Marketing Management

- MS-ACC: Intermediate Accounting I, Intermediate Accounting II, Cost Accounting, Accounting Information Systems, Federal Tax Accounting, Law and Society, Auditing and Attestation I

- MS-FIN: Financial Accounting, Managerial Accounting, Financial Management, Microeconomics, Macroeconomics and Business Statistics

- MS-MKT: Financial Accounting, Managerial Accounting, Financial Management, Microeconomics, Macroeconomics, Business Statistics and Marketing Management

For UT undergraduates, a recommendation by the Accounting Department Chair may also support the GMAT waiver request in the MS-ACC program.

2. Competitive GPA for all previous college work.

3. For international applicants, a TOEFL score between 560-577 (paper based test) or 83-91 (Internet-based test) is recommended.

Non-Degree Seeking Students

Non-degree seeking status is available for MBA, MS-ACC, MS-CYB, MS-ENT, MS-MKT and MS-FIN applicants. Those who have completed an undergraduate degree with a competitive GPA, 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 credit 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 grades received. Once the GMAT score has been received, the student's admission status will be reevaluated. 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.

General Information About Graduate Admission

The Graduate Admissions Committee of the University may, upon request, review the documents of any applicant and, based upon 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. Students whose final semester grades (college undergraduate or graduate) are deemed below average by the admissions committee may have their admission to the university rescinded.

No portion of an applicant's 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 students 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.

The University of Tampa takes student postings on social media sites seriously. Students who post illegal behavior or threatening comments on social media sites

may have their admission to the University rescinded or may be permanently dismissed from the University.

Academic Certificates

Certificate in Cybersecurity. The University of Tampa Graduate Certificate in Cybersecurity prepares students for careers in the dynamic cybersecurity industry. This program develops the student's knowledge so they can successfully protect information assets for organizations, regardless of industry and business. This certificate program covers critical topics, such as cloud systems security, risk assessment, contingency planning, and incident response management. Additionally, students take an elective in an area such as penetration testing, secure software design, technology governance and security leadership.

Certificate in Nonprofit Management. This graduate-level certificate program is offered in partnership with the Nonprofit Leadership Center. It is a high-quality academic program taught by doctoral degree faculty in partnership with leading nonprofit practitioners. The courses are delivered as intensive cohort-based, one-week seminars representing 12 credit hours of graduate-level instruction. Scholarships are available. Admissions requirements and additional program information can be found at www.ut.edu/graduate/nonprofit.

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 600-level courses. Students must meet all admissions requirements for the two degrees being pursued. In order to graduate with both degrees, students must earn a 3.0 for each degree. Contact the Graduate Business Programs Office or the Office of Graduate and Continuing Studies for more details.

4+1 B.S./MBA Program

The 4+1 B.S./MBA program combines an undergraduate business degree and a MBA degree so that students can earn both degrees in five years. Degrees are conferred simultaneously at the end of the MBA program. This combined program decreases the number of required hours to complete both degrees by 8 credit hours and requires two internships. A total of eight graduate-level credits may be applied toward the total credit hour requirements for a bachelor's degree. MGT 615 replaces MGT 431, and the other graduate replacement course is dependent on undergraduate major.

Students can file an initial application to demonstrate intent as early as freshman year but cannot be formally admitted until their junior year. All required undergraduate core business classes must be completed in order to evaluate their eligibility for the program. A "B" or better in select core classes and a GPA of 3.25 is required for admission. (See previous section on Admission Classification for the specific criteria for UT

students to waive the GMAT for the MBA program.) No student will be allowed to take graduate classes until fully admitted to the MBA program. Students may also decide to earn a concentration in the MBA program.

B.S. in Chemistry or Biochemistry/MBA Program

UT students who wish to complete the B.S. in chemistry or biochemistry/MBA joint degree program receive provisional acceptance into the program at the end of the second year. Final acceptance into the program is granted by the Sykes College of Business at the end of year three. See the B.S. in chemistry or biochemistry/MBA joint degree section of this catalog for detailed application instructions

Dual Undergraduate Enrollment

Undergraduate students within 8 credit hours of undergraduate graduation from The University of Tampa may take 8 credit hours of graduate credit if they have a minimum GPA of 3.275 and meet the requirements for acceptance into the relevant graduate program, including the GMAT or GRE requirement.

Graduate Business Academic Advising

Graduate Business Programs Office academic 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: Degree Application Form, Transient Student Status Form, Request for Change of Program or Concentration, Special Permission for Class Overload, Registration for Classes, Dropping/Adding of Classes and Petition of Academic Appeals.

Transfer and Transient Credit Policy

A maximum of 8 credit hours of graduate-level credit beyond Business Essentials courses can be transferred from other AACSB-accredited institutions. Only credit earned with a grade of "B" or better will be considered for transfer.

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 in the Graduate Business Programs Office.

Graduate Retention Standards

Sykes College of Business graduate students must have a minimum 3.0 GPA in their required courses and a cumulative 3.0 GPA to graduate. Students who fall below a 3.0 GPA are placed on academic probation and will have an 8-credit probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. Students on probation are limited

to the 12 credit hour maximum course load. Students with a cumulative GPA of 2.0 or lower will be dismissed with no probationary period. Conditionally admitted MBA, MS-ACC, MS-FIN or MS-MKT students who fall below a 3.0 GPA during their first 8 credit hours will be dismissed. No grade below a "C" will be accepted toward a graduate degree or certificate completion. Therefore, students must retake any class in which they earn a grade below a "C." It is important to note that the grade you earn from retaking the course will not replace the original grade and the quality points will be averaged into your overall GPA. Hence, the original grade will not be removed from your academic record. Any student who earns three grades of "C" or below will be dismissed with no probationary term. Students dismissed at the completion of the spring semester will be dropped from all courses including May intersession. If registered for the May intersession, withdrawal will be retroactive to the first day of classes. Students will not be allowed to continue in classes pending submission and appeal approved by the Graduate Appeals Committee.

Graduate Academic Appeals

The following policy applies to disputes over academic grading.

1. The student should first discuss the situation with the faculty member involved.
2. If the dispute remains unresolved, the student should contact the appropriate department chair.
3. If still unresolved, the student may submit the case in writing to the college's appropriate appeals committee, which will render a decision.
4. The student may appeal the decision of the appeals committee to the dean of the college, whose decision is final.

The student must submit written notification of the appeal 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, May Term 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.

The following policy applies to disputes over all other academic appeals (none grade-related).

1. The student may submit the case in writing to the college's appropriate appeals committee, which will render a decision.
2. The student may appeal the decision of the appeals committee to the dean of the college, whose decision is final.

Business Essentials Requirements for Full-Time and Part-Time MBA, PMBA, MS-CYB, MS-MKT, MS-FIN and MS-ACC

The Business Essentials 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-time and part-time MBA, PMBA, MS-CYB, MS-MKT, and MS-FIN students must meet the Business Essentials requirements prior to taking any 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 "B" or better in the following undergraduate business courses:

1. Financial Accounting
2. Managerial Accounting
3. Financial Management
4. Microeconomics
5. Macroeconomics
6. Business Statistics
7. Management
8. 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.

For the M.S. in Finance program, passing level I of the CFA exam may waive some essential classes but determination will be made on a case-by-case basis depending on individual section test scores.

For the M.S. in Accounting program, students may waive the prerequisite courses if these courses were taken as part of their baccalaureate degrees or as post-baccalaureate students with a "C" or higher in the following undergraduate course(s) within the previous seven years from a regionally accredited college or university:

1. Intermediate Accounting I
2. Intermediate Accounting II
3. Cost Accounting
4. Accounting Information Systems
5. Federal Tax Accounting I
6. Auditing
7. Business Law I

For the MS-ACC program, if the student has completed the respective undergraduate course(s) with a "C" or higher, but it has been longer than seven years, the prerequisite may be waived if the student has current relevant work experience.

Students who have completed any of the required courses at an AACSB-accredited college or university within the previous seven years with a "B" or better in the respective course will be required to substitute the

course with an elective allowed within the MS-ACC program. Degree completion requires a minimum of 32 graduate credit hours, 18 of which must be accounting courses.

For all programs, a student may demonstrate competency in a Business Essentials subject by passing a departmental subject (waiver) examination. Exams must be taken by the end of the student's first term and may be taken only one time. Deadlines for completion of waiver exams may be obtained from the Graduate Business Programs Office.

In order for a course from an international institution or from a domestic non-AACSB-accredited institution to be considered for a waiver of a Business Essentials requirement without examination, the following conditions must be met:

- The student must be able to provide a course syllabus for at least two courses taken in the discipline.
- The student must 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 Business Essentials course being considered for a waiver.
- All courses completed in the discipline must have been completed with a grade of "B" or better.

International students who graduate from a three-year degree program may not waive essential courses.

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 at (813) 253-6287. Mid-term and final internship reports are required during the internship. Internships are graded as any other course in the graduate program and are 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. Full-time students can request to count up to 2 credit hours of internship (one 2 credit internship or two internships at 1 credit hours each) toward the fulfillment of the practicum requirement in the MBA curriculum; normal graduate tuition fees apply. For students doing two 1 credit internships, the same internship cannot count for both credit hours; for the practicum, internships must be two different internships with the same company or two internships with two different companies. All internship paperwork must be finalized prior to the start of the semester in which it will take place.

Internship applicants must be taking graduate classes at The University of Tampa, must have completed a minimum of two semesters of graduate-level courses with no grade less than a "B" in the discipline and must have an overall GPA of 3.0. Additionally, to qualify for an internship, students must create a résumé and attend the internship preparation workshop. A graduate student who has earned a bachelor's degree at UT may, upon the recommendation of a UT faculty member, commence an internship after completing two graduate courses.

International students must have maintained their immigration status for one academic year before they are eligible to apply for an internship, and they are limited to working a total of 20 hours per week for all positions while school is in session. They may work full time during the summer. Students enrolled in the B.S. in chemistry or biochemistry/MBA joint degree program, and the 4+1 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 purposes are 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 participate in The University of Tampa Graduate Organization for Leadership Development (UT-GOLD). This is a student organization that represents all business graduate students and enhances the academic experience. UT-GOLD hosts social and professional events that provide students with the opportunity to network, socialize and engage with the community and each other.

Sykes Organization Graduate Alumni

Alumni are welcome to join the Sykes Organization Graduate Alumni (SOGA). This chapter of the UT alumni association was established to enhance the value of the business graduate programs and keep alumni connected to UT and each other.

SOGA fully supports the mission of the Sykes College of Business at The University of Tampa. SOGA develops and presents programs, services and networking opportunities that add value to the graduate business programs and facilitates ongoing relationships with alumni. For more information, contact the director of alumni and parent relations at (813) 253-6209 or the Graduate Business Programs Office at (813) 253-6287.

Post Baccalaureate Certificate in Accounting. This certificate is designed for students with a degree in business who desire to earn the accounting credits necessary to sit for the CPA exam. See the Certificate in Accounting section of this catalog for additional

information.

Post Baccalaureate Certificate in Accounting. This certificate is designed for students with a degree in business who desire to earn the accounting credits necessary to sit for the CPA exam. See the Certificate in Accounting section of this catalog for additional information.

Master of Business Administration

Full-Time and Part-Time MBA Programs

Courses are offered at convenient times during the day and evenings for full- and part-time students. Students can complete the core curriculum in as little as one year in the full-time program. Working students can complete the coursework in less than two years in the part-time evening program. The program provides students with the solid strategic-level capabilities needed for success in the 21st-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 professional development and the opportunity to obtain a concentration in an area of specific interest.

Degree Requirements

Business Essentials courses: (16 credit hours)

ACC 500	Essentials of Accounting	2
FIN 500	Foundations of Finance	2
ECO 500	Foundational Economics for Managers	4
QMB 500	Statistics for Decision Makers	4
MKT 500	Introduction to Marketing	2
MGT 500	Foundations of Management	2

All Business Essentials requirements must be met prior to taking the MBA core. See the Business Essentials section for more information.

Required MBA courses: Leadership (4 credit hours)

MGT 598	Leadership and Organizational Behavior	4
---------	--	---

Leadership and Organizational Behavior is a mandatory course for all MBA students in their first semester. The course begins with a fast-start workshop weekend component. For more information, click MGT 598 for the course description.

Required MBA courses: Core courses (28 credit hours)

BUS 698	Topics in Professional Development	1-4
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
MKT 609	Marketing Management and Customer Value	4
MGT 615	Strategic Management	4

Elective courses: (8 credit hours)

	Decisions Analysis Elective	4
	Elective	4

Total Credit Hours: 40-56

Career and Leadership Development: Topics in Professional Development

All MBA students (except PMBA and EMBA students) must take 4 credit hours for the BUS 698 (Topics in Professional Development.) In BUS 698 students may participate in a wide variety of activities to reinforce their leadership plan. Examples of activities include but are not limited to internships, SAP Certification, career development activities, leadership certifications, collaborative research projects, service learning projects and travel study courses. Full-time students can request to count up to two internships toward their professional development

Decision Analysis Electives

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 four decision analysis courses listed below. Students electing to take concentrations in their MBA programs will select a decision analysis course approved for that concentration.

Degree Requirements

Decision Analysis Electives

Those seeking the general MBA may select from any of the four decision analysis courses listed below.

ITM 615	Business Analytics	4
QMB 612	Decision Modeling and Analysis	4
MKT 612	Business Research Methods	4
ECO 611	Methods in Regression Analysis	4

General MBA vs. MBA with Concentration

Students may elect a general MBA without a concentration. Students electing this option take one 4-credit 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 are 40-56 hours, dependent on Business Essentials needed.

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 are 44-60 hours, dependent on Business Essentials needed. A student could graduate with a concentration (12 credit hours in discipline) by 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 elective hours totaling 12 credit hours in the discipline. The total credit hours needed are 48-64, dependent on the number of Business Essentials courses needed.

Professional MBA (PMBA)

The Professional MBA Program (PMBA) is designed to meet the needs of working professionals by offering a MBA curriculum in a flexible part-time evening class format (8 credit hours or less per semester) to students who have five years of full-time professional work experience. The program features a leadership development program and a capstone strategic management project designed specifically to meet the career needs of working professionals interested in taking their career to the next level.

Degree Requirements

Business Essential Courses (14 credit hours)

ACC 500	Essentials of Accounting	2
FIN 500	Foundations of Finance	2
ECO 500	Foundational Economics for Managers	4
QMB 500	Statistics for Decision Makers	4
MKT 500	Introduction to Marketing	2

All Business Essential requirements must be met prior to taking the PMBA core. See the Business Essentials section for more information.

Required MBA courses: Core courses (28 credit hours)

MGT 609	Leading for Competitive Advantage	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
MKT 609	Marketing Management and Customer Value	4
MGT 615	Strategic Management	4

Elective courses: (12 credit hours)

Decisions Analysis Elective	4
Elective	4
Elective	4

Total Credit Hours: 40-54 (58 hours if getting an IB, Cybersecurity, or Finance concentration)

Business Analytics Concentration

Large amounts of data are the lifeblood of successful organizations today. Leading organizations across industries harness and use data-driven insights to compete, innovate and achieve important strategic objectives. Quickly making sense of the extracting value from vast amounts of data is a critical skill in emerging

era of big data and analytics. Managers must be able to use analytics to find and exploit critical opportunities for adding value and improving performance in the large volumes of diverse data created by organizational systems, external data sources and digital technologies. With more positions related to business intelligence and business analytics, employers demand graduates who know how to use data and analytical tools to drive decisions and can effectively promote the use of analytics in their organizations. The objectives of the business analytics concentration are to equip students with strong analytic skills and knowledge beyond the core MBA courses to they can thrive in this new predictive analytics environment. Program graduates will be able to:

1. Plan, organize and manage data analytic projects with an organizational environment.
2. Analyze organizational environments to identify and exploit potential sources of relevant data that is required to support organizational process monitoring and decision-making processes.
3. Apply an appropriate mix of data analysis tools and methods to transform data into actionable insights that drive business decisions and actions.
4. Appreciate the broader ethical and societal implications of the burgeoning application of data and analytics.

Concentration Requirements

Required courses for Business Analytics Concentration

QMB 612	Decision Modeling and Analysis	4
ITM 615	Business Analytics	4
One of the following:		
ECO 611	Methods in Regression Analysis	4
FIN 645	Advanced Portfolio Management	4
FIN 660	Applied Corporate Finance	4
ITM 619	Enterprise Systems	4
QMB 660	Advanced Business Forecasting	4

Students pursuing two concentrations must take a minimum of two courses from the list above that are different from the courses in the other concentration. Only one course can overlap with another concentration.

Total Credit Hours: 12

Cybersecurity Concentration

The University of Tampa MBA cybersecurity concentration prepares students for careers in the cybersecurity industry while providing a strong and comprehensive business education. For the concentration, students take 12 credit hours of courses beyond the MBA requirements.

Several courses are designed to cover the top professional certifications in the industry (e.g., Certified Information System Security Professional). As a benefit of the cybersecurity concentration,

graduates will find themselves well prepared to take many of these certification exams.

The objectives of the cybersecurity concentration are to equip students with strong information security knowledge beyond the core MBA courses. With such knowledge, graduates will be able to successfully defend and protect information assets for any business regardless of industry.

Other cybersecurity graduate programs are available. Students may consider a full Master of Science in Cybersecurity or a Graduate Certificate in Cybersecurity.

Concentration Requirements

Requirements List

For the required MBA decision analysis elective, choose one of the following:

ITM 615	Business Analytics	4
QMB 612	Decision Modeling and Analysis	4

Subtotal: 13-20

Prior to enrolling in any Cybersecurity (CYB) courses, students must complete the Information Technology Qualification Courses (defined below).

Minimum 3-credit hours in each of four topics, undergraduate or graduate:

- Programming Fundamentals
- Network or Data Communications
- Information Security Principles
- Database or Systems Development

Note: Must earn a B grade or better in these qualification courses. Certain certifications or experience may substitute for these programs.

Three of the following:

CYB 610	Cloud Systems Security	4
CYB 620	Risk Assessment & Contingency Planning	4
CYB 630	Incident Response Management	4
CYB 640	Secure Software Design	4
CYB 650	Security Governance & Leadership	4
CYB 660	Penetration Testing	4
CYB 670	Cybersecurity Research Seminar	4
CYB 695	Special Topics in Cybersecurity	4
CYB 699	Independent Study in Cybersecurity	1-8
ITM 650	Information Security Management	4

Subtotal: 5-12

Subtotal: 13-20

Total Credit Hours: 13-20

Entrepreneurship Concentration

In 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 "intrapreneurship" (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.

Concentration Requirements

Required courses for entrepreneurship concentration:

MKT 612	Business Research Methods	4
ENT 620	Creativity and Innovation for Entrepreneurs	4

Subtotal: 4

One of the following:

ENT 630	Selecting and Developing a Business Model	4
ENT 675	Leading and Managing New Ventures	4

Subtotal: 4

Total Credit Hours: 12

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.

Concentration Requirements

Required courses for finance concentration:

	Decisions Analysis Elective	4
--	-----------------------------	---

Three of the following:

FIN 616	Corporate Finance and Valuation	4
FIN 630	International Finance	4
FIN 640	Investment Portfolio Management	4
FIN 645	Advanced Portfolio Management	4
FIN 650	Venture Capital and Alternative Investments	4
FIN 655	Financial Analysis of Commercial Real Estate with ARGUS	4
FIN 670	Financial Markets, Institutions and Money	4
FIN 695	Special Topics in Finance	4
FIN 699	Independent Study in Finance	1-4
QMB 660	Advanced Business Forecasting	4

FIN 630, 640, 645, 670: These courses have integrated the CFA® curriculum as provided by the CFA Institute and are based on the CFA Candidate Body of Knowledge.

Total Credit Hours: 16

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.

Concentration Requirements

Required courses for informational systems management concentration:

ITM 615	Business Analytics	4
---------	--------------------	---

Two of the following:

ITM 614	Effective Project Management	4
ITM 619	Enterprise Systems	4
ITM 630	Managing the IT Organization	4
ITM 635	Managing Innovation	4
ITM 650	Information Security Management	4
QMB 660	Advanced Business Forecasting	4

Total Credit Hours: 12

Innovation Management Concentration

In the innovation management concentration, students are able to apply theories, frameworks and methods for assessing the innovative capacity of an organization, and to develop strategies for exploiting opportunities discovered.

Concentration Requirements

Required courses for innovation management concentration:

ITM 635	Managing Innovation	4
MKT 612	Business Research Methods	4

One of the following:

MKT 704	Marketing New Technology and Innovations	4
QMB 660	Advanced Business Forecasting	4

Total Credit Hours: 12

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 with 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.

Concentration Requirements

Required courses for international business concentration:

	Decisions Analysis Elective	4
ECO 622	Global Macroeconomy	4

One of the following:

ECO 605	Economics of Global Inequality and Poverty	4
ECO 632	Economics of Emerging Markets	4
FIN 630	International Finance	4
MKT 613	Global Marketing	4
MKT 692	Learning by Travel: Marketing in International Markets	4
MGT 692	Learning by Travel: Managing in International Markets	4
IBS 695	Special Topics in International Business	4

Total Credit 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.

Concentration Requirements

Required courses for marketing concentration:

MKT 612	Business Research Methods	4
---------	---------------------------	---

Two of the following:

MKT 610	Strategic Marketing Analysis	4
MKT 613	Global Marketing	4
MKT 614	Personal Selling and Sales Management	4
MKT 615	Integrated Marketing Communications	4
MKT 616	Marketing on the Cutting Edge	4
MKT 652	Services Marketing and Management	4
MKT 654	Strategic Brand Management	4
MKT 656	Electronic Marketing Strategy	4
MKT 657	Buyer Behavior	4
MKT 658	Sport Marketing	4
MKT 695	Special Topics in Marketing	1-4
MKT 700	Marketing Consulting Seminar	4
MKT 704	Marketing New Technology and Innovations	4

Total Credit Hours: 12

Nonprofit Management Concentration

The nonprofit management concentration is a unique program that students may take as a graduate certificate or as a concentration in the MBA program. The concentration is delivered in four specialized courses delivered for one week each, over a two-year 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 eight hours a day for five days during the class week.

Concentration Requirements

Required courses for nonprofit management concentration:

	Decisions 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 Credit Hours: 16

Executive MBA (EMBA)

The Executive MBA (EMBA) program 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. This two-year program includes four integrated mandatory weekend boot camps and 48 credit hours. The course sequence must be completed in order. Classes meet on alternating Saturdays. Business leaders seeking the convenience of a weekend program can finish the degree in approximately two years in the EMBA program.

Degree Requirements

EMBA 805	Managing Innovation Strategically	4
EMBA 810	Dynamic Leadership	4
EMBA 820	Accounting for Strategic Management	4
EMBA 815	Business Communication and Interpersonal Skills	4
EMBA 825	Modeling and Analysis for Executive Decision Making	4
EMBA 830	Strategic Operations and Information Management	4
EMBA 835	Marketing Strategy and Value Creation	4
EMBA 840	Economics for Business Leaders	4
EMBA 845	Financial Management and Strategy	4
EMBA 850	Global Strategic Management I	4

EMBA 855	Global Strategic Management II	4
EMBA 860	Seminar in Emerging Issues	4
(EMBA 850 and EMBA 855 includes the international trip)		
EMBA 825	Modeling and Analysis for Executive Decision Making	4
EMBA 830	Strategic Operations and Information Management	4
EMBA 835	Marketing Strategy and Value Creation	4
EMBA 840	Economics for Business Leaders	4
EMBA 845	Financial Management and Strategy	4
EMBA 850	Global Strategic Management I	4
EMBA 855	Global Strategic Management II	4
EMBA 860	Seminar in Emerging Issues	4
(EMBA 850 and EMBA 855 includes the international trip)		

Required Boot-Camps

First Year:

- August (Orientation with focus on team building and communications)
- January (Accounting)
- May (Statistics)

Second Year:

- August (Economics)
- January (Finance)

Total Credit Hours: 48

Master of Science in Accounting

The Master of Science in Accounting is a 32-credit 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.

Degree Requirements

Prerequisite courses: (28 credit hours)

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	4
ACC 420	Intermediate Accounting II	4
BUS 221	Business Law and Social Responsibility	4

Required MS-ACC courses: (24 credit hours)

ACC 625	Accounting Research and Analytics	4
ACC 635	Business Ethics and Corporate Governance	4
ACC 641	Government and Not-for-Profit Accounting	4
ACC 643	Advanced Financial Accounting	4
ACC 653	Federal Tax Accounting II	4
ACC 680	Contemporary Issues in Accounting	4
Elective courses: (8-20 credit hours with at least 4 hours in ACC)		
BUS 550	Commercial Law for Financial Professionals	4
ACC 637	Information Systems Control and Audit	4
ACC 651	Advanced Management Accounting	4
ACC 655	Fraud Examination	4
ACC 657	Financial Reporting and Analysis	4
ACC 660	International Accounting	4
ACC 695	Special Topics in Accounting	4
ITM 615	Business Analytics	4
ITM 619	Enterprise Systems	4
Total Credit Hours: 32-60		

Master of Science in Cybersecurity

UT's Master of Science in Cybersecurity prepares students for careers in the dynamic cybersecurity industry. Rapid technology changes and the evolving threats that face modern organizations require educated and equipped cybersecurity professionals. This 32 credit hour program develops students' depth and breadth of information security knowledge so they can successfully protect information assets for organizations regardless of industry and business. Topics include cloud system security, risk assessment, data analytics, contingency planning, incident response management, digital forensics, penetration testing, secure software design, project management, technology governance, compliance and security leadership. Several of our courses are designed to cover the top professional certifications in the industry (e.g., Certified Information System Security Professional).

The M.S. in Cybersecurity also offers a thesis track. Students considering this option take a course sequence that includes a research seminar and a thesis writing course. This 34 credit hour alternative prepares students who wish to pursue a research-oriented career as an academic, consultant or practitioner.

Other cybersecurity graduate programs are available, including a graduate certificate in cybersecurity and an MBA concentration in cybersecurity.

Degree Requirements

Business Essentials courses: (12 hours)

ACC 500	Essentials of Accounting	2
ECO 500	Foundational Economics for Managers	4
QMB 500	Statistics for Decision Makers	4
FIN 500	Foundations of Finance	2

All Business Essentials requirements must be met prior to taking the MS-CYB core. See the Business Essentials section for more details.

Required Information Technology Qualification Courses (minimum 3 credit hours in each of four topics, undergraduate or graduate)

- Programming Fundamentals
- Network or Data Communications
- Information Security Principles
- Database or Systems Development

Note: Must earn a B grade or better in these qualification courses. Certain certifications or experience may substitute for these courses.

Non-Thesis Track

Required MS-CYB courses (12 credit hours)		
CYB 610	Cloud Systems Security	4
CYB 620	Risk Assessment & Contingency Planning	4
CYB 630	Incident Response Management	4

Elective courses: (20 hours)

Note: a maximum of three electives may be ITM courses.

CYB 640	Secure Software Design	4
CYB 650	Security Governance & Leadership	4
CYB 660	Penetration Testing	4
CYB 670	Cybersecurity Research Seminar	4
CYB 695	Special Topics in Cybersecurity	4
CYB 699	Independent Study in Cybersecurity	1-8
ITM 614	Effective Project Management	4
ITM 615	Business Analytics	4
ITM 619	Enterprise Systems	4
ITM 630	Managing the IT Organization	4

Total Credit Hours: 32-44 plus Qualification Course Requirements Thesis Track

Required MS-CYB courses (12 credit hours)		
CYB 610	Cloud Systems Security	4
CYB 620	Risk Assessment & Contingency Planning	4
CYB 630	Incident Response Management	4
CYB 670	Cybersecurity Research Seminar	4
CYB 675	Cybersecurity Graduate Thesis	6

Elective Courses (12 credit hours) Note: a maximum of two electives may be ITM courses.

CYB 640	Secure Software Design	4
CYB 650	Security Governance & Leadership	4
CYB 660	Penetration Testing	4
CYB 695	Special Topics in Cybersecurity	4
CYB 699	Independent Study in Cybersecurity	1-8
ITM 608	Information Systems and Operations Management	4
ITM 614	Effective Project Management	4
ITM 615	Business Analytics	4
ITM 619	Enterprise Systems	4
ITM 630	Managing the IT Organization	4

Total Credit Hours: 34-44 plus Qualification Course Requirements

Master of Science in Entrepreneurship

The goal of the M.S. in Entrepreneurship program is to build critical entrepreneurial skills. A key feature of the program is the experiential and customized learning approach. Students either work on their own projects throughout the program or team with companies in the Lowth Entrepreneurship Center's Spartan Incubator or Accelerator programs. When students enter the program, a customized approach

to their learning is developed in concert with advising faculty. This program was designed by entrepreneurs for entrepreneurs.

Degree Requirements

Degree Requirement List

Course sequencing must be taken in the order as listed below

ENT 610	Preparing for the Entrepreneurial Journey	4
ENT 620	Creativity and Innovation for Entrepreneurs	4
ENT 630	Selecting and Developing a Business Model	4
ENT 640	New Venture Finance	4
ENT 650	Entrepreneurial Marketing	4
ENT 660	Risk Mitigation and Legal Issues for Entrepreneurs	4
ENT 675	Leading and Managing New Ventures	4
ENT 680	Communicating with Investors and Partners	4

Subtotal: 8

Subtotal: 8

Total Credit Hours: 32

Master of Science in Finance

The Master of Science in Finance prepares students for careers in financial analysis and financial management. Students in this M.S. degree program learn the best practices and current realities of the ever-changing financial industry. The program is focused on rigorous, in-depth analysis of financial information for investment management professionals and corporate decision-makers. It 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. Eight hours of electives allow students flexibility to prepare for careers in corporate finance, banking or other financial services organizations.

Degree Requirements

Business Essentials courses: (12 credit hours)

ACC 500	Essentials of Accounting	2
ECO 500	Foundational Economics for Managers	4
QMB 500	Statistics for Decision Makers	4
FIN 500	Foundations of Finance	2

All Business Essentials requirements must be met prior to taking the MS-FIN core. Please see the Business Essentials section for more information.

Required MS-FIN courses: (24 credit hours)

FIN 611	Financial Management and Strategy	4
FIN 640	Investment Portfolio Management	4
QMB 612	Decision Modeling and Analysis	4

FIN 630	International Finance	4
	Select one of the following:	
FIN 616	Corporate Finance and Valuation	4
FIN 645	Advanced Portfolio Management	4
Elective courses: (12 credit hours)		
FIN 616	Corporate Finance and Valuation	4
FIN 645	Advanced Portfolio Management	4
FIN 650	Venture Capital and Alternative Investments	4
FIN 655	Financial Analysis of Commercial Real Estate with ARGUS	4
FIN 660	Applied Corporate Finance	4
FIN 670	Financial Markets, Institutions and Money	4
FIN 695	Special Topics in Finance	4
FIN 699	Independent Study in Finance	1-4
ITM 615	Business Analytics	4
QMB 660	Advanced Business Forecasting	4
Total Credit Hours: 32-44		

Master of Science in Global Business

The Master of Science in Global Business integrates expertise in functional business areas with a global focus to educate current and future global business managers and leaders. Students combine coursework with a global residency/immersion component to develop an understanding of global strategic issues in an increasingly complex global business environment.

Note: Presently the M.S. in Global Business is open only to students enrolled in the dual degree program at Abu Dhabi University, and is not open to students at the UT Tampa campus.

Degree Requirements

Course sequencing must be taken in the order as listed below

MKT 689	Global Marketing Strategy	4
MGT 689	Cross-Cultural Management and Negotiations	4
ECO 689	Contemporary Global Economic Issues	4
ITM 689	Global Supply Chain Management	4
FIN 689	Global Finance	4
ENT 689	Entrepreneurship in a Global Economy	4
BUS 689	International Residency	4
MGT 691	Strategic Management in a Global Environment	4

Subtotal: 16

Subtotal: 16

Total Credit Hours: 16

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.

Degree Requirements

Business Essentials courses: (14 credits)

ACC 500	Essentials of Accounting	2
FIN 500	Foundations of Finance	2
ECO 500	Foundational Economics for Managers	4
QMB 500	Statistics for Decision Makers	4
MKT 500	Introduction to Marketing	2

All Business Essentials requirements must be met prior to taking the MS-MKT core. Please see the Business Essentials section for more information.

Required MS-MKT courses: (16 credit hours)

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	4

or

MKT 700	Marketing Consulting Seminar	4
---------	------------------------------	---

Elective courses: (14 - 16 credit hours)

MKT 613	Global Marketing	4
---------	------------------	---

MKT 613: May be substituted with an IBS course or international travel course.

Three of the following:

MKT 614	Personal Selling and Sales Management	4
MKT 615	Integrated Marketing Communications	4
MKT 616	Marketing on the Cutting Edge	4
MKT 652	Services Marketing and Management	4
MKT 654	Strategic Brand Management	4
MKT 656	Electronic Marketing Strategy	4
MKT 657	Buyer Behavior	4
MKT 658	Sport Marketing	4
MKT 695	Special Topics in Marketing	1-4
MKT 699	Independent Study in Marketing	1-4
MKT 690	Internship	1-4
ITM 608	Information Systems and Operations Management	4

Total Credit Hours: 30-46

Cybersecurity Certificate

UT's Graduate Certificate in Cybersecurity prepares students for careers in the dynamic cybersecurity industry. This 16 credit hour program develops students' knowledge so they can successfully protect information assets for organizations regardless of industry or business.

The certificate program covers critical topics such as cloud systems security, risk assessment,

contingency planning and incident response management. Students also take an elective in an area such as penetration testing, secure software design, technology governance and security leadership.

Several of the courses are designed to cover the top professional certifications in the industry (e.g., Certified Information System Security Professional). As a benefit of the program, graduates will find themselves well prepared to take many of these certification exams.

Other cybersecurity graduate programs are available. Students may consider a full Master of Science in Cybersecurity or an MBA concentration in cybersecurity.

Prior to enrolling in any cybersecurity (CYB) courses, students must complete the information technology qualification courses (defined below).

Minimum 3 credit hours in each of four topics, undergraduate or graduate:

- *Programming fundamentals*
- *Network or data communications*
- *Information security principles*
- *Database or systems development*

Note: Must earn a "B" or better in these qualification courses. Certain certifications or experience may substitute for these courses.

Certificate Requirements

Required Courses (12 hours)

CYB 610	Cloud Systems Security	4
CYB 620	Risk Assessment & Contingency Planning	4
CYB 630	Incident Response Management	4

One of the following:

CYB 640	Secure Software Design	4
CYB 650	Security Governance & Leadership	4
CYB 660	Penetration Testing	4
CYB 670	Cybersecurity Research Seminar	4
CYB 695	Special Topics in Cybersecurity	4
CYB 699	Independent Study in Cybersecurity	1-8
ITM 608	Information Systems and Operations Management	4
ITM 614	Effective Project Management	4

ITM 615	Business Analytics	4
ITM 619	Enterprise Systems	4
ITM 630	Managing the IT Organization	4
Total Credit Hours:		16

Nonprofit Management Certificate

In the certificate track, students complete the four courses and receive graduate-level credit. Upon completion, students receive a Certificate in Nonprofit Management. Applicants are required to have a four-year undergraduate degree or academic equivalent, or relevant work experience.

Certificate Requirements

Required courses:

ACC 650	Nonprofit Management and Innovation: Managing for Performance	3
MGT 650	Nonprofit Management and Innovation: Thinking Strategically	3
MGT 659	Nonprofit Management and Innovation: Leadership and Innovation	3
MKT 650	Nonprofit Management and Innovation: Marketing, Development and Communications	3

Total Credit Hours: 12

Graduate Study in the College of Natural and Health Sciences

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 and the Master of Science in Exercise and Nutrition Science (M.S.-ENS).

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.

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, placing a priority on

mentoring, interactive and experiential learning, and partnerships with students in scholarship.

The College offers foundational undergraduate and graduate education and professional preparation in order to prepare 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 a cumulative 3.0 GPA to graduate. Additional retention standards may apply for each graduate degree offered by the College (see the respective degree for detailed retention requirements).

Tuition and Graduate Fees

Graduate tuition is \$603 per credit hour for part-time and full-time graduate students. 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 Physician Assistant Medicine

The University of Tampa's Physician Assistant program awards a Master of Physician Assistant Medicine (MPAM) degree. Students will engage in full time study for seven semesters (27 months). The program will follow the traditional medical model of training to include a didactic phase followed by clinical rotations.

Accreditation Information:

- The University of Tampa has applied for Accreditation – Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
- The University of Tampa anticipates matriculating its first class in August 2019, pending achieving Accreditation – Provisional status at the March 2019 ARC-PA meeting.
- Accreditation – Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA standards or when a program holding Accreditation – Provisional status appears to demonstrate continued progress in complying with the standards as it prepares for the graduation of the first class (cohort) of students.
- If The University of Tampa fails to achieve ARC-PA accreditation status, a cohort will not matriculate in August of 2019 and all acceptance fees will be refunded to the student.

General information:

- The admission process is highly competitive. Applications are reviewed relative to their undergraduate intensity of studies, cumulative and pre-requisite GPA, patient care experience, personal narrative, letters of reference and life experiences that indicate maturity and leadership.
 - Personal interviews are offered to the most qualified individuals and are required for admission.
Application/Timeline:
 - Apply through CASPA (Centralized Application Service for Physician Assistants) between May and October 2018.
 - Interview and notification of acceptance between November and December 2018.
Minimum GPA/Academic Standards:
 - Minimum undergraduate GPA: 3.0
 - Minimum pre-requisite GPA: 3.2
Degree Requirements:
 - A completed baccalaureate degree from a regionally accredited institution, or an equivalent institution as determined by The University of Tampa, is required before matriculation into the program.
Pre-Requisites:
 - Students must earn a "C" or better in pre-requisite coursework.
 - Required pre-requisite science courses (must include labs):
 1. Two General Biology with lab
 2. One Microbiology with lab
 3. Two Human Anatomy and Physiology with lab (can be one semester Anatomy and one semester Physiology or combined A&P courses)
 4. Two General Chemistry with lab
 5. One Statistics (not a lab science)
 - Recommended additional courses (prefer lab courses when applicable)
 1. Medical Terminology
 2. Biochemistry
 3. Genetics
 4. Organic Chemistry
 5. Statistics (can be met by completion of educational/psychology or biostatistics)
- Direct Patient Care Experience:
- Direct patient care is not required; however, competitive applicants will have a minimum of 500 hours of hands-on patient care experience.
 - Preference will be given to applicants having experience that require a period of training and results in direct (hands-on) patient care.
PA Observation/Shadowing:

- PA observation/shadowing is required. Though there are no minimum observation hours required, a competitive applicant will have observed a PA for as many hours as necessary to demonstrate that they are knowledgeable of the role of the PA.
Transfer or Advanced Standing:

- Matriculates may not transfer credits or courses from another PA program or school.
- There is no mechanism for entering the program with advanced standing.
- All students **MUST** complete all components of the program as full-time students.

Technical Standards:

PA students must demonstrate the following with or without reasonable accommodation:

- The ability to perform appropriate, effective and complete physical examinations and interventions including the safe and efficient use of equipment and materials; this includes, but is not limited to the ability to convey and set-up equipment for clinical use, to reach in a timely fashion patients in the emergency or operating room setting, to assess their condition, to perform appropriate emergency and standard office procedures, to perform appropriate therapeutic and prophylactic procedures.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds and in stressful and emergency situations; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record physical examination results and a treatment plan clearly and accurately.
- The ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate diagnoses, make therapeutic judgments and to distinguish deviations from the norm.
- The ability to maintain composure and continue to function well during periods of high stress.
- The ability to develop the perseverance, diligence and commitment to complete the PA program as outlined and sequenced.
- The ability to adjust to changing situations and uncertainty in clinical situations.
- The ability to develop and demonstrate foundational professional behaviors, ethics and appropriate demeanor and rapport that are essential for professional education and quality patient care.

Master of Science in Exercise and Nutrition Science

The Master of Science in Exercise and Nutrition Science (MS-ENS) prepares students to work in the sport performance industry, government, business and in education as a practitioner on a professional interdisciplinary team. It is for those individuals seeking a terminal degree as well as those students seeking a strong foundation for further study and research. The program of study provides for three entry points throughout the academic year, and courses are scheduled to provide an efficient timeline to degree completion for full-time students. Students are provided experiential learning opportunities both inside and outside of the classroom and will be prepared for both the Certified Sports Nutritionist (CISSN) and Certified Strength and Conditioning Specialist (CSCS) examinations, the premier certifications in strength and conditioning and sports nutrition, upon graduation if they choose to pursue certification.

Department of Health Sciences and Human Performance

The Department of Health Sciences and Human Performance offers a unique learning environment. The engaged faculty, stimulating coursework and hands-on learning opportunities enable students to be highly competitive in the job market or if pursuing further education in the discipline.

Faculty

Associate Professor Andersen, Chair;
Associate Professors Martinasek, O'Sullivan, Sturgill,
Tamulevicius; Assistant Professor de Souza

Admission Standards

Admission to the program is competitive and requires a baccalaureate degree in a related field, such as health science, nutrition, exercise science or kinesiology from a regionally accredited college or university.

General Admission Requirements

Students may be accepted on a current undergraduate transcript, pending college graduation. All students will be reviewed prior to admission to the program and admitted based on the following criteria:

- Completed application.
- Official transcripts of all previous college work received directly from each institution.
- Two professional reference forms completed by individuals who attest to the applicant's professional background and academic potential.
- Résumé.
- Personal statement.
- Individual interviews are recommended and may be requested.
- Completed bachelor's degree in a related field (health sciences, nutrition, etc).
- Recommended undergraduate GPA of 3.0 or higher.

- Consent to background check if required by a practicum site position.
- Completion of the following pre-requisite courses: Exercise Physiology, Anatomy/Physiology, Exercise Testing and Prescription, Nutrition, Statistics/Research Methods. Only courses with a grade of "C" or better will be accepted.

Students who have not completed pre-requisite coursework will be reviewed and then wait-listed, pending successful completion of pre-requisite coursework.

Non-Degree Seeking Students

Students with a related baccalaureate degree may be permitted to take up to two graduate-level courses upon approval by the program director. Non-degree seeking students are permitted to take classes only on a space-available basis, with priority registration going to current degree seeking 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 MS-ENS 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.

Post-Master's Admission

A student with a previously earned master's degree may apply for admission to the program with the written permission of the program director.

Advising

Each student will be assigned to the program director or one of the program faculty for advising purposes pertaining to class selection and professional guidance. For matters related to registration, withdrawal and other administrative issues, students should contact their advisor in the Office of Graduate and Continuing Studies.

Program and Course Requirements

Satisfactory completion of the MS-ENS curriculum requires a minimum of 33 credit hours of graduate work, a cumulative GPA of 3.0, and no more than one grade of "C". Students who fall below a 3.0 GPA are placed on academic probation and will have an 8 credit probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed from the program. No grade below a "C" will be accepted towards a graduate degree. Students must earn "Satisfactory" in Satisfactory/Unsatisfactory courses. Any course resulting in a second grade of "C", a grade below a "C", or "Unsatisfactory" must be repeated for credit, and any course may be repeated only one time.

A student is allowed seven years from the time graduate work begins, whether at UT or elsewhere, in which to complete the degree. Under certain circumstances, the student, with approval from the program director, may retake outdated courses.

Degree-Requirements

Master of Science in Exercise and Nutrition Course Requirements List

ESC 605	Dimensions of Strength Training	3
ESC 607	Exercise and Nutrition Science Theory	3
ESC 625	Exercise and Nutrition Laboratory Techniques	2
ESC 615	Physiology and Energetics of Exercise	3
ESC 617	Current Perspectives in Exercise Science	3
HSC 608	Research Methods in Health Science	3
HSC 618	Professional Issues and the Practitioner	3
HSC 635	Special Topics in Exercise and Nutrition Science	3
HSC 637	Sports Nutrition	3
HSC 627	Sports Supplements and Ergogenic Aids	3
HSC 690	Practicum	1-3
HSC 699	Comprehensive Exam	1

Subtotal: 33

Comprehensive Examination A written comprehensive examination must be passed by every MS-ENS student to graduate. The exam may be repeated two times. The exam requires students integrate and apply material acquired from all previous courses.

Practicum Component

The practicum component of the degree is offered in the fall term, 12-week summer term, and the spring term depending upon practicum sponsor availability and student schedules. The practicum provides students experiential opportunities outside of the classroom by working with local, regional and national organizations. The 3 credit hour practicum/internship may be undertaken simultaneously with the student's coursework.

Subtotal: 33

Total Credit Hours: 33

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/gerontology or family nurse practitioner. The University of Tampa's nursing programs are accredited by and affiliated with the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Telephone: 404-975-5000; Fax 404-975-5020. Website: www.acenursing.org. The Southern Association of Colleges and Schools accredits the University to award baccalaureate and master's degrees.

Department of Nursing Mission Statement

The primary mission of the Department of Nursing is to offer programs of study in nursing science at the baccalaureate and master's level that prepare graduates as generalists in professional nursing and as nurse practitioners. Through clinically relevant teaching,

learning, and active application of research, students are prepared to practice competently as providers and managers of care, and members of the profession in a complex, diverse and evolving healthcare environment.

The Department of Nursing shares the commitment of the College of Natural and Health Sciences and the University to teaching, research, and service; preparing each student as a life-long learner and as a health professional providing quality, safe, evidence based and compassionate health care to the citizens of Florida, the nation, and the global community.

Faculty

Associate Professor Botwinski, Director/Chair; Professor Collins, BSN Program Director; Associate Professors Berg, Parsons, Stevens, White; Assistant Professor D'Alessandro, Delacroix;; Instructors, Arruda, Wolf, Interim MSN Program Director. Instructional staff: Beltran, Dörner, Franks, Riles, Skills-Sim Lab Director, Pedroff,

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 an institution that is nationally accredited by ACEN, CCNE, or CNEA.
- Current licensure as a registered nurse in the state of Florida.
- Completed application with \$40 nonrefundable fee.
- Official college transcripts.
- Résumé.
- Personal statement.
- Two letters of reference (forms are attached to the application, available at www.ut.edu/msn).
- Completion of a statistics course, an undergraduate nursing research course and an undergraduate nursing leadership course. Only courses with a grade of "B" or better will be accepted. Students must repeat the course for grades below "B."
- Optional: GRE score of 300; 4.0 in analytical writing.

Note: No credits taken more than seven years prior to application will be accepted for transfer credit.

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

For full admission, applicants must have achieved the following:

- Bachelor's degree in nursing
- Florida RN license
- Minimum 3.0 GPA

Pre-MSN Admission*

For pre-MSN admission, applicants must have achieved the following:

- A bachelor's degree in an area other than nursing
- Florida RN license
- Minimum 3.0 GPA
- Four required nursing prerequisites

*Students who have bachelor's degrees in an area other than nursing are admitted as pre-MSN students and are required to take NUR 322, NUR 415, NUR 432 and NUR 422 prior to starting the graduate-level curriculum. These courses can be completed without the GRE because they are undergraduate courses. Only grades of "B" or better will be accepted. Students may complete pre-MSN courses at another university with the program director's permission provided the Pre-MSN Course Approval Form has been completed. 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 are permitted to take classes only 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.

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/gerontology nurse practitioner (AGNP) 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 will 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 student organizations at The University of Tampa, nursing students have access to several professional and honorary organizations. The Student Nurse Association (SNA) participates in planning activities for the department and organizes community activities for students to provide services to underserved populations. MSN students are also encouraged to join the Tampa Bay Advanced Practice Nursing Council (TBAPNC). 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, provides opportunities for scholarships and research grants and promotes scholarly work in the community.

Nursing Student Handbook

More information about the MSN program can be found in the Department of Nursing MSN Student Handbook which can be found on the MSN Student Blackboard site. Policies and procedures in the handbook may exceed those outlined in this catalog. See the handbook for further details.

Program and Course Requirements

Satisfactory completion of the MSN curriculum requires a minimum of 42 (adult/gerontology nurse practitioner) or 49 (family nurse practitioner) credit hours of graduate work.

MSN students must obtain a grade of “B” or higher in NUR 618, NUR 620, NUR 645 and NUR 655 in order to progress in the program. A grade below a “B” in any of these four classes will result in academic dismissal and the student must wait one year before reapplying to the program. No grade below “C” will be accepted toward a graduate degree or certificate completion. MSN/post-MSN students cannot earn more than one grade below a “B.” If they do, they can repeat up to one course, but the original grade will not be removed from their academic record. A second grade below “B,” regardless of grades in repeated courses, will result in academic dismissal. Students may withdraw from one course for academic reasons. Withdrawal from a second course for academic reasons will result in dismissal. Students who receive a grade of “B/C” or less in a practicum course will be required to repeat that course.

A student is allowed seven years from the time graduate work begins, 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.

Degree Requirements

Core nursing courses (applies to both concentrations):

NUR 600	Scholarly and Professional Communication in Nursing	3
NUR 601	Professional Issues and the Nurse Practitioner	3
NUR 618	Advanced Health Assessment and Lab	4
NUR 620	Knowledge Generation and Validation in Advanced Practice	3
NUR 645	Clinical Pharmacology	3
NUR 647	Health Promotion and Disease Prevention for Families and Communities	3
NUR 655	Advanced Pathophysiology	3

Subtotal: 22

NUR 600 may be waived for students who receive a GRE score of 300 and 4.0 or higher on the analytical writing section of the GRE.

Concentration options: Family Nurse Practitioner concentration courses:

NUR 675	Practicum in Adult Primary Care I	4
NUR 676	Practicum in Older Adult Primary Care	4
NUR 677	Clinical Management of the Adult Client	3
NUR 680	Clinical Management of the Older Adult	3
NUR 682	Clinical Management of Women	2
NUR 685	Practicum in Infants, Children and Adolescent Primary Care	4
NUR 686	Practicum in Women's Primary Care	4
NUR 687	Clinical Management of Infants, Children and Adolescents	3

Subtotal: 27

NUR 675, 676, 685, 686: These courses each require a minimum of 224 hours of supervised practicum practice in a designated facility.

Concentration options: Adult/Gerontology Nurse Practitioner concentration courses:

NUR 675	Practicum in Adult Primary Care I	4
NUR 676	Practicum in Older Adult Primary Care	4
NUR 677	Clinical Management of the Adult Client	3
NUR 680	Clinical Management of the Older Adult	3
NUR 682	Clinical Management of Women	2
NUR 686	Practicum in Women's Primary Care	4

Subtotal: 20

NUR 675, NUR 676, NUR 686: These courses each require a minimum of 224 hours of supervised practicum practice in a designated facility.

Subtotal: 42-49

PRACTICUM EXPERIENCES

Practicum experiences are required in all concentrations for the graduate nursing program. For the purpose of

the UT FNP and AGNP practicums, primary care sites are identified as ambulatory sites that see patients with acute and chronic illness. These include family and/or internal medicine practices that do primary care, free clinics, health clinics, public health or rural health clinics. Opportunities in specialty care practice are also available. While, it is the responsibility of the student to secure appropriate practicum experiences, a clinical placement coordinator is available to facilitate the process. Orientation to practicum experiences and responsibilities will be provided prior to starting practicum courses.

Total Credit Hours: 42-49

Graduate Study in the College of Social Sciences, Mathematics and Education

Mission Statement

The College of Social Sciences, Mathematics and Education offers rigorous, high quality graduate curricula in Instructional Design and Technology and Curriculum and Instruction. All programs are designed to prepare students for challenges and opportunities that lie ahead. College faculty are excellent teachers, engaging students in the classroom and beyond. The College continually fosters relationships with governmental, nonprofit and community organizations in the greater Tampa Bay area and elsewhere to provide students with the opportunity to pursue an internship, volunteer or interact with professionals working in their chosen field.

Tuition and Graduate Fees

Graduate tuition is \$603 per credit hour for the following part-time and full-time programs: Master of Science in Instructional Design and Technology (MS-IDT), Master of Education in Curriculum and Instruction (M.Ed.-C&I) and Master of Education in Educational Leadership (M.Ed.-EDL). 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 catalog for additional information on auditing courses).

Graduate Retention Standards

All Department of Education graduate students must have a minimum 3.0 GPA in both their required courses and a cumulative 3.0 GPA to graduate. Students who fall below a 3.0 GPA are placed on probation and will have an 8-credit probationary period in which to raise their grades to a 3.0 GPA. Students failing to do so will be dismissed. M.S. and M.Ed. students are eligible for this opportunity only once throughout their academic program. If a student's GPA falls below 3.0 for a second time, she or he will be dismissed. M.S. and M.Ed. students who fail to earn a "B" or higher in the first 12 credits of graduate work will be dismissed. No

grade below a "C" will be accepted toward a graduate degree.

Advising

Each student will be assigned to a graduate faculty member for advising purposes pertaining to class selection and professional guidance. For matters related to registration, withdrawal and other academic issues, students should contact the education program advisor in the Office of Graduate and Continuing Studies.

Master of Science in Criminology and Criminal Justice

The M.S. in Criminology and Criminal Justice program provides students with the theoretical groundwork, research and statistical skills needed to design and evaluate effective public safety policy and practice. The program prepares students for both practitioner and management careers in the fields of law enforcement, corrections, criminal justice management, parole and probation. In addition, students who wish to continue on to doctoral studies will find that the program's thesis option prepares them well for such a path. For the convenience of the student, courses may be taken in any sequence, with the exception of the thesis, which is taken when a student has completed all required and elective coursework.

General Admission Requirements and Documents

The program welcomes applications from individuals who have strong academic records and interest in criminology and criminal justice. To be accepted, applicants must meet the following requirements:

- Completed application to the University
- \$40 application fee
- Bachelor's degree from a regionally accredited institution
- Official transcripts for all previous college work received directly from each institution
- Writing sample indicating evidence of ability to conduct scholarly research (thesis option applicants)
- Two professional reference forms from academic and professional sources
- Personal statement of educational and/or professional goals
- Personal résumé

Integrated B.S./M.S. Requirements and Documents

The integrated B.S./M.S. allows UT undergraduate criminology and criminal justice students to fulfill requirements of both the undergraduate and graduate degree programs. Students admitted into the integrated program may begin two courses (limited to 4 credits in each semester) from the M.S. program in their last two semesters of undergraduate study. The two courses replace one elective from Category 2 and one elective from Category 3 in the undergraduate program. These courses are applied to coursework within the major in

both the B.S. and M.S. degrees. No graduate-level course can be used to satisfy any undergraduate course that is required in the major. Qualified students enrolled in this option are considered undergraduates until the satisfactory completion of all B.S. requirements. Upon successfully meeting all B.S. requirements, the bachelor's degree is conferred and students are automatically classified as graduate students.

Interested students should apply during their junior year. A conditional acceptance into the program allows students to register for coursework in the M.S. program pending the meeting of all requirements at the start of their senior year. To be accepted, applicants must meet the following requirements:

- Completed Integrated M.S. in Criminology and Criminal Justice application
- Good standing in UT's criminology and criminal justice major
- Minimum overall undergraduate GPA of 3.0 out of a possible 4.0
- Minimum criminology and criminal justice major GPA of 3.25 out of a possible 4.0
- Junior/senior status with at least 24 earned credits in the criminology and criminal justice major
- Two professional reference forms from academic or professional sources
- Writing sample indicating evidence of ability to conduct scholarly research
- Personal statement of educational and/or professional goals

Degree Requirements: Thesis Option

M.S. Curriculum Core Courses

CRM 601	Proseminar in Criminal Justice Issues	4
CRM 603	Criminological Theory	4
CRM 605	Criminal Justice Policy and Program	4
	Evaluation	
CRM 607	Research Design and Methods	4
CRM 609	Statistics for Criminal Justice Research	4
CRM 611	Ethical Issues in Criminal Justice	4
CRM 650	Thesis	4

Subtotal: 28

Electives for the M.S. Program

CRM 613	Policing and Public Policy	4
CRM 615	Corrections and Public Policy	4
CRM 617	Justice, Law and Public Policy	4
CRM 619	Victimology	4
CRM 621	White Collar Crime	4
CRM 623	Comparative Criminal Justice Systems	4

Subtotal: 8

Subtotal: 36

Degree Requirements: Non-Thesis Option

M.S. Curriculum Core Courses

CRM 601	Proseminar in Criminal Justice Issues	4
CRM 603	Criminological Theory	4
CRM 605	Criminal Justice Policy and Program	4

	Evaluation	
CRM 607	Research Design and Methods	4
CRM 609	Statistics for Criminal Justice Research	4
CRM 611	Ethical Issues in Criminal Justice	4

Subtotal: 24

Electives for the M.S. Program

CRM 613	Policing and Public Policy	4
CRM 615	Corrections and Public Policy	4
CRM 617	Justice, Law and Public Policy	4
CRM 619	Victimology	4
CRM 621	White Collar Crime	4
CRM 623	Comparative Criminal Justice Systems	4

Subtotal: 12

Subtotal: 36

Total Credit Hours: 36

Master of Education in Curriculum and Instruction

The Master of Education (M.Ed.) in Curriculum and Instruction 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 must have an undergraduate degree in education or hold a professional or temporary teaching certificate. This program places emphasis on curriculum theory, pedagogy and innovation in education, advocacy, social dimensions of learning and research.

M.Ed. (C & I) Admission Requirements and Documents

The program welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. To be accepted, applicants from outside The University of Tampa must meet the following requirements:

- Completed application for the University
- \$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 in the subject area designated by their intended program.
 - Applicants need to have an overall GPA of 3.0 out of a possible 4.0, or a minimum of 3.0 in the last 60 credit hours of undergraduate study.
 - Undergraduates who are in the process of completing degrees may apply for admission with full acceptance contingent upon completion of a baccalaureate degree.
- Two professional reference forms (PDF)
- Résumé
- Personal statement addressing why they seek a graduate-level degree

Entrance Requirements for M.Ed. applicants from outside The University of Tampa (applicants must meet at least one of the following criteria):

- Bachelor's degree in education
- Hold a Florida Professional Teaching Certificate
- Hold a statement of eligibility for a Florida Professional Teaching Certificate
- Hold a Professional Teaching Certificate in another state
- Hold a temporary Teaching Certificate

Graduate Admission (4+1 Option) for the M.Ed. Requirements and Documents

The 4+1 Option allows a University of Tampa undergraduate Education major to begin two courses (up to 8 credits) from the M.Ed. program in their last two semesters of undergraduate study. To qualify for this option, applicants must meet the following requirements:

- Completed M.Ed. application
- Earned 90 hours in coursework and be enrolled in the Senior 1 or Senior 2 block of education coursework
- Applicants need to have an overall GPA of 3.0 out of a possible 4.0, or a minimum of 3.0 in the last 60 credit hours of undergraduate study.
- Have no Dispositional Rating below a 3.0
Unlike external applicants, 4+1 applications:
- Have their fees waived
- References do not need to be provided
- Transcripts are provided by UT

Transfer Credit Policy

A maximum of 9 credit hours of graduate-level credit taken at other regionally accredited institutions will be evaluated for application toward the M.Ed. degree. Only credits earned with grades of “B” or better will be considered. Coursework completed more than seven years prior to admission will not be applied toward a master’s degree.

Degree Requirements

Electives for the M.Ed. Program

M.Ed. candidates will also choose two graduate electives to complete their degree. Students may take courses listed if prerequisites for the courses are met. Students may take courses not listed with recommendation of the advisor and permission of the department chair.

EDU 617	Technology for Education and Leadership	4
EDU 619	Children's Literature in the Reading Program	4
EDU 624	Public School Law and Professional Ethics	4

EDU 626	Socio-Emotional Learning and Teaching	2-4
EDU 670-679	Special Topics in Education	3
EDU 682	Grant Writing in Education	4

Subtotal: 8

M.Ed. (C & I) Curriculum Core Courses

EDU 601	Curriculum Theory	4
EDU 608	Cross-Cultural Diversity	4
EDU 611	Human Development and Social Dimensions of Learning	4
EDU 612	Pedagogy and Innovation in Education: Models in Teaching	4
EDU 613	Research in Education	4
EDU 616	Social Change and School Reform	4
EDU 622	Applied Philosophy for Curricular Design and Implementation	4

Subtotal: 28

Subtotal: 36

Total Credit Hours: 36

Master of Education in Educational Leadership

In Florida, the path to a position in education administration requires candidates to earn a graduate degree in educational leadership and successfully complete the Florida Educational Leadership Examination (FELE). Accordingly, the program is specifically designed for current in-service teachers who aspire to a position as an assistant principal or educational leader to earn an M.Ed. in Educational Leadership and successfully pass the FELE.

The proposed curriculum is designed around the 10 Florida Principal Leadership standards outlined by the Florida Department of Education and aligned with the Florida Educational Leadership Examination. In addition, each semester includes a 1 credit internship with a coordinating school administrator to allow students to directly experience and apply the standards being taught in class. Accordingly, the entire curriculum consists of 30 credits: 27 classroom credits and 3 internship credits. It is designed to allow a student to take 10 credits per semester (or summer term) and complete their M.Ed. in Educational Leadership in 12 months.

Because the 10 standards in the FELE are discrete skills and units, the curriculum is designed in a similar manner. In other words, there are no prerequisites, and no course specifically builds upon a previous one. Students can be enrolled into the program in the fall, spring or summer sessions. Students will take the courses offered, as well as the 1-credit internship.

M.Ed. in Educational Leadership Admission Requirements and Documents

The program welcomes applications from individuals who have strong academic, school leadership and teaching records and who have experience and interest in educational leadership. To be accepted, applicants

must meet the following requirements:

- Completed application for the University
- \$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 3.0 in the last 60 credit hours of undergraduate study.
NOTE: GPAs below 3.0 will be reviewed for conditional admittance.
- A minimum of at least two years successful teaching experience, reflected in prior teacher evaluation scores or equivalent
- Two letters of recommendation from educational peers or supervisors, one of which is the current or most recent supervisor
- Résumé
- Personal statement addressing why they seek a graduate-level degree

Degree Requirements

M.Ed. (EDL) Curriculum Courses

EDL 601	Instructional Leadership	3
EDL 602	Organizational Leadership, Safety and Decision-Making	3
EDL 603	Human Resources: Recruitment, Development and Retention	3
EDL 604	Curriculum and Achievement	3
EDL 605	School Budgeting and Finance	3
EDL 606	Educational Leadership Internship	3
EDL 607	School Law/Community Relations	3
EDL 608	Data-Driven Leadership	3
EDL 610	Communication and Technology for Leaders	3
EDL 612	Problem-Solving and Visionary Leadership	3

If an M.Ed. (EDL) student has not at the time of program entry met their 60 hour ESOL requirement or has completed a 3 credit ESOL course, then it is incumbent upon the student to complete such a course. The Department of Education offers EDU 640 TESOL to satisfy this requirement.
Subtotal: 30

Master of Science in Instructional Design and Technology

The M.S. in Instructional Design and Technology addresses a growing field in learning and human performance, and provides a multidisciplinary area of study that draws students from many disciplines and backgrounds. Instructional designers understand and utilize technologies as both product (e.g., Web-based courses) and process (e.g., iterative and formative approaches to learner assessment). Given the diverse

career tracks in instructional design, this program offers students the flexibility to customize their course of study based on individual goals and interests. Graduates of the program are well prepared to practice their unique, multidisciplinary profession in a variety of settings, including business, K-12 schools, higher education, government and military, or to pursue doctoral studies. Courses in the M.S. in Instructional Design and Technology program are offered in either face-to-face or hybrid format.

Admission Requirements

To be considered for acceptance into the instructional design and technology program, applicants must meet the following requirements:

- 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 must have an overall GPA of 3.0 out of a possible 4.0, a minimum of 3.0 in the last 60 credit hours of undergraduate study or have successfully completed a master's degree from a regionally accredited institution. **NOTE:** GPAs below 3.0 will be reviewed for conditional admittance.
- Undergraduates who are in the process of completing degrees may apply for admissions with full acceptance contingent upon completion of a baccalaureate degree.
- Two letters of recommendation
- Résumé or curriculum vitae
- Personal statement that at a minimum addresses the following areas:
 - Your reason for pursuing a degree in instructional design and technology
 - How you would describe the field of instructional design and technology
 - The career path you plan to take after completing your degree
- Test of English as a Foreign Language (TOEFL) for applicants whose primary language is not English. Must meet **one** of the minimum requirements listed below:
 - A minimum of 550 on the paper-based exam
 - A minimum of 213 on the computer-based exam
 - A minimum of 80 on the Internet-based exam
 - The IELTS exam may be used instead of the TOEFL exam with a minimum score of 6.5
- The applicant may be asked to participate in an admission interview as part of the admission process.

Degree Requirements

Capstone Requirement

EME 650	Field Internship in Instructional Design and Technology	
---------	---	--

M.S. Curriculum Core Courses

EME 601	Introduction to Instructional Design	4
EME 602	Theories of Learning and Cognition for Instruction	4
EME 603	Inquiry and Measurement	4
EME 610	Trends and Issues in Instructional Design and Technology	4
EME 620	Introduction to Systematic Instructional Design	4
EME 660	Seminar in Instructional Design	2
EME 661	Advanced Seminar in Instructional Design	2

Subtotal: 24

Elective Courses

Students may take courses listed if prerequisites for the courses are met. Students may take courses not listed with recommendation of the advisor and permission of the department chair. IDT students may take elective courses outside the department with recommendation of the advisor and permission of the department chair.

EME 605	Introduction to Distance Learning	4
EME 606	Design of Online Collaborative Learning	4
EME 611	Principles of Learner Motivation	4
EME 612	Media for Instruction	4
EME 613	Open Learning Environments in the 21st Century	3
EME 620	Introduction to Systematic Instructional Design	4
EME 630	Development of Multimedia Instruction	4
EME 640	Introduction to Program Evaluation	4
EME 641	Management of Instructional Development	4
EME 642	Management of Change	4
EME 644	Performance Systems Analysis	4

Subtotal: 12

Subtotal: 36

Total Credit Hours: 36

Continuing Studies

The mission of UT's Continuing Studies program is to extend the resources of the University to non-traditional 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 admissions counselors and academic advisors in the Office of Graduate and Continuing Studies work with a wide range of non-traditional learners to help facilitate degree completion in the shortest possible time, and many of the most sought-after majors can be completed by taking many of the courses in the evening.

Admission Requirements

To be admitted as a part-time student and unless otherwise stated, an applicant must complete an admissions application (available at www.ut.edu/admissions) and fulfill the following requirements:

- Applicants must have 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.
- Applicants must pay a nonrefundable application fee.

Contact admissions at (813) 253-6211 or admissions@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:

- Complete the undergraduate application for admission and select "transient (visiting) student."
- Pay the nonrefundable application fee.
- Provide a copy of transcripts (unofficial transcripts are acceptable).

The University of Tampa gives priority registration to its regularly enrolled students and reserves the right to deny admission or registration to transient students when demand for requested classes exceeds availability or when the University determines the visiting student is not adequately prepared for the requested class. Transient students may take up to 24 credit hours at the University. If a student wishes to continue at the University, she or he must apply as a transfer student to be admitted.

Non-Degree Seeking Students

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. Non-degree seeking students must file an application (available at www.ut.edu/admissions) with a nonrefundable application fee.

Students attending other colleges or universities should follow the procedures for transient students. High school students should 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 individual plan of study (IPS) tuition rate or a reduced audit fee.

Auditing Classes

A student may register as an auditing student by submitting an application form (available at www.ut.edu/admissions) 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 for more information.

Postbaccalaureate Degree Students

In addition to the application form (available at www.ut.edu/admissions) and a nonrefundable application fee, these students must 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 chapter 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 advisor as the student progresses toward graduation. Students with an IPS may be qualified to receive a special tuition rate (see the Tuition and Fees section 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 (available at www.ut.edu/apply) and meeting all academic requirements for admission as a full-time student, including admissions deadlines. Please refer to

appropriate sections of this catalog, including the Costs and Financial Information 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.

Registration Procedures

New part-time students whose assigned academic advisor is in the Office of Graduate and Continuing Studies can register for classes in the following ways:

- In person or over the phone by making an appointment with their assigned advisors.
- Students with a current individual plan of study and the accompanying agreement will be able to expedite registration for their classes in the respective term of their IPS.

Current part-time students must register on SpartanWeb after being cleared for registration by their advisor. New part-time students will be registered in classes by their assigned academic advisor.

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 5 p.m. Monday through Friday (except during the summer, when offices are closed on Friday).

Tuition and Fees

Students qualify for the continuing studies tuition rate as long as they meet the following criteria:

- Remains academically qualified to be enrolled at the University, including at least a 2.0 GPA in all courses taken at UT.
- Has an 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.
- Maintains continuous enrollment* at UT.
- Is seeking a Bachelor of Liberal Studies (BLS) degree or a degree in one of the following majors:
 - Accounting
 - Advertising/Public Relations
 - Allied Health
 - Communication
 - Criminology
 - Cybersecurity
 - English
 - Entrepreneurship
 - Finance
 - Financial Enterprise Systems
 - Graphic Design
 - History

International Business
 Management
 Management Information Systems
 Marketing
 New Media Production
 Political Science
 Psychology
 Public Health
 Sociology
 Sport Management
 Writing
 or one of these certificates:
 post-baccalaureate Certificate in Business
 post-baccalaureate Certificate in Accounting

*Continuous enrollment means registration in classes in each subsequent semester until graduation. Summer class registration is not required, but it is encouraged.

The tuition rate for qualifying part-time students can be found by referring to the section Costs and Financial Information . Part-time students who do not qualify for this rate will be charged at the 1 credit hour rate times the number of credit hours enrolled. Continuing studies students pay one-half the rate per audit hour. Part-time students are assessed a student services fee of \$40 per semester. The University accepts a variety of payment methods and plans.

Financial Aid and Scholarships

Many companies support their 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 the 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.

How to Get Started

- Complete your online application at www.ut.edu/admissions. If you have questions, need assistance, or wish to schedule an appointment call (813) 253-6211 or toll free (888) MINARET 646-2738.
- 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 address below. Correspondence can be sent to:
 Admissions
 The University of Tampa, Box F
 Tampa, FL 33606-1490

Programs and Degree Requirements

Part-time students have a wide array of programs from which to choose. Students should visit 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 Baccalaureate Experience section of the UT Academic Experience chapter in 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 that many of the available programs may 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 cannot complete a degree by only taking daytime 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.

Transfer Credit

Part-time students often have earned credits at another institution and wish to have them applied toward their degree requirements at UT. For policies and procedures regarding the transfer of credits, please see the Transfer Credit Evaluation section of the Academic Policies and Procedures chapter in this catalog.

Advising

Continuing studies students are assigned an academic advisor in the Office of Graduate and Continuing Studies (OGCS) to assist in all aspects of their academic time at the University. A student's assigned academic 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 faculty members for special help or mentoring and more. Additionally, the academic advisor can help the

student apply for prior learning credits. A student may elect to also have a faculty advisor assigned; if this is the case, the student's OGCS academic advisor can assist. The name and contact information of each student's assigned academic advisor is noted on the student's biography page on SpartanWeb.

Individual Plan of Study Agreement

In consultation with an academic advisor, all part-time degree-seeking Continuing Studies students complete an Individual Plan of Study (IPS) in the form of a degree worksheet. The degree worksheet identifies the courses the student must satisfactorily complete to achieve their goal – a University of Tampa degree. This agreement represents a mutual understanding of the best efforts by the student and the University to accomplish this goal in the shortest possible time.

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 that the traditional university degree does not meet their specific needs. The BLS degree offers students 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 following:

- BLS General Curriculum Distribution requirements (38 credit hours).
- Requirements for one of the following: 1) a BLS defined specialization (86 credit hours), or 2) two BLS defined areas of study (43 credit hours for each area).

Special BLS Degree Provisions

- At least 31 credit hours of the last 35 must be earned at the University.
- At least 24 credit hours must be earned in 300-level courses or higher.
- Students in the BLS degree program may not elect a minor.
- General Curriculum Distribution requirements for the BLS degree are specific to this degree and do not apply to other degree programs at the University.
- Courses used to satisfy the General Curriculum Distribution requirements cannot be used to also satisfy requirements of the student's chosen specialization or interdisciplinary areas of study but may be used to satisfy course prerequisites.
- The General Curriculum Distribution requirements need not be completed before the student begins courses in the chosen specialization or areas of study.

- Students must satisfy the University's "writing intensive" requirement. See the UT Academic Experience chapter of this catalog for more details.
- For students pursuing the BLS degree, a special provision allows for credit from experiential learning. In addition to earning credit through testing programs such as CLEP and DANTES, students can earn a maximum of 10 credit hours 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.

Degree Requirements

BLS General Curriculum Distribution Requirements (GCDR)

AWR 101	Writing and Inquiry	4
AWR 201	Writing and Research	4

One of the following:

PHL 201	Logic	4
PHL 212	Critical Thinking	4
MAT 155	Finite Mathematics for Liberal Arts	4
MAT 160	College Algebra	4

A higher level math course may also apply, except MAT 201 Introduction to Statistics, which is not accepted in the GCDR.

One of the following

SPE 200	Oral Communication	4
SPE 208	Speech for Business and the Professions	4

Liberal Studies courses: (22 credit hours)

Humanities/Fine Arts	4
Natural Sciences	3
Social Sciences	4
Art/Aesthetic	3
International Studies	8

Humanities/Fine Arts: any course so designated; studio courses are limited to 2 credit hours

Natural Sciences: any course, with or without a laboratory, designated BIO, PHY or CHE

Social Sciences, Art/Aesthetic: any course so designated

International Studies: any courses designated IG or NW

In addition to completing the GCDR, the student must select and complete the requirements of one of the following degree options:

- Specialized BLS
- Interdisciplinary BLS

Specialized BLS

A specialized BLS degree (sBLS) requires students to meet all the requirements of their chosen specialization. Specializations the student may select from are as follows:

- Humanities
- Social Science
- Community Wellness
- Instructional Support
- Public Information
- Community Safety

Students must earn at least 42 credit hours in the field of specialization, and at least 15 of those credits must be earned at the University. Courses used to satisfy the General Curriculum Distribution requirements may not be used to also satisfy requirements of any specialization.

Elective credit hours may be from any discipline the student chooses unless otherwise specified. All course pre- and corequisites must be met unless otherwise waived.

Of the total credits for the sBLS, at least 24 must be earned from 300-level courses or higher. Among specialization courses, at least 16 must be earned from 300-level courses or higher.

Humanities

The humanities specialization is designed for students who want to combine a variety of humanities courses into a cohesive degree. To meet the requirements for the humanities specialization, students must satisfactorily complete 86 credit hours, including:

- A minimum of 42 credit hours in the specialization, consisting of any of the following disciplines:
 English (ENG), Journalism (JOU) and/or Literature (LIT)
 Language (any of the languages)
 Philosophy (PHL) and/or Religion (REL)
 Communication (COM) (courses designated “Humanities” only)
 Writing (WRI)

At least 20 of the specialization credit hours must be in one of the above disciplines.

At least 15 of the specialization credit hours must be earned at the University.

At least 16 of the specialization credit hours must be earned in courses at the 300-level or higher.

- 44 credit hours may be earned through electives of the student’s choosing.

Social Science

The social science specialization is designed for students who want to combine a variety of social sciences courses into a cohesive degree. To meet the requirements for the social science specialization, students must satisfactorily complete 86 credit hours, including:

A minimum of 42 credit hours in the specialization, consisting of any of the following disciplines:

- History (HIS)
- Psychology (PSY)
- Criminology (CRM)
- Communication (COM) (courses designated “Social Science” only)
- Sociology (SOC)
- Political Science (PSC) and/or Urban Studies (UST)
- Economics (ECO)

At least 15 of the specialization credit hours must be earned at the University.

At least 16 of the specialization credit hours must be earned in courses at the 300-level or higher.

- 44 credit hours may be earned through electives of the student’s choosing.

Community Wellness

The community wellness specialization is designed for the student who works in or wants to work as a support person in a community health setting, and who desires to combine select courses from a variety of related disciplines into a cohesive degree. To meet the requirements for the community wellness specialization, students must satisfactorily complete 86 credit hours, including:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

BIO 124	Biological Science	3
	or	
BIO 183	Microbiology for the Allied Health Sciences	3
PSY 200	General Psychology	4
SOC 100	Introduction to Sociology	4

Required in the specialization:

HSC 100	Personal and Family Health	3
HSC 130	Medical Terminology	3
ESC 150	Comprehensive First Aid/CPR/AED	2
HSC 203	Nutrition	3
HSC 220	Functional Anatomy	3

At least two 200-level or higher psychology (PSY) courses of the student’s choosing (8)

SOC 202	Marriages and Families	4
SOC 302	Sociology of Aging	4
SOC 307	Families in Global Perspective	4

One of the following:

SOC 306	Racial and Ethnic Relations	4
SOC 313	Social Stratification	4
SOC 320	Sociology of Gender	4
HIS 325	Narcotic Drugs and Modern Society	4

One of the following:

HIS 212	Witchcraft and Magic in the Early Modern Atlantic World	4
HIS 215	Women in American History	4

(An alternative HIS course may be used if previously approved).

At least 15 of the above credit hours must be earned at the University.

At least 16 of the above credit hours must be earned in courses at the 300-level or higher.

- 43 credit hours may be earned through electives of the student's choosing.

Instructional Support

The instructional support specialization is designed for the student who works in or wants to work in an educational support capacity that does not require certification, and who desires to combine select courses from several related disciplines into a cohesive degree. To meet the requirements for the instructional support specialization, students must satisfactorily complete 86 credit hours, including:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

PSY 200	General Psychology	4
SOC 100	Introduction to Sociology	4
MAT 155	Finite Mathematics for Liberal Arts	4
	or	
MAT 160	College Algebra	4

(A 4 credit hour math course higher than MAT 160 may be substituted)

Required in the specialization:

EDU 200	Foundations of American Education	4
EDU 210	Technology in Education I	2
EDU 212	Human Exceptionalities	4
EDU 206	Human Development and Learning	4
EDU 209	Cross-Cultural Comparative Research: Perspectives in International Education	4
WRI	Writing course	4
	Art/Aesthetic courses	5
SOC 245	Individual and Society	4

One of the following:

SOC 306	Racial and Ethnic Relations	4
SOC 313	Social Stratification	4
SOC 320	Sociology of Gender	4
ENG or LIT	English or literature courses	8

At least 15 of the above credit hours must be earned at the University.

At least 16 of the above credit hours must be earned in courses at the 300-level or higher.

- 44 credit hours may be earned through electives of the student's choosing.

Public Information

The public information specialization is designed for the student who works in or wants to work as a communication specialist, most likely for a public or nonprofit agency, and who desires to combine select courses from a variety of related disciplines into a cohesive degree. To meet the requirements for the

public information specialization, students must satisfactorily complete 86 credit hours, including:

Degree Requirements

A minimum of 46 credit hours in the specialization, consisting of:

COM 224	Mass Media and Society	4
COM 225	Media Writing	4
COM 232	Visual Literacy	4
COM 384	Writing for Public Relations	4
THR 204	Acting I for Non-Majors	3

At least 15 credit hours in English (ENG), literature (LIT) and/or writing (WRI) courses.

THR 204: or an equivalent or higher theatre performance course

At least one of the following courses:

PSC 326	Political Campaigns and Electoral Politics	4
PSC 426	Public Opinion	4

(or a 4 credit hour PSC course as approved)

At least 8 credit hours in art (ART) or other communication (COM) courses

Studio/performance courses are accepted.

At least 15 of the above credit hours must be earned at the University.

At least 16 of the above credit hours must be earned in courses at the 300-level or higher.

Electives of the student's choosing must be in ART, COM, ENG, LIT, WRI, any language course, SOC, HIS, and/or GWA.

Community Safety

The community safety specialization is designed for the student who works in or wants to work in a public safety agency and desires to combine select courses from a variety of related disciplines into a cohesive degree. To meet the requirements for the community safety specialization, students must satisfactorily complete 86 credit hours, including:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

PSY 200	General Psychology	4
SOC 100	Introduction to Sociology	4

A minimum of 46 credit hours in the specialization, consisting of:

CRM 101	Introduction to Criminology	4
CRM 102	Introduction to Criminal Justice	4
CRM 200	Law Enforcement	4
CRM 300	Victimology	4
LJA 204	Introduction to Law and the Legal System	4

HIS 325	Narcotic Drugs and Modern Society	4
HSC 250	Emergency Medical Response	3

	or	
PHL 202	Ethics	4

At least one of the following courses:

PSC 403	U.S. National Security Policy	4
---------	-------------------------------	---

3 elective credit hours (in addition to the above course) in health science (HSC)

At least one of the following:

SOC 310	Applied Sociology	4
SOC 302	Sociology of Aging	4
SOC 313	Social Stratification	4
SOC 320	Sociology of Gender	4
SOC 306	Racial and Ethnic Relations	4
PSC 401	Public Policy Analysis	4

At least 15 of the above credit hours must be earned at the University.

At least 16 of the above credit hours must be earned in courses at the 300-level or higher.

- 40 credit hours may be earned through electives of the student's choosing.

Interdisciplinary BLS

The interdisciplinary BLS (iBLS) degree provides students with the opportunity to combine two areas of study to structure a degree that satisfies their unique needs. Areas of study students may select from are as follows:

- Applied Arts
- Communication Practices
- Commercial Operations
- Community Affairs
- Safety and Security
- Personal Fitness
- Sustainability

Student must select and complete the requirements for two areas of study.

- Each area of study requires no less than 43 credit hours in the area of study (for a total of at least 86 credit hours when combining the two chosen areas of study).
- If elective credit hours are provided for in the area of study, those electives may be from any discipline unless otherwise specified.
- A course may be applied to meet the requirements for only one area of study.
- When combining the two selected areas of study, the student must do the following:

Successfully complete at least 31 credit hours at the University.

Earn at least 24 credit hours from 300-level courses or higher.

- All course pre- and corequisites must be met unless otherwise waived.

Applied Arts

The applied arts area of study focuses on the arts disciplines as a complement to another area of study for students seeking a well-blended interdisciplinary program with a strong arts component. To meet the

requirements for the applied arts area of study, students must satisfactorily complete:

- At least 43 credit hours from a combination of courses in the following disciplines: art (ART), music (MUS), theatre (THR), dance (DAN)
At least 16 of the credit hours must be in one of the above disciplines.

At least 8 credit hours must be earned from non-studio courses.

400-level special problems ART courses are not accepted.

MUS courses designated "for performing arts majors only" are not accepted.

MUS 108 Introduction to Recording and Electronic Music and MUS 109 Recording and Synthesis Techniques are not accepted.

THR courses designated "for THR majors only" are not accepted.

Communication Practices

The communication practices area of study focuses on practical communication tools and methods as a complement to another area of study for students seeking a well-blended interdisciplinary program with a practical communication component.

Degree Requirements

To meet the requirements for the communication practices area of study, students must satisfactorily complete at least 43 credit hours, including:

COM 224	Mass Media and Society	4
COM 225	Media Writing	4
	or	
COM 226	Introduction to Scriptwriting for Motion Pictures and Television	4
COM 232	Visual Literacy	4

At least 20 credit hours in additional communication (COM) courses

At least one of the courses (4 credit hours) must be from the following list:

COM 325	Writing for Broadcast News	4
COM 340	Screenwriting I	4
COM 346	Writing for Interactive Media	4
COM 348	Writing the Situation Comedy	4
COM 383	Writing for Advertising	4
COM 384	Writing for Public Relations	4

Electives must be in one or more of the following: English (ENG), Literature (LIT), Journalism (JOU), Writing (WRI), any language course.

Commercial Operations

This area of study focuses on the business disciplines as a complement to another area of study for students seeking a well-blended interdisciplinary program with a basic, general business component. To meet the requirements for the commercial operations area of study, the student must satisfactorily complete:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

SPE 208	Speech for Business and the Professions	4
---------	---	---

MAT 160	College Algebra	4
---------	-----------------	---

At least 43 credit hours, including:

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	4
---------	------------------------------	---

ECO 205	Principles of Macroeconomics	4
---------	------------------------------	---

QMB 210	Business Statistics and Analytics	4
---------	-----------------------------------	---

ITM 220	Management Information Systems	4
---------	--------------------------------	---

Upon completion of the above courses, students must take two of the following:

MGT 330	Principles of Management	4
---------	--------------------------	---

MKT 300	Principles of Marketing	4
---------	-------------------------	---

FIN 310	Financial Management	4
---------	----------------------	---

ECO 204, 205: These courses are taught outside the College of Business for AACSB accreditation purposes.

Electives must be in one or more of the following: accounting (ACC), management (MGT), marketing (MKT), finance (FIN), information technology management (ITM).

Community Affairs

The community affairs area of study focuses on the social disciplines as a complement to another area of study for students seeking a well-blended interdisciplinary program with a local community affairs component. To meet the requirements for the community affairs area of study, students must satisfactorily complete:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

SOC 100	Introduction to Sociology	4
---------	---------------------------	---

At least 43 credit hours, including:

PSC 100	Introduction to Government and World Affairs	4
---------	--	---

PSC 101	Introduction to American Government	4
---------	-------------------------------------	---

Two additional PSC courses as approved (8 credit hours)

Two courses of America history (8 credit hours)

Electives must be earned in one or more of the following: political science (PSC), history (HIS), sociology (SOC), urban studies (UST), women's studies (WST), philosophy (PHL).

Safety and Security

The safety and security area of study focuses on the disciplines related to local community safety and security as a complement to another area of study for students seeking a well-blended interdisciplinary

program with a foundation in community safety and security. To meet the requirements for the safety and security area of study, students must satisfactorily complete:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

PSY 200	General Psychology	4
---------	--------------------	---

At least 43 credit hours, including:

CRM 101	Introduction to Criminology	4
---------	-----------------------------	---

CRM 102	Introduction to Criminal Justice	4
---------	----------------------------------	---

CRM 200	Law Enforcement	4
---------	-----------------	---

LJA 204	Introduction to Law and the Legal System	4
---------	--	---

HSC 250	Emergency Medical Response	3
---------	----------------------------	---

8 hours of additional CRM courses

At least one of the following courses (4 credit hours):

HIS 325	Narcotic Drugs and Modern Society	4
---------	-----------------------------------	---

HIS 212	Witchcraft and Magic in the Early Modern Atlantic World	4
---------	---	---

PSC 403	U.S. National Security Policy	4
---------	-------------------------------	---

Electives must be earned in one or more of the following: criminology (CRM), psychology (PSY), political science (PSC), health science (HSC), philosophy (PHL).

Personal Fitness

The personal fitness area of study focuses on the health and fitness disciplines as a complement to another area of study for students seeking a well-blended interdisciplinary program with a basic foundation in human fitness. To meet the requirements for the personal fitness area of study, student must satisfactorily complete:

Degree Requirements

At least 43 credit hours, including:

HSC 100	Personal and Family Health	3
---------	----------------------------	---

HSC 130	Medical Terminology	3
---------	---------------------	---

ESC 150	Comprehensive First Aid/CPR/AED	2
---------	---------------------------------	---

HSC 203	Nutrition	3
---------	-----------	---

HSC 220	Functional Anatomy	3
---------	--------------------	---

ESC 110	Introduction to Exercise Science and Sport Studies	2
---------	--	---

At least 12 credit hours in exercise science (ESC), excluding ESC 110

Electives must be earned in one or more of the following: exercise science (ESC), health science (HSC), education (EDU), psychology (PSY).

Sustainability

The sustainability area of study focuses on the disciplines related to sustainability as a complement to another area of study for students seeking a well-blended interdisciplinary program with a demand management and resource productivity component. To meet the requirements for the sustainability area of study, students must satisfactorily complete:

Degree Requirements

As part of the General Curriculum Distribution requirements (hours count to fulfill the GCDR but not the specialization):

ENS 112	Environmental Science	3-4*
	or	
ENS 137	Sustainability in Cities	3
PHL 212	Critical Thinking	4
At least 43 credit hours, including:		
GEO 205	Principles of Resource Utilization	4
PSC 426	Public Opinion	4
ECO 205	Principles of Macroeconomics	4
PHL 202	Ethics	4
	or	
PHL 208	Business Ethics	4
	or	
PHL 209	Biomedical Ethics	4
	or	
PHL 210	Environmental Ethics	4

Electives must be earned in one or more of the following: public policy, political science, law, management, organizational behavior, ethics/social responsibility, economics, environmental science and/or urban studies.

Summer and Winter Intersession Study

The University offers seven summer terms of varying length and a two-week winter intersession . These terms 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 students may take more than one course per term and/or take courses in more than one summer term. On-campus housing is available during summer terms (see www.ut.edu/summer).

The May Term is an accelerated two-week term that starts immediately after the spring semester and concludes prior to the start of the first six-week summer term. There are two six-week summer terms; the first one starts in May and the second starts in July. Students may take up to 9 credit hours in each of these six-week summer term. A 12-week term runs concurrently with the two six-week terms. This schedule provides for a high degree of flexibility for full-time and part-time students with other summer obligations.

The Winter Intersession is an accelerated two-week term prior to the spring semester in which high-demand graduate and undergraduate core and elective courses are offered. New students are not admitted at Winter Intersession.

STEP UP, the University’s comprehensive, focused program for students desiring to improve their academic performance, is also available in the summer (see www.ut.edu/STEPUP for program details).

Students from other colleges and universities are welcome at 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

A searchable schedule of summer courses is found at www.ut.edu/schedule. Course offerings vary for each term and are listed by summer term:

- May Term (two-week term)
- Summer Executive MBA (graduate business cohort only)
- Summer Session I (first six-week term)
- Summer Session II (second six-week term)
- Summer 12-week Session
- Summer Graduate Education (graduate classes only)
- Nonprofit Summer (graduate classes only)

Regularly enrolled UT students may register for summer classes at any time after registration opens in late February; advisor check-off is not required. Individuals not already admitted to The University of Tampa must first complete the admissions application, found at spartanweb.ut.edu/utadmapp. Any student wishing to transfer credits taken at The University of Tampa to another institution should enroll as a transient student. For additional information on summer courses and programs please contact the Office of Graduate and Continuing Studies at (813) 257-1713 or summer@ut.edu.

See the Dropping Courses, Withdrawals and Refunds section in the Costs and Financial Information chapter of this catalog for May Term, Summer Terms and Winter Intersession policies.

Military Science

The Department of Military Science and Leadership at The University of Tampa offers the U.S. Army Reserve Officers' Training Corps (ROTC) 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 12-16 credit 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)

Faculty: Professor of Military Science LTC Scott Greco; Senior Military Instructor MSG Donnie Workman; Assistant Professor of Military Science MAJ Matthew Mobley; Recruiting Officer Mr. Nick Braden; Human Resources Mr. Jose Ramirez; Logistics Ms. Angie Suarez.

The Department of Military Science and Leadership offers a progressive program that 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 allow for out-of-classroom learning.

With this initial exposure, students 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.

Cadet Initial Entry Training

Army ROTC Cadet Initial Entry Training (CIET), conducted during the summer session, is a challenging four-week 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 and leadership, 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 CIET 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 two-year scholarships upon graduation from CIET.

Advanced Course

Upon completion of the Basic Course or Cadet Initial Entry Training (CIET), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions and practicing traits considered essential in leaders. 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 leaders of character for the Total Army.

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 Advanced Course students must attend the Cadet Leader Course (CLC), 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 they cover the costs of tuition, fees and a flat-rate book allowance (of \$600 per semester) plus a monthly subsistence allowance of \$300 for freshmen, \$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.

Contact the Army ROTC Department at (813) 258-7200 for additional information. Active Duty enlisted personnel are encouraged to contact this office or their education office at their military installation for information regarding enlisted commissioning programs.

Naval Science (Naval ROTC)

Faculty: Professor CAPT Ipock, USN; Assistant Professors LtCol Walters, USMC USN; Capt. Thomas, USMC, LT Diehl USN; LT Peters USN.

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, 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 three programs: (1) the Navy-Marine Corps Four-Year Scholarship Program, (2) the Navy-Marine Corps College Program, (3) the Two-Year and Three-Year NROTC Scholarship Program. Students may be selected from any major, but 85 percent of scholarships are awarded to those in technical majors. (Visit

www.nrotc.navy.mil/scholarships.html to learn more.)

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 U.S. citizens. Students are selected on their own merit to become officers in the United States Navy or 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 of high school. Each year, 10 professor of naval science scholarships are available through a competitive selection process to African American 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 coursework 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 receives a commission as ensign in the U.S. Navy or second lieutenant in the U.S. Marine Corps and serves on active duty for a minimum of four to five 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 acquires a military service obligation only after entering the Advanced Course at the beginning of the junior year.

Although there are no restrictions on the major students may choose, 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. Upon graduation and successful completion of the naval science curriculum, the student receives a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serves on active duty for a minimum of three years.

Two-Year and Three-Year NROTC Scholarship Program — The USF NROTC offers a two-year or three-year national 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 freshman or sophomore year by May 31 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.

Students must also include in their program certain Navy-specified courses and a program of courses in naval science. Upon graduation and successful completion of the naval science curriculum, the student receives a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serves on active duty for a minimum of three years.

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 receives a commission as an ensign in the U.S. Navy or a second lieutenant in the U.S. Marine Corps and serves 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 receives 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 is performed aboard operational ships of the U.S. Fleet. During the third summer, candidates for U.S. Navy commissions perform training aboard operational ships or aviation squadrons as junior officers. 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 approximately \$365 per month is paid to every participating student. The rising first class Marine Option midshipmen attend "Bull Dog" 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 mentally, morally and physically prepare midshipmen for appointment to commissioned grade. 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.

Naval Science

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.

Degree Requirements

Freshman Year

NAV 1140 Seapower and Maritime Affairs 3

Sophomore Year

NAV 2231 Principles of Naval Management I (Leadership and Management) 3

NAV 2212C Navigation/Naval Operations I: Navigation 3

NAV 2220 Evolution of Warfare 3

MAT 260 Calculus I 4

MAT 261 Calculus II 4

Engineering Calculus 4

Junior Year

NAV 2121 Naval Ships Systems I 3

NAV 3123 Naval Ships Systems II 3

PHY 200 General Physics I 4

PHY 201 General Physics II 4

Senior Year

NAV 3214C Navigation/Naval Operations II: Seamanship and Ship Operations 3

NAV 4232 Principles of Naval Management II (Leadership and Ethics) 3

NAV 4224 Amphibious Warfare 3

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; 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 programs.

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 bi-weekly 1.5 hour laboratory covering professional and military subject matter. Attendance is mandatory for all NROTC.

For more information about the Naval ROTC program, go to web.usf.edu/nrotc, email naval@nrotc.usf.edu or call (813) 974-4789.

Department of Aerospace Studies (AFROTC)

Faculty: Professor (USF) Cardoso; Assistant Professors (USF) Blanchard, Reimer and Beck.

The Air Force Reserve Officers' Training Corps (AFROTC) is offered under an intercampus agreement with the University of South Florida. All courses and the Leadership Lab are taught at USF. Registration for all courses is through The University of Tampa, and UT grants course credit.

The curriculum includes 12-16 credit hours of instruction by Air Force officers over a three- to four-year period. A student who completes the AFROTC program receives an Air Force commission as a second lieutenant and a position in the active-duty Air Force at a starting salary of approximately \$45,000 per year, not including basic allowance for housing.

AFROTC is offered as either a three- to four-year program. The four-year program normally requires students to successfully complete all degree requirements for a bachelor's degree, 16 credit hours of AFROTC classes and a four-week field-training encampment between the sophomore and junior years. The three-year program gives students who do not enroll in AFROTC during their freshman year the opportunity to take AFROTC. Cadets attend a four-week field-training encampment in the summer prior to entering the junior class.

ROTC cadets take a 1.8-hour noncredit 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 and are eligible to pursue commissions, as determined by the professor of aerospace studies.

AFROTC three- and two-year scholarships are available for eligible college applicants. Four-year scholarships are available to highly qualified high school students who complete the scholarship application process during their senior year of high school. Depending on student qualifications, these scholarships pay tuition, most fees and a book allowance. Additionally, a scholarship student receives a monthly tax-free stipend. Those interested in more information about scholarship criteria should contact the USF AFROTC department at (813) 974-3367.

A new student to this program must complete a pre-screening process in addition to a paperwork session the semester prior to enrolling in Air Force ROTC classes. Contact the Air Force ROTC Department at (813) 974-3367 for additional information including the pre-screening process and paperwork session dates. Active-duty enlisted personnel are encouraged to contact the education office at their military installation for information regarding enlisted commissioning programs.

Aerospace Studies

Degree Requirements

Students seeking a minor in aerospace studies must complete 16 credit hours of study.

AFR 3220	Air Force Leadership and Management Part I	3
AFR 3231	Air Force Leadership and Management Part II	3
AFR 4201	National Security Affairs and Preparation for Active Duty Part I	3
AFR 4211	National Security Affairs and Preparation for Active Duty Part II	3

The remaining hours of study must be a combination of 4 credit hours from any of the following courses:

AFR 1101	Foundations of the United States Air Force Part I	1
AFR 1120	Foundations of the United States Air Force Part II	1
AFR 2130	The Evolution of USAF Aerospace Power Part I	1
AFR 2140	The Evolution of USAF Aerospace Power Part II	1
MSL 101	Leadership and Personal Development	2
MSL 102	Introduction to the Profession of Arms	2
MSL 201	Leadership and Decision Making	2
MSL 202	Army Doctrine and Team Development	2
MSL 203	American Military History	4
MSL 210	Basic Leadership Laboratory	3
MSL 301	Training Management and the Warfighting Functions	3
MSL 302	Applied Leadership in Small Unit Operations	3
MSL 401	The Army Officer	3
MSL 402	Company Grade Leadership	3
HIS 225	The Age of the Civil War	4
HIS 296	America and Vietnam	4
HIS 300	The Modern Middle East and North Africa	4
HIS 413	The Era of World War I	4
HIS 414	The Era of World War II	4
MGT 330	Principles of Management	4
MGT 340	Human Resource Management	4

Additional requirements: In order for the student to enter the program, a minimum HS CGPA of 3.0 or college CGPA of 2.5 along with a SAT of 1050 or ACT of 22 are required. Grades less than "C/D" or "S" from other institutions will not be accepted. Students may not 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 week term of evaluation under the guidance of Air Force staff. This requires selection and permission of the professor of aerospace studies.

Total Credit Hours: 16

The UT Academic Experience

The UT Academic Experience defines the total academic life of students at The University of Tampa. Students pursue an integrated core program, the Baccalaureate Experience, 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 this broad-based educational approach, which fosters a lifetime of exploration, discovery and growth.

With the exception of candidates for the BLS degree, all University of Tampa students complete the Baccalaureate Experience. (BLS candidates complete the General Curriculum Distribution requirements instead; please see the Office of Graduate and Continuing Studies section for details.)

Some Baccalaureate Experience coursework must be completed in the first year, while other requirements must be satisfied within the first two years of study. Please see the Two-Year Learning Community section for details.

The University of Tampa faculty, who determine curricular content and define the course of study, have designed the Baccalaureate Experience so that each undergraduate is ensured a complete and comprehensive liberal arts foundation upon which to build major and minor areas of study. This foundation 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 of the Baccalaureate Experience:

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

In addition to the Baccalaureate Experience, 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 advisor or the 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 have been earned above and beyond the credit that will apply toward the primary major; credit hours that count in the primary major may not be counted in the second major. A minor will be noted only if additional coursework is required outside 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.

The number of credit 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 sections for the 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 credit hours of the undergraduate major, exclusive of internship work, must be earned at The University of Tampa.

Undergraduate Degree Requirements

Bachelor of Arts

Students majoring in advertising and public relations, applied dance, art (art therapy), biology, biochemistry, chemistry, communication, economics, English, film and media arts, history, international studies, journalism, music, new media production, philosophy, political science, psychology, sociology, Spanish, theatre or writing will be awarded the Bachelor of Arts degree. This degree requires a minimum of 124 credit hours, including the Baccalaureate Experience, all major requirements and electives.

Bachelor of Fine Arts

Students majoring in studio art, digital arts, graphic design or musical theatre will be awarded the Bachelor of Fine Arts degree. This degree requires a minimum of 124 credit 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 credit hours for the music education concentration (including certification, concentration, Baccalaureate Experience and elective requirements) or 124 credit hours for the studio performance concentration (including concentration, Baccalaureate Experience and electives).

Bachelor of Science

Students majoring in accounting, allied health, biochemistry, biology, business information technology, chemistry, chemistry with biochemistry concentration, criminology, cybersecurity, economics, elementary education, entrepreneurship, environmental science, finance, financial enterprise systems, forensic science, human performance, international business/accounting, international business/economics, international business/entrepreneurship, international business/finance, international business/management, international business/management information systems, international business/marketing, management, management information systems, marine science (biology or chemistry), marketing, mathematical programming, mathematics, physical education (K–12), physics, 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 credit hours, including the Baccalaureate Experience, all major requirements and electives.

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 credit 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 degree requires 125 credit hours, including the Baccalaureate Experience, all major requirements and electives, as well as clinical 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 section of this catalog. This degree requires a minimum of 124 credit 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 (MBA); Master of Fine Arts in Creative Writing (MFA); Master of Science in Accounting (MS-ACC); Master of Science in Instructional Design and Technology (MS-IDT); Master of Science in Entrepreneurship (MS-ENT); Master of Science in Exercise and Nutrition Science (MS-ENS); Master of Science in Finance (MS-FIN); Master of Science in Marketing (MS-MKT); Master of Education in Curriculum and Instruction (M.Ed.); Master of Education in Educational Leadership (M.Ed.); and Master of Science in Nursing (MSN). See the Office of Graduate and Continuing Studies section for degree requirements.

Second Baccalaureate Degree

Students interested in obtaining a second bachelor's degree after they have already completed a Bachelor's degree, or currently enrolled students interested in earning two Bachelor's degrees concurrently must follow the stipulations described below. In the case of two Bachelor's degrees, the degrees can be of the same type (e.g., both Bachelor of Science degrees with different majors) or the degrees can be different, for example, the first one a Bachelor of Arts and the second Bachelor of Science.

Post Baccalaureate Degree:

Students who have 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 credit hours 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 Bachelor's degree. The student must take all 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 credit hours, elective courses must be taken to complete this requirement.

Second Bachelor's degree (Continuing University of

Tampa Students):

Continuing students at The University of Tampa may receive two baccalaureate degrees concurrently provided they meet University graduation requirements for both degrees. In addition to the minimum 124 semester credit hours that apply toward the first degree, the student must also earn at least a minimum of 31 semester credit hours in UT undergraduate courses that will apply toward the second degree for a total of 155 credits. The student will need to formally declare the each degree separately. Both degrees will be awarded in the same term.

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 Academic Policies and Procedures chapter of this catalog.

Minors

The student may also, if desired, complete the requirements for a minor(s). A minor will be noted only if additional coursework is required outside 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. The number of credit hours required for undergraduate majors and minors will depend on the fields of concentration, but may not be fewer than 15 for a minor. Requirements for specific majors and minors are found within the sections for the 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.

Baccalaureate Experience

The University of Tampa requires that each undergraduate student, except those pursuing the Bachelor of Liberal Studies (see Office of Graduate and Continuing Studies for BLS requirements) complete the comprehensive liberal arts curriculum outlined below in concert with his or her own major area of study. More detailed explanations of many of the requirements follow this summary.

Summary of the Baccalaureate Experience Requirements

A. Two-Year Learning Community	13–14 total credits
AWR 101	4
AWR 201	4

MAT 155 , MAT 160 or higher (except for MAT 180 and MAT 201)	4
BAC 100	0
BAC 101 and BAC 102 (first-year students only); HON 101 and HON 102 (first-year Honors Program students only), BAC 104 (veterans only), BAC 105 (first-year Spartans Abroad students only)	1 or 2
B. Natural Science Component (NS)	6 total credits
Biological Science	3
Physical/Chemical Science	3
C. Humanities/Fine Arts Component (HFA)	11 total credits
D. Social Science Component (SS)	11 total credits
E. Art/Aesthetic (A)	3 total credits
F. Non-Western and International/Global Awareness (NW/IG)	9 total credits
Writing Intensive requirement (W)	9 total credits

Detailed Explanation of Baccalaureate Experience Requirements

A. Two-Year Learning Community Academic Writing Requirement

- Students are required to complete AWR 101 and AWR 201 or their equivalents as part of the Baccalaureate Experience. As a rule, first-year and transfer students who do not already have credit for AWR 101 will be placed in AWR 101 in their first year. 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 AWR 101 will be required to complete AWR 100 successfully before enrolling in AWR 101. Regardless of initial placement, students must complete AWR 201 or the equivalent.
- Non-native speakers of English whose writing indicates that it may be difficult to achieve

satisfactory progress in AWR 101 will be required to complete either AWR 100 or AWR 110 successfully before enrolling in AWR 101. (For students who need additional practice after AWR 110, the professor may also recommend AWR 111 or AWR 100 as a prerequisite to AWR 101.) Regardless of initial placement, students must complete AWR 201 or the equivalent.

- It is recommended that students complete AWR 101 within their first year, and AWR 201 by the end of their second year of enrollment at UT. It is required that students complete the Academic Writing requirement within their first two years. **First-Year Experience Requirement**

First-Year Students

- First-year students must participate in the First-Year Seminar or Pathways to Honors programs (BAC 101 /BAC 102 or HON 101 /HON 102 , respectively) during their first two semesters. First-Year students participating in the Spartans Abroad program are required to take BAC 105 , which is specifically designed to prepare students for travel abroad, in lieu of BAC 101/102 or HON 101/102.
- First-year students must participate in BAC 100 : Baccalaureate Digital Skills during their first year. Course equivalency will be accepted.
- If a student changes their catalog year, completion of BAC 101/102 or HON 101/102 will be *only* be waived if the student has Junior or Senior status during the semester the change is completed.
- If a student does not successfully complete the BAC 101/102 or HON 101/102 sequence, they must retake the course the following semester. Each course in the sequence can only be retaken once.
- If a student fails to successfully complete the BAC 101/102 sequence in their first three semesters, they will be required to complete substitute coursework in order to meet graduation requirements. This work is to be determined by the FYE Director in the student's last year at UT.
- Additionally, HON students failing either HON 101 or HON 102 will be automatically dropped from the Honors program but are still required to complete the FYE requirement by retaking BAC 101 or BAC 102.

Military Students

- Veterans, which include active or retired military personnel (not their dependents) are required to take BAC 104 , which is specifically designed for veterans, in lieu of BAC 101/102 or HON 101/102.
- Veteran students entering with 31 credit hours or more may waive BAC 100 . Even if waived, a student may take BAC 100 as an elective. Courses

transferred from other institutions that satisfy the digital literacy requirement may be used to satisfy the BAC 100 requirement.

Transfer Students

- Transfer students are not required to take a first-year seminar course, but are strongly advised to take BAC 103 , which is an elective course specifically designed for transfers.
- Transfer of first-year seminar courses from other institutions into the University receive course equivalency to BAC 103.
- Transfer students entering with 31 credit hours or more may waive BAC 100 . Even if waived, a student may take BAC 100 as an elective. Courses transferred from other institutions that satisfy the digital literacy requirement may be used to satisfy the BAC 100 requirement.

First-Year Experience Policies

- Please be advised that failure to enroll in BAC 100 with BAC 101/102, HON 101/102, BAC 104 or BAC 105 during your first year, should you decide not to transfer and remain a student at UT, will prevent you from being able to complete your graduation requirements and adversely affect your ability to complete your degree.
- Transfer of first-year seminar courses from other institutions into the University receive general elective credit and not course equivalency. Students must still complete BAC 101/BAC 102, HON 101/HON 102 or BAC 104 within their first-two semesters.
- Students may not withdraw from first-year seminar or Pathways to Honors courses (BAC 101/102, HON 101/102, BAC 104 or BAC 105) for any reason.

Math Requirement

- It is required that students complete the MAT requirement within their first two years.
- MAT 150 , MAT 180 and MAT 201 may not be used to satisfy the mathematics portion of the academic skills component. Students pursuing any major in the Sykes College of Business must take MAT 225 or higher.

B. Natural Science Component 6 credit hours (NS)

One biological and one physical or chemical science course are 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 credit hours (HFA)

To fulfill this requirement, students must take courses in the following disciplines: art, dance, drama,

English/literature, foreign languages, linguistics, music, philosophy, religion, speech and theatre, plus those communication, writing and women's and gender studies courses so designated in the Course Descriptions section of this 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 student's 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 the major for students with one major, except where specified elsewhere in the catalog, but may be used to satisfy requirements in any minor and in one major for students with two majors.

D. Social Science Component 11 credit hours (SS)

To fulfill this requirement, students must take courses in the following disciplines: economics, geography, history, political science, psychology, sociology, and urban studies, plus those communication, criminology, law justice and advocacy, and women's and gender studies courses so designated in the Course Descriptions section of this catalog. Courses taken to fulfill this requirement must be selected from at least two different disciplines. Courses used to satisfy requirements in the social sciences component cannot be used to satisfy requirements in the major for students with one major, except where specified elsewhere in the catalog, but may be used to satisfy requirements in any minor and in one major for students with two majors.

E. Art/Aesthetic Component 3 credit hours (A)

To fulfill this requirement, students must take at least 3 credit hours of art/aesthetic courses 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. 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 (including major and minor requirements).

F. Non-Western and International/Global Awareness Component 9 credit hours (NW/IG)

To fulfill this requirement, students entering as freshmen or sophomores must take at least 9 credit hours of non-Western and/or international/global awareness courses.

A minimum of 3 credit hours must deal in either a direct or comparative way with non-Western or Third World concerns. Courses designated non-Western are found across the disciplines, including art, Chinese,

communication, dance, education, English, geography, history, international business, international studies, Japanese, music, nursing, philosophy, political science, 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 (including major and minor requirements).

International/global awareness courses deal in a direct or comparative way with political, social, cultural or economic issues impacting the international and/or global arena. For business majors, BUS 101 partially meets this requirement. Courses designated as international/global awareness are found across the disciplines, including art, biology, Chinese, communication, criminology, cross-cultural studies, dance, education, English, French, geography, German, history, international business, international studies, Italian, Japanese, language, Latin, music, philosophy, political science, religion, sociology, Spanish, theatre, urban studies and women's and gender studies. Where appropriate, an international/global awareness course may be used to satisfy both the international/global awareness requirement and other requirements (including major and minor requirements).

Transfer students entering as juniors must complete 6 credit hours of IG or NW courses before graduating, with a minimum of 3 credit hours designated NW. Those entering as seniors must complete 3 credit hours designated IG or NW.

Writing Intensive Component 9 credit hours (W)

To fulfill this requirement, students must take 9 credit hours of writing-intensive courses (designated by a "W" following the course title). 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 multidisciplinary exchange of ideas that defines the liberal arts experience. Transfer students entering as juniors need to complete 6 credit hours of writing-intensive courses before graduating. Those entering as seniors need to complete 3 credit hours of writing-intensive courses. 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 as writing-intensive may be used to satisfy both the writing-intensive requirement and other requirements (including major and minor requirements). Students wishing to count an independent study or internship as a writing-intensive course must have prior written approval from the Baccalaureate Committee.

First-Year Student Programs

Computer Literacy

All first-year students must successfully complete the BAC 100 (Baccalaureate Digital Skills) course in their first year.

First-Year Seminar: Academic/Career/Personal Exploration Program

Based on both the University's mission statement and best practices in the area of First-Year Experience seminars, all entering first-year students are enrolled in the University's First-Year Student Seminar I & II or Spartans Abroad Seminar (BAC 101/102, or BAC 105). This is a graded (A-F scale), two credit total, and required academic seminar with various topics. Each section of the course has approximately 25 students and fulfills general education requirements. The course meets for 14 weeks in the semester, one hour per week, and the primary focus of the seminar is academic skills development. To accomplish this, the following learning objectives are assessed:

I. College Transition: Students should be able to describe the culture of college, including knowing the difference between high school and college standards, identify and use higher education resources, identify higher education skills that transfer to the workplace and explain factors that affect degree completion.

II. Time Management: Students should be able to identify effective time management strategies, explain the advantages and disadvantages of various time management tools, apply their understanding of time management planning tools to situations and understand the importance of prioritizing activities.

III. Critical Thinking: Students should be able to describe critical thinking, identify and develop skills of critical thinking, develop the ability to consider information from different viewpoints, set goals to improve their critical thinking skills and evaluate information using critical thinking skills, including the ability to analyze assumptions and bias information.

IV. Majors/Careers and Resumes: Students should be able to identify interests and how they relate to coursework and potential careers, conduct research to determine the skills, experience and education needed for a career area, analyze transferable skills from post educational work and life experiences, evaluate what transferable skills relate to a specific job and build an effective resume for their chosen career path.

Refer to the Two-Year Learning Community section of this catalog for details.

Pathways to Honors: 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.

Program for Transfer Students

BAC 103: Transfer Students Seminar

BAC 103 is a one-semester, 1-credit course designed and recommended for transfer students who do not meet the BAC 101/102 requirements. During this semester-long course, students are introduced and assisted in navigating through the campus community, learning about its various organizations, support services and social and cultural experiences in order to ensure a successful transition to The University of Tampa. Additionally, this course assists students in gaining an understanding of the goals of the Baccalaureate Experience at UT and helps them in developing and implementing an academic plan that will lead them to academic success. Other areas of exploration include: helping students think critically about all issues, including a thorough review of their academic skills and personal integrity; reviewing students' academic progress by periodic faculty evaluation and self-evaluation of their coursework; and assisting in the exploration, preparation and development of personal, academic and professional goals and their impact on their career objectives. Grades in the First-Year Experience Seminar are awarded under the A-F grading system.

Program for Veteran Students

BAC 104: Military Veterans Seminar

BAC 104 is a one-semester, 1-credit course designed and required of all veteran students, excluding dependants. During this semester-long course, students are introduced to learning the skills, both academic and social, necessary for successful transition to college life. Additionally, this course assists students in gaining an understanding of the goals of the Baccalaureate Experience at UT and helps them in developing and implementing an academic plan that will lead to academic success. Other areas of exploration include: assisting students in navigating through the campus community, educating them on its various student

organizations, support services and social and cultural experiences; reviewing students' academic progress by periodic faculty evaluation and self-evaluation of their coursework; supporting students in the exploration, preparation and development of personal, academic and professional goals; and providing students with guidance on how they can transfer the valuable leadership skills acquired in the military to civilian and academic life. Grades in the First-Year Experience Seminar are awarded under the A-F grading system.

Office of International Programs

The Office of International Programs is the focal point for internationalization initiatives and programs for the University. With efforts that stretch from assisting incoming international students, advising education abroad students, facilitating students earning the Certificate of International Studies, sponsoring international events on campus and supporting international faculty development, the office has facilitated record numbers of student and faculty participation in international endeavors.

Certificate of International Studies

The Certificate of International Studies (CIS) prepares UT graduates to be global citizens. Students within all majors at UT have the opportunity to build their credentials through this program.

The CIS program facilitates integration and coordination of interdisciplinary coursework and skill building activities to enhance global enrichment.

Specifically the CIS program aims 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 the following:
- Skills — such as secondary languages, the ability to travel, study and live outside 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 comprehension 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 Requirements

Requirements for admission to the Certificate of International Studies:

Undergraduate students must formally apply for admission to the CIS program.

Applications are available through the International Programs link at www.ut.edu/international or in the Office of International Programs. Admission is on a rolling basis. A minimum of two semesters of program enrollment is required for completion, but five semesters is recommended to experience the most benefits.

Requirements to receive the Certificate of International Studies:

Foreign Language Requirement.

Native English Speakers: Students must complete at least two semesters of non-native language coursework (6–8 credit hours) with a C average or better. They must also pass the intermediate level on the ACTFL Oral Proficiency Interview.

Non-native English Speakers: 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 (4 courses, or 12–16 credit hours) during their UT experience. These credit hours may also count toward various majors, minors and other graduation requirements.

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 summer semester/year abroad program, First Year Abroad program including Spartans Academy Abroad, Dublin or Seville 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. Each semester of program enrollment, students must complete a Global Engagement Inventory Project reflecting their involvement with the international community. Five projects in total are due for program completion.

Global Senior Capstone. GIS 499 is a 0-1 credit hour course that serves to integrate students' international

experiences at UT. The senior capstone prepares undergraduate CIS students to succeed in the workplace and helps them 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).

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 may enhance their majors or degrees by earning the 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 one of the internationally themed majors, minors or certificates. With a robust and dynamic international student population 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 Transfer Credit Policy

Prior to studying abroad or participating in any international program, students must obtain approval for their selected program from the Office of International Programs. The deadline for all summer and fall programs is March 1, and the deadline for all spring programs is Oct. 1. Please see the Education Abroad section for policy on study abroad eligibility. An education abroad advisor will verify that the student's international university of choice has the appropriate accreditation standard so that the University can transfer academic work back to UT. The education abroad advisor will facilitate a Transient Credit Request form, an Internship Agreement Form or any other applicable paperwork 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. Courses with

grades earned below these equivalencies will be ineligible for transfer credit.

3. Satisfactory/unsatisfactory credits shall not be 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 may 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 all education abroad programs are registered 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. Regardless if transcripts received are from a U.S. school of record or an accredited international institution, education abroad transfer credit will not be awarded if students have not been pre-approved and met the conditions described in this policy.
7. The Education Abroad Transfer Credit Policy applies to all University of Tampa students. If a student leaves The University of Tampa and later applies for readmission to the University, international credit will only transfer back to UT if the student previously received approval from the Office of International Programs for their time abroad or if the student holds citizenship in the country from where they are attempting to transfer credits (i.e., home country study).

NOTE: Students must apply to and be approved by the Office of International Programs on or before established deadlines for any international program (study abroad, internships, volunteering, research, etc.). Failure to receive approval from the Office of International Programs by the stated deadlines will result in the student's ineligibility to receive academic credit for any coursework completed abroad toward their UT degree.

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

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 — all skills that can be garnered from an education abroad experience. Students interested in 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. Interested students are required to prepare and register all international experiences with the Office

of International Programs by submitting an application (deadlines listed within program descriptions), attending a pre-departure session and enrolling in UT international health insurance. More information and forms are available at www.ut.edu/international.

UT students applying to study abroad must have a minimum 2.5 GPA or higher and must be in good conduct standing. Students should speak with an education abroad advisor regarding any questions related to eligibility.

First Year Abroad

All eligible UT students have the opportunity to participate in an education abroad experience, including first year students. While freshmen can participate in other program offerings, three specific programs have been designed for first year students. Participation in any of these programs includes automatic enrollment into the Certificate of International Studies.

Spartans Academy Abroad. Students may earn UT academic credit prior to the start of their first semester through the Spartans Academy Abroad. Students will earn 8 credit hours of Baccalaureate Experience coursework toward their degree. UT faculty will lead the courses in Costa Rica.

Dublin, Ireland. Second semester freshmen are able to participate in a semester-long program in Dublin, Ireland at University College Dublin.

Seville, Spain. Second semester freshmen are able to participate in a semester-long program in Seville, Spain at Universidad Pablo de Olavide.

UT Travel Courses Abroad

Students can earn UT academic credit while experiencing 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 offered vary each year. The application deadline is Nov. 15 for spring semester travel courses.

Semester/Year Abroad Programs

Students may 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. Students have access to over 1,000 program options in 60 countries through UT's program partners. An education abroad advisor works with students to ensure that 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.

Language Abroad

UT language abroad programs give students the opportunity to spend three weeks in the summer up to an entire semester or academic year living abroad. Students may study languages such as Spanish, French, Italian, Japanese, Chinese, Korean, Czech, Arabic and more. Application deadlines are March 1 for the summer and fall semesters and Oct. 1 for spring semester.

Internships Abroad

The International Programs Office advises students on education abroad opportunities, including international internships and internships in Puerto Rico and other U.S. territories. Prior to any international travel, students are required to seek approval by the International Programs Office for credit and non-credit international internships. Students should contact the International Programs Office prior to March 1 for international internships taking place the following summer and fall, and Oct. 1 for international internships taking place the following spring. Students participating in international internships should have a minimum 2.5 GPA and be in good conduct standing for university approval. GPA requirements for specific internship courses are often higher than 2.5 and therefore will supersede the International Programs Office minimum requirements.

The International Programs Office registers and tracks students abroad for the purposes of safety and risk management; therefore, students participating in an international internships are required to follow all University of Tampa policies and procedures for international travel, including, but not limited to, enrollment in international health insurance, attendance at a pre-departure session and completion of health and liability forms.

The risks and considerations associated with traveling to various international destinations vary depending on the destination, activity and traveler(s) involved. The International Programs Office monitors country travel warnings, advisories and/or public announcements set forth by the U.S. Department of State (and other agencies, e.g., the World Health Organization and the U.S. Centers for Disease Control and Prevention). If a travel warning is in effect during the planning phase or for the date of intended travel, the internship cannot be approved. Additionally, program cancellation can occur prior to, or during the internship period if there is found to be substantial risk to the traveler. Students applying to participate in an independent internship must abide by UT application deadlines and policies set forth by the Office of International Programs and the Office of Career Services and submit unreviewed

internship placements in advance of the posted deadlines for approval.

Experiential Education Abroad

Community-based service-learning experiences, athletics and other non-credit programs abroad are unique opportunities for students to internationalize their plan of study and develop intercultural skills. Upon successful completion of the program students receive a notation on their co-curricular transcript. Application deadlines are March 1 for summer and fall semesters and Oct. 1 for spring semester.

Student Research Abroad

International conferences provide the opportunity for students to prepare research, attend and present academic work in front of a globally diverse audience. Students who are invited to assist faculty members with research and present internationally are required to register the international component of the experience with the Office of International Programs by submitting an application, attending a pre-departure session and enrolling in UT international health insurance. Deadlines are March 1 for summer and fall conference travel and Oct. 1 for spring conference travel.

Honors Abroad

Oxford Honors 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 Travel Courses

The Honors Program sponsors UT travel courses each year to various international sites.

International Student and Scholar Services

The Office of International Programs advises international students and scholars on issues related to their immigration status while in the United States.

International student advisors assist with orienting and advising international students on cultural adjustment, personal, academic and immigration issues, as evidenced by the following:

- a.) Advising international students and their dependents on maintaining status and complying with immigration requirements.
- b.) Assisting with visa and immigration documentation as it pertains to visa status.
- c.) Complying with federal regulations by reporting immigration data through SEVIS.
- d.) Providing an intensive check-in and international orientation program every fall and spring semester for all new F-1 visa students; and check-in and orientation sessions upon arrival for J-1 scholars.
- e.) Advisors also prepare immigration documents for travel, change of degree program, transfer of

schools, extension of stay, and employment/internship options.

f.) Offer on-going support throughout the duration of the student's program.

In addition, the Office of International Programs serves as a liaison to faculty and staff on international matters, as evidenced by:

- a.) Advising faculty and staff regarding student immigration regulations as it pertains to academic and conduct violations.
- b.) Assisting students and staff regarding internships and employment on and off campus.
- c.) Assisting faculty and staff if problems arise regarding international students.
- d.) Participation in various meetings with other university departments to stay informed of university initiatives and resources that affect the international student population and advocate on their behalf.
- e.) Facilitating J-1 exchange scholar visits to campus and providing information to faculty, staff, and scholars on exchange visitor policies and procedures.
- f.) Advising faculty, staff and visiting scholar regarding immigration regulations as it pertains to visa status.
- g.) Offer on-going support throughout the visiting scholars' stay.

More information is available at www.ut.edu/international.

Internships and Practical Training

International students are required to obtain approval from the Office of International Programs prior to engaging in any practical training or internships.

Curricular Practical Training (CPT) eligibility:

- Internship must either be for course credit OR an integral part of an established curriculum AND must and be related to the student's major field of study.
- Student must have been lawfully enrolled on a full-time basis for one full academic year before being eligible for CPT, except when early participation is mandated by the program.
- Student must have a letter from the employer indicating the job title, dates of employment/internship, number of hours of work per week, and a brief description of work to show how the position is related to field of study/major.
- Student may only work at the internship a total of 20 hours per week when school is in session unless program requirements mandate otherwise (must obtain approval from IPO).
- Student must continue to maintain a full-time course load of study during the period of employment (if CPT participation occurs on regular semesters, fall and spring). Exception for the summer term.

Optional Practical Training (OPT) - Post-Completion eligibility:

- International students are eligible to apply for OPT during their final semester.
- International students must have held legal F-1 student status for one full academic year.
- Employment must be related to the student's major field of study and appropriate to the student's level of education.

Returning International Studies

The Office of International Programs reserves the right to refuse to issue SEVIS I-20's to returning international students who are not successfully progressing towards their degree program.

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. A 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 for more information.

Building on the strengths of experiential education, The University of Tampa has committed to further improvement through "Learning by Doing: Inquiry-based Experiential Education." This campus-wide initiative will provide students more opportunities to engage in practical, inquiry-based experiential practices. Learn more at www.ut.edu/qep.

Internships and Practicum

Every academic discipline has internship opportunities available for eligible students. In fact, some majors require an internship, practicum or clinical experience. More than 600 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 noncredit 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 online by community partners. Additionally, 800 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 noncredit 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 register for 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 and theatre 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 another opportunity to link real-world experiences with classroom preparation.

Honors Program

The Honors Program exists to enhance the education of the University's most academically gifted students. It offers an introductory Pathways to Honors seminar and special Honors classes that are designed to enhance creative thinking processes, many of which meet 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, they may, with their professors' permission, create Honors enrichment tutorials for any upper-level course, thereby earning additional Honors credit.

In addition, the program offers Honors Undergraduate Research Fellowship stipends across 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; an Honors lounge; and Honors housing in the residence halls. Information on the Honors Program is available at www.ut.edu/honors.

Admission to the Honors Program

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

1. Incoming first-year students who have 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 1150.

2. Continuing students who earn a 3.5 GPA or better at the end of the first, second or third semester.
3. Juniors who have attained a 3.5 GPA or better in coursework completed in the previous academic year, and who have a minimum overall GPA of 3.5. (Seniors are ineligible to begin participation.)
4. Transfer students who have a 3.5 or higher GPA, are graduates of a junior or community college Honors program or, in the case of students returning to school, have very strong recommendations describing recent academic achievements.

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 3.25 GPA during the freshman year and a 3.50 thereafter, or 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 and who have successfully completed the required number of Honors courses graduate with Honors Program distinction. This accomplishment is recognized during commencement, and the students are awarded the prestigious Honors Distinction medallion and ribbon at a special Honors ceremony, and are 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 300- or 400-level classes, usually in the student's major, that become tutorials through an agreement with the professor. In addition to regular class attendance, each student meets 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.
6. Honors courses and tutorials must be taken for a grade and cannot be taken pass/fail, with the exception of internships.

Honors Undergraduate Fellowships

Honors Undergraduate Research 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 should complete a minimum of two other Honors classes and then fulfill the junior/senior requirements.

Students entering Honors in their sophomore year should 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 students toward graduate-level research, with students being introduced to such research through the tutorial contract, 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 faculty contact, ability to pursue questions one to one and greater understanding of professionalism in their field.

Designation of Courses in Student Records

Honors courses and Honors tutorials are designated “Honors” on the student’s permanent record.

A student who completes the program is designated as an Honors Program graduate, with all the distinction that the designation implies, and is awarded the Honors medallion and ribbon at graduation.

Leadership Studies

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 Energy Center for Leadership and resides in the College of Business. It is designed for students who want to further develop leadership competencies and skills.

Students must complete a change of major/minor form from Academic Advising or from SpartanWeb. Students will not receive a confirmation about the minor until they register for and complete LED 200, the introductory course. Upon completing LED 200, the student enrolls in the UT co-curricular transcript program to track qualifying experiences. Students are assigned a leadership advisor to guide them through the program and assess their work in the LED 099 course sequence. Advisors are assigned after completion of LED 200.

After acceptance, students complete LED 200 Introduction to Leadership Studies (4). Students then enroll in LED 099 Experiences in Leadership Studies (0) and complete a number of experiential activities that provide a practical foundation in leadership. These activities may include seminars, volunteer work and leadership positions in student organizations. Students compile a leadership portfolio that documents their learning experiences. The portfolio is evaluated by the assigned leadership advisor each semester.

Students also complete three leadership electives (10–12 credit hours) which are determined in consultation with their advisor. In the senior year, after completion of all coursework and experiential hours, students enroll in the capstone course, LED 450 Capstone in Leadership Studies (4).

Students must maintain a minimum GPA of 2.5 in their courses required for the minor.

Degree Requirements

Program Requirements:

LED 099	Experiences in Leadership Studies	
LED 200	Introduction to Leadership Studies	4
LED 450	Capstone in Leadership Studies	4
	Three Electives	12

LED 099: May repeat up to four semesters
 LED 450: Taken during senior year
 Electives: Students take three electives, each summarized by a written reflection relating to the student's leadership development process. Courses must be taken with prefixes from more than one college. The elective courses must be selected in consultation with the student's leadership advisor.

Experiential Activities

Under the supervision of the Office of Student Leadership and Engagement, 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 must 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 for more information on the leadership studies minor.

Total Credit Hours: 18

Academic Support Services

Academic Success Center

The Academic Success Center (ASC) at The University of Tampa is a one-stop shop that provides support services designed to equip students with the tools they need to succeed academically. The mission of the center is to provide academic and exploration support and assist and empower student to take responsibility for their holistic development and academic success. The main focus of the center is to prepare students to become self-supporting, life-long learners. Located in North Walker Hall, the center houses the following academic support services:

- **Academic Advising** – In collaboration with UT faculty within the academic colleges who serve as students' primary academic advisors after their freshman year, professional academic advisors within the ASC provide academic guidance by assisting new students with registration and understanding degree requirements, providing continuing students with accurate information on academic policies and procedures, assisting with curriculum and program planning, disseminating information and procedures related to academic petitions and appeals and referring students to appropriate resources both within the Academic Success Center and across campus.
- **Academic Appeals** – A process available to students requesting exceptions to particular academic policies as outlined in the undergraduate catalog.
- **Academic Coaching** – A voluntary program that pairs undergraduate students with trained graduate student coaches for the development of strategies that lead to academic success.
- **Academic Exploration** – A process that guides students through the self-exploration process to discover academic interests and passions, explore academic majors and identify strengths.
- **Academic Skill (ASK) Courses** – Courses designed for students who understand that they will need new and different study skills to be successful in the college environment.
- **Academic Tutoring** – Group and individual tutoring is available in many undergraduate and graduate courses. Tutors in calculus, physics, chemistry and biology, as well as many other courses, are available to meet with students throughout the semester.
- **Academic Recovery** – The Academic Recovery Program is designed to help students on academic probation return to good academic standing. The program involves a series of services for students on academic probation that include: individual academic coaching, ASK classes, academic recovery advising and special workshops.
- **Early Alert Program** – A proactive system of communication and collaboration between faculty, staff and students to identify and address academic issues in a timely manner.
- **Helios/Success Scholars Program** – Provides programmatic, financial, and peer support to first generation and/or minority students to assist with their transition into the university and their persistence to graduation.
- **New Student Registration** – This is a comprehensive process which entails pre-registering students in a base schedule of classes prior to arrival on campus based on their choice of major, academic eligibility, subject preferences and seat availability. Students are provided the opportunity to adjust their schedules at a designated time once base schedules are complete through the end of the drop/add period.
- **Step Up** – A focused program of personal and academic skill development for students who want to achieve a higher level of academic performance.
- **Strengths-Based Education Program** – Designed to increase students' self-awareness, confidence and psychological well-being by utilizing students' talents for success.
- **Student Disability Services** – Provides students with disabilities the necessary accommodations that equalize students' access to the educational experience.

- **Testing Services** – On-site options for CLEP, LSAT and long-distance exam proctoring are offered.
- **Transfer Student Services** – New transfer students will be pre-registered in a base schedule based on their transfer work, academic eligibility, subject preferences and seat availability. They are notified when eligible to view and make revisions, if applicable, to their first semester schedules. Students are also offered the option to attend a group advising session or set up an individual advising appointment and will also be invited to attend a new student orientation geared toward transfer students to introduce other support services and opportunities available when they arrive on campus to promote their success

For more information about the center and all the services provided, visit www.ut.edu/academicsuccesscenter, email AcademicSuccess@ut.edu or stop by the center in North Walker Hall.

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.

Academic Policies and Procedures

The University of Tampa confers 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 and Bachelor of Music. The University also confers the graduate degrees of Master of Business Administration, Master of Education, Master of Fine Arts in Creative Writing and Master of Science in Accounting, Entrepreneurship, Exercise and Nutrition Science, Finance, Global Business, Instructional Design and Technology, Marketing and Nursing.

The academic procedures are outlined to enable students to gain the greatest benefit from their course of study and to make certain that they satisfy all requirements for graduation. (See also the Office of Graduate and Continuing Studies section for specific policies and procedures applying to graduate degrees.)

Choice of Catalog (Catalog Year) and Continuous Enrollment

When students enter the University, they agree to comply with the curriculum requirements as outlined in the catalog that applies to their term of admission. The catalog outlines all degree requirements. Students must fulfill the requirements stated in their designated catalog or they may elect to adopt the requirements in any subsequent year's catalog published as long as they are continuously enrolled.

Continuous enrollment is defined as being enrolled in classes without a break for two or more consecutive regular semesters (Fall and Spring). Any break in enrollment for two consecutive semesters or longer ends a student's continuous enrollment status. This results in the loss of catalog rights to all catalog choices prior to the break in enrollment. The student catalog year after a break in continuous enrollment becomes the catalog year in effect at the time of re-entry. In the event the University approves major changes in a program's curriculum, every effort will be made to assist students in progressing in a timely fashion in order to avoid prolonging a student's anticipated graduation term. Students in programs that fulfill outside certifications must comply with the most current certification requirements, i.e., teacher certification, which may change after a student's initial term of entry.

Academic Amnesty

An undergraduate student may petition for academic amnesty, a recalculation of his or her cumulative grade point average, if both of the following conditions are met:

1. The student has not attended UT for five or more consecutive years.

2. The student re-enrolls after academic dismissal, or after withdrawing voluntarily with a cumulative GPA of less than 2.0.

The student must submit an Academic Petition to the Academic Appeals Committee, c/o the Director of Academic Advising, Academic Success Center, North Walker Hall.

If the petition is approved, all courses taken and the original grades remain on the permanent record. Those courses with grades of A, AB, B, BC, C, CD or D are 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.

Academic Appeals Policy

The following policy applies to student appeals for exception to University academic policy, waiver of academic requirements or dispute over student grades. Note: The conditions under which a grade dispute may enter the appeals process are described in the "Grading" section.

1. Requests for exceptions to the academic policies and procedures described in this chapter begin as Academic Petitions which are submitted to the attention of the Director of Academic Advising, Academic Success Center, North Walker Hall, and are decided by the Associate Provost. If a petition is not answered in a way that satisfies the student, he or she may advance an appeal to the Academic Appeals Committee. The Associate Provost reserves the right to refer petitions to the Academic Appeals Committee for disposition as academic appeals.
2. Student appeals on academic issues, up to and including academic dismissal, must be filed using the Academic Petition available in SpartanWeb under the Academics/Forms and Information tab. It is the student's responsibility to provide all necessary supporting documentation with the petition when submitted for review. The Associate Provost and/or Academic Appeals Committee will take into account information from the instructor, as well as information from any other source deemed appropriate for consideration of the petition.
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 request review by 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 the appeal.

Academic Integrity Policy

This policy became effective upon approval by the Faculty Senate on March 27, 2015, and supersedes any academic integrity policies previously published by The University of Tampa.

Academic integrity stands at the heart of intellectual life and is a core principle that underpins how we live and learn in a community of inquiry. 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 community at UT strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. To that end, this policy has been designed to educate students about the expectation that each student at all times behave with academic integrity and avoid academic misconduct.

I. Expectations for All Students

At the outset, it must be understood that academic integrity is a core student responsibility that encompasses both the individual pursuit of knowledge in an honest manner and accountability for one's actions in achieving academic objectives. Students are expected to act ethically in the pursuit of learning, and to avoid the types of behaviors that impair the effective assessment of learning through grades or other processes designed to quantify when successful learning has been achieved. To that end, students are expected to abide by this policy in all academic endeavors. This includes, without limitation, all course work, examinations, assignments or any activity that may affect a grade or in any way contribute toward the satisfaction of requirements for course completion, program completion or graduation.

No policy is able to list every way in which an academic endeavor can be compromised. Changes in technology, the ease of access to information and even the ability to collaborate across multiple forums have exponentially increased the ways in which students can choose to engage in academic misconduct. Therefore, this policy details by general category the types of activities that are prohibited, regardless of the means or manner in which the prohibited conduct is carried out. Faculty members are expected to consult with the Office of the Associate Provost in dealing with academic integrity violations and academic misconduct cases.

II. Categories of Behavior

Academic misconduct can be defined generally as all acts of dishonesty in an academic or related matter. All forms of academic dishonesty and misconduct are considered academic integrity violations and are subject to sanctions. Academic misconduct includes, but is not limited to, the following categories of behavior. All examples offered are illustrative only, and do not preclude the imposition of sanctions for other forms of behavior falling within a given category.

1. **Cheating.** Using or attempting to use unauthorized materials or sources in connection with any assignment, examination or other academic exercise, or having someone else do work for you when not expressly authorized by the faculty member.
2. **Unauthorized assistance or collaboration.** Giving or receiving aid on an assignment, examination or other academic exercise without the express prior approval of the faculty member.
3. **Inappropriate use of others' work (plagiarism).** Using the words, thoughts or ideas of another without attribution or the use of standard citation expectations applicable to the field of study, so that they seem as if they are your own. This type of misconduct can take many forms. The most blatant forms include copying someone else's work word for word or turning in a paper written by another with your name as the author. Other examples include rewriting someone else's work with only minor changes, or summarizing another's work or taking another person's ideas without acknowledging the source through proper attribution and citation.
4. **Misappropriation of and damage to academic materials.** Damaging, misappropriating or disabling academic resources to try and prevent others from using them. This includes but is not limited to taking steps to attempt to deprive others of access to library materials or shared electronic media by stealing, damaging, destroying, sequestering, misfiling or removing pages from printed material available from the library, or deleting, damaging, sabotaging, reprogramming or intentionally introducing computer infectors (worms, viruses, etc.) into computers, software and databases.
5. **Compromising examination security or grade integrity.** Invading the security maintained for the preparing or storing of examinations, circumventing security controls, tampering with exam-making or exam-taking software or discussing any part of a test or examination with a student who has not yet taken that examination but is scheduled to do so. Also, changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any university office, building or accessing a computer for that purpose.
6. **Multiple submissions.** Submitting work you have done in previous classes at this or another institution as if it were new and original work. Although faculty members occasionally may be willing to let you use previous work as the basis for new work, they expect

you to do new work for each class. Students seeking to submit a piece of work to more than one class must have the written permission of both instructors.

7. Deception and misrepresentation. Lying about or misrepresenting your work, academic records, credentials or other academic matters or information, or fabricating academic materials. Examples of deception and misrepresentation include but are not limited to forging signatures, forging letters of recommendation, falsifying academic records, fabricating research, data, sources, giving false sources, misrepresenting contributions in group or team efforts, and altering test answers and then claiming the instructor inappropriately graded the examination. The category of deception and misrepresentation also encompasses any attempt to misrepresent oneself or provide misleading and false information in an attempt to access another user's computer account, and attempts to falsely represent or exaggerate your circumstances to either gain an academic advantage or to negate the effect of sanctions through policies like course forgiveness.

8. Failing to respect copyright. Improperly reproducing copyrighted material rather than acquiring the material from an authorized source. This would include the unlawful copying of hardcopy materials and digital materials such as e-books and e-chapters.

9. Electronic dishonesty. Using network or computer access inappropriately, in a way that affects a class or other students' academic work. Non-exhaustive examples of electronic dishonesty include tampering with another student's account so that student cannot complete or submit an assignment, stealing a student's work through electronic means or knowingly spreading a computer virus.

10. Engaging in or facilitating academic dishonesty. Helping someone else to commit an act of academic dishonesty. This includes but is not limited to giving someone your work product to copy or allowing someone to cheat from your examination or assignment, substituting for another student or permitting any other person to substitute for you to take a test or examination, writing a paper or other assignment for another student either for free or for payment, stealing, buying, selling, giving away or otherwise obtaining without authorization all or part of any un-administered test/examination or entering any university office or building for the purpose of obtaining an un-administered test/examination. Also prohibited is contributing to uploading a faculty member's tests, assignments, notes, lecture slides, projects, solutions, old lab data or other material to websites where this material can be accessed by other students without the express permission of the faculty member.

11. Writing past end of examination. Continuing to write a test or examination when the time allotted has expired.

12. Coercion or retaliation. Attempting to obtain a test, examination or other academic information to which

you are not entitled by coercive means, or harassing or threatening others for reporting or for cooperating with the investigation of possible academic integrity or academic misconduct violations.

III. Reporting Process

Faculty members on their own initiative are responsible for examining any instance of possible academic misconduct within the courses and academic endeavors they supervise. Individuals believing that a student or students have committed a violation of this policy should in the first instance report the matter to the faculty member in charge of the academic endeavor at issue. Alternatively, any such matter can be reported to the Office of Associate Provost, who in turn will provide the information to the faculty member so the report can be assessed. Regardless of how allegations are brought forward, the following details the steps to be followed for the initial examination of the issue and the possible imposition of sanctions.

1. Initial Assessment: Upon becoming aware of a possible violation of this policy, the faculty member will gather such information as is reasonably available to determine whether a violation has occurred. Once that has been done, the faculty member will initiate the conferral process described below in a timely fashion. While allegations involving multiple students may be bundled into a single incident, each student will be given an individual opportunity to meet and a separate reporting form for completion if a violation is found.

2. Prior Violation Inquiry: Prior to the student conference, the faculty member is to check with the Office of the Associate Provost to determine if prior academic integrity violations or academic misconduct violations exist for which the student has been determined responsible.

3. Conferral: The faculty member will then meet with the student to discuss the allegations in an effort to determine if a policy violation has occurred, and to allow the student an opportunity to respond to the concerns and provide any information relevant to that determination. In anticipation of that meeting, the faculty member will complete the Reporting Form for Academic Integrity Violation or Academic Misconduct Violation (available at www.ut.edu/provost), which will then be used in the meeting to notify the student about the issue. The faculty member must include an academic witness, for example, the academic department chairperson, the college's associate dean or the director of the degree program, in the meeting. When absolutely necessary, the initial meeting and opportunity for response by the student may occur by electronic mail or other electronic means.

4. No Violation Found: If, as a result of the meeting and/or such further investigation that the faculty member deems appropriate, the allegations of possible policy violations are not substantiated, then the process is terminated and no further action is required of the faculty member. The reporting form used to notify the student should be destroyed.

5. Violation Found: If the faculty member determines, after meeting with the student, that one or more policy violations have occurred, and for first or second offenses, the student will be told of the sanction and asked to complete and sign the Academic Integrity Reporting form. Within the form for a first or second violation, the student has the option to either accept the proposed sanction, or to request a determination by the Office of the Associate Provost. Note: When review is requested, the Office of the Associate Provost is not bound by the recommendation of the faculty member, and may eliminate, impose greater, lesser or different sanctions than those originally recommended. To effectuate this process, the faculty member should obtain the student's signature on the reporting form and the student's check mark indicating his/her decision to accept the sanction or to request that a determination be made by the Office of the Associate Provost.

6. Handling Third Violations: For a third violation by the student, the faculty member may not sanction the student but instead must forward the reporting form to the Office of the Associate Provost.

7. Findings Submission: Under either alternative, the faculty member should retain one copy with the reporting form, provide the student with a copy and forward the original to the Office of the Associate Provost. A copy of the information gathered in support of the determination that a violation occurred and the course syllabus must be forwarded to the Office of the Associate Provost with the reporting form.

8. Lack of Cooperation: If a student is uncooperative (i.e., nonresponsive, refusing to promptly meet or unwilling to sign the reporting form), the faculty member should forward the reporting form to the Office of the Associate Provost indicating the situation. For first or second violations, the faculty member may proceed with their sanction as if the student has accepted it, subject only to the Academic Integrity Committee appeal process to the extent permitted in this policy. Sanctions for third violations will be imposed at the Associate Provost level, and also subject to appeal to the extent permitted by policy.

IV. Sanctions for Academic Integrity and Academic Misconduct Violations

Academic integrity and academic misconduct violations tarnish the University's reputation and discredit the accomplishments of past and present students. Even while recognizing that college students are still developing an understanding of academic integrity, we believe sanctions are also needed to protect and foster a scholarly community that embraces the values of honesty, trust, fairness, respect and responsibility. The severity of a sanction is limited by the academic position of the individual imposing the sanction.

1. Range of Sanctions and Authority to Impose: The range of available sanctions and their severity is

determined by the academic position of the individual imposing the sanction. Stated more simply, faculty members possess complete authority to impose course or activity-based sanctions related to the particular academic endeavor when a violation is determined to have occurred, while the Office of the Associate Provost has the authority to impose a broader range of sanctions affecting the student beyond the specific academic endeavor at issue, or to modify or eliminate sanctions in a review capacity for the reasons stated below. On appeal, the Academic Integrity Committee has the authority to modify, in whole or part, any sanctions recommended or imposed at a lower level.

a. Sanctions by a Faculty Member: A faculty member cannot sanction a student for an academic integrity violation without formally submitting a Reporting Form for Academic Integrity Violation or Academic Misconduct Violation to the Office of the Associate Provost.

1. A faculty member can impose sanctions limited to the course where the academic integrity violation occurred. For example, depending on the severity of the academic integrity violation, a faculty member can require a make-up assignment at a more difficult level, reduce the grade on the student's work containing the violation, give no credit for the work in question, reduce the course grade for the student regardless of accumulated course grade points or fail the student from the course.
2. Also, a faculty member can require the student to complete some activity designed to strengthen and/or test the student's understanding of the academic integrity policy.
3. When a sanction allows a student to continue in the course, a faculty member can also request that the student not be allowed to complete an evaluation of the faculty member at the end of the course.
4. When an academic integrity violation is so severe that the faculty member decides that sanctions at his/her level are insufficient, the faculty member can request specific sanctions and require that the violation be adjudicated by the Office of the Associate Provost.
5. Because finding a student responsible for a third academic integrity or academic misconduct violation results in automatic expulsion, as discussed in the Severe and/or Repeat Offenses section below, if this is a third violation by a student, the faculty member may not sanction the student but instead must forward the reporting form to the Office of the Associate Provost for adjudication.

b. Sanctions by the Office of the Associate Provost: The role of the Office of the Associate Provost in determining sanctions varies depending on how the report is submitted.

In all cases in which the student requests a determination by the Office of the Associate Provost for sanctions imposed by the faculty member, the Office of the Associate Provost serves as the reviewer on whether the violation(s) occurred and also may review the sanctions imposed. As a result of such review, the Office of the Associate Provost may determine no violation took place, affirm the sanctions imposed by a faculty member, reduce or modify those sanctions, and/or impose additional sanctions.

For those circumstances in which the Office of the Associate Provost determines the sanctions in the first instance (i.e., for a third violation by the student or when requested by the faculty member), the Office of the Associate Provost has full authority to impose any sanction that could have been imposed at the faculty member level plus such additional sanctions as can be imposed more broadly, such as suspension from the University for one or more terms, or expulsion from the University.

In either circumstance, the student will be notified that a deadline has been set for the student to submit any written supporting documents or arguments. A meeting may be directed by the Office of the Associate Provost, but is not required. A student who fails to appear without good cause after a meeting has been set forfeits the opportunity to be heard in that forum.

The Office of the Associate Provost will make a determination as to whether the student is responsible or not for the violations and decide whether to affirm, reduce, modify or nullify the original sanctions, or to impose additional or alternative sanctions.

The Office of the Associate Provost will communicate its findings to the faculty member, to the student, and to any administrative offices involved in the sanction.

Students who are found responsible for academic integrity violations may repeat the course, but are *not eligible* for Grade Forgiveness for the grade received in the course in which the academic integrity violation was committed. Students who petition for grade forgiveness for a course in which they have an adjudicated academic integrity violation may be charged by the Office of the Associate Provost with an academic misconduct violation.

2. Severe and/or Repeat Offenses: The severity of a sanction should consider prior instances of academic misconduct violations by the same student. Multiple academic integrity violations should normally result in more severe sanctions. It is for this reason that, before imposing sanctions, faculty members must inquire about other academic integrity violations for which the student was found responsible.

The Office of the Associate Provost may deem that a specific violation or violations is either sufficiently egregious on its own, or the past academic integrity record of the student is such that it warrants a sanction of expulsion regardless of the existence or nonexistence of prior violations under this or other policies.

If a student is found responsible for a third academic integrity or academic misconduct violation, the sanction will be automatic and immediate expulsion from the University, representing a permanent separation from The University of Tampa.

3. Timing of Sanctions: Sanctions will be effectuated upon completion of the processes under this policy, including any appeal.

A sanction may be retroactively applied if the violation is not discovered until after the semester is over or the student found responsible but the process is not fully concluded before a semester ends. In the case where the integrity violation is not concluded before the semester ends, the faculty member will enter a grade of "I" or incomplete until the adjudication of the violation is final. Following the final adjudication, including any appeal, the faculty member will enter a grade for the student in compliance with the final adjudication. In the case of suspension for one or more terms or expulsion, the Office of the Associate Provost must notify the Registrar to withdraw the student from all classes except the class in which the violation occurred. The faculty member of the class where the violation occurred will give a grade to the student for the course. The Registrar must inform all other affected faculty that the student has withdrawn from their classes, as is done normally when a student withdraws.

If the final processes under this policy are not completed until after the semester has finished, the student will not be withdrawn from all other courses and the grades attained by the student in the other courses will remain as earned. However, where the possible sanctions of suspension or expulsion are still under review, the student will not be allowed to register for subsequent terms until the process is complete.

V. Appeal

The Academic Integrity Committee serves as the body to which appeals under this policy can be directed. All appeals must be in writing, and must be received by the Office of the Associate Provost within 10 business days after the student is notified on sanctions by the Office of the Associate Provost. Once an appeal is filed, the Office of the Associate Provost will promptly provide the file and the appeal to the Chair of the Academic Integrity Committee.

1. Grounds for Appeal: The only acceptable grounds for an appeal to the Academic Integrity Committee are new information not previously available to the student or faculty member or specific errors in the procedures followed which denied the student or faculty member a reasonable opportunity to participate in the process. Any grounds, including the nature of any new information, must be specifically stated on the appeal form. Please note that disputing general fairness and/or dislike of issued sanctions are not acceptable grounds for an appeal. The Academic Integrity Committee will determine the facial sufficiency of any appeal based on these criteria.

If it is determined that sufficient grounds for an appeal are not adequately stated, the appeal will be dismissed and the student so notified.

If it is determined that sufficient grounds are stated for an appeal, the Committee will promptly meet to consider the appeal.

2. Appeal Meetings: The appellant may be invited or required to appear before the Committee for a meeting, but no such meeting, even if requested, is required to be held. Therefore, it is the appellant's responsibility to submit all information available in support of an appeal. If the Committee determines that it will allow or require the appellant to appear, the following procedures will be used:

- a. The Committee will expeditiously schedule a meeting date and notify the student, the faculty member and the Office of the Associate Provost.
- b. The appellant will be allowed the opportunity to first speak to the grounds for his or her appeal, following which the Committee may ask questions of the appellant. The faculty member and/or a representative of the Office of the Associate Provost, depending on who imposed the final sanctions, will then be given an opportunity to respond, or in the case of a faculty member appeal, the student will have an opportunity to respond.
- c. The Committee may elect to hear from others at their discretion, but are not required to do so given the limited grounds for which appeal is permitted.

If an appellant fails without good cause to appear at a scheduled meeting, the meeting may be held and the matter resolved with the appellant in absentia. The Committee will record the meeting, except for the final deliberations by the Committee members. No other recording devices will be allowed in the meeting.

3. Committee Findings: The Committee may affirm, modify or eliminate the original sanctions. The Committee can also remand the matter back to the Office of the Associate Provost if it determines that new information has come forward and should be considered by that office and/or the original faculty member involved in the finding of a violation or decision on sanctions.

The student and faculty member will be notified of the appeal outcome promptly following a Committee decision, and usually within 72 hours. The Committee's decision is the final decision for the university.

VI. Status During Process

In general, a student will remain enrolled in a course or a participant in other academic endeavors pending the outcome of any process under this policy. Once an official violation accusation has been made, the student may not withdraw from the class or from the University until the accusation is resolved. The Office of the Associate Provost must notify the Registrar and/or the appropriate degree program director that the student cannot drop the class or withdraw from the University.

If the student is found not responsible, the student will be given a letter acknowledging that the student was not responsible for the alleged violation and the student may choose to withdraw from the course or from the University. If the published withdraw date has passed, the action of the Committee shall supersede the published drop date so the student will still have the opportunity to withdraw without any penalties by the university. Before making a withdrawal decision, students are encouraged to see student financial services to be sure they understand any consequences outside the University related to withdrawal that are as a result of the regulatory or other requirements associated with any financial aid.

If the student is found responsible for the academic integrity violation by the instructor or upon appeal found responsible by the Office of the Associate Provost or Academic Integrity Committee, the sanction will be imposed and the student will receive a grade in the course. If the student found responsible has withdrawn from the course, s/he will be re-enrolled, and a grade for the course recorded.

Moreover, if a possible violation is pending a determination when a student is scheduled to graduate, the student's degree may be withheld at least until the matter is resolved. The Office of the Associate Provost will notify the Registrar and/or the appropriate degree program director, as needed, to effectuate this restriction.

VII. Relationship of Academic Misconduct to Other Policies

The fact that a student is charged or found to have committed an academic misconduct violation does not preclude the student from also being charged or sanctioned under other applicable policies covering one or more aspects of the underlying behavior for which the student has been charged. This most commonly occurs when the academic misconduct involves damage to or loss of University property or compromise of the computer network system. In such circumstances, the facts of what occurred that may constitute a violation of other policies will be forwarded to the Office of Student Conduct for a determination or responsibility and the possible imposition of sanctions under the applicable process. Any sanctions imposed administered under this policy will be taken into account when considering whether to impose additional sanctions for other policy violations.

VIII. Recordkeeping

All academic integrity violations for which a student was found responsible are to be kept on file in the Office of the Associate Provost regardless of the source of the allegation, the level of determination of sanctions, or the ultimate outcome. This includes the reporting form, supporting documents and any recordings made at any step of the process will be filed in the Office of the Associate Provost. While records of actual sanctions imposed which appear outside the file

(for example, an “F” grade) will continue to exist, the underlying files relating to any of violations as to a particular student will be expunged one year after the student's final graduation from all degree programs within the University, and the student's name will be expunged from the course forgiveness list.

Acknowledgements

In originally developing this policy as approved in December 2009, we reviewed and adapted academic integrity policies of the following colleges and universities, some of which we again reviewed in preparing updates: Rowan University, Kansas State University, University of Miami, Rollins College, Eckerd College, Stetson University, Chapman University, Florida Institute of Technology, Barry University, Jacksonville University, Florida Southern College, Nova Southeastern University, Saint Leo University, Flagler College, Illinois Wesleyan University, Bradley University and American University. We added to that list the Texas Tech University Statement of Academic Integrity as part of our 2015 review.

Award of Posthumous Degree

The University of Tampa may award a posthumous baccalaureate degree to a student who dies before completing all the requirements for the degree being pursued. Such degrees are designated on diplomas as “In Memoriam” in recognition of the academic achievement of the deceased student. In awarding such a degree, the University acknowledges the loss to the university community, family, and friends and the enduring connection between the deceased student and The University of Tampa.

To be eligible for the award of a posthumous degree, the student should usually have met the following conditions:

- At the time of death, the student was enrolled in his or her senior year.
- The student was in good academic and disciplinary standing and was progressing successfully toward completion of the degree to be awarded.
- Recommendation for the degree is made from the student's major department and approved by the provost and the president. Exceptions to these guidelines may be made in extraordinary circumstances by petitioning the Senate Executive Committee who will make a recommendation for the award to the provost and president.

Calendar

The University's academic year is divided into two semesters, a two-week May Term, several summer sessions 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 on the Academic Calendar found in this catalog and on 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.

Cancelled Classes

The University reserves the right to cancel any class listed in the Live Course Search. In the event a class is cancelled, the students registered for that class will be notified as soon as possible. Another course may then be added by the student — and any resulting schedule adjustments made by the student — during the normal drop/add period. The live class schedule can be viewed by accessing SpartanWeb at www.ut.edu.

Course Load/Credit-Hour Overload

A student taking at least 12 credit hours of undergraduate work during the course of a regular fall or spring semester will be considered a full-time student. The average load for undergraduates is 15 to 18 hours. Graduate students taking at least 8 credit hours per semester are considered full time for federal student aid purposes. Full time for undergraduates during summer session is 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 summer 1 or 2 session, or 6.5 hours for the summer 12-week session.

To be eligible for a course overload (more than 18 credit hours in the fall or spring semester or 9 hours in an individual summer session), a student must have a “B” average (3.0) cumulative GPA and be enrolled full time at the time of the overload request. Credit hours taken over 18 during a regular semester will be assessed a charge at the per-credit rate. Summer session credits are charged at a per credit rate.

Education students in the Final Student Practicum are limited to 18 credit hours.

The Credit Hour Overload request form is available in SpartanWeb under the Academics/Forms and Information tab.

Credit Hours and Honor Points

A credit 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 seven weeks.

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

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 credit hours of graded work (A-F). 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 semester. Any student who has been found responsible for a violation of the Student Code of Conduct during the semester may not be named to (or excluded from) to the dean's list.

Declaring/Changing Your Advisor or Major

All undergraduate students are assigned an academic advisor upon admission. If a major area of interest has been indicated on the admissions application, the student's major will be indicated in the system. First year students enrolled in BAC/HON 101/102 are initially advised by a professional academic advisor in the Academic Success Center and will be reassigned to a faculty advisor related to their major discipline upon completion of BAC/HON coursework. Students enrolled in BAC 103/104 are initially advised by the instructors of those classes, and will be reassigned to a faculty advisor related to their major discipline upon completion of BAC coursework. Students enrolled through Continuing Studies are advised by staff advisors there. Students who want to request a change of academic advisor or change/declare a major may do so by filling out a change request either by stopping by the Academic Success Center, North Walker Hall, or by obtaining the form from Spartan Web under the Academics/Forms and Information tab. Students must officially declare a major by the time they have earned 60 credit hours.

Disruption of the Academic Process

Disruptive students in the academic setting hinder the educational process. Although disruptive student conduct is already prohibited by the Student Code of Conduct, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting, what actions faculty and relevant academic officers may take in response to this type of disruptive conduct.

Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or inappropriate use of technology in the classroom, or (b) presents a danger to the health, safety or well-being of self or other persons. References to classroom or academic area include all academic settings (in class or online, and including field experiences). References to instructor include the course instructor, other faculty, administrators, and/or staff.

Academic discussion that includes disagreement with the course instructor during times when the instructor permits discussion is not in itself disruptive behavior and is not prohibited.

Some disruptive students may have emotional or mental health disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any student.

Procedures for Handling Academic Disruption

General Guidelines for Instructor:

If a student is disruptive, the instructor may ask the student to stop the disruptive behavior and/or warn the student that such disruptive behavior may result in academic and/or disciplinary action. Alleged disruptions of the academic process will be handled initially by the instructor, who will discuss the incident with the student at the time of the disruption or request a meeting later to discuss the disruptive behavior. It must be noted that the Faculty Senate considers the traditional relationship between student and instructor as the primary means of settling disputes that may arise.

The instructor is authorized to ask a student to leave the classroom or academic area and desist from the disruptive behavior if the instructor deems it necessary. If the instructor does this, s/he will send a written report of the incident within 48 hours simultaneously to the department chair, and the associate dean/dean of the college. If the situation is deemed an emergency or circumstances require more immediate action, the instructor should notify the appropriate law enforcement agency or other authorities as soon as possible. Any written report of academic disruption should be updated if new information pertinent to the situation is obtained.

An instructor may also further exclude the student from the classroom or other academic area pending resolution of the matter. If the instructor recommends exclusion (temporary or permanent) from the classroom pending resolution, the student must be informed of the exclusion before the next scheduled class (either by phone, email or in person). That notice must: (a.) inform the student of the exclusion, (b.) inform the student of his/her right to request an expedited review

of the exclusion within two days to the department chair.

If such academic exclusion occurs, and if the student requests a review, chair of the department shall review the exclusion within two days of the date the student requests the review and decide if the student can return to the specific class and/or any academic setting. This decision may be appealed by the student in writing within two days. The appeal should be sent to the dean of the college who will then review and make a decision within two business days. Any decision rendered at that point must be in writing and will serve as the final and binding academic decision of the university.

Possible Academic Sanctions and Grading Guidelines:

The authority of an instructor, the departmental chair and/or the college dean's office may result in any of the following sanctions:

- Warning to the student

- Temporary exclusion and/or permanent dismissal from the instructor's classroom or academic area, program, or college, pending an expedited appeal

- Academic sanction, including assignment of a final grade — If the final determination is a dismissal from class, the grade assigned for the class will depend on the student's status at the time of dismissal. If the student had a passing grade in the class at the time of dismissal, a grade of "W" will be assigned for the course. If the student had a failing grade in the class at the time of dismissal, a grade of "F" will be assigned for the course.

If the academic disruption incident warrants a referral to the Office of Student Conduct or other designated office in Student Affairs, a referral will be made and the appropriate office may initiate a disciplinary process resulting in the imposition of sanctions in addition to any academic sanctions imposed. Final disciplinary sanctions that affect the academic status of the student will be communicated to the instructor(s) and appropriate academic administrators after the Office of Student Conduct completes any additional disciplinary action.

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.

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 7-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 7-week and 14-week terms. First-year students may not drop or withdraw from First-Year Experience (BAC) sections.

Students may add 14-week structured classes on a space-available basis through the first five days of the semester and may add structured 7-week classes through the first three days of each 7-week period. No signatures are required and no add fee is charged during this period. To request to add a class after this initial period, a student must obtain instructor approval and submit an Academic Petition to the attention of the director of Academic Advising, Academic Success Center, North Walker Hall. Following the initial period for dropping and adding classes, students are assessed a drop/add fee (\$25) each time a change is processed.

Students may add approved Independent Study classes and/or internships through the first three weeks of the semester by filing the applicable form(s) and obtaining appropriate signatures. After the third week, an Academic Petition is also required.

Students whose class schedules have been cancelled because of an unpaid account, incomplete University payment plan installments or for unconfirmed financial aid resources, must follow reinstatement procedure as outlined by the Bursar's Office. Students who do not satisfy their financial obligations or request reinstatement by the end of the reinstatement period are not permitted to attend classes or remain in University housing.

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 are 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, auditors who decide to change their registration to full credit must make arrangements at the Registrar's Office during the drop/add period and pay the full tuition charge(s) for the course(s).

Electing Courses Graded Satisfactory/Unsatisfactory

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

Courses required in a student's major or minor, prerequisites for courses required in the 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 through 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 in this catalog.

Final Examinations

Final Examinations

The last four days of the Fall and Spring semesters shall be set aside for final examinations. A period of two hours shall be allotted for each final examination. If a student has multiple exams scheduled at the same time or has three or more examinations scheduled on the same day, the student may petition the instructor in accordance with the parameters below to reschedule one of the student's examinations. The priority of examinations shall be determined in the following manner:

1. Examinations for graduate-level courses have priority over examinations for undergraduate-level courses.
2. Within the level of the courses, undergraduate or graduate, examinations for numerically higher numbered courses have priority over lower numbered courses. Example: A course numbered 670 has priority over a course numbered 500, and a

course numbered 410 has priority over a course numbered 244.

3. If the course numbers are tied, then a course within a student's major has priority over a course outside of their major.
 4. If after applying items 1, 2, and 3, there remains a conflict, priority shall be given to the course with the prefix closest to the beginning of the alphabet. Example: COM 325 would have priority over SOC 325.
- The final examination schedule shall be published by the Registrar.

The instructor of the course with lower priority shall provide an alternative final exam time during the final exam period that adheres to the final exam policy.

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. There is a charge for each official transcript issued. Unofficial copies of transcripts can be accessed from SpartanWeb. Official copies of transcripts also may be requested at www.ut.edu/registrar. There is an additional charge for transcript requests made online. Final grades from each semester are available on SpartanWeb after the end of the grading period.

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.

General Attendance

Students are expected to attend classes. An academic program or individual instructor may require a specified level of attendance as a condition for successfully completing a course. Likewise, instructors may assign a portion of final course grades based on attendance and/or participation. Faculty must inform students of attendance requirements on syllabi.

Excused Absences

There are two categories of excused absences for which accommodations will be made by the faculty: scheduled and unscheduled.

Scheduled absences involve time conflicts that are known in advance, for which students have notified their instructors. Acceptable reasons for scheduled absences include:

1. Court-imposed legal obligations (e.g., jury duty and subpoenas)
2. Medical procedure
3. Required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations)
4. Observation of religious holy days
5. Requirements of military service

Unscheduled absences involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather and other crises. Students should contact instructors as soon as possible in these cases. Instructors may require documentation or verification to excuse unscheduled absences.

Employment schedules, athletic conditioning and practice schedules and personal appointments are not valid reasons for scheduled absences.

Procedures for Excused Absences and Make-up Work

Students must give notification to their instructors of scheduled absences in advance as soon as they are aware of it (for approved reasons as noted above). In the event of an emergency unscheduled absence (as described above), students must contact their instructors as soon as possible and provide documentation if required.

If an absence qualifies as an excused absence as defined above, the instructor will accommodate the excused absences in a fair manner. Instructors will provide an alternative opportunity to replace missed work or assignments; however, arranging to replace missed work is the responsibility of the student.

If an excused absence coincides with other graded work (e.g., homework collection, in-class activities, quizzes, presentations, activities, etc.), the student shall be given an opportunity to replace such work or shall not have that work averaged into the student's grade, at the discretion of the instructor, provided it is not identical to the course's stated accommodation for an

unexcused absence. An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes. In cases like this, the instructor may advise students to withdraw from such courses.

Making up work for unexcused absences may be allowed or declined entirely at the discretion of the instructor.

Court Imposed Legal Obligations

The University respects the need for all citizens to serve on a jury when called to duty. If a student serves as a juror, class absences will be considered excused when the student provides advance notice to the instructor, the instructor acknowledges the request and the student provides written verification of jury selection and proof of service.

Any potential student juror may notify the court of conflicts or undue hardship and request an excuse from service. The individual student must make the decision as to whether jury service will present an undue hardship and then take the affirmative action to request to be excused from service, and may need to provide a written explanation to the court. If a student does not request to be excused and is selected to serve, the student may miss a prolonged period of time resulting in the inability to complete the academic requirements of classes.

Documented Medical Attention for Illness

Students are excused for absences due to documented illnesses or injury that require medical attention. Documentation must be provided from a licensed health care provider and clearly indicate that the student is unable to attend class. While students should not attend class with infectious conditions, even if medical attention is not sought, the decision to excuse absences from undocumented illnesses is at the discretion of the individual instructor. Extended illnesses may interfere with the successful completion of courses, and in such cases a student may want to withdraw from the course. After the withdrawal deadline, students may submit an academic petition with proper documentation to withdraw from courses.

Documented University Sponsored Activities

The University recognizes the importance of participation in University-sponsored activities such as musical and theatrical performances, athletic competitions and research presentations. It also recognizes that such participation may result in conflicts with scheduled class times. It is the responsibility of participating students to provide a full list of anticipated conflicting days to instructors by the end of the first week of the term, and directors and advisers of University activity programs have an obligation to assist students with this task. Students are responsible for identifying potential absences specific to a particular class and notifying individual instructors of these conflicts. Please note that a general schedule for a team

or ensemble does not satisfy this notification requirement. Students should provide instructors with addenda (e.g., end-of-season tournaments, newly scheduled events or rescheduled events) that result in new conflicts as soon as they are available. Directors and advisers of University activity programs should consult with participating students prior to registration to help them choose courses that do not have excessive anticipated conflicts.

Notification of Observed Religious Days

Care will be given to schedule required classes and examinations in view of customarily observed religious holy days. Students must provide written notice to their instructors at the beginning of each academic term if they expect to be absent from a class or a scheduled examination for the observance of religious holy days. No student shall be compelled to attend class or sit for an examination at a day or time when such activity is prohibited by his or her religious belief, as long as the student has provided timely notice.

Any student who believes he or she has been treated unfairly with regard to the above may seek review beginning with the department chair, and if no resolution is reached, with the dean of the college.

Grade Appeals

Grading is the prerogative of the instructor. In the case of a disputed grade, an undergraduate student must first contact the instructor and request reconsideration. If the student wishes to continue the grade appeal following a meeting with the instructor, he or she must file a written appeal with the professor's department chairperson. 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 or winter session, 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. Students who are dissatisfied with the chairperson's evaluation and wish to appeal their decision must put a request in writing to the dean (or dean's designee) of the instructor's college within one week of the chairperson's decision. The dean (or designee) will review the appeal and other pertinent materials and render a decision regarding the grade under appeal. This decision will be final except in case of a verifiable error in procedure, only supportable by documentary evidence. In this case, the student may present the documentation of specific errors in the grade appeal procedures that denied him/her a reasonable opportunity to participate in the process to the Academic Appeals Committee. The procedural

error must be specifically stated in the request to the Academic Appeals Committee. Please note that disputing general fairness and/or dislike of the grade are not acceptable grounds for a request to the Academic Appeals Committee. The Academic appeals Committee will determine the sufficiency of any review request based on these criteria. If it is determined there are not sufficient grounds for a review, the review request will be dismissed and the student notified. If it is determined that sufficient grounds are stated, the Academic Appeals Committee will meet and review the grade appeal procedures specific to the case.

No course grades will be subject to change after final graduation certification.

See the Office of Graduate and Continuing Studies section of this catalog for the policy on academic appeals for graduate students.

Grading

Grades have the following honor-point values:

A	Outstanding	4.0
AB	Excellent	3.5
B	Very good	3.0
BC	Good	2.5
C	Average	2.0
CD	Below average (unsatisfactory)	1.5
D	Passing (unsatisfactory)	1.0
F	Failure	0.0
NF	No-show, failure	0.0
NR	Not recorded by professor	Not included in GPA
NG	Not graded	Not included in GPA
I	Incomplete	Not included in GPA
S	Satisfactory	Not included in GPA
U	Unsatisfactory	Not included in GPA
W	Withdrawal	Not included in GPA
WF	Withdrawal, failure	0.0

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." A grade of

“W” is automatically assigned for withdrawal within the first 10 weeks of a 14-week class or the first five weeks of a 7-week class. A grade of “WF” is given for withdrawal after the official deadline to withdraw has passed, as noted in the academic calendar, and it is documented that the student has ceased to attend the class. A “WF” is factored into the GPA as zero points.

Grades of “NG,” “I,” “S,” “U,” and “W” 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.

To graduate with a bachelor’s degree, the number of honor points must be at least twice the number of credit 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 coursework 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 section 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 the section on Incomplete Work in this chapter.) A degree will not be conferred for any student with an outstanding “I” grade.

Graduation Honors

The names of students receiving bachelor’s degrees who are candidates to receive graduation honors are annotated in the commencement program 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 as follows:

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 credit hours must have been earned at The University of Tampa.

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

Graduation Requirements

90 Hour Review

The University of Tampa Academic Advising office will complete a “90 Hour Degree Review” for all enrolled undergraduate students who have reached a total of 90 earned credit hours. The completed 90 hour degree review is considered an official graduation check at the time it is completed and will match all courses completed and those in progress with the specific requirements of the student’s declared major(s), concentrations, and minors, as applicable, and will indicate courses/program requirements still outstanding for degree completion. The completed review will be sent to the student, the student’s faculty advisor, and filed with the Registrar’s office.

It is the personal responsibility of each student anticipating graduation to ensure that all graduation requirements have been met and to apply for graduation candidacy through the Registrar’s Office. Ultimately, it is the student’s responsibility to ensure that all general and specific requirements for graduation will be met.

Students should primarily consult with their assigned faculty advisor concerning any issues or problems involved in registration or fulfillment of catalog requirements for their degrees. If additional questions or clarification needed, students may also email advising@ut.edu or consult with academic advisors in the Academic Success Center, North Walker Hall, during walk-in hours.

Application for Graduation

Graduating students will need to complete the online “Application for Graduation” form via SpartanWeb. The Application for Graduation should be filled out during the semester in which they intend to complete degree requirements and have a degree conferred.

If a student does not complete the Application for Graduation form by the priority deadline indicated, her or his name may not appear in the commencement program and/or the student's degree conferral may be delayed.

General Degree Requirements

A student must earn a minimum of 124 credit hours 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 credit hours. Refer to individual department sections.

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 the major or minor. The GPA requirement may vary depending upon the major. Some majors have special GPA requirements. Always refer to specific departments for details.

Students must take at least 9 credit hours of writing-intensive coursework (indicated by a “W” in the course schedule) at UT before they graduate. Students are strongly encouraged to take these courses after their First-Year Writing sequence is completed. Students entering as juniors (transferring 60 or more credit hours) must take 6 credit hours of writing-intensive coursework at UT before graduation. Those entering as seniors (transferring 90 or more credit hours) must complete 3 credit hours of writing-intensive coursework 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 master's degrees are detailed in the Office of Graduate and Continuing Studies chapter of this catalog.

It is the responsibility of the student to be certain to enroll in all 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.

Academic Residence Requirements

Semester Residence

No more than 4 credit hours from another institution may be applied toward a student's University of Tampa degree requirements in any spring or fall semester in which the student is enrolled and taking a full course load (12 credit hours or more) at the University.

Graduation Residence

Candidates for graduation at The University of Tampa must have successfully completed at least 25 percent of the total credit hours for their degree in residence at UT, and have completed at least 31 of their last 35 credit hours in residence. Nonresidence 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 credit hours earned toward a University of Tampa undergraduate degree, with the exception of **up to** 12 credits of study abroad courses taken through a University of Tampa sponsored study abroad program.

Under special circumstances, a student may request permission through the academic appeals process to take coursework at another university that requires a waiver of the 31 of 35 hour requirement. Information regarding the process may be obtained in the Academic Success Center.

Commencement

Degrees are granted in December, May and August of each academic year. The commencement dates are indicated on 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 degree is awarded if “I”s remain on the transcript. Once a degree is conferred, no further work toward 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 the student has completed a 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.

Incomplete Work

A grade of Incomplete (“I”) may be awarded at the discretion of the instructor only when the student has been doing satisfactory work in a course and is earning a passing grade and only when a small portion of the student's work in the course is not completed. 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 can be electronically submitted via the SpartanWeb Faculty Forms page or filled out on paper in the Registrar's Office.

Incomplete grades must be resolved no later than the middle of term following the scheduled completion of the course or internship. Fall incomplete grades must be resolved by the middle of the spring semester; winter intersession and spring incomplete grades by the middle of the summer term; and incomplete grades in the summer terms must be resolved by the middle of the fall semester. Failure of the student to complete work within the time limit results in an "F" being recorded as the final grade. For justifiable reasons, the student may petition to extend the "I" grade beyond the published deadline. If a student would like to request an extension, the student should fill out an Academic Petition and include supporting documentation and confirmation of instructor support for consideration.

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 Sykes College of Business if the course is taken in that college) by the third week of the semester; after that date, Associate Dean's Office (COB) or Dean's Office approval is needed as well as an Academic Petition for late registration. The Independent Study contract is available in SpartanWeb under the Academics/Forms and Information tab.

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 alpha-numeric course numbers, depending on level:

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

60T Graduate level

Each of the five courses above may be taken on a variable-credit basis, i.e., for 1, 2, 3, 4 or 5 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, a completed "Independent Study Contract" needs to be submitted to the Registrar's Office; if it is after the drop/add period, an Academic Petition is also required for late registration. The student is responsible for making sure that the contract is submitted to the Registrar's Office and verifying on SpartanWeb that registration in the course has been completed.

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

Regulations on Academic Probation and Dismissal

Academic Standing

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.)

Academic Good Standing

Academic good standing is defined as a minimum cumulative GPA of 2.00. This standard is in effect for all students, regardless of catalog year. A student who does not maintain the minimum cumulative GPA standard of a 2.0 is placed on academic probation. Students placed on academic probation retain the rights and privileges of any currently enrolled student to participate in university co-curricular activities as long as the student meets all academic requirements of the activity or program.

Note:

Students also must maintain a minimum 2.0 GPA in the courses attempted at the University that are specifically required or to be applied toward their major. The GPA requirements may vary depending upon the major. Always refer to specific department for details.

Academic Probation

A student whose cumulative UT grade point average falls below 2.0 is no longer in academic good standing and will be placed on academic probation. From the beginning of academic probation, the student must maintain a UT GPA of 2.0 or higher each semester. While on academic probation, the student is required to meet with an advisor in the Academic Success Center each semester until the student is in good standing. The student will remain on academic probation as long as his/her overall UT GPA is below 2.0 and he/she obtains a UT GPA of 2.0 or greater each semester.

The University reserves the right to require remedial action on behalf of any student who is placed on academic probation. 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. Grades earned at other institutions are not included in computation of cumulative grade point averages.

Academic Dismissal

If, at any time while on probation, the student's semester GPA falls below 2.0, the student will be academically dismissed from the University.

Notification of academic probation and dismissal will be sent to students from the Office of the Associate Provost and noted by the Registrar on the student's permanent academic record. Students dismissed by the University for academic reasons may apply for re-admission after one academic year [two regular (fall and spring) 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 re-admission is June 1 for the fall term, December 1 for the spring term and April 1 for the summer terms. Applications for re-admission from dismissal must include a letter to the committee written by the student describing activities since dismissal, along with supporting documentation. Transcripts of any coursework completed at another institution since dismissal also should be sent to the Office of Admissions.

Graduate Retention Standards

See the Office of Graduate and Continuing Studies chapter in this catalog for Graduate Retention Standards .

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. Please note that the BAC 101, 102, 103, 104/HON 101, 102 courses may *only* be retaken for grade forgiveness the next semester (fall or spring) the course is offered. After that time, BAC 101, 102, 103, 104/HON 101, 102 may not be retaken or used for grade forgiveness. 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 Academic Advising in the Academic Success Center 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 sign the petition and forward the petition to the Registrar's Office for processing. The final deadline for filing any petitions for grade forgiveness is the last day of final exams during the semester in which the student graduates.
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. If the student withdraws from the course being repeated, the withdrawal or "W" grade cannot be used for grade forgiveness.
4. During a student's academic career, he or she may petition to have up to three grades forgiven under this policy. The student is permitted to file for grade forgiveness for the same course only one time.
5. Without utilizing grade forgiveness, the student who repeats the same course at UT 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.
6. Under unusual circumstances, a different but similar course may be used if the department offering the course and the Office of the Associate Provost approve the substitution. Therefore, with prior approval of the department offering the course and the Office of the Associate Provost, 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.

Student Classification

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

The minimum qualifications for each classification are as follows:

Freshman	fewer than 28 credit hours
Sophomore	28–59 credit hours

Junior	60–89 credit hours
Senior	90+ semester credit hours

Students with fewer than 60 credit hours may not take advanced courses — those with numbers of 300 or higher — without special permission from their faculty advisors. Courses at the 600 level are intended primarily for students admitted to a graduate program. They may only be taken by undergraduate students with special approval.

Transfer Credit Evaluation

Resident Transfer Credit

Students transferring from a Florida college system institution with an Associate of Arts degree will enter The University of Tampa with junior standing (minimum 60 credit hours) and all general education requirements will be satisfied. The general education requirement is defined as all Baccalaureate Experience requirements with the exception of the Writing Intensive Component. Students may only transfer a total of 64 credit hours from a two-year institution.

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 at a two-year institution is limited to 64 credit hours. Credit at the 300/400-level from a two-year institution will not be deemed equivalent without department approval at The University of Tampa.

Credit is not granted for coursework taken at institutions in the United States that are not fully accredited by a regional accrediting association. While the UT GPA reflects grades earned only 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 Associate Dean of the Baccalaureate Experience 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, 7101 SW 102 Avenue, Miami, FL 33173, or other similar international credential evaluation organizations, for evaluation of the credit earned and the institution that granted it. Application forms for evaluation by this service are available online at www.jsilny.com.

See the 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 apply for prior 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 must be eligible to return to the University.
2. The student must meet the university residency requirement by earning 31 of the last 35 credit hours of study toward a bachelor's at UT, unless permission is granted via the academic petition process.
3. The student may only transfer a total of 64 credit hours from a two year institution.
4. The student must earn a grade of “C” or better in any undergraduate course.
5. The student may 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. No more than 4 credit hours from credit earned at another institution (non-resident credit) may be applied toward a student’s

University of Tampa degree requirements in any spring or fall semester in which the student is enrolled and taking a full course load (12 credit hours or more) at the University.

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 to UT. An education abroad advisor will facilitate a "Transient Credit Request" 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 shall not be 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 may 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 all education abroad programs must 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 credit hours of nonresident credit may be granted to undergraduate students. Nonresident credit is defined as 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 credit hours, for successful completion of Advanced

Placement (AP) courses taken in high school. Visit www.ut.edu/freshman for additional information.

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

International Baccalaureate

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

CLEP Examinations

Students may receive academic credit, up to a total of 30 credit hours, for satisfactory results on any of the College Level Examination Program (CLEP) general and subject examinations administered through the College Entrance Examination Board.

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

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

Correspondence Courses

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

See the Office of Graduate and Continuing Studies chapter for the 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 credit hours.

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

Credit Earned through USAFI and DANTES

Students may receive academic credit, up to a total of 30 credit 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. The University is a member of the Servicemembers Opportunity College Consortium.

Service School Credit

Students may receive academic credit, up to a total of 30 credit hours, for the successful completion of courses taken at military service schools. This includes 12 general elective credit hours for basic training. 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/Veterans

Military personnel are requested to document their service-related education.

Instructions for obtaining transcript can be found at the following websites:

- Air Force
- Army
- Coast Guard
- Marines/Navy

Withdrawal from the University

Any student who desires to leave the University prior to the end of a current semester or 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 in which the student is registered, jeopardizing his or her chances of returning to the University or transferring to another institution.

Before the published withdrawal deadline for a given semester, students may withdraw from the University for any reason. To initiate withdrawal, students should fill out the University of Tampa Withdrawal Form (available in SpartanWeb under the Academics/Forms and Information tab). Completed forms should be forwarded to the Registrar's Office, Plant Hall 90, registrar@ut.edu. For questions about the withdrawal

process, undergraduate students may contact the Academic Success Center, North Walker Hall, or email advising@ut.edu. Graduate students should contact Graduate and Continuing Studies, Fairgrounds Offices, or email OGCSadvising@ut.edu.

To petition for a late withdrawal, ("W" with no academic penalty) from a single class or an entire course schedule, students utilize the Academic Petition, available in SpartanWeb under the Academics/Forms and Information tab and supporting documentation must be included. If a student requests late withdrawal from a semester citing medical reasons, the student will be required to provide documentation from a licensed health care provider to the Dean of Students' Medical Clearance Committee. Medical clearance from this committee is required prior to re-enrollment (undergraduates only). Application for clearance must be made no later than three weeks prior to the beginning of the semester in which the student wishes to enroll. Applications submitted after that time may not be considered and any registration for subsequent semesters may be cancelled. The application is available on-line and requires supplemental documentation.

Any undergraduate request for late withdrawal with medical justification from a concluded semester or session must be initiated before the end of the next subsequent fall or spring semester. Such a request is made through the Academic Petition process and will result in a Dean of Students hold controlling subsequent registration.

Students who are not enrolled at UT for longer than two continuous semesters must follow procedures for re-admittance to the University.

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 questions about admissions policies, contact the Office of Admissions, The University of Tampa, 401 W. Kennedy Blvd., Tampa, FL 33606-1490. Telephone: (813) 253-6211 or (888) MINARET (646-2738). Fax: (813) 258-7398. Email: admissions@ut.edu. Apply online at www.ut.edu/apply. 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 courses: 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 submitted by Nov. 15 have notification of admission status mailed by Dec. 15. Applications submitted by Jan. 15 have notification of admission status mailed by Feb. 15. Applications submitted after Jan. 15 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.

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 the 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 section of this catalog.

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

The University of Tampa has articulation agreements with all community colleges in Florida, as well as community colleges in other states. For a complete list, visit the Transfer Admissions page at 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. UT also accepts Cambridge examinations, such as the IELTS exam, with a grade of 6.5; or ELS Language Center completion of the English 112 Certificate with a minimum score of 79 on the Michigan Test of English (MELAB).

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 the Department of Nursing section in the College of Natural and Health Sciences section of this catalog).

Registered nurses who want to pursue the Bachelor of Science in Nursing will find admission requirements

and procedures under the Department of Nursing section. Students must 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 section of this catalog for more information.

Continuing Studies Students

UT's Continuing Studies program provides educational opportunities to students desiring to pursue undergraduate degrees by attending classes part time. Please refer to the Office of Graduate and Continuing Studies section of this catalog for more information.

Non Degree-Seeking Students

Undergraduates 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 this 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 this 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, a nonrefundable application fee and a copy of state certification. No other documents or records of previous academic work are necessary, except for students who are seeking a second degree.

Postbaccalaureate Degree Students

In addition to the application form and a nonrefundable application fee, students must 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 in the UT Academic Experience section of this catalog.

Veterans

Veterans' enrollments are certified by the Registrar's Office to the Veterans Administration. Questions concerning veterans educational 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 Office of Admissions. All students returning to UT must be approved by the dean of students for readmission. If the applicant left the University in good academic standing as a degree-seeking student, 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 Academic Success 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.

Veteran students who are deployed while attending the University do not need to reapply for admission following their return from deployment if the enrollment falls within the next academic year. Veterans returning to UT should consult with their previous academic advisor or contact the Academic Success Center for assignment of a new academic advisor, whereupon they can then register for classes. If any additional college courses were completed during deployment, official transcripts from the institution attended must be submitted prior to registration.

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 the student believes he or 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 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 April 1 for the fall term, Oct. 1 for the spring term and March 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. Students whose final semester grades (high school or college if a transfer student) are deemed below average by the admissions committee may have their admission to the university rescinded.

No portion of an applicant's 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 students 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.

The University of Tampa takes student postings on social media sites seriously. Students who post illegal behavior or threatening comments on social media sites may have their admission to the University rescinded or may be permanently dismissed from the University.

Admission Appeals

Any person wishing to appeal an admission decision should submit an appeal in writing to Chair, The Admissions Policies 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. The decision of the Admissions Policies Committee is considered final.

Photo Policy

The University of Tampa reserves the right to photograph and/or film students, faculty, staff and guests while on University property, while at University-sponsored events or during activities where they are representing the University. This includes, without limitation, the right to publish such images on the University website, in the alumni magazine and in PR/promotional materials, such as marketing and admissions publications, advertisements, fundraising materials and any other University-related publication. These images may appear in any of the wide variety of formats and media now available to the University and that may be available in the future, including but not limited to print, broadcast, video, CD, DVD and electronic/online media. For more information, contact the Office of Public Information and Publications at publicinfo@ut.edu or (813) 253-6232.

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 credit hours 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 summer sessions.

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. Students receiving outside scholarships, grants or alternative loans must contact their sponsor to ensure that payments are applied to their account by the deadline. Student registrations are considered complete when all charges and fees are fully satisfied through payment or documented financial aid resources. To have the awards applied to a 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 this 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 payments 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 that the student, no later than the end of the third week of the semester, 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 2017–18 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	\$564
2	\$1,128
3	\$1,692
4	\$2,256
5	\$2,820
6	\$3,384
7	\$3,948
8	\$4,512
9	\$6,818
10	\$8,661
11	\$10,528
12–18	\$14,213*

*For full-time students only (12 credit hours or more), the amount shown includes a mandatory student government fee of \$96, a mandatory student service fee of \$460 and a mandatory student health fee of \$405.

Special permission is required to register for more than 18 credit hours per semester. The tuition charge for an overload (more than 18 credit hours) is \$564 per credit hour, plus mandatory fees.

Student Government Fee

The \$96 student government fee is assessed each semester to 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 \$460 student service fee is assessed during the fall and spring semesters to full-time undergraduate students taking 12 or more credit hours. The fee provides support for a number of student services, programs and activities, 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 undergraduate students, graduate students and continuing studies students. During the summer sessions, this fee is 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.

Student Health Fee (UG Full Time)

A \$405 student health fee is assessed during the fall and spring semesters to full-time undergraduate students taking 12 or more credit hours. This fee provides for the student health insurance plan, administered by United Healthcare.

Tuition for Continuing Studies

Continuing studies tuition is \$420 per credit hour (9 credit hours max). Auditors are charged \$268 per credit hour.

Auditor Student Tuition (Undergraduate)

For 2017–18 auditors are charged \$282 of courses for graded credit, and the audited courses do not bring the total credit hours to more than 18, the regular full-time tuition covers the charge for the audited courses. If the audited courses bring the total credit hours to more than 18, the audit rate applies for those credit hours beyond 18. If the undergraduate is taking fewer than 12 credit hours of courses for graded credit and wishes to add an audit course, the audit rate applies to the course.

Graduate Tuition

Graduate tuition is \$603 per credit hour. Qualified graduate students may audit courses. Auditors are charged \$301.50 per credit hour.

The two-year total for the Executive MBA cohort beginning fall 2016 is \$46,302 and includes books, meals and a substantial portion of an international study trip. Executive MBA program tuition is payable in six equal installments due at the beginning of each academic term.

The two-year total for the Executive MBA cohort beginning fall 2017 is \$47,460 and includes books, meals and a substantial portion of an international study trip. Executive MBA program tuition is payable in six equal installments due at the beginning of each academic term.

Tuition for the Master of Fine Arts in Creative Writing is \$8,815 per term, plus a \$1,500 residency fee for the fifth, culminating residency.

International Medical Insurance

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 rate for 2017–18 is \$810.00 for full-time undergraduate students, graduate students and part-time undergraduate students. Half the annual rate is added to the fall bill for coverage from Aug. 1 to Dec. 31, and half is added to the spring bill for coverage from Jan. 1 to July 31. Students are billed automatically for this insurance.

Deposits

Students dependent upon aid plans or any other source of funds 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 admission 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 during 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 are 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 schedules are listed below. The prices indicated are for one semester only and include the appropriate sales tax for the meal plans. All students living on campus are required to purchase a meal plan.

Rooms

Single Room in Austin, Brevard, Jenkins, McKay and Smiley Halls (includes 15 meal plan)	\$6,686.00
---	------------

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

Board

Carte Blanche Plan: plus 75 Spartan Dollars	\$2,552
--	---------

meals plus 75 Spartan Dollars

*Available to on-campus apartment residents only.

Note: Spartan Dollars offer flexible spending on purchases at all campus locations. They do not carry over from semester to semester.

Meals in 2017–18 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 issued in \$50 increments and available to the entire University community. UT Dollars carry over from semester to semester.

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

Other Expenses

Books and supplies cost approximately \$1,200 each year.

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

Miscellaneous Fees

Applied music fee (per credit hour)	\$100
-------------------------------------	-------

Service charge for NSF (returned) checks

\$25 for face value of checks \$50 or less

\$30 for face value of checks \$50.01–\$300.00

\$40 for face value of checks \$300.01 or more

Service charge for returned ACH payments \$25

Total Costs

The basic semester costs for a full-time undergraduate resident student in 2017–18:

Tuition (12–18 credit hours)	\$13,252
---------------------------------------	----------

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. 1 for the fall 2017 semester and Jan. 5 for the spring 2018 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 12 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, that his or her TPP account be 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 the fall semester or Feb. 1 for the 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 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/tuition/paymentoptions for additional information.

Dropping Courses, Withdrawals and Refunds

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

The Registrar's Office updates the academic records of students who officially withdraw from The University of Tampa. The withdrawal date determines if there is an adjustment to the financial records. Students who withdraw from credit hours after the deadline to drop with 100% tuition credit still have those credits as registered hours on their class schedule. Those hours are considered part of overall credits, and thus, if a student wishes to add credits after withdrawing, they are responsible for any credit hour overload charges that apply.

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 is prorated, 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 are 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 \$13,252, mandatory fees of \$961 and the \$85 orientation fee (new students). The student drops enrollment from 12 to 9 credit hours. The account is adjusted in the amount of \$6,818 in tuition and incurs a \$40 student service fee. The mandatory fees of \$921 are reversed. The student remains responsible for the orientation fee.

Full	9	Acco
-	Cre	unt
Ti	dit	is
me	Ho	Credi
Stat	urs	ted
us		

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

A student who officially withdraws is held responsible for half the tuition and all mandatory fees. Any meal plan charge is prorated, 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 \$13,252, mandatory fees of \$961 and the \$85 orientation fee (new students). The student is held responsible for \$6,626 (half the tuition charge) and all fees.

A student who officially drops credit hours from Sept. 5 through Sept. 16 for the fall semester or Jan. 24 through Feb. 6 for the spring semester is held financially responsible for half 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 the drop from full-time hours to 9 part-time hours.

Full-time status	\$13,252
------------------	----------

Specific refund dates are indicated in the Academic Calendar .

Interession/May Term

Students who officially withdraw with the Registrar’s Office on or before the first two days of the session receive a 100 percent tuition credit. No tuition credit is 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 summer sessions. Students who officially withdraw with the Registrar’s Office on or before the first five days of the 12-week session 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 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 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 receive a 50 percent credit on tuition. No tuition credit is granted to students who withdraw from or drop courses after the fourth day of a six-week summer term. Summer term Executive MBA students who officially withdraw on or before the Thursday after the first class meeting receive a 100 percent tuition credit. A 50 percent tuition credit is 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 during a term should consult with the Financial Aid Office to discuss how changes to enrollment may impact your financial aid eligibility.

Federal policy dictates that the Financial Aid Office is required to recalculate federal financial aid* eligibility for students who withdraw, drop out, or are dismissed 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 award the grade of “NF” (no-show, failure) to any student who has not officially withdrawn yet has stopped participating at that point in the semester. The “NF” grade is equivalent to an “F.”

*Federal financial aid includes the Pell Grant, SEOG Grant, Perkins Loan, Stafford Loans (subsidized and unsubsidized) 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 date on which 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

Step 2:

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

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

Example:

Unearned Percent
 $(100 - 43) = 57$

Amount x Awarded* = Percent Unearned = Aid to be Returned**

***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

- return of the student loan in the amount of \$1,313.
- 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 needs to be repaid to the federal government.

Refunds

Students may be eligible for a refund due to an overage in financial aid and/or payments that exceed the charges on their student account. Financial Aid will begin to disburse aid after the drop/add period has concluded. Please consult the Academic Calendar for details.

Refunds are processed when there is an actual credit on the student's account. Refunds will be disbursed to the student's UT Box (if applicable) or their permanent address on file with the university. Students must email the Bursar's Office if they would like the check

to be sent to an address other than their permanent address.

Refunds due to a Parent Plus Loan will be issued to the borrower unless specified during the Plus Loan application process.

Over-payments submitted via CASHNet (online) will be processed via CASHNet which includes ACH and credit card payments.

All refunds are subject to audit corrections. If a refund is received in error, the student must pay back the University within 30 days of notification.

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 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 that 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 92 percent of the University's students receive some type of financial assistance. Assistance may be granted on the basis of need, academic or talent qualifications.

Financial aid 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 (expected family contribution, as determined by the Free Application for Federal Student Aid) and the cost of attendance. Such costs include tuition, fees, room, board, books, supplies, transportation and personal expenses.

If you have 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. Email: finaid@ut.edu.

General Information for All Students

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 EFC.

Factors considered in determining the EFC are parent and student income, 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 includes a student's federal, state (for Florida residents) and UT aid eligibility. Students must notify the Financial Aid Office if they are awarded funds from other resources (see Excessive Awards).

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, prospective students may use the net price calculator.
- To file an official application for financial aid, new and returning students should complete the FAFSA at www.fafsa.ed.gov as soon after Oct. 1 as possible

for the upcoming academic year. Federal Student Aid IDs (FSA ID) are required for students, as well as parents of dependent students, and may be obtained during the FAFSA application process.

- The FAFSA is required to determine eligibility for federal student aid programs (including the Pell Grant), and need-based aid programs from the State of Florida and 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.
- "University of Tampa, Tampa, FL" must be listed on the FAFSA for UT to receive your results. **UT's FAFSA school code is 001538.**
- After the FAFSA is submitted, applicants who provided an email address will receive an email with a link to a Student Aid Report (SAR). If no email 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 will be asked to submit additional documents to the Financial Aid Office, such as copies of IRS tax return transcripts, or statements confirming benefits, etc. Eligible non-citizens may be asked to provide copies of their Resident Alien Cards or other documentation.

Students must be admitted to The University before the Financial Aid Office may make a financial aid award.

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 is estimated at \$1,500 for a full-time, undergraduate student.

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

How Students are Notified

Official financial aid award notices are sent via regular mail and are available on "Finances" tab in SpartanWeb. Students eligible for veterans' or service members' educational benefits may also view their aid in the federal shopping sheet format from the "Finances" tab in SpartanWeb.

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 work-study (through which students can earn money for college expenses).

Many aid programs have limited funding available. Funds are first offered to the students with the greatest demonstrated financial need (as determined by the results of the FAFSA) until depleted.

For new students, acceptance of aid requires an admissions deposit, which is credited to the first-term bill. Student loans offered may be accepted or declined using the accept/decline feature on SpartanWeb. Contact your financial aid counselor to reduce the amount of the loan.

Parents apply for the PLUS loan on www.StudentLoans.gov; UT receives electronic confirmation of the credit decision and requested loan amount approximately 24 business hours after application.

Our primary method of communicating with students is via email. Prospective students should regularly check the email address submitted on their admissions application and current UT students are expected to check their SpartanMail account for important communications from the Financial Aid Office.

Outside (Private) Scholarships

A number of sources are available for information on outside scholarships, grants, fellowships and loans. High school guidance offices, local libraries (the College Blue Book is a great source) and the scholarship database hosted on the Outside Scholarships page of the UT website can help you start your search.

Be wary of scholarship applications that charge a fee. Most outside programs have early deadlines. 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. Some scholarships are awarded monthly; remember to reapply each month for consideration!

Students who receive funds from an outside scholarship source must send a copy of the award notice to the Financial Aid Office. See the Excessive Awards section of this chapter.

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, out-of-pocket medical expenses, those affected by a federally declared disaster, or elementary or secondary tuition expenses. Financial need may then be re-evaluated.

Speak to your financial aid counselor to determine if your family circumstances qualify, and the documentation required.

Excessive Awards

Students who receive scholarships, grants or even loans from outside sources may not receive funding that, in combination with the rest of your financial aid award package, exceeds the Cost of Attendance 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 "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.

The Financial Aid Office will make every effort to minimize the impact of additional aid sources to aid previously awarded. If it becomes necessary to adjust a student's financial aid award, loans and work-study funds are adjusted first. Scholarships and grants are adjusted only after all other options are exhausted.

Students must notify the Financial Aid Office of any private or outside scholarships and awards. The Financial Aid Office can assist in administering the funds and evaluate whether any changes to other aid awarded are necessary.

Study Abroad Programs and Coursework Taken Outside of UT

To use financial aid funds for a study abroad program or for coursework taken outside of UT, students must submit the completed Transient Agreement to their financial aid counselor. The financial aid counselor will use this form to initiate a Consortium Agreement with the abroad program (or transient school) for the administration of their aid.

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 scholarships will be reinstated.

This policy is null and void if the 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.

As the home school, UT is responsible for administering your financial aid and reporting enrollment. Students seeking credit at any institution outside of UT (whether Study Abroad program or taking courses at a school close to home during breaks) must be approved in advance by the appropriate departments at UT using the Transient Credit Request form available on SpartanWeb or in the Academic Advising Office. This is to ensure that the coursework you are taking will transfer to UT and be applicable towards your UT degree.

Disbursement of Financial Aid

Financial aid funds are awarded for the entire academic year; half of the funds are credited to each semester. An academic year generally consists of a fall and spring semester. Aid funds are applied directly to student charges at the beginning of each term, following the published "last day to withdraw with 50 percent tuition credit" date of that term.

Aid from work programs are not applied to student accounts. Instead, students earn a paycheck from the University based on hours worked.

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

Aid disbursements may be delayed due to missing financial aid documents, verification or enrollment status.

Loan entrance counseling, master promissory note and a student refund authorization form are required before federal loan funds can be disbursed. Check your Financial Aid Missing Documents on SpartanWeb or contact the Financial Aid Office with questions.

Most federal student aid requires half-time enrollment. Most institutional (UT) and Florida aid programs require full-time enrollment. See your financial aid counselor in advance if you anticipate changes in your enrollment status or have questions.

Withdrawals and Return of Title IV (Federal) Funds Policy

Federal regulations require that the Financial Aid Office recalculates federal* financial aid eligibility for a student who withdraws, drops out or otherwise stops attending prior to the end of a term. This is called the Federal Return to Title IV Calculation. Title IV is the regulation under which federal student aid programs are administered.

Recalculation is based on the percent of aid earned using the following formula: the number of days completed up to the withdrawal date†, divided by the total days in the term.

Federal financial aid is returned based on the percentage of unearned aid using the following formula: 100%, minus the percent earned, multiplied by the amount of aid disbursed for the term. Students who complete at least 60 percent of the term are eligible to keep 100 percent of their federal aid for that term.

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

Students will be sent a notice regarding the amount of aid they are eligible to keep. For loans not disbursed at the time of withdrawal, the student (or the parent-borrower of a Parent PLUS loan) must notify the Financial Aid Office in writing if they wish to accept the post-withdrawal disbursement of any loan funds. Students have 21 days from the date of the notice to accept a post-withdrawal disbursement of their loans.

Funds that could not have been disbursed at the time of withdrawal cannot be used as part of the calculation. This may include cases where master promissory note, loan entrance counseling, verification or other documents were not complete at the time of the withdrawal.

Institutional aid will be pro-rated based upon the withdrawal date. Students who are responsible for 100% of the tuition for the term are eligible for their institutional aid, so long as they met all other eligibility requirements for the aid at the time of withdrawal (i.e. GPA required for renewal, enrolled full-time, verification is complete for need-based aid, etc.).

Aid from the State of Florida will be credited towards the tuition bill for the term in which the student withdraws if the student is responsible for 100% of their tuition for the term. The State requires schools to pro-rate Bright Futures awards based on the number of credits enrolled throughout the term, therefore we are required to return Bright Futures funds to the State for students who do not complete all credits attempted in a term.

Students who withdraw during a term may also lose future aid eligibility. See the section on Renewal of Awards for more information.

*Federal financial aid includes the Pell Grant, SEOG Grant, TEACH Grant, Perkins Loan and Direct, PLUS and Grad PLUS loans.

†Withdrawal date is defined as the date on which the student began the institution's withdrawal process, the student's last date of recorded attendance or academically related activity, or the midpoint of the semester if the aforementioned dates cannot be determined. The withdrawal date is determined by the Financial Aid 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 they were 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 either of the following conditions is met:

- 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.

- The conviction is reversed, set aside or otherwise rendered nugatory (invalid or without force).
Examples of Title IV federal financial aid include: the Pell Grant, SEOG Grant, TEACH Grant; Direct Subsidized and Unsubsidized, PLUS and Grad PLUS loans, Perkins Loan and work-study programs.

Prizes

The University offers a limited number of prizes to recognize student accomplishments in competitions, academic achievements or performance. Unlike a scholarship, prizes are not given to a student with the intent that the funds be used to defray educational costs. Therefore, prizes are not considered financial aid and do not appear as a part of a student's financial aid award package. Prizes are considered income, and therefore must be reported on a student's income tax return for the year in which the prize is received, if the student is required to file. The value of the prize would also then be used on the FAFSA to calculate the EFC.

Prizes are different from scholarships in that the intent of the funds is to reward achievements, not to defray educational costs. Often prizes are awarded towards the end of a term and may be awarded in the form of a check; scholarships are typically awarded before a term begins and are always disbursed to student accounts via the student's financial aid record.

Faculty and Staff who have questions about this policy should contact the Director of Financial Aid.

Types of Assistance Available

Scholarships and Grants

Scholarships and grants are types of aid that do not need to be repaid. They can be need-based or merit-based and are available from federal, state and outside (private) resources. Many of UT's scholarships and grants are made possible by the generous donations of alumni and friends.

Most scholarships and grants are renewable. For more information on renewing UT scholarships and grants, refer to the section on Renewal of Awards or refer to your scholarship award letter.

Institutional scholarships and grants are an earned reduction on the regular full-time undergraduate tuition rate. Students must be assessed the full-time undergraduate tuition rate in every term in which they seek to receive institutional scholarship or grant funds.

Students participating in study abroad programs are not eligible to receive institutional scholarships and grants. Students participating in study abroad programs may receive institutional scholarships and grants awarded prior to participating in the abroad program upon return to UT, provided all other scholarship eligibility requirements are met.

Students enrolled in a 4+1 program (where they graduate in five years with both a bachelor's and master's degree) may receive institutional scholarships and grants up to the term in which they are admitted

into the graduate program. For more information on programs offered in this format, see the Areas of Study.

Merit Scholarships and Non Need-Based Assistance for First-Time Freshmen

High school applicants may qualify for either the Presidential, Dean's, Minaret, Spartan or Achievement Award scholarship, 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.

All institutional scholarships and grants require full-time enrollment at UT unless otherwise stated.

Presidential Scholarship

High school applicants who attend full time and have an average unweighted 3.8 GPA (as calculated by UT policies) and 1294 SAT (or 29 ACT) score can qualify for up to \$15,000 per year. A minimum 3.0 cumulative GPA is required for renewal of the scholarship.

Dean's Scholarship

High school applicants who attend full time and have an average unweighted GPA of 3.8 (as calculated by UT policies) and 1177 SAT (or 26 ACT) score can qualify for up to \$12,000 per year. A minimum 2.8 cumulative GPA is required for renewal of the scholarship.

Minaret Scholarship

High school applicants who attend full time and have an average unweighted GPA of 3.33 (as calculated by UT policies) and 1113 SAT (or 24 ACT) score can qualify for up to \$9,000 per year. A minimum 2.5 cumulative GPA is required for renewal of the scholarship.

Spartan Scholarship

High school applicants who attend full time and have an average unweighted GPA of 3.1 (as calculated by UT policies) and 1068 SAT (or 23 ACT) score can qualify for up to \$6,000 per year. A minimum 2.5 cumulative GPA is required for renewal of the scholarship.

Achievement Award

High school applicants who attend full time and demonstrate strong leadership or community service can qualify for up to \$4,000 per year. A minimum 2.3 cumulative GPA is required for renewal of the scholarship.

International Baccalaureate (IB) Scholarship

Awards of \$1,000 are available to entering freshmen who have satisfied all the requirements of the IB Diploma and attend full-time. New students should submit a copy of their IB Diploma to the Office of Admissions for consideration. Must be admitted to UT

by May 1. A minimum 2.8 cumulative GPA is required for renewal.

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 3.4 and minimum SAT scores of 1100 (not including the writing section) or minimum composite ACT scores of 24 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. Deadline is Feb. 15.

Bonner Leaders

The Bonner Leader Program is a four-year service commitment for undergraduate students. Each year, eight students are selected from the incoming freshmen class to participate in this intensive work and scholarship program. The Bonner Leader Program is designed to transform the lives of participating students, the University campus culture and the Tampa Bay community in which the students serve. Students selected to participate in the Bonner Leader Program are awarded a \$1,000 scholarship and federal Work Study funding, provided all other eligibility requirements to receive federal Work Study funding are met. Additional information on the Bonner Leader Program and application are available on the UT website. Bonner applicants must also complete the FAFSA. Application deadline is Mar. 1.

Merit Scholarships and Non Need-Based Assistance for New Transfer Students (completed at least 17 college credits at time of application)

Transfer applicants have already graduated high school and have completed 17 or more college credits at the time they apply for admission. See section on Undergraduate Admission, "Admission Policy " for more information. Students who previously attended UT and apply for readmission are considered as transfer students.

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 \$9,000 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 full-time transfer students who are members of Phi Theta Kappa (inducted into PTK post-high school graduation). Proof of membership should be submitted with the admissions application. Students must be admitted to UT prior to May 1. A minimum 2.8 cumulative GPA is required for renewal.

International Student Scholarships

UT offers partial academic scholarships to qualified undergraduate freshmen and transfer international

students with exceptional grades, SAT and TOEFL scores. Scholarships up to \$10,000 per academic year are awarded to incoming freshmen and up to \$7,000 for transfer students, depending on the level of achievement.

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 room and board grants covering *up to the average cost* of on-campus room and board (not to exceed actual room and board costs). In addition, ROTC scholarship recipients may receive monthly stipends for personal expenses from the ROTC Program.

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 information:

- Army ROTC (813) 258-7200
- Air Force ROTC (813) 974-3367
- Navy ROTC (800) 628-7082 ext. 22343

To qualify for a UT ROTC room and board grant, students must apply and be admitted to the University as full-time undergraduate degree-seeking, live in campus housing and purchase a meal plan. They should indicate that they are candidates for ROTC scholarships when they submit their application 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 room & board incentive grant is reduced by the amount of other awards that students receive, including (but are not limited to): Florida Bright Futures scholarships and the Federal Pell Grant. The room and board grant is awarded in the fall and spring semesters only. Awards are made for the *lesser* of the average room and board costs or the student's actual charges.

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 may not be combined with any previously awarded UT scholarships or grants. For more information, see section on Excessive Awards .

Athletic Grants

The University of Tampa is a member of NCAA Division II. Intercollegiate sports for men include:

- Baseball
- Basketball,
- Cross Country,
- Golf,
- Lacrosse,

- Soccer,
- Swimming and
- Track.
Women's sports are:
- Basketball,
- Beach Volleyball
- Cross Country,
- Golf,
- Lacrosse,
- Rowing,
- Soccer,
- Softball,
- Swimming,
- Tennis,
- Track and
- Volleyball. 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 Scholarships

Some academic departments offer scholarships to new full-time undergraduate students. 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 full-time enrollment status and the designated major.

A complete list of available scholarships, application requirements and deadlines are available at www.ut.edu/scholarships.

Study Abroad Scholarships

UT offers limited scholarships for students participating in study abroad programs. For information on availability and application process, see www.ut.edu/educationabroad/finances or contact the Office of International Programs.

With the exception of scholarships specifically offered for students participating in study-abroad experiences, UT scholarships and grants may not be used during periods of enrollment at another institution.

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

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

Need-based grants are renewable for a maximum of 9 semesters when the student remains enrolled full-time, completes the FAFSA and demonstrates a similar level

of financial need each year, and meets Satisfactory Academic Progress requirements.

Florida Residents

The Financial Aid Office will package new students with Florida aid if there is reasonable belief that the student will meet the state's residency requirements. Students who believe they meet the State's residency requirements and are not packaged with Florida aid should speak to their financial aid counselor.

The State of Florida considers a student a resident if they (or a parent, for dependent students) have lived in the state for 12 consecutive months before the first day of classes. A Florida Residency Affidavit and supporting documentation is required.

To receive aid from any Florida aid program, students must first meet the state's residency requirements as described above. Also see section on Renewal of Awards for more information.

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 \$3,300 in 2017-18.

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.

Students should work with their high school counselor to fulfill the requirements of the Bright Futures scholarship they would like to earn. Initial awards are made by the Florida Department of Education. For additional information, visit www.floridastudentfinancialaid.org.

Bright Futures award amounts are determined by the number of credits for which a student is enrolled each term. As a result, awards may vary from one term to the next.

- Florida Academic Scholars: Scholarship award is estimated at \$200 per credit hour in 2017-18.
- Florida Medallion Scholars: Scholarship award is \$77 per credit hour in 2017-18.
- Gold Seal Vocational Scholars: Funding from this program may not be used towards a baccalaureate degree.

Students who drop classes during a term are required to repay any unearned funds to UT to be eligible for Bright Futures awards in the next academic term. The Financial Aid Office will send updated award notices to affected students as changes occur.

Florida Student Assistance Grant (FSAG)

This need-based grant for Florida residents is awarded in varying amounts to students who meet the

state's eligibility requirements. Since FSAG is a state allocation, funds are limited. Students apply by completing the FAFSA.

Students must have an EFC less than \$6,080 to be eligible.

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 are 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 to dislocated military personnel and dislocated defense contractor employees.

Initial applicants must complete the Minority Teacher Education Scholarship application, available on the Florida Fund for Minority Teachers website, www.ffmt.org.

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.

Honorably Discharged Graduate Assistance Program

Florida residents who are active duty or honorably discharged members of the Armed Forces who served on or after Sept. 11, 2001, are degree-seeking and have unmet need (as determined by the results of the FAFSA) may be eligible to receive funding from the Honorably Discharged Graduate Assistance Program. Funds are intended to assist active duty and honorably discharged members of the Armed Forces pay for living expenses during holiday and semester breaks. This program was newly created by the 2014 Legislature.

Students may receive up to \$50 per day for a maximum of 20 days (\$1,000) per academic year.

Other State Grants

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

Federal Grants

For additional information on these and other federal grants, visit www.studentaid.ed.gov.

Pell & Iraq and Afghanistan Service Grants

The Pell grant is awarded on the basis of need and the cost of the individual institution. The maximum award is \$5,920 in the 2017-18 award year. Students apply by completing the FAFSA. The federal government limits the lifetime eligibility to receive Pell grant funding to the equivalent of six award years (or 600%). Students may check their Pell Grant Lifetime Eligibility Used on the National Student Loan Data System (NSLDS).

Students whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military

service performed in Iraq or Afghanistan after the events of Sept. 11, 2001, and were under 24 years of age or enrolled in college at least part time at the time of the service member's death and are Pell Grant eligible receive the maximum Pell grant award for the academic year. The Iraq and Afghanistan Service Grant (IASG) is awarded to students meeting these criteria who are not Pell Grant eligible. The IASG maximum award amount is \$5,529.28 in 2017-18.

Supplemental Education Opportunity Grant (SEOG)

This federal grant is awarded in varying amounts to students from low-income families. Priority is given to students who are Pell Grant-eligible. Since SEOG is a federal allocation, funds are limited. Students apply by completing the FAFSA.

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is available to graduate and undergraduate students who intend to pursue a career in teaching. Eligible students will have completed the FAFSA, though this is not a need-based grant. Students who receive funding through the TEACH Grant program agree to teach in a high-need field at a school serving students from low-income families for four years within eight years of graduating or ceasing enrollment. The maximum TEACH Grant amount in 2017-18 is \$3,736 and is pro-rated based upon the students level of enrollment (full time, 3/4 time, half time, less than half time).

Loans

Federal Direct Loans

Students must complete the FAFSA to be eligible to take loans through the federal Direct Loan program. A loan promissory note, entrance counseling and refund authorization form are required before loan funds may be disbursed. Loan promissory note and entrance counseling are completed online at www.studentloans.gov.

More information is available on the Direct Loan program at www.studentaid.ed.gov.

Subsidized Student Loan

This is a need-based loan available to undergraduate students; the federal government subsidizes (pays) the interest on the loan while the student is attending school at least half-time.

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 4.45 percent in 2017-18.

Unsubsidized Student Loan

This loan is available to undergraduate and graduate students enrolled at least half time regardless of need.

Undergraduate 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 loan funds, up to \$4,000 for freshmen and sophomores and \$5,000 for juniors and seniors.

The unsubsidized annual loan limit for graduate students is \$20,500 per academic year, up to the student's cost of attendance (a student's cost of attendance may be less than the annual loan maximum).

The interest rate is 4.45 percent for the Unsubsidized Student Loan program in 2016-17 for undergraduates and 6 percent interest for graduate students .

Perkins Loan

This is a federally funded loan administered by UT. The interest rate is 5 percent. 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. By completing the FAFSA, students are applying for Perkins Loan consideration. Limited funds are available.

The federal Perkins loan program is scheduled to end on Sept. 30, 2017, though schools will be permitted to disburse loans in the 2017-18 academic year if the loan is first disbursed on or before Sept. 30, 2017.

Perkins loan entrance counseling and a master promissory note are required prior to loan disbursement. The Bursar's office will contact students via email with instructions to complete these online around the time classes begin.

PLUS Loans

This is a credit-based federal loan available to graduate students and parents of dependent undergraduate students. Borrowers may apply for an amount up to the student's cost of education, minus financial aid. Apply online at www.StudentLoans.gov.

Repayment starts 60 days after final disbursement. Borrowers may request deferment on repayment of the PLUS Loan from the Department of Education. Such requests must be made annually, so long as the student on whose behalf the loan is taken remains enrolled at least half time. The student beneficiary of the PLUS loan must file the FAFSA. UT will receive notification electronically of the credit decision and the amount requested.

The interest rate is 7 percent in 2017-18.

Institutional Loans

UT makes loans to students from institutional funds available. Funding is limited. Institutional loans are available to students who demonstrate financial need (determined by the FAFSA). New students are automatically considered for this loan upon receipt of the FAFSA.

A series of loan disclosures, loan entrance counseling, promissory note and a seven-day waiting period following the final disclosure are required before funds can be disbursed.

No interest accrues while students are enrolled at UT; interest rate is 5 percent in repayment. This loan

goes into repayment six months after the student leaves UT. Deferment is not available on this loan.

Alternative or Private Loans

Many private banks and lenders offer loans for financing educational costs. These are credit-based loans and students must complete the lender's application process. Interest and payment terms vary. Students may apply for as much as the UT's cost of attendance less other aid received. See Excessive Awards for more information.

We recommend families exhaust all federal aid options before taking an alternative loan (federal loans are generally less expensive). A FAFSA is not required for alternative loans. Students who wish to take an alternative loan and do not complete the FAFSA must complete **private loan counseling** with their financial aid counselor prior to receiving the alternative loan funds.

Lenders may require a co-borrower, that the student makes payments while in school or other stipulations. Even if not required by the lender, students may choose to apply with a cosigner because it could reduce the interest rate. UT will process a loan from any lender.

The Financial Aid Office regularly evaluates lenders and maintains a preferred lender list of those it believes provide the best loan products and services to students. See UT's preferred lender list for more information:

- . Graduate Students
- . Undergraduate Students.

Work

Work-study programs awarded as part of a student's aid package are typically the **only** aid that is not applied toward a student's billing statement. Instead, students earn a paycheck for the hours worked; most positions pay minimum wage. When students first begin working for UT, it may take several weeks to receive a first paycheck. After that, students are paid twice monthly.

Students who are not awarded work-study as part of their financial aid award may still work on campus under the student employment program funded by UT.

Openings for all work programs are posted on HIRE-UT. Students are given access to the HIRE-UT website after enrolling for their first term (typically a few weeks prior to the start of classes). Many off-campus employment opportunities also are available.

Students must be eligible for employment; additional documentation is required, like a social security card, U.S. passport and/or driver's license. Your supervisor will assist you with the required employment paperwork before you begin your first day of work. Students may not begin working until the appropriate documentation is complete. International students must receive a social security card valid for employment before they may begin working.

Federal Work-Study

Work-study funds are awarded to students as part of their financial aid packages to help meet need. Students are considered for federal work-study funding when UT receives the results of the FAFSA (undergrads and graduate students), regardless of whether they indicate interest in the federal Work Study program on the FAFSA. Funding is limited.

Students awarded federal Work-Study funds apply for positions listed on HIRE-UT as "work-study."

Florida Work Experience Program (FWEP)

FWEP funds may be awarded to Florida residents as part of their financial aid package to help meet need. Since FWEP is a state allocation, funds are limited. Students awarded FWEP funds apply for positions listed on HIRE-UT as "work-study."

Student Employment

Jobs are available on campus for students who do not qualify for need-based aid, including international students. Student employment positions (sometimes called institutional employment) is not awarded as part of a student's financial aid package. Any student may apply for positions listed as "Student Employment" on HIRE-UT.

Other Payment Options

UT Tuition Payment Plan (TPP)

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. The Tuition Payment Plan Disclosure and Worksheet are available through the Bursar's Office or at www.ut.edu/tuition/paymentoptions.

Graduate and Part-Time Student Tuition Payment Plan

Graduate and Part-time students are eligible to participate in this payment option. This payment plan allows students to remit payment of 50% of the balance per semester. The deferred balance will be due 30 days from the last day of the semester. Students who receive financial aid are not eligible to participate in this plan.

The Graduate and Part-time Student Tuition Payment Plan contract is available through the Bursar's Office or at www.ut.edu/tuition/paymentoptions.

Florida Prepaid College Program

Funds paid into the Florida Prepaid College Program can be withdrawn and used for private institutions equal to the value of the prepaid plan(s) at the time of enrollment. The state determines the value of the plan at the beginning of each academic year, typically notifying schools in August. To access these funds, the account owner must complete the transfer form available at www.ut.edu/tuition/paymentoptions or by calling (800) 552-GRAD (4723).

The plan will pay the same rate it pays a public college or university in Florida. However, because

private colleges are typically more expensive, the prepaid plan will not cover the total cost.

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. Prospective candidates are encouraged to apply by September of their senior year in high school.

For more information concerning this tuition benefit or specific procedures to be followed when applying for a grant, please contact the Office of Human Resources.

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.

Renewal of Awards

Unless otherwise stated, all forms of financial aid are generally renewed each year, provided there is satisfactory academic progress and good standing, demonstrated financial need and availability of funds. Some aid programs have specific eligibility requirements for renewal and may be checked at different points in time.

Students must complete the FAFSA each year to receive aid from federal and some state and institutional aid programs. The Financial Aid Office reviews awards for returning students upon receipt of the FAFSA for the upcoming academic year.

Students who experience a significant change in their EFC or ability to pay should discuss their circumstances with their financial aid counselor. See the Special Circumstances section.

The grade point average (GPA) requirements to meet satisfactory academic progress (SAP) for federal and UT financial aid coincide with the University's undergraduate retention standards (see the Regulations on Academic Warning and Dismissal sections in the Academic Policies and Procedures chapter of this catalog).

These requirements are discussed in detail in the following sections.

Satisfactory Academic Progress for Federal Student Aid Programs

Federal financial aid recipients are reviewed for compliance with these standards at the end of each term in which they enroll. Students not meeting SAP standards for the first time are placed on a financial aid warning status during the next term in which they enroll. During this warning period, students remain eligible for federal student aid programs.

At the end of the financial aid warning period, students meeting SAP standards regain full aid eligibility (for most aid programs) in the upcoming term in which they enroll. Students not meeting SAP

standards at this time become ineligible for aid in future terms until they are able to meet SAP standards.

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

The following provisions apply to The University of Tampa's standards of satisfactory academic progress for recipients of federal student 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. Courses may be repeated. GPA and credits are calculated in accordance with repeat course policies found under the Academic Policies and Procedures section of this catalog. A course for which a student earned credits may be counted toward her/his enrollment status, and the student may be awarded aid for the enrollment status based on inclusion of the class the first time it is repeated. If a student who earns credit for a class once and is repaid for retaking it and fails (earns no credit) the second time, that failure counts as the paid retake, and the student may not be paid for retaking the class a third time. If a student receiving federal funds for a repeated course withdraws before completing the course, then it is not counted as the allowed retake for the course. This federal regulation applies even if the school or program policy requires a higher grade for the student to "pass" the course.
3. A grade of "I" (incomplete) is considered unsuccessful, and the attempted credit hours are attributed to the successful completion percentage criterion.
4. Credit hours for course withdrawal ("W") are attributable to the successful percentage completion criterion.
5. Remedial coursework is counted towards both the GPA and completion percentage criteria.
6. Changes in major do not affect the GPA and completion percentage criteria.
7. Students who declare pursuit of a dual degree will have the requirements for both degrees considered in the maximum timeframe criterion.

At a minimum, students must meet the standards of Satisfactory Academic Progress to receive aid from federal, state and most institutional aid programs.

Undergraduate

Grade Point Average Criteria

2.0 cumulative GPA or higher

For transfer students, the GPA calculation includes only the student's grades earned at UT.

Successful Completion Percentage Criteria

67% of hours attempted

This percentage is calculated by dividing the total number of hours completed by the total number of

hours attempted. Coursework transferred into UT are included in the number of hours attempted and the number of hours completed.

Maximum Timeframe

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

Graduate

Grade Point Average Criteria

3.0 cumulative GPA or higher

This criteria does not apply to students enrolled in the MFA in Creative Writing program as they do not earn a GPA.

Successful Completion Percentage Criteria

67% of hours attempted

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

Maximum Timeframe

Graduate students are ineligible after attempting 150% of the hours for normal completion required for their program of study. Ineligibility occurs when:

- MBA with no concentration: 60 credit hours attempted
- MBA with concentration (most programs): 78 credit hours
- M.S. in accounting, entrepreneurship, finance, or marketing: 47 credit hours
- M.Ed. and M.S. in Instructional Design and Technology: 54 credit hours
- M.S. in Nursing, Adult Nurse Practitioner: 63 credit hours
- M.S. in Nursing, Family Nurse Practitioner: 73 credit hours
- MFA students after 72 credit hours
- M.S. in Exercise and Nutrition Science: 49 credit hours

TEACH Grant

Students who receive the TEACH Grant must earn a minimum 3.25 cumulative GPA at the end of each term to receive TEACH Grant funding in the next term in which they enroll. A student who scores above the 75th percentile on one or more portions of a college admissions test does not need to meet the minimum GPA criteria for renewal. The student must provide supporting documentation.

Notification

Students who do not meet the standards of satisfactory academic progress (SAP) for federal aid are placed on a financial aid warning for the next period in

which they enroll. A Financial Aid Warning notice is sent to the student.

During this warning period, students are eligible to receive aid from most federal aid programs for the next period in which they enroll, provided they meet all other eligibility requirements.

At the end of the warning period, students who still do not meet the standards of SAP are notified of the loss of federal student aid eligibility.

Appeals

If the failure to meet the minimum SAP requirements is attributable to extenuating circumstances (such as illness or accident), students may appeal the loss of financial aid eligibility. 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. Please refer to the notice sent to you regarding loss of aid for more specific information.

Appeals for federal student aid programs (like Pell Grants, SEOG, Direct Loans and work-study) must also address what has changed that will allow you to be able to meet the SAP requirements for reinstatement of your aid at the end of the next semester, and what steps you will take in the upcoming semester to reestablish your financial aid eligibility. Appeals may be granted if it is mathematically possible to meet the standards of SAP at the next progress check (i.e. the end of the next payment period). In cases where it is not mathematically possible, the Director of Financial Aid may recommend an Academic Plan.

A successful appeal for federal aid will allow for one semester of financial aid probation during which the student continues to receive aid. At the end of the probationary period, your cumulative academic achievements will be reviewed again, at which time you will be notified of your aid eligibility.

Students on financial aid warning status are not eligible for the appeals process as no federal student aid is lost during this time. Appeals for reinstatement of federal student aid may be approved only if it is mathematically possible to achieve the standards of satisfactory academic progress at the end of the next period of enrollment.

Although many aid programs may be reinstated based on extenuating circumstances, some aid programs are prohibited from reinstatement until the required standards are met and/or a period of time has passed.

Academic Plan

In cases where Financial Aid Probationary status cannot be granted, the Director of Financial Aid may recommend that a student work with the Academic Advising Office to develop an Academic Plan. The Academic Plan will explain the requirements the student must fulfill for degree completion.

Students may continue to receive federal student aid funds while following an Academic Plan. So long as the student continues to follow the requirements set forth

in the Academic Plan, they may continue to receive federal student aid funding. The Director of Financial Aid will review students' Academic Plans at the end of each period of enrollment to ensure the Plan is followed, until the student meets the SAP standards or degree completion occurs, whichever comes first.

Florida Aid Programs

Renewal eligibility for most Florida aid programs is checked once annually, at the end of each spring semester.

Conditions of renewal for the FRAG, Florida Student Assistance Grant and FWEP state awards:

1. Minimum cumulative GPA of 2.0.
2. Minimum of 12 credit hours earned each term or 24 completed hours in the summer (before), fall and spring semesters combined.

Bright Futures Scholarship Program

The Florida Bright Futures programs require students to earn the minimum number of credits required for their enrollment status (6 credit hours per term for part time, 9 credit hours for 3/4 time and 12 credit hours for full time). The State offers a Bright Futures Credit Hour Renewal Requirement Interactive Tool to assist students in calculating the minimum renewal requirements.

The state will evaluate GPA and hours earned at the end of the spring semester and post eligibility notifications to each student's online financial aid history screen on the Florida Department of Education, Office of Student Financial Assistance website.

The following GPA requirements apply to renew Bright Futures programs (checked annually, at the end of the spring semester):

- Academic Scholars: 3.0 cumulative GPA. Recipients of this program whose cumulative GPA falls below the 3.0 requirement and remains above a 2.75 are permitted a one-time restoration opportunity at the current level for the Medallion scholarship.

- Medallion Scholars: 2.75 cumulative GPA. Students may restore their Bright Futures award for failure to meet the GPA renewal requirement at the end of the Spring term in their first year of funding only. They may use their subsequent summer as their one-time restoration opportunity or they may attempt restoration at a subsequent renewal period (end of Spring term) or summer. Students must follow the appeals process described in this section to request re-evaluation.

Per Florida statutes, students who drop or withdraw from coursework for which they have received funding must repay the University for the unearned hours. Students will not be eligible to receive additional funding through the Bright Futures program until repayment is received. This requirement is checked each term, and must be fulfilled prior to receiving any

subsequent Bright Futures disbursements.

Appeals

Students who do not meet the renewal requirements for Florida aid lose their aid eligibility for the upcoming academic year. The Financial Aid Office will notify students of the loss of State aid eligibility by letter, usually to your permanent or home address. The Florida Department of Education, Office of Student Financial Assistance will also notify students of loss Bright Futures aid eligibility.

Students may appeal the loss of Florida aid 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. Please refer to the notice sent to you regarding loss of aid for more specific information.

A successful appeal for Florida aid will allow a student to receive aid for the upcoming academic year, provided they meet all other eligibility requirements.

If a student's last Bright Futures status was ineligible for not meeting renewal requirements and the student did not receive funding during the previous academic year, the student must submit a Reinstatement/Restoration application to the Florida Department of Education, Office of Student Financial Assistance online at www.floridastudentfinancialaid.org.

Institutional Aid Programs

Renewal eligibility for institutional aid programs is checked once annually, at the end of each spring semester.

Student eligibility for University merit-based aid follows more stringent eligibility criteria stipulated at the time of the award, including full-time enrollment and the following minimum cumulative GPA requirements:

- Presidential Scholarship 3.0
- International Grant 3.0
- Liberian Scholarship 3.0
- Presidential Leaders 3.0
- Departmental Scholarships 3.0
- Gregory Scholarship 3.0
- Tampa Bay Alumni Scholarship 3.0
- Alumni Scholarship 3.0
- Technology Scholarship 3.0
- Dean's Scholarship 2.8
- Transfer Scholarship 2.8
- PTK Scholarship 2.8
- IB Scholarship 2.8
- Minaret Scholarship 2.5

- Spartan Scholarship 2.5
- Achievement Award 2.3

Departmental scholarships also require continuation in the major and/or participation in the department. Refer to your scholarship award letter or the Financial Aid Renewal page for details.

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.

Appeals

Students who do not meet the renewal requirements for institutional aid are given one probationary semester to meet the renewal requirements for their aid program. A scholarship probation notice will be sent to students failing to meet renewal requirements. *Students on scholarship probation are not eligible for the appeals process as no aid is lost during this time.*

At the end of the probationary semester, your cumulative academic achievements will be reviewed again, at which time you will be notified of your aid eligibility. Students who fail to meet eligibility requirements at this time will be sent a letter notifying them of the loss of scholarship eligibility.

Students may appeal 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 of the circumstances. Additional documentation will be considered, though not required. Please refer to the notice sent to you regarding loss of aid for more specific information.

UT scholarships may be reinstated when students meet the eligibility requirements for renewal. Students should contact their financial aid counselor to request reinstatement of their original award when this happens. Awards are reinstated at their original awarded amount, provide all other eligibility requirements are met.

Caveat

This information is accurate as of August 2017. 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

Student Affairs at The University of Tampa educates and empowers students to be global citizens through experiential and diverse learning opportunities that reinforce the values of the Spartan Code and enrich the lives of others.

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 students' overall University experience. These include leadership development, Greek life, residence life, student organizations, wellness programs, campus recreation, health and personal counseling, faith and values, career services 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.

The following links provide an overview of student life experiences:

- Athletics
- Campus Recreation
- Civic Engagement
- Co-curricular Transcript
- Cultural Opportunities
- Greek Life
- Leadership
- Student Organizations
- Wellness

The following links provide an overview of campus services:

- Career Services
- Campus Safety
- Campus Store
- Code of Conduct
- Counseling
- Dining Services
- Health Center
- McNiff Fitness Center
- Residence Life
- Safety Escorts
- Student Conduct
- Sykes Chapel and Center for Faith and Values
- Vaughn Center (student center)
- Security Report

Campus Services

Information Security

Many students bring a number of electronic devices to campus, and may also choose to use computers located in labs and classrooms that are managed by the Office of Information Technology. The University of Tampa provides a number of Web-enabled services and applications to students, such as email accounts, online registration for classes and payment gateways. When students are using Internet-connected devices, or are on campus networks, it is important to safeguard personal information and devices/systems from vulnerabilities and threats.

Cybercriminals launch automated attacks over the Internet. If a student's system gets infected from one of these attacks, personal information can be exposed, and the system may need to be reinstalled. The best way to prevent this is to become "security aware."

Please log into Spartanweb to review Safe Computing at UT.

Access to and usage of UT's IT resources entails certain expectations and responsibilities for users. Please review and comply with UT's Acceptable Use Policy.

Communication/Technology Services

Post Office

Full-time undergraduate students are assigned a mailbox. 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.

Do not 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, see 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 the basic telephone service.

SpartanWeb

All students have access to their class schedules, degree guide and transcripts, as well as billing, housing and financial aid information through SpartanWeb, the University's online information system. This service also is used for online registration and course collaboration. Important information about SpartanWeb and online registration will be sent to you at your UT email address. SpartanWeb help can be obtained by contacting the IT HelpDesk.

Blackboard

Blackboard courseware is an online class learning system used at The University of Tampa to add dimension to the traditional classroom. The system can be accessed at ut.blackboard.com by members of the UT community. Limited access is also available to guests. 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. Instructors require that the names and email addresses of students are shared in the course to collaborate. Campus organizations also are available through Blackboard.

Email

Every student is assigned a UT email address upon enrollment. This address should be checked frequently for important information and announcements. Offices use email as an official means to contact students. For more 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 or visit utampa.bncollege.com for information regarding hours of operation.

Computer Labs

A variety of computer labs are available throughout the campus for use by students, staff and faculty. Many of the labs contain PCs, one lab contains both PCs and Apple computers and others contain only Apple computers. All 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/labs for details on the number of computers, types of software and hours for each lab.

Internet Access

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

Technology

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 PC or Apple laptop or desktop computer
- Intel i5-560 or newer processor
- 8 GB of RAM Minimum
- 250 GB hard drive minimum (500 GB recommended)
- 10/100/1000 Ethernet network card
- 256 Mb video memory minimum
- Extra or extended-life battery for laptop
- DVD/CD-RW player and burner
- Cable lock for laptop
- Ethernet network cable
- Wireless network capability supporting 802.11 ab/g/n
- Encrypted USB thumb drive for data storage — 16 GB minimum
- Integrated webcam and mic

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

Optional Hardware Items

- Sound card with integrated speakers

- Printer
- Printer cable
- Bluetooth connector
- External hard drive (minimum 250 GB)

Recommended Computer Software

- Microsoft Windows 10 for PC or Mac OS X v.10.8 or newer for Apple and a current Computer Warranty (break/fix)
- Microsoft Office 2016 for either PC or Apple
- Antivirus software — *required to connect to UT network*
- Anti-malware software (ex. Malwarebytes)
- Adobe Acrobat Reader (free via Internet)

Important: Other software may be needed depending on the student's major. Check course requirements before purchasing software.

Please Note:

Several software programs and vendors provide free or low-cost software to students. To purchase discounted software, logon to SpartanWeb and click Campus Life, and then Information Technology.

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 200 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. Graduate programs in each college, as well as a continuing studies program for adult learners, exemplify the University's commitment to the professions and to the community.

The University's 110-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 Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges for questions about the accreditation of The University of Tampa at:

Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
Telephone: (404) 679-4500
Website: www.sacscoc.org

Other accreditations include:

- AACSB International — Association to Advance Collegiate Schools of Business: Sykes College of Business
- ABET — Computing Accrediting Commission of the Accreditation Board for Engineering and Technology: Management Information Systems Program
- ACEN — Accreditation Commission for Education in Nursing: Nursing Programs
- ACS — American Chemical Society: B.S. in Chemistry
- ASBMB — American Society for Biochemistry and Molecular Biology: B.S. in Biochemistry
- CAATE — Commission on Accreditation of Athletic Training Education: B.S. in Athletic Training
- CAPACS — Commission on the Accreditation of Programs in Applied and Clinical Sociology: Applied Sociology Concentration
- FEPAC — Forensic Science Education Programs Accreditation Commission: B.S. in Forensic Science
- NASM — National Association of Schools of Music: Music Programs

The Florida Board of Nursing approves UT's nursing programs.

The Florida Department of Education approves UT's education programs.

The Florida State Approving Agency for Veterans' Training recognizes the University for veterans' educational benefits.

The Henry B. Plant Museum is accredited by the American Alliance of Museums.

The Register

The University of Tampa Board of Trustees

This list is current as of June 23, 2017.

Charlotte Baker *CEO* Digital Hands
Thilo D. Best *Co-Founder and Principal* Bayshore Retirement Partners LLC
Anthony J. Borrell Jr. *President* Borrell Family Foundation Inc.
The Honorable Bob Buckhorn *Mayor* City of Tampa
Christine M. Burdick *President* Tampa Downtown Partnership
Robert C. Calafell, MBA '66 *Senior Vice President (Retired)* GTE (Verizon)
Marie Chinnici-Everitt *Managing Director and Chief Marketing Officer* Depository Trust and Clearing Corp.
Phillip E. Casey *Chair of the Board of Trustees* The University of Tampa, *Chairman (Retired)* Gerdau
Jimmy Clark *Chair of The Board of Fellows* The University of Tampa, *Vice President* Harden Insight
Don DeFosset *Chairman and CEO* DJD Group
Richard Dimmitt *Chairman/Dealer Operator* Dimmitt Automotive Group
James W. Eyer Jr. *Co-Founder and CEO* Angels Care Health System
James L. Ferman Jr. *Immediate Past Chair of the Board of Trustees* The University of Tampa, *President* Ferman Automotive Management
Gary W. Harrod *Secretary of the Board of Trustees* The University of Tampa, *Managing Partner* Harrod Properties
April Jones '04 *President of the Alumni Association* The University of Tampa
Lavinia Kelly *President* The Chiselers Inc.
Jesse Klaucke *Chairman of the Board of Counselors* The University of Tampa, *Senior Consultant* Mezrah Consulting
Carl W. Lindell *President and CEO* Lindell Investments
A.D. (Sandy) MacKinnon *CEO/Owner* MacKinnon Equipment and Services
James S. MacLeod '70 *Vice Chair of the Board of Trustees* The University of Tampa, *President and CEO* CoastalStates Bank
Kamal Majeed, Ph.D. *Founder and Board Member* NexTech Systems LLC
Roy J. McCraw Jr. *Regional Chairman (Retired)* Wachovia (Wells Fargo)
Mike Nursey *Market President for Central Florida* TD Bank
Nancy J. Rabenold *CEO* Xcira Inc.
Scott P. Riley *CEO* Fintec

Benson A. Riseman '78 *President and CEO* BENSEA Enterprises LLC
Robert Rohrlack Jr. *President and CEO* Greater Tampa Chamber of Commerce
Douglas C. Rothschild '81 *Executive Managing Director* Cushman & Wakefield
Yvette Segura *Vice President and General Manager* USAA Southeast Region
R. Bob Smith III, Ph.D. *Chairman and CEO* PAR Inc.
Michael S. Southard '82 *National Sales Manager* Kichler Landscape Lighting
Susan Stackhouse *President and CEO* Stellar Partners Inc.
Lorna Taylor *President and CEO* Premier Eye Care
James A. (Bubba) Turner III *President and CEO* Tampa Armature Works Inc.
Ronald L. Vaughn, Ph.D. *President* The University of Tampa
R. Vijayanagar, M.D. *Cardiovascular and Thoracic Surgery Consultant/Medical Director* Advanced Innovative Medicine
John B. West *CEO* Lion Asset Management
Melanie S. Williams *Florida Senior Vice President and General Manager* Frontier Communications
Rufus J. Williams III *Principle* Cardinal Point Management LLC

Chair Emeriti

Eugene H. McNichols *Chairman & CEO* McNichols Company
Vincent J. Naimoli *Chairman Emeritus/Founder* Tampa Bay Rays
David A. Straz Jr. *Honorary Consul* Consulate Republic of Liberia and Honduras
John H. Sykes '98 *Doctor of Business and Humane Letters (honorary)* *President* JHS Management LLC
Rick Thomas '72 *President and CEO* Thomas Financial Group

Trustees Emeriti

G. Robert Blanchard Sr. *Rancher* Little Everglades Ranch
Stephen F. Dickey, M.D. *President* Dickey Holdings Inc.
The Honorable Dick A. Greco '56 *Former Mayor* City of Tampa
The Honorable Gov. Bob Martinez '57 *Former Governor* State of Florida, *Senior Policy Advisor* Holland and Knight
R. James Robbins *Founder* Robbins, Bell & Kreher Architects Inc.
Ernest C. Segundo Sr. '56 *President (Retired)* Vista Chemical Latin America, S.A.

The Faculty

The faculty is listed below in alphabetical order. This listing is current as of Aug. 1, 2017. Date in parentheses shows initial appointment at The University of Tampa.

Arlene Acord, B.A., J.D. (2014), *Assistant Professor of Business Law*; B.A., University of California, Berkeley, 1994; J.D., Golden Gate University, 2011.

Cagdas Agirdas, B.S., M.A., Ph.D. (2013), *Assistant Professor of Economics*; B.S., Bogazici University, Turkey, 2002; M.A., Central Michigan University, 2004; Ph.D., University of Illinois, 2011.

Claudia X. Aguado Loi, B.S., MPH, Ph.D. (2016), *Assistant Professor of Health Sciences and Human Performance*; B.S., University of South Florida, 2003; MHP, *ibid.*, 2012; Ph.D. *ibid.*, 2014.

Bandar Albuliwi, B.A., MFA (2016), *Assistant Professor of Communication*; B.A., University at Albany, 2005; B.A., Brooklyn College, 2007; MFA, American Film Institute Conservatory, 2010.

Farouq Alhourani, B.S., M.S., M.S., Ph.D. (2006), *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.

Gina Almerico, B.A., M.Ed., Ph.D. (1997), *Professor of Education*; B.A., University of South Florida, 1977; M.Ed., University of Florida, 1983; Ph.D., *ibid.*, 1987.

Jody Carl “J.C.” Andersen, B.S., M.S., Ph.D. (2003), *Associate Professor of Health Sciences and Human Performance*; 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), *Associate Professor of Political Science and International Studies*; 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), *Associate Professor of Mathematics*; B.S., University of St. Cyril and Methodius, Macedonia, 2002; M.A., University of South Florida, 2005; Ph.D., *ibid.*, 2009.

Charles Eric Arnold, B.S., M.S., Ph.D. (2017), *Assistant Professor of Neuromuscular and Nutritional Aspects of Human Performance*; B.S., University of West Georgia, 1996; M.S., Georgia State University, 1999; Ph.D., *ibid.*, 2008.

Elizabeth H. Arruda, B.S., M.S. (2016), *Instructor of Nursing*; B.S., University of Massachusetts, 1988; M.S., University of Connecticut, 2004.

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), *Associate Professor of Languages*; B.A., Université du Havre, France, 1998; M.A., University of South Florida, 2001.

Francesca Bacci, B.A., M.A., Ph.D. (2016), *Associate Professor of Art*; B.A., University of Udine, 1997; M.A., *ibid.*, 1997; Ph.D., Rutgers University, 2004.

Gregg P. Bachman, B.A., M.A., Ph.D. (1991), *Professor of Communication*; B.A., Vassar College, 1978; M.A., *ibid.*, 1981; Ph.D., Union Institute & University, 1995.

Taoufik Bahadi, A.A., B.S., M.S. (2014), *Visiting Assistant Professor of Mathematics*; A.A., University Mohammed V, Morocco, 1987; B.S., *ibid.*, 1989; M.S., University Paul Sabatier, France, 1991.

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.

Robert L. Bassford, B.A., MBA (2016), *Instructor of Management*; B.A., Wichita State University, 1991; MBA, *ibid.*, 1996.

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., The University of Tampa, 2010.

Amy V. Beekman, B.A., MBA, J.D., Ph.D. (2003), *Associate Professor of Management*; B.A., University of Florida, 1980; MBA, Florida Atlantic University, 1984; J.D., University of Florida, 1987; Ph.D., University of South Carolina, 1997.

Robert L. Beekman, B.S., Ph.D. (2003), *Associate Professor of Economics*; B.S., University of Florida, 1987; Ph.D., University of South Carolina, 1998.

Gary S. Beemer, B.S., BBA, MBA (2017), *Visiting Instructor of Marketing*; B.S., Florida Southern College, 1990; BBA, *ibid.*, 1990; MBA, The University of Tampa, 1995.

Natalia Belfiore, B.A., M.S., Ph.D. (2012), *Assistant Professor of Biology*; B.A., University of Pennsylvania, 1984; M.S., University of Florida, 1991; Ph.D., University of California, Davis, 2001.

Susan Berg, BSN, MSN, DNP (2017), *Associate Professor of Nursing*; BSN, University of Missouri, 1998; MSN, Southwest Missouri State University, 2002; DNP, *ibid.*, 2009.

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.

Bradford A. Blackburn, B.M., M.M., DMA (2008), *Associate 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.

Garfield O. Blake, B.S., M.S., Ph.D. (2016), *Assistant Professor of Economics*; B.S., University of the West Indies at Mona, Jamaica 2001; M.S., *ibid.*, 2003; Ph.D., Binghamton University, 2010.

Abigail Blanco, B.A., M.A., Ph.D. (2015), *Assistant Professor of Economics*; B.A. Bellarmine University, 2011; M.A., George Mason University, 2013; Ph.D., *ibid.*, 2015.

Stephen B. Blessing, B.S., M.S., Ph.D. (2004), *Professor of Psychology*; B.S., University of Illinois at Urbana-Champaign, 1992; M.S., Carnegie Mellon University, 1994; Ph.D., *ibid.*, 1996.

Karla Borja, B.A., M.A., M.A., Ph.D. (2005), *Associate Professor of Economics*; B.A., Central America University, El Salvador, 1993; M.A., Technological Institute of Mexico, 1998; M.A., Claremont Graduate University, 2002; Ph.D., *ibid.*, 2005.

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.

Carol A. Botwinski, B.S., MSN, ARNP, RNC, Ed.D. (2006), *Associate 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.

Chris Boulton, B.A., M.A., Ph.D. (2012), *Assistant Professor of Communication*; B.A., Macalester College, 1996; M.A., University of Massachusetts Amherst, 2007; Ph.D., *ibid.*, 2012.

Geoff Bouvier, B.A., MFA, Ph.D. (2017), *Assistant Professor of English and Writing*; B.A., University of Connecticut, 1993; MFA, Bard College, 1997; Ph.D., Florida State University, 2016.

Amy Bowersock, B.S., M.S., Ph.D. (2016), *Assistant Professor of Health Sciences and Human Performance*; B.S., Northeastern State University, 1991; M.S., *ibid.*, 1992; Ph.D., University of Arkansas, 1999.

Kathryn A. Branch, B.A., M.A., Ph.D. (2006), *Associate Professor of Criminology*; B.A., University of South Florida, 1998; M.A., *ibid.*, 1999; Ph.D., *ibid.*, 2005.

Stephanie R. Branham, B.S., M.A. (2013), *Instructor of Mathematics*; B.S., The University of Tampa, 2010; M.A., University of South Florida, 2012.

Michael Broache, A.B., M.Phil., M.A., M.Phil., Ph.D. (2015), *Assistant Professor of Political Science and International Studies*; A.B., Princeton University, 2006; M.Phil., University of Cambridge, United Kingdom, 2007; M.A., Columbia University, 2010; M.Phil., *ibid.*, 2011; Ph.D., *ibid.*, 2015.

Michael J. Bronikowski, B.S., Ph.D. (2017), *Assistant Professor of Chemistry*; B.S., California Institute of Technology, 1986; Ph.D., Stanford University, 1992.

Amy L. Brownlee, B.S., MBA, Ph.D. (2009), *Associate Professor of Management*; B.S., University of Florida, 1990; MBA, *ibid.*, 1995; Ph.D., *ibid.*, 1999.

Lonnie Bryant, B.S., MBA, Ph.D. (2010), *Associate Professor of Finance*; B.S., Florida A&M University–Florida State University College of Engineering, 1998; MBA, The University of North Carolina at Chapel Hill and Escuela Superior de Administración y Dirección de

Empresas (ESADE), Spain, 2002; Ph.D., University of South Florida, 2008.

Laura Jane Buchholz, B.A., M.A., Ph.D. (2017), *Assistant Professor of Psychology*; B.A., Niagara University, 2009; M.A., Kent State University, 2012; Ph.D., *ibid.*, 2015.

Gregory Burns, B.A., B.S., M.MSc. DHSc. (2017), *Associate Professor of Physician Assistant Medicine*; B.A., University of North Florida, 1997; B.S., Nova Southeastern University, 2005; M.MSc., Nova Southeastern University, 2005; DHSc., A.T. Still University, 2016.

Jennifer Lee Burton, B.A., MBA, Ph.D. (2016), *Assistant Professor of Marketing*; B.A., Indiana University, 1995; MBA, Wake Forest University, 2000; Ph.D., The University of Texas at Austin, 2008.

B. Nalani Butler, B.S., M.S. (2015), *Assistant Professor of Sport Management*; B.S., Xavier University, 2004; M.S., Georgia State University, 2010; Ph.D., The University of Tennessee, 2015.

Maureen Butler, B.S., Ph.D. (2010), *Associate Professor of Accounting*; B.S., Syracuse University, 1986; Ph.D., University of Arkansas, 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), *Associate 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), *Associate Professor of Chemistry*; A.A., Hillsborough Community College, 1989; B.S., The University of Tampa, 1994; Ph.D., University of Miami, 2002.

John A. Caslione, B.S., MBA, J.D. (2016), *Instructor of Management*; B.S., State University of New York at Buffalo, 1975; MBA, *ibid.*, 1978; J.D., Chicago-Kent College of Law, 1984.

Young Yu Chae, B.S., M.A., M.S. (2016) *Assistant Professor of Criminology*; B.S., Kyonggi University, 2000; M.A., *ibid.*, 2005; M.S., Florida State University, 2008; Ph.D., Northeastern University, 2016.

Julia Y. K. Chan, B.S. M.S., Ph.D. (2015), *Assistant Professor of Chemistry*; B.S., University of British Columbia, Canada, 2009; M.S., University of New Hampshire, 2011; Ph.D., *ibid.*, 2014.

Antony Cheng, B.A., M.S. (2011), *Instructor of Mathematics*; B.A., Harding University, 1996; M.S., Missouri State University, 1999.

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.

AnnMarie Coats, B.A., M.A. (2017), *Visiting Assistant Professor of Speech and Director of the*

Center for Public Speaking; B.A., University of South Florida, 1999; M.A., University of South Florida, 2004.

Maggie Cobb, B.A., M.A., Ph.D. (2016), *Assistant Professor of Sociology*; B.A., University of Arkansas, 2009; M.A., *ibid.*, 2011; Ph.D., University of South Florida, 2016.

Thomas F. Cohen, B.A., M.A., Ph.D. (2009), *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), *Associate Professor of Political Science*; B.A., Smith College, 2001; M.A., University of Wisconsin–Madison, 2002; Ph.D., *ibid.*, 2008.

Suzanne E. Collins, BSN, MPH, J.D., Ph.D. (2005), *Professor of Nursing*; BSN, The University of Tampa, 1987; MPH, University of South Florida, 1989; J.D., Stetson University, 1992; Ph.D., University of South Florida, 2001.

Michael Coon, B.A., M.A., Ph.D. (2016), *Assistant Professor of Economics*; B.A., American University, 2005; M.A., University of Wisconsin–Milwaukee, 2006; Ph.D., *ibid.*, 2012.

Ryan T. Cragun, B.A., M.A., Ph.D. (2007), *Associate Professor of Sociology*; B.A., University of Utah, 2000; M.A., University of Cincinnati, 2004; Ph.D., *ibid.*, 2007.

Michele M. Crosby, B.S., Ph.D. (2016), *Assistant Professor of Chemistry*; B.S., Eckerd College, 1999; Ph.D., University of Florida, 2007.

Sarah Cuccinello, B.S., Ph.D. (2012), *Assistant Professor of Biology*; B.S., University of South Florida, 2004; Ph.D., *ibid.*, 2011.

Kimberly M. Cummings, B.A., Ph.D. (1997), *Associate Professor of Psychology*; B.A., State University of New York at Geneseo, 1991; Ph.D., State University of New York at Albany, 1996.

Mary Ann D'Alesandro, B.S., M.S., DNP (2014), *Assistant Professor of Nursing*; B.S., University of Phoenix, 2001; M.S., University of Colorado, 2004; DNP, Capella University, 2015.

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), *Associate Professor of English*; B.A., Johns Hopkins University, 2001; MFA, The Ohio State University, 2006; Ph.D., University of Cincinnati, 2010.

Romauld Claude Delacroix, B.S., M.S., DNP (2016), *Assistant Professor of Nursing*; B.S., University of Stony Brook, 2004; M.S., The University of Tampa, 2007; DNP, University of Maryville, 2015.

Gerard De Leoz, B.S., M.S. (2017), *Assistant Professor of Business Information and Technology*; B.S., Mapua Institute of Technology, Philippines, 1997; M.S., Ateneo de Manila University, Philippines, 2010.

Susan Del Valle, B.A., M.S., Ph.D. (2015), *Assistant Professor of Chemistry*; B.A., University of Florida, 1996; M.S., University of California, San Diego, 2001; Ph.D., *ibid.*, 2004.

Andrew DeMil, B.A., M.A., Ph.D. (2012), *Assistant Professor of Spanish*; B.A., Rollins College, 1998; M.A., University of Central Florida, 2006; Ph.D., Florida State University, 2010.

Ethan A. Denault, B.S., M.S., Ph.D. (2006), *Associate Professor of Physics*; B.S., Worcester Polytechnic Institute, 1999; M.S., Clemson University, 2001; Ph.D., *ibid.*, 2004.

Eduardo O. De Souza, B.S., M.S., Ph.D. (2015), *Assistant Professor of Health Sciences and Human Performance*; B.S., University of Franca, Brazil, 2001; M.S., University of São Paulo, Brazil, 2010; Ph.D., *ibid.*, 2014.

Daniel Diaz Vidal, B.A., M.A., Ph.D. (2016), *Assistant Professor of Economics*; B.A., University of Michigan, 2000; M.A., San Diego State University, 2003; Ph.D., University of California, Davis, 2014.

Suzanne Dieringer, B.S., M.A. (2015), *Assistant Professor of Economics*; B.A., University of South Florida, 1991; M.A., *ibid.*, 1995.

Sorle S. Diïh, B.A., MPA, Ph.D. (2015), *Assistant Professor of Criminology*; B.A., Herbert Lehman College, 1993; MPA, John Jay College of Criminal Justice, 1997; Ph.D., Cardiff University, United Kingdom, 2005.

Deirdre Dixon, B.S., M.S., MBA, Ph.D. (2015), *Assistant Professor of Management*; B.S., United States Military Academy, 1984; M.S., Central Michigan University, 1993; MBA, Duke University, 1995; Ph.D., Case Western Reserve University, 2014.

Kimberly P. Dobrinski, B.S., Ph.D. (2016), *Assistant Professor of Biology*; B.S., University of South Florida, 2000; Ph.D., *ibid.*, 2009.

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.

Daniel M. Dooghan, B.A., Ph.D. (2011), *Associate Professor of World Literature*; B.A., University of Wisconsin–Madison, 2004; Ph.D., University of Minnesota, 2010.

Santiago Echeverry, B.A., MPS (2005), *Associate Professor of Art*; B.A., Universidad Nacional de Colombia, Colombia, 1992; MPS, Tisch School of the Arts at New York University, 1998.

Amy Eggers, B.A., M.A., Ph.D. (2017), *Visiting Assistant Professor of Criminology*; B.A., University of South Florida, 2007; M.A., *ibid.*, 2010; Ph.D., *ibid.*, 2016.

Suzanne Y. Ensmann, B.S., M.S., Ed.D. (2017), *Assistant Professor of Education*; B.S., Florida State University, 1986; M.S., Indiana University, 2007; Ed.D., Morehead State University, 2017.

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., Lancaster University, United Kingdom, 2001.

Beth E. Eschenfelder, B.A., M.S., MPA, Ph.D. (2007), *Associate Professor of Communication*; B.A., Syracuse University, 1988; M.S., *ibid.*, 1989; MPA, University of South Florida, 2007; Ph.D., *ibid.*, 2007.

Cheri G. Etling-Paulsen, B.S., Ph.D. (1999), *Associate Professor of Finance*; B.S., University of Missouri, 1988; Ph.D., *ibid.*, 1995.

Kenyon M. Evans-Nguyen, B.A., Ph.D. (2009), *Associate Professor of Chemistry*; B.A., Maryville College, 1998; Ph.D., The University of North Carolina at Chapel Hill, 2005.

Bernie Farkas, B.S., M.S., Ph.D. (2017), *Assistant Professor of Information and Technology Management*; B.S., Dominican College of Blauvelt, 1985; M.S., New York University, Polytechnic School of Engineering, 2002; Ph.D., Virginia Commonwealth University, 2017.

Jeffrey I. Fasick, B.S., M.S., Ph.D. (2015), *Assistant Professor of Biology*; B.S., University of Illinois, 1988; M.S., University of Maryland, 1993; Ph.D., *ibid.*, 1998.

Gabriel Fennmore-Anderson, BFA, MFA, Ph.D. (2017), *Assistant Professor of First Year Studies*; BFA, University of Cincinnati, 1989; MFA, Texas Woman's University, 1992; Ph.D. The Ohio State University, 2003.

Sara B. Festini, B.A., M.S., Ph.D. (2017), *Assistant Professor of Biology*; B.A., Scripps College, 2009; M.S., University of Michigan, 2011; Ph.D., *ibid.*, 2014.

Paul E. Finocchiaro, B.A., MFA (2013), *Associate Professor of Theatre*; B.A., The Boston Conservatory, 1989; MFA, University of Nevada, 2004.

Amanda Firestone, B.A., M.A., Ph.D. (2015), *Assistant Professor of Communication*; B.A., The Pennsylvania State University, 2005; M.A., University of Sussex, United Kingdom, 2008; Ph.D., University of South Florida, 2014.

Donald C. Flagg, B.A., MBA, Ph.D. (2007), *Associate Professor of Finance*; B.A., University of Central Florida, 1998; MBA, *ibid.*, 1999; Ph.D., University of South Florida, 2007.

Kristen Foltz, B.A., M.A., J.D. (2013), *Visiting Assistant Professor of Speech*; B.A., Florida State University, 2002; M.A., *ibid.*, 2004; J.D., Stetson University, 2007.

David R. Foote, BFA, MFA (2017), *Visiting Assistant Professor of Art*; BFA, Maryland Institute College of Art, 1981; MFA, Savannah College of Art and Design, 2002.

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.

Eric C. Freundt, B.S., Ph.D. (2011), *Associate Professor of Biology*; B.S., Middle Tennessee State University, 2003; Ph.D., University of Oxford, Green Templeton College, United Kingdom, 2007.

Kevin S. Fridy, B.A., M.A., Ph.D. (2007), *Associate Professor of Political Science and International Studies*; 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.

Bridgette Froeschke, B.S., M.S., Ph.D. (2011), *Visiting Assistant Professor of Biology*; B.S., California State University, San Bernardino, 2003; M.S., California State University, Northridge, 2006; Ph.D., Texas A&M University, 2011.

Kendra Frorup, BFA, MFA (2007), *Associate Professor of Art*; BFA, The University of Tampa, 1992; MFA, Syracuse University, 1996.

Sarah F. Fryett, B.A., M.A., Ph.D. (2013), *Assistant Professor of English*; B.A., Florida State University, 2002; M.A., *ibid.*, 2005; Ph.D., *ibid.*, 2011.

Bachman Fulmer, BBA, MBA, Ph.D. (2016), *Assistant Professor of Accounting*; BBA, University of Georgia, 2002; MBA, Florida State University, 2006; Ph.D. *ibid.*, 2014.

Sarah M. Fulmer, BSBA, J.D., MBA, LL.M., Ph.D. (2016), *Assistant Professor of Finance*; BSBA, University of Florida, 2005; J.D., Florida State University, 2008; MBA, *ibid.*, 2008; LL.M., University of Florida, 2009; Ph.D., Florida State University, 2014.

Bella L. Galperin, B.A., M.S., Ph.D. (2004), *Professor of Management*; B.A., McGill University, Canada, 1990; M.S., Concordia University, Canada, 1995; Ph.D., *ibid.*, 2002.

Rachel Gambol, B.A., M.S. (2015), *Instructor of Accounting*; B.A., Kent State University, 2004; M.S., *ibid.*, 2005.

Cynthia Gangi, B.A., B.S., Ph.D. (2011), *Associate Professor of Psychology*; B.A., Eckerd College, 2004; B.S., *ibid.*, 2004; Ph.D., University of California, Santa Barbara, 2011.

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.

Steven F. Geisz, B.A., Ph.D. (2006), *Professor of Philosophy*; B.A., University of Maryland, 1994; Ph.D., Duke University, 2000.

Jack M. Geller, B.S., M.S., Ph.D. (2013), *Professor of Sociology*; B.S., Montana State University, 1976; M.S., University of Arkansas, 1982; Ph.D., Iowa State University, 1986.

F. Frank Ghannadian, BSBA, MBA, Ph.D. (2007), *Professor of Finance*; BSBA, The University of Tennessee, 1980; MBA, Queens University of Charlotte, 1981; Ph.D., Georgia State University, 1987.

Joni J. Ghannadian, B.S., M.S. (2017), *Instructor of Information Technology Management*; B.S., The University of Tennessee, 1980; M.S., Mercer University, 2002.

Sridhar Gogineni, MMS, M.A., Ph.D. (2017), *Assistant Professor of Finance*; MMS, Birla Institute of Technology and Science, India, 2002; M.A., Ohio University, 2005; Ph.D., University of Oklahoma, 2011.

Robert M. Gonzalez, BFA, MFA, Ph.D. (2007), *Associate Professor of Theatre and Speech*; BFA, Boston University, 1977; MFA, University of Wisconsin–Madison, 1980; Ph.D., University of South Florida, 2008.

Robert Goodwin, B.A., M.S. (2016), *Instructor of Accounting*; B.A., University of South Florida, 2009; M.S., *ibid.*, 2011.

Yvette M. Green, B.S., M.Acc. (2016), *Instructor of Accounting*; B.S., Troy University, 1990; B.S., University of South Florida, 2011; M.Acc., *ibid.*, 2012.

Paul G. Greenwood, B.A., M.S., Ph.D. (2017), *Professor of Biology*; B.A., Knox College, 1980; M.S., Florida State University, 1983; Ph.D., *ibid.*, 1987.

Jeffrey Grim, B.S., M.S., Ph.D. (2014), *Assistant Professor of Biology*; B.S., The University of Tampa, 2002; M.S., University of West Florida, 2005; Ph.D., Ohio University, 2010.

David J. Gudelunas, B.A., M.A., Ph.D. (2017), *Professor of Communication*; B.A., University of San Francisco, 1999; M.A., University of Pennsylvania, 2001; Ph.D., *ibid.*, 2004.

Pranjal Gupta, B.S., MBA, Ph.D. (2006), *Assistant Professor of Marketing*; B.S., National University of Singapore, Singapore, 1991; MBA, Nanyang Business School, Nanyang Technological University, Singapore, 1996; Ph.D., Texas A&M University, 2002.

Chris T. Gurrie, B.A., M.S., Ed.D. (2005), *Assistant Professor of Speech*; B.A., Purdue University, 2001; M.S., Florida State University, 2002; Ed.D., Nova Southeastern University, 2011.

Brittany M. Harder, B.A., M.A. (2016), *Assistant Professor of Psychology*; B.A., The University of Tampa, 2011; M.A., University of Miami, 2013.

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.

Laura Hauser, B.S., M.A., Ph.D. (2015), *Assistant Professor of Mathematics*; B.S., California Polytechnic State University, 1987; M.A., Florida Gulf Coast University, 2004; Ph.D., University of South Florida, 2015.

Judy Ann Hayden, B.A., M.A., Ph.D. (2001), *Professor of English and Writing*; B.A., Western Washington University, 1991; M.A., University of Wales, United Kingdom, 1994; Ph.D., University of East Anglia, United Kingdom, 1999.

Ryan Hebert, B.M., M.M., M.M., DMA (2011), *Associate Professor of Music*; B.M., The University of Alabama, 1997; M.M., The University of Kansas, 1997; M.M., *ibid.*, 1999; DMA, Louisiana State University, 2006.

Steve T. Hekkanen, B.S., M.A., Ph.D. (1980), *Professor of Psychology*; B.S., University of Washington, 1975; M.A., University of South Florida, 1977; Ph.D., *ibid.*, 1981.

Steven A. Hendrix, B.A., Ph.D. (1990), *Associate Professor of Chemistry*; B.A., University of South Florida, 1984; Ph.D., *ibid.*, 1990.

Giles T. Hertz, B.A., J.D. (2009), *Associate Professor of Business Law and Entrepreneurship*; B.A., University of Kentucky, 1983; J.D., Northern Kentucky University, 1989.

Lola Hidalgo-Calle, B.A., M.A., Ph.D. (2002), *Professor of Languages*; B.A., The University of Alabama, 1988; M.A., *ibid.*, 1990; Ph.D., *ibid.*, 1997.

Carly Hilinski-Rosick, B.A., M.A., Ph.D. (2015), *Assistant Professor of Criminology*; B.A., Indiana University of Pennsylvania, 2003; M.A., *ibid.*, 2004; Ph.D., *ibid.*, 2007.

Paul M. Hillier, B.A., M.A., Ph.D. (2009), *Associate Professor of Communication*; B.A., Eckerd College, 2001; M.A., The George Washington University, 2003; Ph.D., *ibid.*, 2008.

Shane R. Hinton, B.A., MFA (2015), *Assistant Professor of English*; B.A., University of South Florida, 2009; MFA, The University of Tampa, 2014.

Leon R. Hoke Jr., A.B., M.A., Ph.D. (1981), *Professor of Economics*; A.B., Grove City College, 1968; M.A., Duquesne University, 1970; Ph.D., University of Pittsburgh, 1979.

Arthur O. Hollist, B.A., M.A., Ph.D. (1988), *Associate Professor of English*; B.A., University of Sierra Leone, Sierra Leone, 1980; M.A., Dalhousie University, Canada, 1983; Ph.D., University of South Florida, 1991.

Giuseppina V. Holway, B.A., M.S., Ph.D. (2017), *Assistant Professor of Sociology*; B.A., The College at Brockport, State University of New York, 2008; M.S., Florida State University, 2010; Ph.D., *ibid.*, 2013.

Deanna House, B.A., MBA, Ph.D. (2017), *Assistant Professor of Cybersecurity*; B.A., Bellevue University, 2002; MBA, University of Nebraska at Omaha, 2006; Ph.D., The University of Texas at Arlington, 2013.

Fraser Edwards Houston, B.S., M.S., Ph.D. (2017), *Assistant Professor of Health Sciences and Human Performance*; B.S., Manchester Metropolitan University, United Kingdom, 2008; M.S., *ibid.*, 2009; Ph.D., University of Florida, 2015.

Caroline Hovanec, B.A., M.A., Ph.D. (2014), *Assistant Professor of English and Writing*; B.A., University of Florida, 2008; M.A., Vanderbilt University, 2009; Ph.D., *ibid.*, 2013.

Daniel R. Huber, B.S., Ph.D. (2006), *Associate Professor of Biology*; B.S., Duke University, 2000; Ph.D., University of South Florida, 2006.

Martha Hunt, B.A., M.A., M.A., Ph.D. (2012), *Assistant Professor of Mathematics*; B.A., Emmanuel College, 1970; M.A., Boston College, 1972; M.A., Brandeis University, 1974; Ph.D., University of New Hampshire, 1978.

- Scott A. Husband**, B.A., M.A., Ph.D. (2006), *Associate Professor of Psychology*; B.A., University of South Florida, 1992; M.A., *ibid.*, 1998; Ph.D., *ibid.*, 2004.
- Sarah M. Iker Hansberry**, B.A., Ph.D. (2017), *Assistant Professor of Music*; B.A., Scripps College, 2009; Ph.D., University of Chicago, 2016.
- Marcus A. Ingram**, BBA, M.S., Ph.D. (2005), *Associate Professor of Finance*; BBA, Kennesaw State University, 1987; M.S., Georgia State University, 1989; Ph.D., *ibid.*, 1991.
- Sasko Ivanov**, B.S., MAT (2010), *Instructor of Mathematics*; B.S., University of St. Cyril and Methodius, Macedonia, 1999; MAT, University of South Florida, 2007.
- Thomas A. Jackman**, B.A., Ph.D. (2003), *Associate Professor of Chemistry*; B.A., University of South Florida, 1971; Ph.D., *ibid.*, 1976.
- Vikas Jain**, B.Engin., M.Tech., Ph.D. (2008), *Associate Professor of Information and Technology Management*; B.Engin., Delhi Institute of Technology, India, 1990; M.Tech., Indian Institute of Technology, India, 1995; Ph.D., The George Washington University, 2008.
- Vivekanand Jayakumar**, B.S., M.S., Ph.D. (2007), *Associate Professor of Economics*; B.S., Purdue University, 1998; M.S., *ibid.*, 2000; Ph.D., *ibid.*, 2004.
- Ali Jenzarli**, B.S., Ph.D. (1993), *Professor of Information and Technology Management*; B.S., University of Louisiana at Lafayette, 1985; Ph.D., The University of Kansas, 1995.
- Jay E. Jisha**, B.A., M.S., Ph.D. (2003), *Associate Professor of Sport Management*; B.A., Ohio Wesleyan University, 1990; M.S., St. Thomas University, 1993; Ph.D., Florida State University, 2001.
- Jaime E. Johnson**, BFA, MFA (2017), *Assistant Professor of Art*; BFA, University of Mississippi, 2011; MFA, Louisiana Tech University, 2014.
- Patricia C. Johnston**, B.S., M.Ed., Ph.D. (2008), *Associate Professor of Education*; B.S., Florida State University, 1978; M.Ed., University of South Florida, 1989; Ph.D., *ibid.*, 2002.
- Leslie B. Jones**, B.A., M.S., Ph.D. (2011), *Associate Professor of Mathematics*; B.A., Mercer University, 1989; M.S., Troy State University, 1992; Ph.D., Baylor University, 2009.
- Hein Jung**, B.M., M.M., DMA (2008), *Associate Professor of Music*; B.M., Hanyang University, Korea, 2000; M.M., University of Wisconsin–Madison, 2003; DMA, *ibid.*, 2007.
- Allison Kaczmarek**, B.A., MPH (2012), *Assistant Professor and Clinical Coordinator for Physician Assistant Medicine*; B.A., The University of Tampa, 1992; MPH, University of Utah, 2000.
- Hwee-Joo Kam**, B.S., M.A., D.Sc. (2017), *Assistant Professor of Cybersecurity*; B.S., University of Nebraska-Lincoln, 1999; M.A., *ibid.*, 2001; D.Sc., Dakota State University, 2012.
- Laura Kane**, B.A., M.Phil., Ph.D. (2017), *Assistant Professor of Philosophy*; B.A., Hunter College, City University of New York, 2007; M.Phil., The Graduate Center, City University of New York, 2014; Ph.D., *ibid.*, 2017.
- Sucheta Kanjilal**, B.A., M.A., Ph.D. (2017), *Assistant Professor of English and Writing*; B.A., St. Xavier's College, India, 2007; M.A., University of Mumbai, India, 2009; M.A., School of Oriental and African Studies, University of London, United Kingdom, 2010; Ph.D., University of South Florida, 2017.
- Mary H. Keener**, B.E., M.S., Ph.D. (2008), *Associate Professor of Accounting*; B.E., The University of Toledo, 1999; M.S., Kent State University, 2000; Ph.D., *ibid.*, 2007.
- Catherine Kennedy**, B.S., M.S., Ph.D. (2014), *Assistant Professor of Physics*; B.S., University of Notre Dame, 2006; M.S., Michigan State University, 2008; Ph.D., *ibid.*, 2011.
- Timothy W. Kennedy**, B.A., Ph.D. (1987), *Professor of Communication*; B.A., University of Alaska Anchorage, 1977; Ph.D., Cornell University, 1984.
- Netra Khanal**, B.S., M.S., Ph.D. (2010), *Associate Professor of Mathematics*; B.S., Tribhuvan University, Nepal, 1994; M.S., *ibid.*, 1996; M.S., Oklahoma State University, 2004; Ph.D., *ibid.*, 2009.
- Jack King**, A.A., BFA, MFA (1992), *Professor of Art*; A.A., St. Petersburg Junior College, 1968; BFA, The University of Tampa, 1970; MFA, University of Georgia, 1973.
- Kenneth J. Knapp**, B.S., MBA, Ph.D. (2009), *Associate Professor of Information and Technology Management*; B.S., DeSales University, 1988; MBA, Auburn University, 1994; Ph.D., *ibid.*, 2005.
- Erin A. Koterba**, B.A., M.S., Ph.D. (2010), *Associate Professor of Psychology*; B.A., Concordia College, 2002; M.S., University of Pittsburgh, 2006; Ph.D., *ibid.*, 2010.
- Dean A. Koutroumanis**, B.S., MBA, DBA (2008), *Associate Professor of Management*; B.S., The University of Tampa, 1989; MBA, *ibid.*, 1991; DBA, Nova Southeastern University, 2005.
- David E. Krahl**, B.A., M.A., Ph.D. (2011), *Assistant Professor of Criminology*; B.A., The University of Akron, 1972; M.A., *ibid.*, 1975; Ph.D., The University of Akron/Kent State University, 1982.
- Juliana Kralik**, B.A., B.S., MAcc. (2017), *Visiting Instructor of Accounting*; B.A., University of South Florida, 2011; B.S., *ibid.*, 2011; MAcc., *ibid.*, 2016.
- Stephen D. Kucera**, B.S., Ph.D. (1994), *Associate Professor of Biology*; B.S., Binghamton University, 1987; Ph.D., The University of New Mexico, 1993.
- Anthony P. LaRose**, B.A., M.A., Ph.D. (2002), *Associate Professor of Criminology*; B.A., University of Massachusetts Amherst, 1988; M.A., Washington State University, 1992; Ph.D., *ibid.*, 1997.
- Sarah Juliet Lauro**, B.A., M.A., Ph.D. (2015), *Assistant Professor of English*; B.A., University of California, Berkeley, 2000; M.A., New York University, 2004; M.A., University of California, Davis, 2006; Ph.D., *ibid.*, 2011.

James M. Lee, B.A., M.S., Ph.D. (2004), *Associate Professor of Marketing*; B.A., University of New Hampshire, 1982; M.S., Southern New Hampshire University, 1995; Ph.D., Oklahoma State University, 2001.

Kevin Lee, B.A., MBA, Ph.D. (2017), *Assistant Professor of Finance*; B.A., University of Hawaii, 2003; MBA, *ibid.*, 2005; Ph.D., University of Arkansas, 2012.

Susannah LeMarquand, B.A., M.A. (2012), *Assistant Professor of Dance*; B.A., The University of Tampa, 2001; M.A., New York University, 2009.

Susan Taylor Lennon, B.A., M.M. (1990), *Professor of Dance*; B.A., Florida State University, 1970; M.M., *ibid.*, 1972.

Joseph J. Letter, B.A., M.A., Ph.D. (2011), *Associate Professor of Writing*; B.A., University of New Orleans, 1991; M.A., *ibid.*, 1995; Ph.D., Louisiana State University, 2006.

Jonathan Lewallen, B.A., M.A., Ph.D. (2017), *Assistant Professor of Political Science*; B.A., Tulane University, 2004; M.A., The University of Texas at Austin, 2012; Ph.D., *ibid.*, 2017.

Ariele Lindemeyer, B.A., M.A. (2017), *Visiting Assistant Professor of Mathematics*; B.A., University of South Florida, 2012; M.A., *ibid.*, 2015.

Ru-Shiun Liou, B.A., MBA, Ph.D. (2017), *Assistant Professor of Management*; B.A., National Taiwan University, Taiwan, 1999; MBA, University of Hawaii, 2004; Ph.D., University of Arkansas, 2013.

Elizabeth A. Littell-Lamb, B.A., M.S., M.A., M.A., Ph.D. (2007), *Associate Professor of History*; B.A., University of Wisconsin–Madison, 1970; M.S., University of Southern California, Overseas Campus, Taiwan, 1974; M.A., The College at Brockport, State University of New York, 1995; M.A., Carnegie Mellon University, 1996; Ph.D., *ibid.*, 2002.

Yuebing Sarah Liu, B.B., Ph.D. (2016), *Assistant Professor of Accounting*; B.B., Central University of Finance and Economics, China, 2008; Ph.D., Georgia Institute of Technology, 2014.

Ashley R. Longstreet, B.S., Ph.D. (2017), *Assistant Professor of Chemistry*; B.S., Lynchburg College, 2010; Ph.D., Florida State University, 2015.

James J. López, B.A., M.A., Ph.D. (2004), *Professor of Languages*; B.A., Loyola University New Orleans, 1991; M.A., Universidad de Chile, Chile, 1994; Ph.D., Florida International University, 2000.

Devin Lunt, B.S., MBA, Ph.D. (2016), *Assistant Professor of Marketing*; B.S., Texas Tech University, 2010; MBA, St. Mary's University, 2011; Ph.D., University of Texas at Arlington, 2016.

Gary S. Luter, B.A., M.S., M.A., Ph.D. (1977), *Professor of Theatre and Speech*; B.A., University of South Florida, 1967; M.S., University of Wisconsin, 1968; M.A., The University of Akron, 1973; Ph.D., University of Florida, 1981.

Jessa Madosky, B.S., Ph.D. (2015), *Assistant Professor of Biology*; B.S., Beloit College, 2005; Ph.D., University of New Orleans, 2011.

Padmanabhan Mahadevan, B.S., M.S., M.S., Ph.D. (2011), *Associate Professor of Biology*; B.S., Beloit College, 1997; M.S., University of New Orleans, 2001; M.S., *ibid.*, 2004; Ph.D., George Mason University, 2008.

Marc Mandt, B.S., MBA (2017), *Visiting Instructor of Entrepreneurship*; B.S., Florida State University, 1991; MBA, Babson College, 1996.

Haig Mardirosian, B.M., M.M., DMA (2009), *Professor of Music; Dean Emerita*; B.M., The Catholic University of America, 1969; M.M., *ibid.*, 1970; DMA, *ibid.*, 1972.

Speros L. Margetis, B.S., MBA, Ph.D. (2002), *Professor of Finance*; B.S., University of Florida, 1993; MBA, University of South Florida, 1997; Ph.D., *ibid.*, 2004.

Robert Marley, B.S., C.A., Ph.D. (2014), *Assistant Professor of Accounting*; B.S., University of Illinois 2001; C.A., *ibid.*, 2003; Ph.D., University of South Florida, 2011.

Mary Martinasek, A.S., B.S., MPH, Ph.D. (2011), *Associate Professor of Public Health*; A.S., Santa Fe Community College, 1983; B.S., University of South Florida, 2005; MPH, *ibid.*, 2007; Ph.D., *ibid.*, 2011.

Heather D. Masonjones, B.A., Ph.D. (2001), *Professor of Biology*; B.A., Smith College, 1990; Ph.D., Tufts University, 1997.

Rob Masserini, B.S., Ph.D. (2005), *Assistant Professor of Chemistry*; B.S., The University of Tampa, 1993; Ph.D., University of South Florida, 2005.

Richard B. Mathews, B.A., M.A., Ph.D. (1986), *Dana Professor of English*; B.A., University of Florida, 1966; M.A., University of South Florida, 1985; Ph.D., University of Virginia, 1973.

Erika Matulich, BBA, MBA, Ph.D. (1998), *Professor of Marketing*; BBA, Texas Christian University, 1984; MBA, *ibid.*, 1986; Ph.D., University of Wisconsin, 1994.

Andrew McAlister, B.A., M.A., Ph.D. (2006), *Associate Professor of Communication*; B.A., The University of Tampa, 1987; M.A., Emory University, 1995; Ph.D., *ibid.*, 1999.

Ryan McCullough, B.A., MFA (2016), *Assistant Professor*; B.A., Wright State University, 2006; MFA, University of Georgia, 2016.

Brandon McDannald, B.M.Ed., M.A. (2017), *Instructor of Music*; B.M.Ed., University of Central Missouri, 2004; M.A., *ibid.*, 2012.

Stephen McFarland, B.A., MRP, Ph.D. (2015), *Assistant Professor of Geography*; B.A., Trinity College, 2000; MRP, Cornell University, 2005; Ph.D., The Graduate Center, City University of New York, 2014.

Charles D. McGraw, B.A., M.A., Ph.D. (2011), *Associate Professor of History*; B.A., Georgetown University, 1987; M.A., University of Cincinnati, 2005; Ph.D., *ibid.*, 2005.

Ryan McIlvain, B.A., MFA, Ph.D. (2017), *Assistant Professor of English and Writing*; B.A., Brigham Young University, 2007; MFA, Rutgers University, 2009; Ph.D., University of Southern California, 2017.

Kyle McIntosh, B.A., M.A., Ph.D. (2014), *Assistant Professor of English*; B.A., Indiana University, 1994; M.A., Indiana University–Purdue University Indianapolis, 2004; Ph.D., Purdue University, 2013.

Taegan McMahon, B.S., Ph.D. (2013), *Assistant Professor of Biology*; B.S., Bates College, 2007; Ph.D., University of South Florida, 2013.

Robert C. McMurrian, B.S., MBA, Ph.D. (1998), *Associate Professor of Marketing*; B.S., Louisiana Tech University, 1968; MBA, *ibid.*, 1969; Ph.D., Louisiana State University, 1998.

Lori Benson McRae, B.S., Ph.D. (2002), *Associate Professor of Biology*; B.S., The University of Tampa, 1995; Ph.D., Louisiana State University, 2002.

Mark McRae, B.S., M.S., Ph.D. (2007), *Associate Professor of Biology*; B.S., Oregon State University, 1996; M.S., Louisiana State University, 2001; Ph.D., *ibid.*, 2007.

Mason B. Meers, B.A., Ph.D. (2001), *Professor of Biology*; B.A., Indiana University, 1992; Ph.D., Johns Hopkins University, 2000.

Alisha Menzies, B.A., M.A. (2016), *Assistant Professor of Communication*; B.A., California State University, Long Beach, 2003; M.A., *ibid.*, 2010.

Nadine Mescia, B.A., MHS (2013), *Instructor of Health Sciences and Human Performance*; B.A., Stetson University, 1988; MHS, Johns Hopkins University, 1990.

Cedric Michel, B.A., M.A., Ph.D. (2012), *Assistant Professor of Criminology*; B.A., Université Blaise Pascal, France, 2000; M.A., *ibid.*, 2001; Ph.D., University of South Florida, 2014.

Michael Middlebrooks, B.S., Ph.D. (2013), *Assistant Professor of Biology*; B.S. Florida State University, 2005; Ph.D., University of South Florida, 2012.

Abraham L. Miller, B.S., H.Sc., Ph.D. (2008), *Associate Professor of Health Sciences and Human Performance*; B.S., West Texas A&M University, 2001; H.Sc., University of Tasmania, Australia, 2002; Ph.D., The University of Texas at Arlington, 2008.

Scott Miller, B.S., MBA, Ph.D. (2016), *Associate Professor of Finance*; B.S., Missouri Southern State University, 2003; MBA, Drake University, 2005; Ph.D., University of Arkansas, 2009.

Jill Misuraca, B.S., M.S. (2012), *Instructor of Finance*; B.S., Bentley College, 1998; M.S., Rensselaer Polytechnic Institute, 2000.

Steven Mollmann, B.A., M.A., Ph.D. (2017), *Assistant Professor of English and Writing*; B.A., Miami University, 2007; M.A., University of Connecticut, 2010; Ph.D., *ibid.*, 2016.

Kevin Moore, B.A., M.S., Ed.D., MBA (2017), *Assistant Professor of Entrepreneurship*; B.A., University of North Carolina at Wilmington, 1989; M.S., University of Kentucky, 1993; Ed.D., *ibid.*, 1999; MBA, The University of Tampa, 2016.

Donald D. Morrill, B.A., M.A., Ph.D. (1987), *Dana Professor of English*; B.A., Drake University, 1977; M.A., *ibid.*, 1979; Ph.D., University of Florida, 1985.

Kimberly S. Morris, B.S., M.S. (1983), *Assistant Professor of Health Sciences and Human Performance*; B.S., Southwest Missouri State University, 1982; M.S., The University of Arizona, 1983.

Melissa M. Morris, B.S., M.S., Ed.D. (2016), *Assistant Professor of Health Sciences and Human Performance*; B.S., Southeast Missouri State University, 2002; M.S., Middle Tennessee State University, 2003; Ed.D., University of Missouri, 2015.

Jill Renee Mosteller, B.S., M.A., Ph.D. (2016), *Associate Professor of Marketing*; B.S., University of Florida, 1985; M.A., Webster University, 1996; Ph.D., Georgia State University, 2007.

Kimberly D. Mularoni, B.A., M.D. (2017), *Medical Director for and Assistant Professor of Physician Assistant Medicine*; B.A., University of Washington, 1997; M.D., American University of the Caribbean, St. Maarten, 2001.

Phillip Murray, B.S., Ph.D. (2013), *Assistant Professor of Chemistry*; B.S., The University of Tampa, 2003; Ph.D., University of South Florida, 2012.

Sneah Murthy, B.S., M.S., Ph.D. (2017), *Assistant Professor of Biology*; B.S., PSG College of Arts and Science, India, 2005; M.S., Bharathiar University, India, 2007; Ph.D., Chonbuk National University, South Korea, 2011.

William Myers, B.A., M.A., Ph.D. (2012), *Assistant Professor of Political Science and International Studies*; B.A., University of Michigan–Ann Arbor, 2003; M.A., Michigan State University, 2006; Ph.D., *ibid.*, 2012.

Jeffrey Neely, B.A., B.S., M.A., Ph.D. (2014), *Assistant Professor of Journalism*; B.A., B.S., University of Florida, 1999; M.A., University of South Florida, 2006; Ph.D., University of Florida, 2011.

Klara G. Nelson, B.S., B.S., MBA, Ph.D. (2000), *Associate Professor of Information and Technology Management*; B.S., University of Heidelberg, Germany, 1987; B.S., Florida A&M University, 1989; MBA, Florida State University, 1990; Ph.D., *ibid.*, 1995.

Shaista Nisar, B.S., MBA, Ph.D. (2015), *Assistant Professor of Information and Technology Management*; B.S., BI Norwegian Business School, Norway, 2004; MBA, Leeds Metropolitan University, United Kingdom, 2005; Ph.D., *ibid.*, 2012.

Kathleen Ochshorn, A.A., B.A., M.A., Ph.D. (1991), *Professor of English*; A.A., St. Petersburg Junior College, 1970; B.A., Florida State University, 1972; M.A., University of South Florida, 1974; Ph.D., *ibid.*, 1986.

Eric Odgaard, B.A., M.A., Ph.D. (2010), *Associate Professor of Psychology*; B.A., University of Nebraska–Lincoln, 1996; M.A., *ibid.*, 1998; Ph.D., *ibid.*, 2000.

Gyldas Ofoulhast-Othamot, B.S., M.A., Ph.D. (2017), *Visiting Assistant Professor of Political Science*; B.S., Université de Montréal, Canada, 2002; M.A., University of Florida, 2005; Ph.D., University of Pittsburgh, 2011.

Patricia W. O’Grady, B.S., M.S., Ph.D. (2008), *Associate Professor of Education*; B.S.,

University of San Francisco, 1974; M.S., San José State University, 1975; Ph.D., University of Maryland, 1982.

Hunter O'Hara, B.S., M.A., Ed.D. (1998), *Professor of Education*; B.S., West Virginia State College, 1979; M.A., Marshall University, 1987; Ed.D., West Virginia University, 1992.

Rebecca M. Olsen, B.S., M.S., Ph.D. (2006), *Associate Professor of Health Sciences and Human Performance*; B.S., University of South Alabama, 1983; M.S., The University of Alabama, 1991; Ph.D., University of South Florida, 2003.

Jay A. O'Sullivan, B.A., M.A., Ph.D. (2004), *Associate Professor of Health Sciences and Human Performance*; B.A., Arizona State University, 1989; M.A., Hunter College, City University of New York, 1995; Ph.D., University of Florida, 2002.

Roderick Overaa, B.A., MFA, Ph.D. (2014), *Assistant Professor of English*; B.A., University of Washington, 2001; MFA, *ibid.*, 2006; Ph.D., *ibid.*, 2010.

Gabriel R. Paez, B.S., MPA, Ph.D. (2017), *Assistant Professor of Criminology and Criminal Justice*; B.S., Syracuse University, 2002; MPA, John Jay College of Criminal Justice, City University of New York, 2009; Ph.D., John Jay College of Criminal Justice/The Graduate Center, City University of New York, 2016.

Ashley E. Palmer, B.A., M.S., M.A., Ph.D. (2017), *Assistant Professor of English and Writing*; B.A., Barnard College, 2005; M.S., Pace University, 2007; M.A., The University of Texas at Austin, 2010; Ph.D., *ibid.*, 2015.

Raymond G. Papp, B.S., M.S., Ph.D. (2000), *Professor of Information and Technology Management*; B.S., Central Connecticut State University, 1988; M.S., *ibid.*, 1990; Ph.D., Stevens Institute of Technology, 1995.

Cindy Parsons, BSN, MSN, DNP (2005), *Associate Professor of Nursing*; BSN, Western Connecticut State University, 1979; MSN, Pace University, 1988; DNP, Rush University, 2005.

Terry M. Parssinen, B.A., M.A., Ph.D. (1992), *Professor of History*; B.A., Grinnell College, 1963; M.A., Brandeis University, 1965; Ph.D., *ibid.*, 1968.

Renee B. Patrick, B.A., M.A., Ph.D. (2013), *Assistant Professor of Psychology*; B.A., University of Oklahoma, 1997; M.A., The Ohio State University, 2004; Ph.D., *ibid.*, 2009.

Julia R. Pennington, B.S., MIM, M.S., Ph.D. (2013), *Associate Professor of Marketing*; B.S., Iowa State University, 1981; MIM, Thunderbird School of Global Management, 1986; M.S., Iowa State University, 1991; Ph.D., University of Nebraska-Lincoln, 2009.

Teresa M. Pergola, BSBA, MBA, DBA (2002), *Associate Professor of Accounting*; BSBA, Robert Morris College, 1983; MBA, The University of Tampa, 2002; DBA, Nova Southeastern University, 2006.

Gregg W. Perkins, B.A., M.A., MFA (2007), *Associate Professor of Communication*; B.A.,

University of Wisconsin-Madison, 1993; M.A., *ibid.*, 2001; MFA, *ibid.*, 2002.

Angela S. Perry, B.A., Ph.D. (2005), *Assistant Professor of Chemistry*; B.A., University of South Florida, 2000; Ph.D., *ibid.*, 2005.

Bryan Perry, B.A., MFA (2017), *Visiting Assistant Professor of Art*; B.A., Duke University, 1996; MFA, Georgia State University, 2017.

Zachary Pilot, B.S., M.A., Ph.D. (2017), *Visiting Assistant Professor of Psychology*; B.S., University of Pittsburgh, 2012; M.A., Southern Illinois University, 2015; Ph.D., *ibid.*, 2017.

Thomas G. Pittz, B.A., MBA, Ph.D. (2016), *Assistant Professor of Management*; B.A., St. Olaf College, 1995; MBA, University of Colorado, 1998; Ph.D., New Mexico State University, 2015.

Miloslava Plachkinova, B.S., M.S., Ph.D. (2015), *Assistant Professor of Cybersecurity*; B.A., Sofia University, Bulgaria, 2008; M.S., *ibid.*, 2009; M.S., University of Nevada, 2013; Ph.D., Claremont Graduate University, 2015.

Steven M. Platau, B.A., M.Acc., J.D. (1984), *Professor of Accounting*; B.A., The Ohio State University, 1978; M.Acc., *ibid.*, 1980; J.D., University of Cincinnati, 1984.

Dana Plays, BFA, MFA (2005), *Professor of Communication*; BFA, California College of the Arts, 1978; MFA, *ibid.*, 1986.

Edward Pompeian, B.A., M.A., Ph.D. (2017), *Assistant Professor of History*; B.A., Saint Olaf College, 2005; M.A., College of William and Mary, 2007; Ph.D., *ibid.*, 2014.

Mark Putnam, B.A., MAT, Ph.D. (2001), *Associate Professor of English*; B.A., The University of North Carolina at Chapel Hill, 1979; MAT, School for International Training, 1988; Ph.D., Indiana University of Pennsylvania, 1999.

David J. Reamer, B.A., M.A., Ph.D. (2009), *Associate Professor of English*; B.A., University of Michigan, 2000; M.A., The University of Arizona, 2004; Ph.D., *ibid.*, 2009.

Yuly Restrepo, B.A., M.A. (2014), *Visiting Assistant Professor of English*; B.A., The University of Tampa, 2004; M.A., The University of Iowa, 2011.

Denis A. Rey, B.A., M.A., Ph.D. (2009), *Associate Professor of Political Science and International Studies*; B.A., St. Mary's University, 1986; M.A., *ibid.*, 1998; Ph.D., Texas Tech University, 2008.

Stanley A. Rice, B.S., M.A., Ph.D. (1984), *Professor of Biology*; B.S., California State University, Long Beach, 1973; M.A., *ibid.*, 1975; Ph.D., University of South Florida, 1978.

Sangbum Ro, B.A., LL.M., MBA, Ph.D. (2016), *Assistant Professor of Management*; B.A., Gachon University, South Korea, 1995; LL.M., University of Georgia, 1998; MBA, Binghamton University, 2005; Ph.D., Florida State University, 2014.

Michael Robinson, B.S., MBA, M.A., Ph.D. (2012), *Associate Professor of Accounting*; B.S., University of the West Indies, Jamaica, 1983; MBA, The

Pennsylvania State University, 1989; M.A., Arizona State University, 2001; Ph.D., *ibid.*, 2009.

Enilda Romero-Hall, B.S., M.S., Ph.D. (2013), *Assistant Professor of Education*; B.S., Emporia State University, 2007; M.S., *ibid.*, 2008; Ph.D., Old Dominion University, 2013.

Emily Rose, B.S., Ph.D. (2016), *Visiting Assistant Professor of Biology*; B.S., The University of Tampa, 2007; Ph.D., Texas A&M University, 2016.

Vanessa Rukholm, B.A., M.A. (2014), *Assistant Professor of Languages*; B.A., Laurentian University, Canada, 2002; M.A., University of Notre Dame, 2004; Ph.D., University of Toronto, Canada, 2011.

Hemant Rustogi, B.A., MBA, DBA (1990), *Dana Professor of Marketing*; B.A., University of Delhi, India, 1981; MBA, Chapman College, 1987; DBA, Southern Illinois University, 1990.

David Sanz-Orozco, B.S., Ph.D. (2017) *Visiting Assistant Professor of Physics*; B.S., Monterrey Institute of Technology and Higher Education, Mexico, 2011; Ph.D., The University of Texas at Austin, 2017.

Stacey Schetzle, B.S., MBA, M.S., Ph.D. (2017), *Associate Professor of Marketing*; B.S., Purdue University, 2000; MBA, *ibid.*, 2003; M.S., *ibid.*, 2005; Ph.D., *ibid.*, 2008.

Tammy W. Schimmel, B.S., M.Ed., Ph.D. (2008), *Associate Professor of Education*; B.S., University of South Florida, 1988; M.Ed., *ibid.*, 1993; Ph.D., *ibid.*, 2007.

Simon Schuler, B.S., M.S., Ph.D. (2012), *Assistant Professor of Physics*; B.S., University of Miami, 2001; M.S., University of Nevada, Las Vegas, 2002; Ph.D., Clemson University, 2006.

Joseph D. Sclafani, B.A., M.A., Ph.D. (1987), *Professor of Psychology*; B.A., University of South Florida, 1977; M.A., *ibid.*, 1981; Ph.D., *ibid.*, 1984.

Spencer D. Segalla, B.A., M.A., Ph.D. (2010), *Associate Professor of History*; B.A., Yale University, 1993; M.A., Stony Brook University, 1995; M.A. *ibid.*, 1998; Ph.D., *ibid.*, 2003.

Yanyan Shang, B.S., M.S., M.S. (2017), *Assistant Professor of Information and Technology Management*; B.S., University of Shanghai for Science and Technology, China, 2006; M.S., *ibid.*, 2010; M.S., Dakota State University, 2013.

Britt M. Shirley, B.S., M.A., Ph.D. (1991), *Professor of Information and Technology Management*; B.S., The University of Alabama, 1982; M.A., *ibid.*, 1983; Ph.D., *ibid.*, 1988.

Earl A. Simendinger, B.S., MHA, MSIE, Ph.D. (1995), *Professor of Management*; B.S., Ashland College, 1968; MHA, Washington University, 1970; MSIE, Cleveland State University, 1975; Ph.D., Case Western Reserve University, 1981.

Jeffrey S. Skowronek, B.A., M.A., MST, Ph.D. (2005), *Associate Professor of Psychology*; B.A., University of Massachusetts Lowell, 2000; M.A., MST, University of New Hampshire, 2002; Ph.D., *ibid.*, 2005.

Michael P. Slattery, B.S., M.S., Ph.D. (2015), *Assistant Professor of Marine Science*; B.S., Coastal Carolina University, 2002; M.S., University of North Carolina Wilmington, 2006; Ph.D., Stony Brook University, 2010.

Maria Smisek, BSN, MSN, DNP (2017), *Visiting Clinical Instructor*; BSN, Monmouth University, 2004; MSN, *ibid.*, 2007.

Jack Smith, B.S, MBA, M.S (2017), *Visiting Instructor of Management*; B.S., Athens State University, 1980; MBA, The University of Tampa, 1999; M.S., *ibid.*, 2014.

Tim Smith, B.S., B.A., GDBA, MBA, DUT (2017), *Assistant Professor of Information Technology Management*; B.S., Mount Allison University, Canada, 1994; GDBA, Athabasca University, Canada, 2007; MBA, *ibid.*, 2009; DUT, University of New Brunswick, Canada, 2010; B.A., *ibid.*, 2011.

Michael Smucker, B.S., MSS, Ph.D. (2006), *Associate Professor of Health Sciences and Human Performance*; B.S., University of Dayton, 1991; MSS, United States Sports Academy, 1995; Ph.D., Florida State University, 2001.

Olaseni Sode, B.A., B.S., Ph.D. (2015), *Assistant Professor of Chemistry*; B.A., Morehouse College, 2006; B.S., *ibid.*, 2006; Ph.D., University of Illinois at Urbana-Champaign, 2012.

Andrew J. Solomon, B.A., M.A., Ph.D. (1976), *Professor of English*; B.A., University of Pittsburgh, 1966; M.A., *ibid.*, 1970; Ph.D., *ibid.*, 1974.

Theoni Soublis, B.S., M.A., Ph.D. (2001), *Professor of Education*; B.S., Florida State University, 1993; M.A., University of South Florida, 1998; Ph.D., *ibid.*, 2001.

Michael Staczar, BFA, MFA (1992), *Associate Professor of Theatre*; BFA, Boston Conservatory, 1981; MFA, Syracuse University, 1989.

Michael J. Stasio, B.A., M.A., M.A., Ph.D. (2003), *Associate Professor of Psychology*; B.A., Clark University, 1988; M.A., Columbia University, 1989; M.A., Southeastern Louisiana University, 1997; Ph.D., Louisiana State University, 2002.

Susan D. Steiner, B.A., M.A., MBA, Ph.D. (2001), *Associate Professor of Management*; B.A., Yale University, 1975; M.A., *ibid.*, 1977; MBA, University of Pennsylvania, 1982; Ph.D., *ibid.*, 1984.

David S. Stern, B.A., M.A., Ph.D. (2013), *Professor of Philosophy*; B.A., Louisiana State University, 1977; M.A., University of California, San Diego, 1981; Ph.D., *ibid.*, 1985.

Joanne L. Stevens, B.S., M.S., Ph.D. (2012), *Associate Professor of Nursing*; B.S., The College at Brockport, State University of New York, 1981; M.S., University of Rochester, 1986; Ph.D., *ibid.*, 2002.

John R. Stinespring, B.A., M.A., Ph.D. (2008), *Associate Professor of Economics*; B.A., DePaul University, 1993; M.A., *ibid.*, 1994; Ph.D., Claremont Graduate University, 2002.

John A. Struss, B.A., Ph.D. (2001), *Assistant Professor of Chemistry*; B.A., Berea College, 1993; Ph.D., Virginia Polytechnic Institute and State University, 2001.

Ronda C. Sturgill, B.S., M.S., Ph.D. (2009), *Associate Professor of Health Sciences and Human Performance*; B.S., Ohio University, 1998; M.S., Auburn University, 2000; Ph.D., The University of Alabama, 2003.

Jason Sumerau, B.A., M.S., Ph.D. (2012), *Assistant Professor of Sociology*; B.A., Augusta State University, 2008; M.S., Florida State University, 2010; Ph.D., *ibid.*, 2012.

John S. Sumner, B.S., M.S., Ph.D. (1979), *Associate Professor of Mathematics*; B.S., Georgia Institute of Technology, 1975; M.S., University of Miami, 1976; Ph.D., *ibid.*, 1980.

Douglas Sutherland, B.A., MFA (2003), *Assistant Professor of Art*; B.A., University of South Florida, 1972; MFA, Florida State University, 1979.

Nauris Tamulevicius, B.S., M.S., Ph.D. (2016), *Associate Professor of Health Sciences and Human Performance*; B.S., Lithuanian Sports University, Lithuania, 1995; M.S., *ibid.*, 1997; Ph.D., *ibid.*, 2001.

Christine Theodore, B.S., M.S., Ph.D. (2015), *Assistant Professor of Chemistry*; B.S., Stevens Institute of Technology, 2005; M.S., *ibid.*, 2009; Ph.D., University of Oklahoma, 2013.

Stephanie J. Thomason, B.S., MBA, Ph.D. (2007), *Associate Professor of Management*; B.S., Florida State University, 1989; MBA, Florida Atlantic University, 1999; Ph.D., *ibid.*, 2007.

Kacy D. Tillman, B.A., M.A., Ph.D. (2009), *Associate Professor of English*; B.A., Baylor University, 2001; M.A., *ibid.*, 2004; Ph.D., University of Mississippi, 2008.

George H. "Jody" Tompson, B.S., Ph.D. (2000), *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.

Stephanie L. Tripp, B.A., M.A., Ph.D. (2009), *Associate Professor of Communication*; B.A., The University of Tampa, 1983; M.A., University of Florida, 1996; Ph.D., *ibid.*, 2006.

Margaret L. Tudor, B.S., M.E., Ph.D. (2016), *Assistant Professor of Sport Management*; B.S., Bowling Green State University, 2007; M.E., *ibid.*, 2009; Ph.D., *ibid.*, 2014.

Chris Valle, BFA, MFA (2008), *Associate Professor of Art*; BFA, Valdosta State University, 1999; MFA, University of Florida, 2002.

Kathryn VanderMolen, B.A., Ph.D. (2016), *Assistant Professor of Political Science and International Studies*; B.A., DePaul University, 2011; Ph.D., University of Missouri, 2016.

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., University of Georgia, 1975.

Natasha F. Veltri, B.A., B.S., MBA, Ph.D. (2007), *Associate 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.

Eric Vlahov, B.A., M.A., Ph.D. (1977), *Professor of Health Sciences and Human Performance*; B.A., Duke University, 1970; M.A., University of Maryland, 1974; Ph.D., *ibid.*, 1977.

Rebecca J. Waggett, B.S., Ph.D. (2010), *Associate Professor of Biology*; B.S., Providence College, 1999; Ph.D., The University of Texas at Austin, 2005.

Joshua N. Waggoner, B.A., M.A., Ph.D. (2015), *Assistant Professor of English*; B.A., University of California, Davis, 2000; M.A., New York University, 2004; Ph.D., University of California, Davis, 2013.

Aaron Walker, B.A., BFA, MFA (2012), *Assistant Professor of Communication*; B.A., University of Nevada, Las Vegas, 2003; BFA, *ibid.*, 2003; MFA, Columbia University, 2011.

Andrea M. Walker, B.A., M.A., Ph.D. (2017), *Assistant Professor of Criminology and Criminal Justice*; B.A., Southern Oregon University, 2003; M.A., Boston University, 2007; Ph.D., Washington State University, 2017.

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.

James S. Welch, B.A., M.Div., J.D., D.Min., MBA, M.A., Ph.D. (2015), *Instructor of Management*; B.A., University of South Carolina, 1986; M.Div., Louisville Presbyterian Theological Seminary, 1989; J.D., University of Kentucky, 1992; D.Min., Columbia Theological Seminary, 1998; MBA, Florida State University, 2009; M.A., University of Alabama, 2014; Ph.D., University of South Florida, 2016.

Eric J. Werner, B.S., Ph.D. (2010), *Associate Professor of Chemistry*; B.S., University of Florida, 2002; Ph.D., University of California, Berkeley, 2007.

David Wheeler, B.A., M.A., Ph.D. (2015), *Assistant Professor of Journalism*; B.A., Ashbury University, 1999; M.A., University of Kentucky, 2005; Ph.D., *ibid.*, 2015.

Kristine White, B.S., M.S., Ph.D. (2014), *Assistant Professor of Biology*; B.S., The University of Tampa, 2000; M.S., Nova Southeastern University, 2005; Ph.D., University of Southern Mississippi, 2010.

Rebecca J. White, B.S., MBA, Ph.D. (2009), *Professor of Management and James W. Walter Distinguished Chair of Entrepreneurship*; B.S., Concord University, 1978; MBA, Virginia Polytechnic

Institute and State University, 1980; Ph.D., *ibid.*, 1994.

Robin White, BSN, MSN, Ph.D. (2016), *Associate Professor of Nursing*; BSN, University of Nevada, 1989; MSN, *ibid.*, 1998; Ph.D., *ibid.*, 2014.

Aimee L. Whiteside, B.A., M.S., Ph.D. (2011), *Associate Professor of English*; B.A., University of Wisconsin–Eau Claire, 1996; M.S., University of Minnesota, 2002; Ph.D., *ibid.*, 2007.

Ann H. Williams, B.S., Ph.D. (2006), *Associate Professor of Biology*; B.S., The Pennsylvania State University, 1994; Ph.D., University of Maryland, 2002.

Leslie Williams, B.A., M.A., Ph.D. (2011), *Assistant Professor of Physical Education*; B.A., The University of Texas at Arlington, 1995; M.A., University of Florida, 2005; Ph.D., University of South Florida, 2013.

Adrienne Wilson, B.S., M.Ed., Ph.D. (2016) *Assistant Professor of Education*; B.S., University of South Florida, 2002; M.Ed., *ibid.*, 2005; Ph.D., *ibid.*, 2011.

Matthew Wilson, B.S., Ph.D. (2014), *Assistant Professor of Chemistry*; B.S. Messiah College, 2002; Ph.D., The Pennsylvania State University, 2007.

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.

D. Scott Witherow, A.B., Ph.D. (2011), *Associate Professor of Chemistry*; A.B., Rollins College, 1997; Ph.D., University of Miami, 2003.

Michele Wolf, B.S., MSN (2013), *Instructor of Nursing*; B.S., University of Maryland, 1986; MSN, The University of Tampa, 2008.

Daniel Wollenberg, B.A., M.A., Ph.D. (2014), *Assistant Professor of English*; B.A., The George Washington University, 2001; M.A., University of Pittsburgh, 2006; Ph.D., *ibid.*, 2011.

Aaron Wood, B.M., B.S., Ph.D. (2014), *Assistant Professor of Economics*; B.M., B.S., Bradley University, 2008; Ph.D., University of Wyoming, 2014.

Theresa L. Woods, B.A., M.A. (2017), *Visiting Assistant Professor of Communication*; B.A., University of South Florida, 2011; M.A., *ibid.*, 2014.

Jennifer L. Wortham, B.S., Ph.D. (2004), *Associate Professor of Health Sciences and Human Performance*; B.S., The University of Tampa, 1995; Ph.D., University of Louisiana at Lafayette, 2001.

Chuanyin Xie, B.E., M.E., Ph.D. (2008), *Associate Professor of Management*; B.E., Northeastern University, China, 1988; M.E., University of Science and Technology of China, China, 1993; Ph.D., The University of North Carolina at Chapel Hill, 2007.

Johnna Yealy, B.S., M.S. (2016), *Associate Professor of Physician Assistant Medicine*; B.S., The University of Tennessee at Martin, 1994; B.S., The University of Tennessee Health Science Center, 1996; M.S., Bethel College, 2006.

Erica K. Yuen, B.S., M.S., Ph.D. (2013), *Assistant Professor of Psychology*; B.S., Rutgers University, 2002; M.S., Drexel University, 2009; Ph.D., *ibid.*, 2011.

Alexey Yukhov, B.A. (2017), *Visiting Instructor of Economics*; B.A., St. Petersburg State University of Economics and Finance, Russia, 2005.

Grigorios Zamparas, B.M., M.M., DMA (2006), *Associate Professor of Music*; B.M., University of Indianapolis, 1999; M.M., Indiana University, 2002; DMA, University of Miami, 2007.

Alan Zimmerman, B.A., MBA (2017), *Visiting Assistant Professor of Communication*; B.A., University of Michigan, 1986; MBA, George Washington University, 1996.

Professors Emeriti

Robert M. Birrenkott, B.S., M.S., Ph.D. (1974-2011), *Associate Professor of Exercise Science and Sport Studies, Emeritus*; B.S., Black Hills State College, 1969; M.S., Eastern New Mexico University, 1971; Ph.D., The University of Mississippi, 1976.

George F. Botjer, B.S., M.A., Ph.D. (1962-2014), *Professor of History, Emeritus*; B.S., New York University, 1959; M.A., *ibid.*, 1961; Ph.D., Florida State University, 1973.

Ruth C. Bragg, B.S., M.Ed. (1962-1994), *Associate Professor of Physical Education, Emerita*; B.S., The University of Tampa, 1958; M.Ed., West Chester State College, 1963.

Susan F. Brinkley, B.A., M.A., Ph.D. (1990-2017), *Associate Professor of Criminology, Emerita*; B.A., Memphis State University, 1977; M.A., *ibid.*, 1979; Ph.D., Sam Houston State University, 1983.

Peter J. Brust, B.A., M.A., Ph.D. (1981-2012), *Associate Professor of Economics, Emeritus*; B.A., St. Ambrose College, 1967; M.A., Marquette University, 1969; Ph.D., Indiana University, 1980.

Stephen M. Burroughs, B.S., M.A., Ph.D. (1981-2012), *Professor of Physics, Emeritus*; B.S., University of Massachusetts, 1971; M.A., *ibid.*, 1980; Ph.D., University of South Florida, 2001.

George H. Cave Jr., B.A., STB, STM (1969-1992), *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.

Marcy L. Courier, A.A., B.A., M.S., Ph.D. (1984-2013), *Professor of Information and Technology Management, Emerita*; 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.

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. (1971-1992), *Professor of History, Emeritus*; B.A., Samford

University, 1958; M.A., University of Louisville, 1964; Ph.D., University of Georgia, 1969.

Gilbert De Meza, B.A., MFA (1970-2007), *Professor of Art, Emeritus*; B.A., The University of Tampa, 1965; MFA, University of Georgia, 1967.

Martin A. Favata, B.A., M.A., Ph.D. (1990-2013), *Professor of Languages and Linguistics, Emeritus*; B.A., University of South Florida, 1963; M.A., The University of North Carolina, 1966; Ph.D., Florida State University, 1973.

David B. Ford, B.S., M.S., M.S., Ph.D. (1969-2010), *Professor of Chemistry, Emeritus*; B.S., Kansas State College at Pittsburg, 1961; M.S., Kansas State at Emporia, 1965; M.S., Syracuse University, 1968; Ph.D., *ibid.*, 1969.

John A. Giancola, B.A., M.A. (1984-2005), *Associate Professor of Communication, Emeritus*; B.A., Oklahoma State University, 1966; M.A., University of South Florida, 1991.

Francis X. Gillen, B.S., M.A., Ph.D. (1974-2013), *Dana Professor of English, Emeritus*; B.S. Canisius College, 1960; M.A., Fordham University, 1964; Ph.D., *ibid.*, 1969.

James A. Gore, B.A., M.A., Ph.D. (2009-2017), *Dean Emeritus*; B.A., University of Colorado, 1971; M.A., University of Montana, 1976; Ph.D., *ibid.*, 1981.

Anne V. Gormly, B.A., M.A., Ph.D. (2008-2012), *Dean, Emerita*; B.A., Rhode Island College, 1966; M.A., University of Illinois at Urbana-Champaign, 1968; Ph.D., *ibid.*, 1970.

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.

Lewis Harris, BFA, MFA (1968-2017), *Professor of Art, Emeritus*; BFA, University of Illinois, 1966; MFA, University of Florida, 1968.

George F. Jackson, B.A., Ph.D. (1973-2006), *Professor of Chemistry, Emeritus*; B.A., MacMurray College, 1965; Ph.D., Northwestern University, 1969.

Joel R. Jankowski, A.B., MBA (1986-2011), *Associate Professor of Finance, Emeritus*; A.B., University of Michigan, 1965; MBA, *ibid.*, 1965.

Michael Jeffries, B.A., M.Ed., Ph.D., (1983-2016), *Associate Professor of Information and Technology Management, Emeritus*; B.A., University of South Florida, 1696; M.Ed., *ibid.*, 1983; Ph.D., *ibid.*, 1989.

Theodore W. Jennings, A.B., B.D., M.S., Ph.D. (1965-1987), *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.

Gilbert W. Joseph, B.S., MBA, Ph.D. (1986-2012), *Dana Professor of Accounting, Emeritus*; B.S., Syracuse University, 1969; MBA, *ibid.*, 1970; Ph.D., University of South Florida, 1992.

Robert Kerstein, B.A., M.A., Ph.D. (1977-2017), *Dana Professor of Government and World Affairs, Emeritus*; B.A., The Pennsylvania State University,

1969; M.A., Washington University, 1972; Ph.D., *ibid.*, 1975.

G. Jeffrey Klepfer, B.S., M.S., Ph.D. (1985-2017), *Associate Professor of Psychology, Emeritus*; B.S., Trevecca College, 1977; M.A., Middle Tennessee State University, 1980; Ph.D., Biola University, 1986.

Julius D. Locke, A.B., M.A., Ph.D. (1958-1986), *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.

Janet M. McNew, B.A., M.A., Ph.D. (2006-2013), *Provost, Emerita*; B.A., The University of North Carolina at Chapel Hill, 1973; M.A., University of Virginia, 1975; Ph.D., *ibid.*, 1980.

William T. McReynolds, B.A., Ph.D. (1981-2012), *Professor of Psychology, Emeritus*; B.A., The University of Texas at Austin, 1965; Ph.D., *ibid.*, 1969.

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. (1979-1996), *Professor of Computer Science, Emeritus*; B.S., University of Pennsylvania, 1951; MBA, Drexel University, 1956; Ph.D., Temple University, 1977.

Linda L. Musante, B.A., M.A., Ph.D. (1982-2011), *Dana Professor of Psychology, Emerita*; B.A., Eckerd College, 1976; M.A., The University of North Carolina at Chapel Hill, 1979; Ph.D., *ibid.*, 1981.

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., The Pennsylvania State University, 1968; M.A., Cornell University, 1971; Ph.D., *ibid.*, 1972.

Everett D. Richards, B.S., M.S., MBA (1975-1992), *Associate Professor of Management, Emeritus*; B.S., United States Military Academy, 1952; M.S., University of Virginia, 1959; MBA, The University of Tampa, 1974.

Nancy C. Ross, BSN, M.N., Ph.D. (1983-2013), *Dana Professor of Nursing, Emerita*; BSN, University of Florida, 1963; M.N., *ibid.*, 1969; Ph.D., University of South Florida, 1991.

Mary Jane Schenck, B.A., M.A., Ph.D. (1977-2014), *Professor of English, Emerita*; B.A., Eckerd College, 1966; M.A., The University of North Carolina at Chapel Hill, 1969; Ph.D., The Pennsylvania State University, 1973.

Raymond A. Schlueter, B.S., M.A., Ph.D. (1975-2012), *Associate Professor of Biology, Emeritus*; B.S., University of Illinois, 1965; M.A., Southern Illinois

University, 1970; Ph.D., Indiana State University, 1975.

Helene Silverman, B.A., M.A., Ph.D. (1981-2007), *Professor of Education, Emerita*; B.A., The City College of New York, 1965; M.A., *ibid.*, 1968; Ph.D., University of South Florida, 1977.

Wayne L. Smith, B.S., MST, Ph.D. (1972-1993), *Professor of Biology, Emeritus*; B.S., Michigan State University, 1959; MST, University of Montana, 1964; Ph.D., Michigan State University, 1972.

Kevin W. Sweeney, B.A., Ph.D. (1986-2015), *Professor of Philosophy, Emeritus*; B.A., American University, 1968; Ph.D., University of Wisconsin–Madison, 1977.

Susan M. Taylor, B.A., M.A., Ph.D. (1990-2012), *Associate Professor of Languages and Linguistics, Emerita*; B.A., University of South Florida, 1970; M.A., *ibid.*, 1977; Ph.D., University of Michigan, 1986.

Jeffrey L. Traster, BME, M.M., DMA (1996-2015), *Professor of Music, Emeritus*; BME, Baylor University, 1979; M.M., University of Colorado, 1981; DMA, The University of Texas at Austin, 1989.

Joe Testa-Secca, B.S., MFA (1965-1994), *Dana Professor of Art, Emeritus*; B.S., The University of Tampa, 1950; MFA, University of Georgia, 1956.

Albert H. Tillson, B.A., M.A., Ph.D. (1986-2017), *Professor of History, Emeritus*; B.A., University of Virginia, 1971; M.A., The Johns Hopkins University, 1974; Ph.D., The University of Texas at Austin, 1986.

Michael H. Truscott, B.A., MBA, Ph.D. (1971-2012), *Dana Professor of Economics, Emeritus*; B.A., Southwestern at Memphis, 1962; MBA, Memphis State University, 1966; Ph.D., Louisiana State University, 1971.

Kathryn VanSpanckeren, B.A., M.A., M.A., Ph.D. (1982-2014), *Professor of English, Emerita*; B.A., University of California, Berkeley, 1967; M.A., Brandeis University, 1968; M.A., Harvard University, 1969; Ph.D., *ibid.*, 1976.

Judith Washburn, BSBA, MBA, Ph.D. (2003-2016), *Professor of Marketing, Emerita*; 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. (1986-2016), *Professor of Management, Emerita*; B.A., Wake Forest University, 1970; MBA, University of South Carolina, 1979; Ph.D., *ibid.*, 1988.

Harold Webb, B.S., MBA, Ph.D., (2003-2017), *Associate Professor of Information and Technology Management, Emeritus*; B.S., The University of Alabama, 1977; MBA, Texas Tech University, 1992; Ph.D., *ibid.*, 1999.

Malcolm Westly, B.A., M.A. (1962-1994), *Professor of Music, Emeritus*; B.A., Iowa State University, 1953; M.A., *ibid.*, 1954.

Elizabeth Winston, B.A., M.A., Ph.D. (1987-2015), *Professor of English, Emerita*; B.A., Vanderbilt

University, 1968; M.A., University of Wisconsin–Madison, 1969; Ph.D., *ibid.*, 1977.

Distinguished University Professor

Michael J. Mendelsohn, B.A., M.A., Ph.D. (1972-2012), *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.

David Davisson, B.A., M.A., M.A. (2010), *Assistant Librarian*; B.A., University of Oklahoma, 2005; M.A., University of South Florida, 2008; M.A., *ibid.*, 2010.

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.

Leslie Vega, BFA, M.A., MSLIS (2009), *Assistant Librarian*; BFA, Carnegie Mellon University, 2004; M.A., Pratt Institute, 2009; MSLIS., *ibid.*, 2009.

Jeanne S. Vince, B.A., MLS (1992), *Associate Librarian*; B.A., University of Minnesota, 1970; MLS, University of North London, United Kingdom, 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. (1954-1993), *Librarian Emerita*; B.A., The University of Tampa, 1944; M.A., Florida State University, 1959.

Military Science

Scott Greco, B.S., MBA (2015), *Director of Army ROTC, Professor of Military Science*; B.S., United States Military Academy at West Point, 1999; MBA, University of Washington, 2009.

Angel Maldonado, B.S. (2011), *Assistant Professor of Military Science*; B.S., Columbia College, 2004.

Officers of Administration

This listing is current as of May 23, 2017.

President's Office

President Ronald L. Vaughn, Ph.D.

Academic Affairs

Provost and Vice President for Academic Affairs
David S. Stern, Ph.D.
Interim Associate Provost and Dean of Academic Services Joseph Sclafani, Ph.D.
Assistant Provost R. Stephen RiCharde, Ph.D.
Director of Sponsored Programs Lorelei Sells, M.A., MPA
Dean of the Sykes College of Business F. Frank Ghannadian, Ph.D.
Associate Dean of the Sykes College of Business Natasha Veltri, Ph.D.
Dean of the College of Arts and Letters David Gudelunas, Ph.D.
Assistant Dean of the College of Arts and Letters Michael Staczar, MFA
Dean of the College of Natural and Health Sciences Paul Greenwood, Ph.D.
Assistant Dean of the College of Natural and Health Sciences Mary Martinasek, Ph.D.
Dean of the College of Social Sciences, Mathematics and Education Jack M. Geller, Ph.D.
Assistant Dean of the College of Social Sciences, Mathematics and Education Leslie Jones, Ph.D.
Associate Dean, Teaching and Learning Joseph D. Sclafani, Ph.D.
Associate Dean, Graduate and Continuing Studies Donald Morrill, Ph.D.
Associate Dean, International Programs and Services Marca M. Bear, Ph.D.
Director of Academic Excellence Programs Stacey Parker, M.A.
Director of Student Transition and Persistence Lorie Kittendorf, Ph.D.
Director, Honors Program Ryan T. Cragun, Ph.D.
Director, First Year Experience Edesa Scarborough, Ed.D.
Director, Macdonald Kelce Library Marlyn Pethe, M.A.
Acting Director, Academic Advising Melissa Weibley, M.Ed.
Director, ROTC/Military Science and Leadership Lt. Col. Scott W. Greco, MBA
Director, Educational Technology, Joy E. Harris, Ph.D.

Administration and Finance

Vice President for Administration and Finance
Richard W. Ogorek, B.S., CPA
Assistant Vice President Thomas K. Lafferty, M.S., CPA
Bursar Jeanne K. Gregory, B.S.
Comptroller Sonia L. Romero, B.S.
Director of Business Services Cyn D. Ezell, B.A.
Manager of the Campus Store Angela Easterwood, B.A.
General Manager, UT Dining Services Amy T. Truong, B.S.
Director of Facilities Jennifer Isenbeck, MBA

Senior Project Manager of Design and Construction H. William Neyland, B.A.

Capital Campaign

Vice President for Capital Campaign Daniel T. Gura, B.S., CFRE
Capital Campaign Director Myra M. McLeod, B.A.

Development and University Relations

Vice President for Development and University Relations L. Keith Todd, M.Ed.
Director of Alumni and Parent Relations James T. Hardwick, B.S.
Director of Annual Giving Jennifer R. Tyler, B.A.
Director of Fellows and Counselors TBD
Director of Major Gifts Schezy L. Barbas, M.A.
Director of Prospect Research and Management Carol J. Harlow, M.S.

Director of Public Information and Publications Eric D. Cárdenas, M.A.
Director of Stewardship and Donor Relations Ashton L. Connell, B.A.

Enrollment

Vice President for Enrollment Dennis L. Nostrand, M.S.
Director of Financial Aid Jacqueline M. LaTorella, B.A.
Director of Enrollment Management Brent W. Benner, M.A.
Director of Graduate and Continuing Studies Admissions Joshua Stagner, Ed.D.
University Registrar Michelle L. Pelaez, MBA

Human Resources

Executive Director of Human Resources Donna B. Popovich, BLS

Information Security

Chief Information Officer Tammy L. Clark, M.S., B.A., B.S., CISSP, CISM, CISA, PMP, CRISC, PCIP, ITIL, ISO/IEC 27001 LA

Intercollegiate Athletics

Director of Intercollegiate Athletics Larry J. Marfise, M.S., M.A.
Associate Director of Athletics Gil R. Swalls, M.A.
Assistant Athletic Director TBD
Assistant Athletic Director for Athletic Communication Thomas R. Kolbe, M.A.
Assistant Athletic Director for Sports Medicine Scott Brickett, B.S.
Assistant Athletic Director for Athletic Compliance Robert E. Fiedler, M.S.

Operations and Planning

Vice President for Operations and Planning Linda W. Devine, Ph.D.

Assistant to the Vice President Monnie H. Wertz, M.Ed.

Director of Campus Safety Kevin A. Howell

Director of Institutional Research Jeanne M. Roberts, Ph.D.

Manager of the Post Office Kathleen M. Fryer

Student Affairs and Dean of Students

Vice President of Student Affairs and Dean of Students Stephanie Russell Krebs, Ph.D

Associate Dean for Wellness Gina M. Firth, M.A.

Associate Dean of Career Development and

Engagement Timothy M. Harding, M.S.

Associate Dean of Residence Life Jennifer Scaia, M.A., CFS

The University of Tampa Board of Counselors

Chairman Jesse Klaucke

The University of Tampa Board of Fellows

Chairman Jimmy Clark

The University of Tampa Alumni Association

President April Jones '04

The University of Tampa Family Association

Chairman David Hendrix

Organizations Affiliated with the University

Henry B. Plant Museum

President of the Board of Trustees Ronald E. Walker

Executive Director Cynthia Gandee Zinober, B.A.

Appendix

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) 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 defines a student as persons who are, or have been, in attendance including any orientation activity.

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 acting as an official agent of the University to perform contracted functions on behalf of UT, 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 may, 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. Legitimate educational interest is when one has a need to access student education records for the purpose of performing an assigned educational, research or administrative function for the institution. 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 the following:

- student name
 - address
 - telephone number
 - photograph
 - email address
 - date and place of birth
 - major or 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
 - 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 nondisclosure 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 are 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.

As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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 Executive 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 re-admissions 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; telephone (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; telephone (404) 679-4500.