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The policies and procedures herein have been approved, as appropriate, by the University of South Florida (USF) Sarasota-Manatee Academic Council and Academic Programs Committee, a Standing Committee of the USF Sarasota-Manatee Faculty Senate.

The policies, procedures, and requirements herein are applicable to students admitted to a graduate degree program or graduate certificate, and/or non-degree seeking students taking graduate coursework.

Undergraduate students should refer to the Undergraduate Catalog, even if taking graduate coursework. It is the student level that dictates which publication governs, not the level of coursework.

USF Sarasota-Manatee
8350 N. Tamiami Trail
Sarasota, FL 34243
www.usfsm.edu

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This catalog is effective for the 2012-2013 academic year. This catalog includes all policies, procedures, and program and course descriptions in effect at the time of publication. USF Sarasota-Manatee reserves the right to repeal, change, or modify the policies, procedures, programs, and course descriptions at any time.

Diversity and Equal Opportunity

The University of South Florida Sarasota-Manatee is committed to the full engagement, empowerment and encouragement of all of the members and constituents we serve; these include students, faculty, staff, academic department, aspirants, and affiliates.

In recognizing that a university services a diverse population, we strive not only to serve, but to lead the future in which we “stimulate, encourage and support graduate education efforts that build national distinction...”. We understand that in order to realize this future, we must remain steadfast to the policies and practices that emphasize achievement, equal opportunity, trust, respect, and collaboration. Hence equity and excellence are not merely espoused, but rather are the “lived” values that we strive for and advocate for members of the community of universities and a global workforce.

USF Sarasota-Manatee is committed to the principles of equal education, equal access, and equal employment opportunities without regard to race, color, marital status, sex, religion, national origin, disability, age, or Vietnam or disabled veteran status as provided by law and in accordance with the University’s respect for personal dignity. These principles are applied in the conduct of University programs and activities and the provision of facilities and services.

Catalog online:  USF Sarasota-Manatee Catalogs
Welcome from the Regional Chancellor

Welcome to the University of South Florida (USF) Sarasota-Manatee, your hometown campus with global impact. We are dedicated to providing a quality education from outstanding faculty and a committed student services staff. Our campus provides a quality education for Bachelor's degrees as well as Master's degrees, certificates and hosted programs. We invite you to consider USF Sarasota-Manatee to fulfill your educational goals.

This is an exciting chapter in our campus history as we start new traditions at the campus. In addition to our state-of-the art classrooms, auditorium, and other facilities, we have just recently launched our first athletic team. In the Spring 2011, we started our USF Sarasota-Manatee Crew Team. This team will be coached by the Sarasota Crew coaches and will crew both the bay and at the famed Nathan Benderson Aquatic Park. All of our academic programs are fully accredited by the Southern Association of Colleges and Schools and our College of Education is accredited by NCATE and our College of Business by AACSB. These are the highest accreditation bodies for these colleges in the United States.

We believe that you will find our campus to be an exciting one. In addition, we believe the campus setting with preserve areas, a pond, and walking paths, the plazas, and the totally wireless courtyard with access to the Sarasota Bay, will enhance your experience at USF Sarasota-Manatee.

Several years ago we realized that there was growth in south Sarasota and north Charlotte Counties. To meet this need we created our North Port Instructional Site. We offer several full degree programs there and we invite you to consider this location for your convenience.

USF Sarasota-Manatee is a great place to come whether you are pursuing a higher degree or making a career change. You will get a higher degree of satisfaction in a convenient small-campus atmosphere while earning degrees from a top-tier research university. We take pride in our more than 15,000 alumni living and working in the region as civic and business leaders. Our community business partners help us connect their workforce needs with our campus programs and provide valuable internships that often lead to job opportunities upon graduation.

Please explore our web site and find ways USF Sarasota-Manatee can help you prosper professionally and personally. Yes, we ARE a university town, and USF Sarasota-Manatee is YOUR hometown campus.

Arthur M. Guilford, Ph.D.
Regional Chancellor
Welcome from the Regional Vice Chancellor

Welcome to the University of South Florida (USF) Sarasota-Manatee! I am delighted that you are interested in learning more about our University’s academic programs and outstanding faculty -- who are national and international leaders in their fields of specialization. As an educational psychologist, I have researched, for over 30 years, predictors of student success based on demographic, academic, and personality factors. I can assure you that USF Sarasota-Manatee has the environment and the faculty to ensure student success. For example:

- Our student-to-faculty ratio in courses is 15:1.
- Nearly 75% of our courses are taught by full-time faculty.
- Our accrediting agency requires that 25% of undergraduate student credit hours be taught by faculty members with terminal degrees. Nearly 80% of our faculty earned a doctorate degree in the field that they teach, not just in higher education.
- 90% of our graduates proudly state in exit surveys that, if they had it to do over again, they would again earn their degree at USF Sarasota-Manatee.
- 90% of our students rate their entire educational experience here as excellent or good.

Universities are the institutions at the forefront of driving progress and invigorating society. The vision of the USF Sarasota-Manatee is to transform the economic recovery in Florida (1) by graduating competitive students for high-value jobs that may or may not yet exist -- indeed that our students may create --and (2) by leading the re-positioning of the region to be a magnet for new enterprises and investments.

The Sarasota-Manatee region is 40 years ahead of the rest of the nation in future demographics, making us the epicenter for research studies that will improve the American way of life for decades to come. The University's researchers are its faculty members, who spend part of their professional time on studies that will improve society. During the faculty selection process here, we seek out faculty who are master teachers, cutting-edge researchers, and devoted community servants.

Thank you for taking the time to read through our faculty's informative web pages, examine their credentials, and review their research vignettes. I have no doubt that you will find the University of South Florida Sarasota-Manatee to be on the front lines of higher education -- transforming Florida's workforce, society's welfare, individuals' health, and the very lives of the students and community that we are proud to educate and serve.

Bonnie Jones, Ph.D.
Regional Vice Chancellor, Academic and Student Affairs
## USF Sarasota-Manatee Service Listing

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<td>B125</td>
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<td>Special Events</td>
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<td>SMC</td>
<td>C329</td>
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<tr>
<td>Sponsored Research</td>
<td>Academic Affairs</td>
<td>SMC</td>
<td>C321</td>
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<td>Student Government</td>
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<td>A113</td>
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<td>A110D</td>
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<tr>
<td>Dean Student Services</td>
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<td>SMC</td>
<td>C117</td>
<td>941-359-4330</td>
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<tr>
<td>Sudakoff Center</td>
<td>Facilities Planning &amp; Management</td>
<td>SUD</td>
<td>NCF</td>
<td>941-487-4491</td>
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<tr>
<td>University Advancement, Director</td>
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<td>SMC</td>
<td>C336</td>
<td>941-359-4582</td>
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<tr>
<td>USF Sarasota-Manatee at North Port</td>
<td>Academic Affairs</td>
<td>NP</td>
<td>NP</td>
<td>941-426-7330</td>
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<tr>
<td>Veteran Admissions</td>
<td>Student Services</td>
<td>SMC</td>
<td>C107</td>
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<td>Victim's Advocate</td>
<td>Student Services</td>
<td>SMC</td>
<td></td>
<td>941-252-5156</td>
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<td>Voice Mail System Access</td>
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<td>Webmaster</td>
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<td>SMC</td>
<td>C203B</td>
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</table>
University of South Florida System Administration

The University of South Florida is a member of the State University System (SUS) of Florida and is governed by the Florida Board of Governors and the University Board of Trustees.

Florida Board of Governors
For a current list of the Board of Governors (BOG), please refer to their website: State University System of Florida, Board of Governors.

University of South Florida Board of Trustees
The USF Board of Trustees was established by the Legislature in 2001. The 13 trustees include distinguished figures in the law, commerce, medicine, education, philanthropy and public policy leadership. Six trustees are appointed by the governor and five trustees are appointed by the Board of Governors. The Faculty Senate President and Student Body President also serve as trustees. The President of the University serves as Corporate Secretary. Information about each Trustee is available online at USF System Board of Trustees and the members are listed as follows:

Elizabeth Bird, Ph.D.  Hal Mullis, Esq., Vice Chair
Gene Engle  John B. Ramil, Chair
Stephanie E. Goforth  Louis S. Saco, M.D.
Brian Goff  Debbie N. Sembier
Brian D. Lamb  Byron E. Shinn
Rhea F. Law, Esq.  Jordan B. Zimmerman
Stephen J. Mitchell, Esq.

President
Judy Genshaft, Ph.D.

USF Sarasota-Manatee Campus Board
The USF Sarasota-Manatee Campus Board was appointed on September 21, 2001, by the USF Board of Trustees. The five-member campus board met for the first time on October 24, 2001.

Margaret I. Callihan, Chair
Elizabeth G. Lindsay
Byron Shinn
Richard Smith
Bob Turner

USF Sarasota-Manatee Administrators
Arthur M. Guilford, Ph.D., Regional Chancellor
Bonnie Jones, Ph.D., Regional Vice Chancellor for Academic & Student Affairs and Director of Institutional Research and Effectiveness
Ben Ellinor, Regional Vice Chancellor, Business & Finance
Dennis Stover, Regional Vice Chancellor for Advancement
Jane Rose, Ph.D., Dean, College of Arts and Sciences
Robert Anderson, Ph.D., Dean, College of Business
Terry Osborn, Ph.D., Dean, College of Education
Cihan Cobanoglu, Ph.D., Dean, College of Hospitality and Technology Leadership (HTL)
Rhonda Moraca, Ph.D., Dean, Academic Support Services
Mary Beth Wallace, M.A, Dean of Students
Rick Lyttle, Director, Facilities Planning and Management
TBA, Director of University Relations
Dale Drees, Director, Campus Computing
Casey Welch, Director of Government and Community Relations
Pat White, Director, Business Services
USF Sarasota-Manatee Faculty

Dr. Anurag Agarwal  Information Systems/Decision Sciences
Mr. Ross Alander  Management
Dr. Katerina D. Annaraud  Hospitality Management
Prof. Joe Askren  Hospitality Management
Dr. Elaine Augustine  Psychology
Dr. Kimberly Badanich  Psychology
Dr. June Benowitz  History
Prof. Kyna Betancourt  Communication sciences and Disorders
Dr. Kathy Black  Social Work/Gerontology
Prof. Silvia Blanco  Social Work/Gerontology
Dr. Richard Borghesi  Finance
Dr. Rebecca Burns  ESOL
Dr. Marie Byrd-Blake  Elementary Education
Prof. Elizabeth Carlson  Accounting
Dr. Keith Cavedo  English, Literature and Writing
Dr. Kiyoun Chang  Finance
Dr. Thomas Crisp  Reading Education
Dr. James Curran  Marketing
Dr. Robin Danzak  Communication Sciences and Disorders
Dr. Wilma Davidson  English, Business and Technical Writing
Dr. Janice Fauske  Educational Leadership
Prof. Mike Fehily  World Languages
Ms. Christa Fowler  Library
Dr. Susan Fulton  Communication Sciences and Disorders
Dr. Michael Gillespie  Psychology
Dr. Ramakrishna Govindu  Information Systems and Decision Sciences
Dr. Patricia Hunsader  Elementary Education
Dr. Jean Kabongo  Management
Dr. Janet King  Elementary Education
Dr. Richard King  Educational Leadership
Dr. Delaney Kirk  Management
Dr. Lora Kosten  Elementary Education
Prof. Katherine Lamb  Communication Sciences and Disorders
Dr. Elizabeth Larkin  Elementary Education
Dr. Ron Lennon  Marketing
Dr. Valerie Lipscomb  English, Literature and Writing
Prof. Heather Lively  Accounting
Dr. Sunita Lodwig  Information Technology
Prof. Olena Maymeskul  Statistics and Math
Dr. J. Lynn McBrien  Psychological & Social Foundations
Dr. Erin Martin  General Education/Biology
Dr. Jennifer Menon Mariano  Psychological & Social Foundations
Dr. Nick Mastracchio  Accounting
Ms. Claire Miller  Library
Dr. Fawn Ngo  Criminology
Dr. Noel Noel  Marketing
Dr. Dina Osborn  Elementary Education
Dr. Thomas Pencek  Finance
Dr. Jonathan Scott Perry  History
Dr. Brianne Reck  Educational Leadership
Dr. Richard Reich  Psychology
Faculty Research and Interests

USF Sarasota-Manatee individual faculty member's research interests can be found on the following websites:

- College of Arts and Sciences
- College of Business
- College of Education
- College of Hospitality and Technology Leadership

Graduate Faculty and Affiliate Graduate Faculty are defined as follows:

**Graduate Faculty** is defined to consist of all tenure-track or tenured faculty appointed at the Assistant, Associate, or Professor rank, who holds a terminal degree or equivalent in their discipline. Graduate Faculty members are eligible to teach graduate courses and may direct and serve on master’s, specialist, and doctoral level committees. To chair a doctoral level committee, a Graduate Faculty member must engage in current and sustained scholarly, creative, or research activities, such as publications, performances, exhibitions, patents, inventions and research grants.

**Affiliate Graduate Faculty** membership may be granted by the College Dean to individuals whose skills or expertise meet criteria established by the College. Affiliate Graduate Faculty membership is in effect for a specified period of time and specific purposes. Affiliate members may be eligible to teach graduate courses, to serve on master’s, specialist, and doctoral level committees, to direct master's and specialist's level committees, and to co-direct doctoral level committees, at the discretion of the College. Emeritus Professors and retired or recently resigned professors may also be appointed as Affiliate Graduate Faculty with the approval of the College Dean.
About USF Sarasota-Manatee

USF Sarasota-Manatee delivers quality education to upper-division baccalaureate and master's students in an active research environment. The campus serves more than 4,600 students annually and offers undergraduate and graduate degree/certificate programs. The USF Sarasota-Manatee campus is located on U.S. 41 (N. Tamiami Trail), about a half-mile north of University Parkway on the border of Sarasota and Manatee Counties near Sarasota Bay, the Crosley Mansion, the John & Mable Ringling Museum of Art, and the Sarasota-Bradenton International Airport. The 100,000-square-foot state-of-the-art academic facility houses 24 classrooms, a 190-seat lecture/exhibition hall, seminar and video-conferencing rooms, computer labs, and more.

Mission

USF Sarasota-Manatee provides access to professional higher education programs and scholarly research in a personalized living and learning community that graduates successful leaders who empower Florida's Suncoast to thrive locally, nationally, and globally.

Vision

USF Sarasota-Manatee strives to be a hometown comprehensive university with ever-increasing national and global impact.

Values

USF Sarasota-Manatee embraces the values of higher education:

- Freedom of Inquiry
- Academic Excellence
- Student Success
- Diversity and Inclusion
- Shared Governance
- Accountability
- Collegiality
- Integrity
- Social, Economic, and Environmental Sustainability

Goals

In order to continuously improve teaching and learning; scholarship, research, and innovation; and public service and community engagement, USF Sarasota-Manatee will provide:

1. **ACCESS**: Expand access to a University education that benefits students and the local, national, and global community; and
   (Aligns with USF System Goals 1, 2, 3, 4, 5; SUS System Goals 2, 3).
2. **SUCCESS**: Enhance success of student outcomes, faculty productivity, and community impact
   (Aligns with USF System Goals 1, 2, 4, 5; SUS System Goals 1, 2).
### USF Sarasota-Manatee EXPECTATIONS

<table>
<thead>
<tr>
<th><strong>Teaching &amp; Learning</strong></th>
<th><strong>ACCESS</strong></th>
<th><strong>SUCCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible including the ability for students to complete the full four-year bachelor's degree.</td>
<td>2a. Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.</td>
<td></td>
</tr>
<tr>
<td>2b. Earn professional accreditation and recognition including AACSB and NCATE.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scholarship, Research, and Innovation</strong></th>
<th><strong>ACCESS</strong></th>
<th><strong>SUCCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Promote innovative scholarship and community-engaged research.</td>
<td>2c. Track and promote faculty-developed measures of scholarship.</td>
<td></td>
</tr>
<tr>
<td>1c. Seek external funding from public grants, private foundations, and individual donors.</td>
<td>2d. Identify student success predictors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Public Service &amp; Community Engagement</strong></th>
<th><strong>ACCESS</strong></th>
<th><strong>SUCCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Partner with a variety of organizations and stakeholders, including the USF System.</td>
<td>2e. Be named a Carnegie Community-Engaged University.</td>
<td></td>
</tr>
<tr>
<td>1e. Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</td>
<td>2f. Track and share the value of the University's and graduates' economic and societal contributions.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies
All academic degree programs, student and educational support units, and administrative units derive their missions, goals, and strategies from the USF Sarasota-Manatee strategic plan. Each program and unit participates in an annual cycle of planning, data collection, analysis of results, and use of results. All goals of individual programs and units link to the USF System Strategic Plan and the State University System (SUS) Strategic Plan. Multi-methods of assessment inform faculty and staff decision-making for budgets and annual change.

The SACS Site Visit Team reported the following about the USF Sarasota-Manatee Assessment System:

The committee noted that the institution has established a strong campus-wide culture of assessment along with an embedded commitment to continuous quality improvements that significantly improve students' lives and academic performance. USF Sarasota-Manatee embeds its Assessment System into its Strategic Plan to continuously improve its programs and develop new ones to serve Florida's Suncoast. The Assessment website contains each unit and program plan that ties to the three overarching Strategic Plans.
Assessment
USF Sarasota-Manatee Assessment Webpage

Institutional Research provides support for the assessment of all academic programs and administrative units at USF Sarasota-Manatee. The focus of this assistance is encouraging assessment activities that lead to the continuous improvement.

- Academic Assessment
- Unit Assessment

Southern Association of Colleges and Schools: Assessment Requirements

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

The institution must identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvements based on analysis of the results in each of the following areas:

- Education programs, to include student learning outcomes
- Administrative support services
- Educational support services
- Research within its educational mission
- Community and public service within its educational mission

Accreditation

USF Sarasota-Manatee is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the USF Sarasota-Manatee.

USF Sarasota-Manatee at North Port Instructional Site

Location: 5920 Pan American Blvd. North Port, FL 34287
Telephone: 941-426-7330
Website

In August 2010, USF Sarasota-Manatee expanded into its new North Port Instructional Site. USFSM at North Port offers undergraduate and graduate course work in arts and sciences, business, education, and hospitality. This convenient location allows students to pursue higher educational opportunities in the community where they live and work. Courses are provided via traditional classroom, distance learning, and video conference technologies.
FALL SEMESTER, 2012

March 1 Thursday Application Deadline Date for international applicants outside of the United States to apply for admission and submit all required credentials and supporting documents

July 1 Sunday Application Deadline Date for international applicants currently in the United States to apply for admission and submit all required credentials and supporting documents

July 1 Sunday Application Deadline Date for undergraduate transfers and former students returning to apply for admission (except international applicants)

August 27 Monday Classes begin

August 31 Friday Last day to withdraw/drop and receive full refund of registration fees – Deadline: 5:00 p.m.

August 31 Friday Last day to add courses – Deadline: 5:00 p.m.

August 31 Friday Last day for late registration – Deadline: 5:00 p.m.

August 31 Friday Last day to pay fees

September 3 Monday Labor Day Holiday

September 14 Friday Fall 2012 Graduation Application Deadline

September 17 Monday Rosh Hashanah Begins

September 26 Wednesday Yom Kippur

November 3 Saturday Last day to drop or withdraw from courses without academic penalty – Deadline: 5:00 p.m.

November 12 Monday Veteran’s Day Holiday Observed

November 22-23 Thursday-Friday Thanksgiving Holidays

December 7 Friday Classes End

December 8-14 Saturday-Friday Final Exam Week

December 15 Saturday Commencement (Tampa)

December 16 Sunday Commencement (Sarasota-Manatee)
## SPRING SEMESTER, 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 1</td>
<td>Monday</td>
<td>Application Deadline Date for international transfer applicants outside of the United States to apply for admission and submit all required credentials and supporting documents</td>
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<tr>
<td>November 15</td>
<td>Thursday</td>
<td>Application Deadline Date for international applicants currently in the United States to apply for admission and submit all required credentials and supporting documents</td>
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<tr>
<td>November 15</td>
<td>Thursday</td>
<td>Application Deadline Date for undergraduate transfers and former students returning to apply for admission</td>
</tr>
<tr>
<td>January 7</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 11</td>
<td>Friday</td>
<td>Last day to withdraw/drop and receive full refund of registration fees. Deadline: 5:00 p.m.</td>
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<tr>
<td>January 11</td>
<td>Friday</td>
<td>Last day to add courses – Deadline: 5:00 p.m.</td>
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<tr>
<td>January 11</td>
<td>Friday</td>
<td>Last day for late registration – Deadline: 5:00 p.m.</td>
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<td>January 11</td>
<td>Friday</td>
<td>Last day to pay fees</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Martin Luther King Holiday</td>
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<tr>
<td>February 1</td>
<td>Friday</td>
<td>Spring 2013 Graduation Application Deadline</td>
</tr>
<tr>
<td>March 11-16</td>
<td>Monday-Saturday</td>
<td>Spring Semester Break</td>
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<tr>
<td>March 23</td>
<td>Saturday</td>
<td>Last day to drop or withdraw from courses without academic penalty – Deadline: 5:00 p.m.</td>
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<tr>
<td>April 26</td>
<td>Friday</td>
<td>Classes End</td>
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<tr>
<td>April 27-May 3</td>
<td>Saturday-Friday</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>May 3-4</td>
<td>Friday &amp; Saturday</td>
<td>Commencement (Tampa)</td>
</tr>
<tr>
<td>May 5</td>
<td>Sunday</td>
<td>Commencement (Sarasota-Manatee)</td>
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# SUMMER TERM, 2013

## Session A (First Six-week Session)

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>March 1</td>
<td>Friday</td>
<td>Application Deadline Date for international freshman or transfer applicants outside of the United States to apply for admission and submit all required credentials and supporting documents</td>
</tr>
<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for international transfer applicants currently in the United States to apply for admission and submit all required credentials and supporting documents</td>
</tr>
<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for undergraduate transfers and former students returning to apply for admission (except for international applicants)</td>
</tr>
<tr>
<td>May 13</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to withdraw/drop and receive full refund of registration fees – Deadline: 5:00 p.m.</td>
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<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to pay fees</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>May 31</td>
<td>Friday</td>
<td>Graduation Application Deadline</td>
</tr>
<tr>
<td>June 8</td>
<td>Saturday</td>
<td>Last day to drop or withdraw from courses without academic penalty – Deadline: 5:00 p.m.</td>
</tr>
<tr>
<td>June 21</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>August 2-3</td>
<td>Friday &amp; Saturday</td>
<td>Summer Commencement (Tampa) – Tentative Date</td>
</tr>
</tbody>
</table>

## Session B (Second Six-week Session)

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>March 1</td>
<td>Friday</td>
<td>Application Deadline Date for international freshman or transfer applicants outside of the United States to apply for admission and submit all required credentials and supporting documents</td>
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<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for international transfer applicants currently in the United States to apply for admission and submit all required credentials and supporting documents</td>
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<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for undergraduate transfers and former students returning to apply for admission (except for international applicants)</td>
</tr>
<tr>
<td>May 31</td>
<td>Friday</td>
<td>Graduation Application Deadline</td>
</tr>
<tr>
<td>July 1</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July 4</td>
<td>Thursday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 8</td>
<td>Monday</td>
<td>Last day to withdraw/drop and receive full refund of registration fees – Deadline: 5:00 p.m.</td>
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</table>
5:00 p.m.

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>July 8</td>
<td>Monday</td>
<td>Last day to add courses</td>
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<tr>
<td>July 8</td>
<td>Monday</td>
<td>Last day for late registration</td>
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<tr>
<td>July 8</td>
<td>Monday</td>
<td>Last day to pay fees</td>
</tr>
<tr>
<td>July 20</td>
<td>Saturday</td>
<td>Last day to drop or withdraw from courses without academic penalty – Deadline: 5:00 p.m.</td>
</tr>
<tr>
<td>August 2</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>August 2-3</td>
<td>Friday &amp; Saturday</td>
<td>Summer Commencement (Tampa) – Tentative Date</td>
</tr>
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</table>

**Session C (Ten-week Session)**

<table>
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<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>March 1</td>
<td>Friday</td>
<td>Application Deadline Date for international freshman or transfer applicants outside of the United States to apply for admission and submit all required credentials and supporting documents</td>
</tr>
<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for international transfer applicants currently in the United States to apply for admission and submit all required credentials and supporting documents</td>
</tr>
<tr>
<td>April 1</td>
<td>Sunday</td>
<td>Application Deadline Date for undergraduate transfers and former students returning to apply for admission (except for international applicants)</td>
</tr>
<tr>
<td>May 13</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to withdraw/drop and receive full refund of registration fees – Deadline: 5:00 p.m.</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day for late registration</td>
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<tr>
<td>May 17</td>
<td>Friday</td>
<td>Last day to pay fees</td>
</tr>
<tr>
<td>May 24</td>
<td>Friday</td>
<td>Graduation Certification Deadline for Spring 2013</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 29</td>
<td>Saturday</td>
<td>Last day to drop or withdraw from courses without academic penalty – Deadline: 5:00 p.m.</td>
</tr>
<tr>
<td>July 4</td>
<td>Thursday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 19</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>August 3-4</td>
<td>Friday &amp; Saturday</td>
<td>Summer Commencement (Tampa) – Tentative Date</td>
</tr>
</tbody>
</table>

*Dates are subject to change. Please refer to the [Registrar’s Academic Calendar](#) for current information.*
Campus Services

Campus Police

Location: 501 College Drive (New College Campus), CPD, Sarasota, FL
Telephone: Main Number: 941-487-4210
Police Dispatcher/Emergency Number: 941-487-4210
Police Chief: 941-487-4211
Patrol Coordinator Lieutenant: 941-487-4212

The primary mission of the Campus Police Department is to protect you and your property and serves USF Sarasota-Manatee and New College of Florida. The office is located on the New College Campus. All campus police officers are certified by the State of Florida in accordance with Florida State Statute, Chapter 943. The Campus Police Department provides a full range of public safety services to the campus community 24 hours a day, 7 days a week. General services provided include: mobile and foot patrol, criminal investigation of all misdemeanor and felony crimes committed on campus, traffic enforcement, crash investigation, responding to and rendering assistance for all types of emergencies, and crime prevention programs.

The Campus Police Department has an excellent working relationship with all federal, state, and local law enforcement agencies, assuring the delivery of professional law enforcement services. The Department has Combined Voluntary Cooperation and Operational Mutual Aid Agreements with the Manatee County Sheriff’s Department and all Sarasota County law enforcement agencies. All agencies are available to assist upon request. Communication and coordination with all agencies are maintained via computer, radio, and telephonic communication capabilities.

Campus Security

Location: 8350 N. Tamiami Trail, Sarasota, FL 34243, SMC B125
Telephone: (941) 993-8548

The Campus Police Department’s public safety effort is augmented by USF Sarasota-Manatee security officers, with an office located on the USF Sarasota-Manatee campus in room B125, who are on-duty throughout the day Monday through Saturday until classes end. The security officers are equipped with a campus police radio and cell phone as they patrol the building and parking lots providing a variety of services to the campus community, including CPR/AED and first aid. Upon request, they will escort you to your vehicle, and they are equipped to provide limited assistance with your vehicle, such as jumpstarts.

Campus security and emergency assistance guidelines, which include general crime prevention tips and important phone numbers, are posted in all classrooms.

Emergency Services

Emergency Numbers: Campus Police: 941-487-4210
Counseling & Wellness Center: 941-487-4254
Victim Advocate: 941-504-8599
Safe Place and Rape Crisis Center (SPARCC): 941-365-1976
Bayside Center: 941-917-7760

Should a situation occur requiring immediate assistance at a time when a Counseling Center representative is not available to take a call or after regular hours, the Campus Police may be contacted...
at (941) 487-4210, or visit the nearest emergency room and request the mental health professional on call. These emergencies may involve suicidal or homicidal crisis, sexual assault or rape, domestic violence, death, serious accident, or thoughts of committing dangerous acts. The emergency service is not a crisis hotline. Students who are emotionally distressed and simply need to talk to someone should go to the Counseling Center during regular office hours.

**Victim Advocate Program**

A Victim Advocate is available to support victims of violence at any time needed. To reach the advocate, call (941) 504-8599 and follow the instructions. The Victim Advocate will provide information, support, and guidance, ensuring the following:

1. Crisis intervention
2. Emergency shelter, medical help, and counseling referrals
3. Assistance as needed

The program is available to assist all students, faculty and staff who have experienced actual or threatened violence, including, but not limited to: battery, assault, stalking, sexual battery (date rape, acquaintance rape, stranger rape), and attempted sexual assault.

Police reports are strongly encouraged; however, reports are not required for information and referral assistance. Information shared with the Victim Advocate is considered confidential and will go no further without permission from the victim.

**Counseling & Wellness Center**

Location: 5805 Bay Shore Road (New College Campus), CWC 120, Sarasota, FL  
Telephone: (941) 487-4254  
Website

**USF System Regulation 6.0161: Access to Student Health Services and The Counseling Center**

USFSM shares its Counseling and Wellness Center with New College of Florida. The office is located on the New College of Florida campus at the address above. Counseling is a confidential process designed to help you address your concerns, come to a greater understanding of yourself, and learn effective personal and interpersonal coping strategies. It involves a relationship between you and a professional therapist who has the desire and willingness to help you accomplish your individual goals.

The Counseling & Wellness Center provides a variety of counseling services:

- Individual
- Couples
- Group counseling
- Crisis intervention
- Psycho-educational information

When appropriate, referral to our consulting psychiatrist is made through one of the staff therapists. Services provided by the psychiatrist include medication evaluation and management, diagnosis, and treatment planning. In order to be seen by the psychiatrist, you must be enrolled in continuous individual psychotherapy. After an appointment is made with the psychiatrist, if you do not show for two appointments, you are no longer eligible for further psychiatric services. We will be happy to refer you elsewhere if you would like to do so.
Medical services are available during the Fall & Spring terms for registered students. Services are not available during Summer term or Winter break. Students must bring their USFSM identification card with them to be seen for treatment. Also, measles and MMR (measles, mumps, rubella) shots are available during the Fall & Spring terms for a fee. Standard office visits are free and students receive a discount on lab services and other tests. For specific cost information or an appointment, call the number listed above.

**Students with Disabilities Services**

Location: SMC C107  
Telephone: 941-359-4714  
[Website](#)  

**USF System Policy 0-108: Disability and Accommodations (Public/Employees/Students)**

Students with Disabilities Services (SDS) is dedicated to providing comprehensive services to students with disabilities to ensure full participation in all aspects of USF Sarasota-Manatee life. Support services are provided for students with temporary or permanent disabilities.

The student initiates the process by identifying herself/himself to the SDS office and completing an application. Students must provide documentation of a disability. Please visit our website for guidelines and verification forms. SDS staff and other experts will review the documentation. Once approved, the SDS Coordinator and the student will sign an accommodation plan outlining academic accommodations. Each semester the student is responsible for giving each of her/his instructors a memorandum of accommodation. Accommodations may include, but are not limited to: note-taking services, extended test time, books in electronic/audio format, and assistive technology. The accommodations should maintain the academic integrity of the course and never alter the level of ability or mastery the individual is required to demonstrate.

Applicants with disabilities apply for admission under the same guidelines as other applicants. Applicants believing that a disability has had an impact on grades, course choice, or standardized admission test scores, should request consideration of this during the admissions process. Applicants requesting substitution of college guidelines will need to contact the appropriate college dean. Please submit supporting documentation when requesting a disability exception. Applicants bear the responsibility for providing documentation of their disabilities.

The University reviews documentation and determines if students are eligible for services and accommodations because of disabilities. Disability Services is charged with the task of determining eligibility. Accommodations and services are not provided on a retroactive basis. Approval must be given prior to receiving services or accommodations. The process begins when students provide documentation of disability and meet with a coordinator in Disability Services to request in writing services and accommodations. Any faculty members or students who have questions about this process are encouraged to contact Disability Services at (941)359-4714 or visit the [website](#).

**Bookstore**

Location: 6301 N. Tamiami Trail, Sarasota, FL 34243  
Telephone: 941-355-5252  
[Website](#)  

**USF System Policy 5-019: Textbook and Supply Ordering**
The USF Sarasota-Manatee bookstore’s goal is to provide support to the academic endeavors of the students and faculty, as well as enrich the spirit of the USF System. It is owned by the University of South Florida and operated by Barnes & Noble College Bookstores, Inc.

The Bookstore offers textbooks, general merchandise, and coordinates the sales of class rings and graduation items. Personnel are available to assist with locating and/or ordering course materials and textbooks. The Bookstore also provides an online store for textbook reservations and/or delivery. A book buyback program offers a source for cashing in used textbooks. For a list of books that are eligible for buyback and more information about how students may sell books to the Bookstore, please visit the website. The Bookstore accepts American Express, Discover, Master Card, Visa, and Barnes & Noble Gift Cards.

The Bookstore is open Monday through Thursday from 9:00 a.m. to 5:00 p.m. and on Friday from 9:00 a.m. to 3:00 p.m. The store is closed on Saturday and Sunday, with the exception of some Saturdays during the beginning of each academic term. The Bookstore business hours are subject to change. Check the website for current hours of operation.

**USFCard - Student Identification Card**

**USF System Policy 0-517: USFCard and ID Badge Policy**

The USFCard is the official identification card of the University of South Florida which provides electronic verification and validation for a variety of University services and functions. University policy requires that all students, faculty and staff members carry the USFCard while on campus. Students may be denied services if they are not in possession of their USFCard. The Card may also be used for print services in USF Sarasota-Manatee computer labs. Value can be added to the Card online at [http://www.usf.edu/bullbucks](http://www.usf.edu/bullbucks). The USFCard may be obtained at the Sarasota Campus Cashier’s Office located in room B116. Additional information pertaining to the Card can be found at [http://it.usf.edu/services/usfcard](http://it.usf.edu/services/usfcard).

**Parking and Transportation Services**

**Location:** SMC B116  
**Telephone:** (941)359-4203  
**Website**

[USF System Regulation USF4.0010: Parking General Guidelines, Registration, Penalties, & Rates](http://www.usf.edu/parking)

Parking regulations are designed to provide safe and orderly parking. Permits are required to park at USF Sarasota-Manatee 24-hours a day, 7-days a week, including holidays. Parking lots are available for use by students, faculty, staff and visitors.

Permits must be purchased for the USF System campus of primary assignment.

Each person may purchase only one automobile permit (an additional permit for a motorcycle is allowed). USFSM permits may be transferred between same-owner vehicles only. A limited number of adhesive permits are available for those with soft-top vehicles and/or special circumstances.

If you terminate your association with USFSM for any reason, you must return your parking permit to the Parking Services Department.

Visit our website for office location and hours of operation. Office hours are subject to modification and are extended at the beginning of the academic term.
Permit prices, campus maps, and a “Guide to Parking at the USF Sarasota-Manatee Campus’ are available on the Parking Services website.

**Visitors Parking Permits**

USF Sarasota-Manatee visitors may park in specially-designated “Visitor Only” parking spaces without a permit; however, they are required to adhere to the posted one (1) hour time limit. USF Sarasota-Manatee visitors whose University business is expected to exceed the time limitations of visitor parking may secure a free temporary permit from Parking Services, or unit office managers.

A visitor is any person who is not a member of the USF Sarasota-Manatee or any USF System campus. USF Sarasota-Manatee students, faculty, staff, vendors/contractors, and/or licensees do not qualify for visitor parking privileges and must display parking permits or may be issued citations for parking in spaces designated as “visitor only” parking.

**Reciprocity**

Student permits are required to be purchased for the USF System campus of primary assignment. Regular USF Tampa and USF St. Pete parking permits are valid on the USF Sarasota-Manatee campus. Park-n-Ride permits from USF Tampa or USF St. Pete are not valid on the USF Sarasota-Manatee

To be eligible to purchase a USF Sarasota-Manatee student parking permit, the following conditions must be met:

- USF System home campus must be designated as USF Sarasota-Manatee with the Registrar’s Office
- Student must live within the USF Sarasota-Manatee service areas (Sarasota, Manatee, DeSoto, Charlotte and Lee Counties);
- Student must be taking at least 50% of classes at USF Sarasota-Manatee.

Reciprocity between the campuses is subject to change each year. Parking privileges for the USF Tampa and USF St. Pete will be posted on the website listed above.

**Parking Citations**

Violations of USF Sarasota-Manatee parking regulations may result in parking citations, immobilization of your vehicle, or towing. Creating, modifying/altering a parking permit, or being in possession of a lost or stolen permit are serious violations and will result in immediate immobilization or towing of the vehicle and possible revocation of campus parking privileges.

Parking citations must be paid or appealed within 14 days of issuance to avoid late fees. Parking citations can be appealed by visiting the USF Sarasota-Manatee Parking Services website and filing your appeal electronically or by visiting the Parking Services Office. Failure to respond to parking citations may result in collection agency efforts and additional costs, as well as student account administrative/cash holds which will prevent any further University business, including, but not limited to registration, receipt of grades and transcripts. If you receive a parking citation and believe that extraordinary or mitigating circumstances warrant a waiver, you may petition Parking Services for reconsideration within 14 days of receipt of the citation for reconsideration.

**Payment of Tuition and Fees**

Location: Cashier’s Office SMC B116
Telephone: 941-359-4220

Cashier’s Office Website

USF System Regulation USF4.0102: Tuition and Fees
USF System Regulation USF4.0107: Fees, Fines, and Penalties
USF System Regulation USF4.0108: Waiver of Tuition and Fees
Registration tuition and fees are assessed in accordance with University Board of Trustees rules, per USF System Regulation 4.0102. Current fees are posted on the Tuition and Fees website. All tuition and fees are subject to change, without prior notice. The USF System will make every effort to advertise any such changes if they occur.

Statements for registration tuition and fees are not mailed to the student. It is the student’s responsibility to review their student financial account for accuracy and make payments for any balances due.

Registration fees are due by the fifth day of each academic term, as stated on the USF Sarasota-Manatee Cashier’s Office Payment Deadlines website as well as the USF System Controller’s website. Students may view and/or pay their current term registration tuition and fees online by accessing the “Tuition, Fees & Payments” option in OASIS.

Cash, checks and money orders are accepted at the USF Sarasota-Manatee Cashier’s Office for payment of registration tuition and fees. Checks made payable to USF may be mailed to the USF Sarasota-Manatee Cashier’s Office, but must be postmarked by the post office, not office meter stamped, on or before the fifth day of the academic term. The University is not responsible for lost or misdirected U.S. Postal mail.

**Florida Residency for Tuition Purposes**

[Florida School Code (SB20-E) Section 1009.21: Determination of Resident Status for Tuition Purposes](#)

[Residency Reclassification Website](#)

This notice summarizes the provisions of Florida School Code (SB20-E) Section 1009.21 and University Policy/Procedure concerning Florida Residency for tuition purposes.

In determining residency classification, students fall into one of two categories. They are either independent students (students not claimed on parent’s or legal guardian’s federal income tax statement or whose parents do not provide 50% or more of their support) or dependent students (students, regardless of age, who are claimed as dependents by parent or legal guardian on federal income tax statement or whose parents provide 50% or more of their support).

The law requires that a U.S. citizen/permanent resident alien/independent student or a dependent student’s parent/legal guardian has established and maintained a LEGAL Florida residence for at least twelve (12) months before the first day of classes of the term for which Florida residency status is sought.

The USF System is required to obtain documentation of 12 months’ legal residence before a student is classified as a Florida resident for tuition purposes. A student is required to request Florida residency in writing and submit supporting documents no later than the fifth day of classes in the term for which classification is sought.

The following is acceptable, non-conclusive evidence of the establishment of a legal residence in Florida. Two documents must be dated/issued at least 12 months before the first day of classes of the term for which Florida residency is sought.

1. Proof of purchase of permanent home in Florida
2. Declaration of Domicile
3. Florida’s driver’s license
4. Florida voter’s registration
5. Florida vehicle registration
6. Florida vehicle title
7. Professional/occupational license issued in Florida
8. Florida incorporation or other evidence of legal residence in Florida
9. Full-time, non-temporary employment in Florida

Rent receipts, leases, employment records, tax returns, school/college records are NOT evidence of establishing a legal Florida residence. Students who are dependent on out-of-state parents or who come to Florida for educational purposes are generally ineligible for reclassification to Florida status.
In rare cases, the law allows some students (e.g., military, public school teachers, etc.) who do not meet the basic requirements to be classified as Florida residents for tuition purposes. For more information about exceptional categories, contact the Admissions or Registrar’s Office.

Non-Payment of Tuition and Fees

**USF System Regulation USF4.010: Cancellation of Registration for Nonpayment of tuition and Fees and Returned checks in Payment of Tuition**

Students not on an authorized deferred payment of tuition and fees and who have not paid their tuition and fees in full by the USF Sarasota-Manatee’s designated due date will have their registration for that academic term canceled and will be dropped from classes. Students dropped from these classes will receive no credit for those courses taken during that academic term. Any fees paid will be refunded or credited against any charges due the University.

Waiver of Tuition and Fees, Non-Resident

**USF System Regulation USF4.0108: Waiver of Tuition and Fees**

for purposes that support and enhance the mission of the USF System as authorized and limited by Board of Governors (BOG) Regulations, Florida Statutes or USF Board of Trustees Regulations. The general categories of tuition and fee waivers are established pursuant to BOG Regulation 7.008 and Florida Statutes Section 1009.26 that set forth specific criteria applicable to the categories and can be found in the above mentioned Regulation.

Returned Checks for Registration Tuition and Fees

A student’s current academic term registration is subject to cancellation if the check presented in payment of tuition and fees is returned to the University unpaid. Returned checks for registration tuition and fee payments must be redeemed within 10 calendar days to avoid cancellation of registration for the current academic term. **A $100.00 late payment fee and a $25.00 administrative charge will be assessed on the student’s account for any returned check unpaid to the USF System.**

Late Registration Fee and Late Payment Fee

Failure to pay tuition and fees by USF System designated deadlines may result in cancellation of the student’s registration, which will result in the assessment of a $100.00 late registration fee and a $100.00 late payment fee. If the student’s registration has been cancelled for financial reasons he/she may apply to the Registrar’s Office for reinstatement of their registration upon payment of all tuition and fees including the $100.00 late registration fee, and the $100.00 late payment fee. Application for reinstatement must be made no later than the end of the fourth week of classes for Fall and Spring academic terms. The reinstatement application deadline for Summer sessions A, B and C is the end of the third week of classes of the session for which registered. Students who fail to successfully reinstate their registration by the applicable reinstatement deadline must petition the USFSM’s Academic Regulation Committee (ARC) to have their classes reinstated.

Charges assessed to students for loss or breakage of USF Sarasota-Manatee equipment, books, fines, and other fees are due immediately. Delinquent accounts may be considered sufficient cause for cancellation of registration. USF System regulations prohibit registration, the release of transcripts, diplomas, or grades for any student who has a delinquent account with the USF System. Delinquent accounts may be turned over to a collection agency, and all collection costs, including legal fees, will be added to the student’s account balance. Financial aid from a succeeding academic year cannot be used to repay prior academic year debts.
Special Fees, Fines, and Penalties

USF System Regulation USF4.0107: Fees, Fines, and Penalties for more information.
Graduate Admissions

Location: SMC C107
Phone: 941 359-4330
Fax: 941 359-4236
E-mail: admissions@sar.usf.edu
Advisor: Jo Lynn Raudebaugh

Graduate Admissions is located in the Student Services area which contributes to the overall mission of USF Sarasota-Manatee by providing support services to promote student learning; encourage intellectual, social, and personal development; and to advocate for policies and programs that empower students to reach their personal, educational, and professional goals.

Student Services is comprised of the following units:
- Admissions and Outreach
- Academic Advising
- Career Center
- Counseling and Wellness Center
- Disability Services
- Diversity
- Financial Aid
- Student Affairs
- Records and Registration

USF System Regulation USF3.008: Admission of Graduate and Post-Baccalaureate Professional Students

Statement of Principles

In graduate admission decisions, multiple sources of information should be used to ensure fairness, promote diversity and balance the limitations of any single measure of knowledge, skills, or abilities. The sources may include: undergraduate grade point average, letters of recommendation, personal statements, samples of academic work, portfolios, auditions, professional experience related to proposed graduate study, as well as nationally known, standardized test scores. It is the responsibility of each graduate program to select admissions criteria that best predict success in their specific field and to determine the weight given to each measure.

None of the sources of information, particularly standardized test scores, should be used in isolation nor should such scores be used in combination or separately to establish minimum or "cut off" scores. Program specific guidelines for the use of standardized test scores should be developed based on the experience of a given department with its pool of applicants.

Admissions Criteria

Each applicant to a graduate program at USF Sarasota-Manatee is required to meet the following minimum requirements:

1. An applicant must have one of the following:
   a. A bachelor’s degree from a regionally accredited institution and satisfying at least one of the following criteria:
      i. “B” average or better in all work attempted while registered as an undergraduate student working for a degree, or
ii. “B” or better average in all work attempted while registered as an upper division undergraduate student working for a baccalaureate degree.
b. A bachelor’s degree from a regionally accredited institution and a previous graduate degree from a regionally accredited institution.
c. The equivalent bachelor’s and/or graduate degrees from a foreign institution.

2. Submission of standardized test scores is at the discretion of the graduate program. Applicants from countries where English is not the official language must also demonstrate proficiency in English by providing acceptable scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

3. All specific and additional requirements of the graduate program to which admission is sought (including requirements to submit standardized test scores) consistent with the Statement of Principles.

The College Dean must approve any exceptions to these requirements.

Additional Requirements of Programs (If applicable)
Many programs require additional application materials, such as resumes, writing samples, or letters of recommendation. These items may be sent as part of the overall graduate application packet. These materials will be forwarded to the appropriate program if sent with the application packet but they do not become part of the applicant’s permanent file.

Conditional Admission Criteria
A college may admit applicants conditionally pending satisfaction of remedial or program requirements. These conditions may include receipt of satisfactory scores on standardized tests, attendance in and satisfactory grade in specific core or remedial courses, etc. It is the responsibility of the college to track the student’s satisfactory completion of the conditions and to notify Graduate Admissions when conditions are met. Failure to satisfy those conditions by the deadline established by the program will result in academic dismissal from the program. The College will coordinate with the Graduate Admissions.

Deferment of Admission Request
An applicant’s acceptance is granted for the semester and the particular program specified in the official acceptance notification. The applicant must validate that acceptance by enrolling for that semester. Applicants who fail to validate their admission may contact Graduate Admissions and request a Deferment of Admission. This request must be made in writing within 12 months of the initial requested entry date. If a request for Deferment of Admission is not received in the specified time, a new application and fee must be submitted. Deferment requests must also be received no later than the program or University application deadline for the semester desired, whichever is earlier. Applicants who were admitted provisionally upon receipt of official test scores and/or transcripts must supply those missing items prior to having their deferment decision processed by the Graduate Admissions. International students must also provide a new financial statement dated no earlier than 6 months before the requested date of entry.

Denial of Admission / Appeal for Reconsideration Criteria
Applicants denied admission will be given timely notice by email or in writing. Denied applicants who meet the minimum standards may write the College to which they applied within 30 days of the date of denial to request reconsideration. The Appeal for Reconsideration Form request should present additional evidence of potential for academic success at USF Sarasota-Manatee and contain reasons why reconsideration is warranted. Applicants denied admission to degree programs are eligible to enroll as
special (non-degree seeking) students. Non-degree seeking applications can be found on the USF Sarasota-Manatee website.

**Exception Admission Criteria**
The University may admit up to 10% of new enrollees as exceptions to the Board of Trustees minimum requirements. To be considered for an exception, applicants should present evidence that might account for the previous academic record and demonstrate potential for academic success. Examples of this evidence include excellent letters of recommendation from trusted academicians, performance in graduate courses taken as a post-bachelor's student, professional experience in the discipline for a period of time, etc. Each request for a 10% exception must include a statement describing the special circumstances of the applicant. It is the discretion of the college to accept exception application requests.

**Final Admission Criteria**
Applicants accepted for admission whose official documents (transcripts and/or test scores) have been received by the Graduate Admissions are admitted as “Final.”

**Provisional Admission Criteria**
Applicants accepted for admission whose official documents (transcripts and/or test scores) have not been received by the Graduate Admissions are admitted provisionally pending receipt of these missing items. The required transcripts and/or test scores must be received before a third semester registration is permitted. If the missing documents are not provided by the end of the second semester of attendance, Graduate Admissions will place a registration hold on the student's file.

**Readmission Policy**
A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12 month period is automatically placed in non-degree seeking (i.e. inactive) status. Students must be readmitted to the degree program to continue their studies. Readmission is at the discretion of the program and is not guaranteed.

**Eligibility for Readmission:**
- Students who have been Academically Dismissed from the University for Academic Dishonesty may not apply to any graduate program at USF System Institutions.
- Deadlines: The readmission application and all supporting materials must be submitted by the application deadline.

**Additional Requirements for Readmission:**
- **Graduate Application:** In order to be considered for readmission, students must submit a new graduate application, application fee, and any required supporting materials.
- **Test Scores:** The College may require new test scores (GRE/GMAT/TOEFL) and transcripts.
- **Catalog Year:** Students who are readmitted must meet the degree requirements and policies in the Graduate Catalog in effect at the time of readmission.
- **Prior Coursework taken at USF:** Coursework taken at USF prior to readmission may be accepted toward the degree requirements at the discretion of the College. However, all coursework taken when previously enrolled as a graduate student is included in the overall GPA. Refer to the Time Limitation Policy for time limits on coursework applied toward the degree. Students who completed the required coursework and were previously in doctoral candidacy do not have to retake courses older than eight years unless determined by the program. Students may be required to take new coursework at the program’s discretion. The decision to accept courses previously transferred to USF Sarasota-Manatee and applied toward the degree is at the discretion of the program.
- **Enrollment:** Students must enroll for the semester in which their readmission is effective.
The readmission policy does NOT apply to inactive students wishing to enroll in a program other than the original admitting program. These students must submit an application for the new program of interest. Transcripts of any work completed while not attending a USF System Institution may be required.

**Update of Admission Request**

If admission has not been granted because of a late application or missing credentials, the student must request that Graduate Admissions update the application for a future semester and specify the new enrollment date. The Update of Admission request must be made in writing within 12 months of the initial requested entry date and must be received no later than the program or University application deadline for the semester desired, whichever is earlier. Applications are held for only 12 months. If a request for change in entry date is not received in the specified time, a new application and fee must be submitted. Graduate Admissions will not process any update requests without first receiving all official test scores and/or transcripts.

**Application Process**

All graduate applications to USF Sarasota-Manatee must be submitted online. Graduate applicants are urged to submit accurate and complete information as early as possible. Applications and supporting documents received after the application deadline will be processed for the next available term.

Applications are reviewed by Graduate Admissions and the College for admission. Once Graduate Admissions determines your application is complete, it will be forwarded to the college for review. The faculty (if applicable) will make a recommendation to the College Dean and Regional Vice Chancellor which in turn will issue the official decision. The student will receive an official decision letter from the USF Sarasota-Manatee Graduate Admissions.

If you are a foreign graduate applicant, the graduate admissions advisor will coordinate with the International Services Office who will evaluate your financial statement after you are admitted to determine your eligibility for a student visa. Refer to the website for International Services Offices for more information. Each of these offices may request additional documents from you to make a decision.

For a complete list of graduate programs and deadline dates please visit the Graduate Admissions website.

**Application Deadlines**

The University deadlines for admission follow below. Colleges and programs may have earlier deadlines or may continue to process applications after the deadline if space exists within the program. Admission applications and supporting materials must be received by the program and university deadlines as posted in the USF Sarasota-Manatee Graduate Catalog.

**Domestic Application Deadlines**
- Spring Admission: October 15
- Summer Admission: February 15
- Fall Admission: February 15
- Fall Admission to Professional Programs: June 1

**International Application Deadlines**
- Living inside the United States: refer to Domestic Deadlines
- Spring Admission: refer to Domestic Deadlines
- Summer Admission: refer to Domestic Deadlines
- Fall Admission: refer to Domestic Deadlines
Living outside the United States

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Foreign applicants who are outside the U.S. are required to apply for a visa. Depending upon the country this may take a few months, therefore the deadlines for these international applicants are early. Foreign applicants who are in the U.S. are currently on a visa and may use the domestic application deadline dates.

Application Fee

**USF System Regulation USF4.0107: Fees, Fines and Penalties**

All applicants are required to submit an application fee of $30.00 for each graduate program to which they seek admission.

If applicants attended a USF System institution as a former degree-seeking student or non-degree seeking student those applicants will also be required to submit the application fee. Applicants have the option to pay their application fee by credit card (Discover, Master Card, or Visa) or by E-Check (personal checking/savings account) through Graduate Online Application or OASIS. All application fees submitted are non-refundable.

Transcripts and Other Documents

One (1) official transcript from all institutions of higher learning where the applicant has earned a degree is required. Former USF students should not submit their USF transcript because it is already on file. Applicants may provide unofficial copies of transcripts to expedite the processing of their applications. Any offer of admissions granted based on unofficial transcripts will not be finalized until official transcripts are received in a sealed envelope from the Office of the Registrar where they attended. All transcripts must be in English; it is the applicant’s responsibility to have transcripts translated and evaluated before submitting them as part of his/her graduate application packet. Students applying while still completing an undergraduate degree must submit transcripts of at least six (6) semesters of completed undergraduate work. Final transcripts showing the award of a bachelor’s degree will be required if an applicant is admitted and enrolls.

Test Scores

**GRE (Graduate Record Examination):**

All applicants to programs requiring the GRE must submit GRE test scores earned within five (5) years of the desired term of entry. Official scores must be submitted to USF Sarasota-Manatee directly from the Educational Testing Service, but applicants may provide unofficial copies of their test scores to expedite the processing of their applications. Any offer of admission based on unofficial scores will not be finalized until official scores from ETS are received. The institution code for USF Sarasota-Manatee is 5828 and applies to all tests administered by ETS. The GRE requirement may be waived at the discretion of individual graduate programs. Please contact your program of interest directly for additional information.

**GMAT (Graduate Management Admission Test):** Applicants to programs requiring the GMAT must submit GMAT scores earned within five (5) years of the desired term of entry. Official scores must be submitted to USF Sarasota-Manatee directly from the Pearson VUE Testing Service, but applicants may provide unofficial copies of their test scores to expedite the processing of their applications. Any offer of admission based on unofficial scores will not be finalized until official scores from Pearson VUE are received. The following are the Pearson VUE institution codes for USF Sarasota-Manatee.

VP9-M4-01 M.B.A., USF Sarasota-Manatee
TOEFL (Test of English as a Foreign Language):
Applicants whose native language is not English or who have not earned a degree in the United States must demonstrate proficiency in English by submitting TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test is required for admission to a graduate program. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:

- The applicant’s native language is English, or
- Has scored 500 or higher on the GRE Verbal Test, or
- Has earned a college degree at a U.S. institution of higher learning, or
- Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
- Has scored 6.5 on International English Language Testing System (IELTS)

PLEASE NOTE: International students whose native language is not English and who want to be considered for a teaching assistantship must show proficiency in spoken English even if their TOEFL has been waived for admission to a graduate program. They will need to score at least a 26 on the spoken portion of the Internet-based TOEFL (iBT) or a 50 on the SPEAK test administered through INTO-USF.

Conduct Clearance Policy (Legal Disclosure Statement)

All graduate applicants are required to answer the Conduct Clearance questions on the graduate application. The applicant will not be notified of the admission decision until answers to the two questions have been received and cleared by the Dean of Students or his/her designee, if warranted.

Application Checklist
To assist you in the admissions process, the following is your To-Do List.

1. Complete the Graduate application
2. Pay the non-refundable application fee ($30)
3. Submit an official transcript showing the bachelor’s or significant progress toward completion of the bachelor's degree. Applicants that received their bachelor's degree from USF are not required to submit a transcript. All transcripts must be in English. See the International Admissions page for a list of approved translation services.
4. Submit the Student Immunization and Medical History Form
5. Request that the testing agency for the GRE or GMAT send scores directly to the Office of Admissions
6. Complete Conduct Clearance Policy questions
Medical Requirements for Registration

USF System Policy 33-002: Immunization Policy University Immunization Policy

Refer to the Immunization Compliance website for further information.

I. INTRODUCTION (Purpose and Intent)
In order to ensure the health and wellbeing of the entire community, The University of South Florida System (USF System) requires the following immunizations, prior to registration and specific immunization to reside in on-campus housing.

II. STATEMENT OF POLICY

A. ALL STUDENTS MUST HAVE PROOF OF IMMUNITY (defined in Sec. D. below) AS FOLLOWS:

   MEASLES: Proof of Immunity.
   RUBELLA: Proof of Immunity.
   HEPATITIS B: Proof of Immunity or signed waiver declining the vaccine.
   MENINGITIS: Proof of Immunity or signed waiver declining the vaccine except as listed in Sec. B. below.

B. IN ADDITION, STUDENTS RESIDING IN ON-CAMPUS HOUSING MUST HAVE PROOF OF IMMUNITY AS FOLLOWS:

   MENINGITIS: Proof of Immunity required, as declining by waiver of this vaccine is not acceptable for students in on-campus housing. No student will be assigned housing without proof of vaccine.

C. HEALTH HISTORY FORM
All students must complete and sign the USF Medical History Form.

D. PROOF OF IMMUNITY
Students must provide Proof of Immunity for each disease as follows:

   1. MEASLES:
      a. Medical documentation of immunization with TWO (2) DOSES of live measles virus vaccine on or after the first birthday and administered at least 28 days apart. Persons vaccinated with killed, or an unknown vaccine, prior to 1968 must be revaccinated. Persons born before 1957 may be considered to have had a natural infection, and therefore meet the proof of immunity requirement. The documented date of immunization for measles should indicate the day, month, and year. However, month and year will suffice if the month and year indicate that the immunization was given at least 13 months after the month of birth, OR
      b. Copy of laboratory (serologic) evidence of measles immunity (IgG rubeola titer), OR
      c. A written, dated statement signed by a physician on his/her stationery that specifies the date seen and stating that the person has had an illness characterized by a generalized rash lasting three (3) or more days, a fever of 101˚ Fahrenheit or greater, a cough, and
conjunctivitis, and, in the physician's opinion, is diagnosed to have had the 10 day measles (rubeola).

2. RUBELLA:
   a. Medical documentation of immunization with live rubella virus vaccine on, or after, the first birthday. Persons born before 1957 may be considered to have had a natural infection, and therefore meet the proof of immunity requirement. The documented date of immunization for rubella should indicate the day, month, and year. However, month and year will suffice if the month and year indicate that the immunization was given at least 13 months after the month of birth, OR
   b. Copy of laboratory (serologic) evidence of rubella immunity (IgG rubella titer).

3. HEPATITIS B:
   a. Medical documentation of immunization with 3 doses of Hepatitis B vaccine, OR
   b. Copy of laboratory (serologic) evidence of Hepatitis B immunity (anti-HBs titer).

4. MENINGITIS:
   Medical documentation of immunization with Meningitis vaccine at age 16 or later or signed waiver of the vaccine. Declining by waiver of this vaccine is not acceptable for students in on-campus housing. No student will be assigned housing without proof of vaccine.

E. EXEMPTIONS WILL BE CONSIDERED AS FOLLOWS:

1. RELIGIOUS: Religious exemptions- contact USF Student Health Services for an application.

2. MEDICAL: Requests for temporary or permanent medical exemptions must be submitted to USF Student Health Services by the attending physician and must include reason for exemption and duration of exemption.

3. ON-LINE COURSES: Students registered in 100% on-line courses may be exempt from the requirements of this Policy. However, if a student registers for any on-campus course at any time, the immunization requirements of this Policy will be in effect for all future courses.

In the event of a disease outbreak, students exempted from immunization requirements may be requested by the University, at the direction of public health officials, to show titer Proof of Immunity, become immunized, or remain off campus for the duration of the outbreak. All requests for exemptions will be reviewed to ensure consistency in application.

F. CONSEQUENCES:
   Students who fail to comply with the requirements as stated above will be blocked from registration, restricted from on-campus housing assignment, and/or a registration hold will be placed on their record. In specific circumstances a temporary override may be granted, however, vaccination requirements must be completed before further registration in subsequent terms will be permitted and current registration may be suspended if any deficiency in immunization status is identified.

Diversity and Equal Opportunity

USF Sarasota-Manatee DEO Website
USF System Policy USF0-007: Diversity and Equal Opportunity: Discrimination and Harassment Policy.

The USF System is a diverse community that values and expects respect and fair treatment of all people. The USF System:

- Strives to provide a work and study environment for faculty, staff and students that is free from discrimination and harassment on the basis of race, color, marital status, sex, religion, national origin, disability or age, as provided by law.
- Protects its faculty, staff, and students from discrimination and harassment based on sexual orientation.
- Is committed to the employment and advancement of qualified veterans with disabilities and veterans of the Vietnam era.

Discrimination, harassment and retaliation are prohibited at the University, and complaints of such conduct must be filed with the Diversity and Equal Opportunity Office (“DEO”). DEO will review such complaints and provide appropriate response including counseling, mediation, and/or referral for disciplinary action, up to and including termination from employment and/or expulsion from the University. A student or employee who believes that he or she has not been treated in accordance with the University's Equal Opportunity: Discrimination and Harassment Policy or its Policy on Sexual Harassment may file an Equal Opportunity Complaint.

Additional information about these procedures may be obtained from the DEO Office located at USF Sarasota-Manatee, B222A, or by calling 941 359-4251 or 813-974-1510 (TDD). It is prohibited for any administrator, supervisor, or other employee of USF to take any retaliatory action against an individual who, in good faith, has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under provisions of applicable law.

Financial Aid

Location: SMCC107
Telephone: (941) 359-4459
Website
Email: finaid@sar.usf.edu

USF System Regulation USF3-0120: Financial Aid
USF System Regulation USF3-0121: Financial Aid Administration, Distribution and Use of Financial Resources
USF System Policy USF 10-006: Changing Courses, Cancellations & Withdrawals from the USF System & Auditing Privileges.

Financial assistance is available through the Office of Financial Aid. Students requiring such assistance should visit the Financial Aid website.

Students eligible for tuition waivers (through assistantships, or employee benefits, etc.) should contact the college providing the waiver for information.

USFSM makes every effort to ensure that all qualified students have access to an education. All student financial aid programs are administered or coordinated through the USFSM Office of Financial Aid. The above website provides step-by-step guidance through the financial aid application process and lists all deadlines. The Office of Financial Aid communicates important information regarding your aid via e-mail throughout the year. Therefore, it is extremely important that your current e-mail address for financial aid is in OASIS.
The USF System Online Access Student Information System (OASIS) allows students to monitor the status of their financial aid from application to disbursement of funds. OASIS can be accessed through your USF NetID at [http://my.usf.edu](http://my.usf.edu).

The first step in obtaining financial aid is to complete the Free Application for Federal Student Aid (FAFSA). Be sure to list the University of South Florida, school code #001537, to receive your information. All students wishing to receive financial aid are encouraged to start the financial aid process as early as possible each year beginning January 1. The USF System priority FAFSA deadline is March 1. Many programs are funded on a limited basis, so it is to your advantage to apply early. Priority application dates and detailed information regarding financial aid are provided each year on our website.

Tuition deferments are automatically posted for qualified financial aid applicants. Please check with the USFSM Financial Aid office for eligibility. Upon satisfaction of eligibility criteria, financial aid will be credited to student accounts after the drop/add period. Monies in excess of charges will be electronically deposited to each student’s checking account via eDeposit, or checks will be mailed to student’s local address.

If you withdraw from USFSM, either officially or unofficially, before the end of a semester, you may be required to repay all or a portion of the aid you received. For detailed information on the Federal Return of Title IV Funds requirement visit our website.

**Veteran Deferment Benefits**

**Location:**
- USF Tampa: SVC 2127
- USF Sarasota-Manatee: SMC C107

**Telephone:**
- USF Tampa: 813-974-2291
- USF Sarasota-Manatee: (941) 359-4459

**Veteran Admissions Website**

The USF System is approved for the education of veterans, eligible dependents, members of the selected reserve, and active-duty personnel who are eligible for benefits under public laws now in effect. All degree programs currently offered at USF Sarasota-Manatee are approved by the State Approving Agency.

Students who may be eligible for benefits are urged to contact Veterans Services for information, procedures, and forms as early as possible. To initiate, change, or renew benefits at USFSM, a request must be submitted through that office.

To be eligible for full-time VA benefits at USF Sarasota-Manatee graduate students must enroll for 9 or more semester hours each normal academic term. Pro-rated benefits are available for students enrolled less than full-time.

VA regulations require that students take only courses that are applicable to their degree program or other approved programs and make satisfactory progress toward their degree. Students should consult the “Handbook for VA Students”, available at the USFSM Veterans Services office, or log on to USF Veterans Services web site for information on various programs/services and VA rules and regulations.

Under no circumstances will the VA pay benefits to a student taking a course by audit. It is the student’s responsibility to inquire concerning all VA rules and regulations and to report any change in number of registered hours, change of majors, or adding a double major or dual degree which affects his/her
benefits. Additionally, VA benefits will be terminated for students who are dismissed for academic or disciplinary reasons and can only be reinstated after academic counseling.

Veterans with a service-connected disability approved for benefits under Chapter 31 may contact the Office of Student Financial Services no earlier than two weeks prior to the start of classes for a book and supplies voucher. The VA toll-free number is 1-888-442-4551

Deferment of Tuition and Fees

**Entitled Deferment:**
Available to all VA students once during the school year (fall term through the end of the next summer term).

**Delayed Deferment:**
Available to VA students who will experience a delay in receiving benefits through no fault of their own.

With both types of deferments there is a deadline to pay tuition and fees. The deadline for requesting tuition deferments is the last day of the first week of class. It can be up to 60 days (as determined by the Cashier’s Office) from the start of classes. Students must request a VA deferment, they are not automatically given. To determine eligibility, contact Veterans Services during registration.

For more information visit the [USF Veteran’s Services Financial Programs](#) website or contact USF Veteran's Services at (813) 974-2291.


Records and Registration

Location: SMCC129  
Telephone: (941) 359-4641  
Website

The Office of Records & Registration at USF Sarasota-Manatee in cooperation with the USF System Registrar’s Office, is responsible for maintaining each student’s academic record from the time of admission to degree awarding. The office provides information and services to students via OASIS, the University’s Online Access Student Information System. Using their NetID, students can register and drop/add, process address changes, access registration appointment and hold information, request privacy, view their grades, and order transcripts. Students can also browse the University Schedule of Classes. Information and services are continually being added for students.

Students interested in requesting fee adjustments, late registration fee waivers, or posting of grade forgiveness will find information and forms on the web and in the Office of Records & Registration. The USF System Office of the Registrar maintains the official academic records for all students and course registrations for currently enrolled students. Students are encouraged to contact the USFSM Records and Registration about general questions concerning academic policies and procedures of their current registration or academic record.

Records & Registration provides the following services:

- Coordinates registration and drop/add activities and processes
- Distributes grade rosters
- Reviews requests for reclassification of residency
- Processes changes of address and USF institutions
- Processes graduation applications
- Prepares enrollment verification
- Processes degree certification
- Coordinates diplomas.

Student Records

USF System Regulation USF2.0021: University of South Florida Student Records Policy.

Introduction. The policies and procedures outlined in this Regulation are designed to implement the provisions of the Family Educational Rights and Privacy Act ["FERPA," 20 U. S. C. §1232g], and Florida Statutes Sections 1002.22 and 1006.52, pursuant to which the University of South Florida is obligated to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to complain to the FERPA Office or to Florida Circuit Court concerning alleged violations by the University of South Florida of any of such rights. The University of South Florida has placed the responsibility for administration of this Regulation with its FERPA Coordinator who is the University Registrar.

More information on the following items is provided within the above regulation.

Academic Record

The student’s academic record shall not be changes after the student has graduated. Except in cases of administrative error, the student’s academic record shall not be changed once the semester has rolled in academic history.
Application Documents Access/Forward/Return Policy

No application, test scores, transcripts, letters of recommendation, or other documents submitted with the application packet will be returned to the applicant or forwarded to another institution/third party. The Graduate Admissions applicant file is not to be released to the applicant or other third parties. Requests, subpoenas, or court orders are to be forwarded to the Office of the General Counsel after review by the Director of Admissions. Applicants once admitted and enrolled during the term of admission may request access to their student file at Records and Registration. Letters of recommendation that the applicant has waived the right to view (indicated on Request for Recommendation Form) are not to be given, copied or viewed by the applicant or third parties. Requests for degree/enrollment verification information should be referred to Records and Registration.

The Graduate Admissions graduate application files may be copied and released to USF Sarasota-Manatee staff conducting legitimate University business.

Confidentiality Policy

In the interest of openness and building trust with our students, the USF System now affords students the right to limit data usage and sharing of their information, without having to request non-disclosure of directory information under the Family Education Rights and Privacy Act (FERPA). Pursuant to the requirements of FERPA, the following types of information designated by law as “directory information” can be released, if the student has not requested privacy or non-disclosure: Name, Date of Birth, Address, Telephone, Major, Dates of Attendance, Enrollment Status, Degrees, and Prior Institutions Attended. *All other student data is considered to be protected.

Under new USF System policy which is less restrictive than privacy under FERPA, students may now request confidentiality as a way to “opt out” from having their personal contact information (i.e. name, address, telephone) disclosed to vendors, credit card companies, or outside agencies that are not providing a service that would otherwise be performed by the University. To request confidentiality, go to registrar.usf.edu/privacy/.

Release of Student Information

Pursuant to requirements of the Family Educational Rights and Privacy Act (FERPA), the following types of information, designated by law as “directory information,” may be released via official media of USF (according to USF policy):

- Student name, local and permanent addresses, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, full-time and part-time status, and the most recent previous educational agency or institution attended, and other similar information.

- The University Directory, published annually by the University, contains only the following information: student name, local and permanent address, telephone listing, classification, and major field of study. The Directory and other listings of “directory information” are circulated in the course of University business and, therefore, are accessible to the public, as well as to students, faculty, and staff.

- Students must inform the USF System Office of the Registrar in writing (forms available for that purpose), if they wish directory information to be withheld. Such requests must be received within the first two (2) weeks of the semester and will remain in effect until the student has not been enrolled at USF for three (3) consecutive terms.

- Notification to the University of refusal to permit release of “directory information” via the University Directory must be received no later than the end of the first week of classes in the Fall semester.

Transcript Information
Transcripts of a student's USF academic record may be requested by the student through the USF System Office of the Registrar. A student's academic record can only be released upon authorization of the student. Students requesting transcripts may do so in person or by writing to the USF System Office of the Registrar. By law, the request must include the student's signature and date.

Procedures for requesting a transcript are available on the USF System Office of the Registrar's website.

For transcripts to be issued, the student must have no financial obligations to the University.

Degree statements are posted approximately five weeks after the graduation ceremony. Current term grades are posted approximately one week after the final exams end. If grades for the current term are needed, clearly indicate that the transcript request is to be held for grades.

Registration Information

USF System Regulation USF4.0101: Student Registration

Tuition and fees shall be assessed in accordance with Board of Governors regulations, USF Board of Trustees regulations or Florida law.

Register for Classes

Schedule of Classes

Current course offerings and registration requirements are listed in the Schedule of Classes. Note that some courses may require permits from the college before registration.

OASIS

To register for classes students must login to the OASIS system. Students use their NetID and password to access the University's Online Access Student Information System (OASIS) to:

- View registration appointment information
- View registration hold information
- View the Schedule of Classes
- Register and drop/add courses
- View their grades
- Request address changes
- Request privacy
- Request transcripts

Late Registration

Degree-seeking students who do not register prior to the first day of classes may late-register the first week of classes. A late registration fee is charged during this week. To avoid cancellation of registration, fees and tuition are due and payable for all registered courses of record on the fifth day of classes (end of drop/add period). Students are responsible for verifying the accuracy of their course registration by the end of the drop/add period (i.e. by the fifth day of classes). In the event there are courses incorrectly listed or missing on the record, students should go into OASIS and make the necessary corrections. Course registration not corrected by the end of the fifth day of classes will result in liability of tuition and fees. If courses need to be added or dropped after the fifth day of classes, refer to the Add / Drop sections of the Catalog.

Changing Courses, Cancellations and Withdrawals

USF System Policy 10-006: Changing Courses, Cancellations & Withdrawals from the USF System & Auditing Privileges
Records & Registration at USF Sarasota-Manatee in cooperation with the USF System Office of the Registrar is responsible for maintaining each student’s academic record from the time of admission to degree awarding. The office provides information and services to students via OASIS, the University’s Online Access Student Information System. Using their NetID, students can register and drop/add, process address changes, access registration appointment and hold information, request privacy, view their grades, and order transcripts. Students can also browse the University Schedule of Classes. Information and services are continually being added for students.

Students interested in requesting fee adjustments, late registration fee waivers, or posting of grade forgiveness will find information and forms on the web and at Records & Registration. The USF System Office of the Registrar maintains the official academic records for all students and course registrations for currently enrolled students. Students are encouraged to contact USF Sarasota-Manatee Records and Registration about general questions concerning academic policies and procedures of their current registration or academic record.

Adds
After a student has completed his/her registration on the date assigned, he/she may add a course(s) during the drop/add week (i.e. through the fifth day of classes) through the OASIS system. Courses may be added with instructor approval and verification up to the last day to withdraw without academic penalty. See Academic Calendar for deadlines. Courses may not be added after the deadline to withdraw without academic penalty or retroactively except in cases of University administrative error.

Drops
A student may drop a course(s) through the OASIS system during the following times:

1. During regular registration and the drop/add periods (first five days of classes). No entry of the course(s) will appear on any permanent academic records and full refund of fees is due for course(s) dropped within those periods.

2. Between the second and tenth week of the semester (except for summer sessions - see the Summer Schedule of Classes for dates). Registration fees and tuition must be paid for the course(s) and the academic record will reflect a “W” grade for the dropped course(s).

3. Following the tenth week deadline if the request meets one of the following exceptions:
   a) Illness of the student of such severity or duration to preclude completion of the course(s) as confirmed in writing by a physician (M.D.).
   b) Death of the student or death in the immediate family (parent, spouse, child or sibling) as confirmed by documentation (death certificate, obituary) indicating the student’s relationship to the deceased.
   c) Involuntary call to active military duty as confirmed by military orders.
   d) A situation in which the University is in error as confirmed by an appropriate University official.
   e) Other documented exceptional circumstances beyond the control of the student which precluded completion of the course(s) accompanied by explanatory letter and supporting documentation.

Courses may not be dropped after the last day of classes except in cases of University administrative error.
Fee Adjustment Options
Students who receive approval to drop a course during the second through tenth week of classes are liable for tuition and fees. However, the student may apply for a Fee Adjustment through the USF System Office of the Registrar if the student has any of the exceptional circumstances noted above in item 3. The Fee Adjustment Request may be submitted after the petition to drop is approved and processed. The Registrar will determine if a fee/tuition refund is applicable.

Deletes
A “delete” completely removes the course from the record with no history that it was ever part of the record. Courses will not be deleted from a student's record except in cases of University administrative error. Requests for course deletions must be submitted only during the semester in which the error has occurred and only with written explanation from college faculty verifying the error. Such requests must be submitted by the last day of classes and approved by the College Dean or designee. Retroactive requests for course deletions will not be approved. Faculty and students are encouraged to review course enrollment to verify accuracy of registration. In the event of extenuating circumstances such as documented medical emergencies, military leave or University error, students may request special consideration for deletions or retroactive deletions in writing to the college dean.

Retroactive Actions
Requests for retroactive actions will no longer be considered/approved. Also see Academic Record.

Auditing Privileges and Fees
A student who wishes to sit in on a class to review the course material may do so; however, the student is not allowed to take exams, earn grades, or receive credit. The student's status for that class is an audit and his/her presence in the classroom is as a listener. Audit status may be obtained only during the first five days of the term by filing a Course Audit Form and a date-stamped permit from the college on the campus where the course is being offered, with the USF System Office of the Registrar. IN-STATE fees are assessed for all audit courses. Procedure and forms for requesting to audit are available on the USF Sarasota-Manatee website.

Cancellation of Registration before First Class Meeting
Students may cancel their registration by notifying the Office of Records and Registration in writing prior to the first day of classes. If fees have already been paid, the student may request a full refund of fees and tuition from the USF System Office of Purchasing and Financial Services.

Withdrawal from Course Registration
A student may withdraw from the University without academic penalty during the first nine weeks of any term (except for Summer Sessions). He/she must submit a completed Withdrawal Application to the USF System Office of the Registrar. No entry is made on the academic record for withdrawals submitted during the first week of the term. All subsequent withdrawals (through the ninth week of classes in the fall and spring semesters; see the Academic Calendar for summer deadlines) are posted to the academic record with “W” grades assigned to the courses. Withdrawal deadlines for the summer sessions are listed in the Academic Calendar and are published in the Schedule of Classes for the Summer Term. Students who withdraw may not continue to attend classes. Students who withdraw during the drop/add period as stated in the Academic Calendar may receive a full refund of fees and tuition. All refunds must be requested in writing from the Office of Purchasing and Financial Services. No refund is allowed after this period except for specified reasons.

Voluntary Withdrawal from the Program
Students may voluntarily withdraw from their graduate degree program. A Voluntary Withdrawal cannot be retroactive. The effective date of the withdrawal will be entered into the student’s record by the USF System Office of the Registrar as the first business day after the end of the semester. Students who wish to withdraw must submit a Voluntary Withdrawal Form. Once processed, the student’s status will be changed from Graduate Degree Seeking to Non-Degree Seeking. A change to Non-Degree Seeking
status could adversely impact financial aid. Questions regarding this should be directed to the Financial Aid Department at (941) 359-4622. The student will remain financially and academically responsible for any course(s) for which they have registered. The student may request to drop or delete courses they are registered for by submitting a Graduate Petition Form.

Administrative Holds
A student may be placed on administrative hold by failure to meet obligations to the University. When a student is on administrative hold, he/she may not be allowed to register, receive a diploma, or receive a transcript. Settlement of financial accounts must be made at the Cashier’s Office. Each student placed on administrative hold should determine from Records and Registration which office placed him/her in this status and clear the obligation with that respective office.

Cancellation of Registration for Non-Payment

USF System Regulation USF4.010: Cancellation of Registration for Nonpayment of Tuition and fees and Returned Checks in Payment of Tuition

A USF System student’s current term registration may be cancelled for nonpayment of tuition and fees at the end of the drop/add period, and for returned checks in payment of tuition and fees, or if a tuition payment deferment for Financial Aid or VA benefits was not received for the term.

A USF System student’s prior term registration may be cancelled for nonpayment of tuition and fees or for returned checks in payment of tuition and fees, or if a tuition payment deferment for Financial Aid or VA benefits was not received for that prior term.

Academic Term and Student Information

Semester System
USF Sarasota-Manatee operates on a semester system. The fall semester begins in August, the spring semester begins in January and the Summer semester begins in May and June. See Academic Calendar for appropriate dates.

Student Definitions
Degree-Seeking Students:
Students who have been accepted into a degree program.

Non-Degree Seeking Students:
Students who have not been accepted into a degree or graduate certificate program. Non-degree seeking students may enroll and enter classes on a space available basis by obtaining appropriate approval from the degree-granting college or academic unit in which the courses are offered. Non-degree seeking students must meet all prerequisites for courses in which they wish to enroll. Certain classes are available only to degree-seeking students and may not be available for Non-degree seeking students.

Should a student be accepted into a graduate degree program, no more than 12 hours of USF credit earned as a non-degree seeking student may be applied to satisfy graduate degree requirements. All coursework transferred into the graduate program must have a grade of B or better. Any application of such credit must be approved by the degree-granting college and must be appropriate to the program. Prior to completing twelve (12) hours in a specific degree program it is strongly recommended that a Non-Degree Seeking Student apply for admission and be accepted to the degree program to continue taking courses in the program. Programs may have additional requirements. Student should check with the program of interest for more information.

Graduate Certificate Seeking Students:
Students who have been accepted into a graduate certificate program who are non-degree seeking may register during the same registration period as degree-seeking students. Up to 12 hours of the coursework taken as a Graduate Certificate Seeking Student may be applied to a degree program.

**Graduate Assistantships (GA), Research Assistantships (RA), and Teaching Assistantships (TA):**
Graduate Assistantships are intended to recruit quality students to graduate study at USF Sarasota-Manatee and to enhance the graduate learning experience. Graduate assistantships exist within academic colleges or other university offices on campus. Graduate assistants may teach, conduct research, or perform other tasks that contribute to the student’s professional development. Graduate students may be classified as Graduate Assistants (GAs), Graduate Teaching Assistants/Associates (GTAs), Graduate Instructional Assistants (GIAs), and/or Graduate Research Assistants/Associates (GRAs). All graduate assistants at USF Sarasota-Manatee work under a contract negotiated by the Graduate Assistants United (GAU) and the USF Board of Trustees. To receive an assistantship, the graduate student must meet the following eligibility requirements:

- Accepted in a graduate degree program;
- Maintain an overall minimum grade point average (GPA) and degree program GPA of 3.00;
- Enrolled full-time during the semester(s) appointed as a graduate assistant;
- For teaching assistantships, demonstrate proficiency in spoken English (if student is not from an English speaking country).

Full-time enrollment is considered nine (9) graduate credit hours in the fall and spring semesters, and six (6) graduate credit hours in the summer semester. If a graduate assistant is enrolled in the last semester of his/her program of study, the number of registered semester hours may be less than the full-time requirement. Graduate assistants must comply with all Graduate School enrollment requirements to retain their assistantship.

**Transient Students:**

USF System Policy 10.001: Transient Students.

Transient students are those who are earning a degree at a university other than in the USF System, but wish to take a class at USF Sarasota-Manatee.

A Transient Student, by mutual agreement of the appropriate academic authorities in both the sponsoring and hosting institutions, receives a waiver of admission requirements and application fee at the host institution and a guarantee of acceptance of earned credits by the sponsoring institution. A graduate advisor, who will initiate a visiting arrangement with the appropriate faculty of the host institution, must recommend a transient student. USF Sarasota-Manatee degree-seeking students who wish to enroll at another regionally accredited institution must have written prior approval from their college academic advisor to receive credit for courses taken. For more information, contact Records and Registration at (941) 359-4330.
Academic Policies and Regulations

Academic Policy Information

USF System Regulations
Information, services, and tools for locating, commenting on, challenging, promoting, and evaluating all USF System regulations.

USF System Policies
All policies in the USF System are promulgated through the process established in USF System Policy 0-001: Issuance of Policies.

The USF System is currently comprised of three institutions separately accredited by SACS (USF Tampa, USF Sarasota-Manatee, and USF St. Petersburg). Each of the separately accredited institutions may initiate policy consistent with USF System policies, established laws, regulations and governance requirements. Each policy issued in the USF System must follow the established format.

Office of Student Rights and Responsibilities
Location: 8350 N. Tamiami Trail, Sarasota, FL 34243, SMC C107
Telephone: (941) 359-4577
Website

Student Responsibilities

The University, the Colleges, and the degree programs have established certain academic requirements that must be met before a degree is granted. While advisors, directors, deans are available to assist the student meet these requirements, it is ultimately the responsibility of the student to be acquainted with all policies and regulations, and be responsible for completing requirements. If requirements for graduation have not been satisfied, the degree will not be granted. The information presented here represents the University Academic Policies. Colleges may have additional requirements. Check with your college Graduate Coordinator for more information. Courses, programs, and requirements described in the Catalog may be suspended, deleted, restricted, supplemented, or changed at any time at the sole discretion of the University and the Board of Trustees. For a list of current course descriptions, refer to the Search-A-Bull database.

Student Conduct


Members of the University community support high standards of individual conduct and human relations. Responsibility for one’s own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF Sarasota-Manatee reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code.
Academic Integrity of Students

USF System Regulation USF3.027: Academic Integrity of Students.

The following is the portion of the Regulation pertaining to graduate students.

(1) Fundamental principles: Academic integrity is the foundation of the (USF System’s) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The final decision on an academic integrity violation and related sanction at any USF System member institution shall affect and be applied to the academic status of the student throughout the USF System.

(2) General Policies: The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at USF. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations.

(3) Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below and are not intended to be all inclusive.

(a) Cheating

Definition:

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

Clarification:

1. Students completing any type of examination or evaluation are prohibited from looking at or transmitting materials to another student (including electronic reproductions and transmissions) and from using external aids of any sort (e.g. books, notes, calculators, photographic images or conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.

2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.

3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

4. Instructors, programs and departments may establish, with the approval of the colleges, additional rules for exam environments and behavior. Such rules must be announced in advance in a course syllabus or other advance written notice to students.

(b) Plagiarism
Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.

2. When material from another source is paraphrased or summarized in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.

3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.

4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

(c) Fabrication, Forgery and Obstruction

Definitions:

Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.

 Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarification:

1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.

2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.

3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.

4. Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, mutilation or obstruction of resources so as to deprive others of their use.

5. Obstruction does not include the content of statements or arguments that are germane to a class or other educational activity.

(d) Multiple Submissions
Definition:

Multiple submissions are the submissions of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification:

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.

2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g. graded for research effort and content versus grammar and spelling).

3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.

4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

(e) Complicity

Definition:

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification:

1. Students may not allow other students to copy from their papers during any type of examination.

2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.

3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

4. Students may not have a substitute take an examination or take an examination for someone else.

(f) Misconduct in Research and Creative Endeavors

Definition:

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in
publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

**Clarification:**

1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person’s ideas, writing or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and University regulations or policies for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
8. Students must abide by the University’s policies on Misconduct in Research where applicable, which can be found in the University’s Policies and Procedures Manual at the General Counsel’s website.

**g) Computer Misuse**

**Definition:**

*Misuse of computers* includes unethical or illegal use of the computers of any person, institution or agency in which students are performing part of their academic program.

**Clarification:**

1. Students may not use the University computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person’s electronic communications.

**h) Misuse of Intellectual Property**

**Definition:**

*Misuse of intellectual property* is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

**Clarification:**

Students may not violate state or federal laws concerning the fair use of copies.

Sections (4) and (5): Violations and Sanctions for Undergraduate Students - are not listed here; refer to [USF System Regulation USF3.027](#) for more information
(6) Violations and Sanctions for Graduate Students: ¹

USF Sarasota-Manatee holds academic integrity in the highest regard. Graduate students are responsible for being aware of and complying with University Regulations and Policies and must conduct themselves accordingly. Sanctions for Academic Dishonesty will depend on the seriousness of the offense and may range from the receipt of:

- An “F” or “Zero” grade on the subject paper, lab report, etc.
- An “F” in the course or activity in which credit may be earned.
- An “FF” in the course (leading to expulsion from the University).
- Academic Dismissal for any violations of academic dishonesty policies or regulations.
- Possible revocation of the degree or Graduate Certificate following a thorough investigation.

Graduate students who are assigned an “FF” grade will be academically dismissed from the University and will not be eligible to apply to any graduate program at USF. Procedures regarding Academic Dishonesty and Academic Dismissal may be found on the Graduate School website.

(7) Additional Graduate Guidelines for Academic Dishonesty:

1. If a graduate student who has been accused of academic dishonesty drops the course, the student’s registration in the course will be reinstated until the issue is resolved.

2. Any assigned grade may be changed to an “FF”, “F”, or other grade depending on the instructor’s decision or the ultimate resolution of an academic grievance procedure. This includes any instance of academic dishonesty that is not detected until after the student has dropped or completed the course.

3. Notification to the graduate student of the “FF” grade and the option of appeal concerning the alleged academic dishonesty and academic dismissal remains with the instructor and/or department chair (See Student Academic Grievance Procedures).

4. A graduate student who has been dismissed for reasons of academic dishonesty will have this reflected on the student’s transcript with the formal notation: Dismissed for Academic Dishonesty.

5. More serious violations of academic integrity may be referred to the Office of Students Rights and Responsibilities as a student conduct violation.

(8) Appeals: Undergraduate and Graduate

Once the initial violation of the academic integrity regulation has been documented and fairly discussed by the student and the instructor, the student may appeal the instructor’s decision that a violation has occurred. At that point the student will follow the procedures outlined in the University of South Florida’s student Academic Grievance Procedure Policy. For academic integrity violations that are reviewed at the department and college levels, the respective committees will consider all evidence available to determine if the instructor’s decision was correct. The student’s ability to proceed within an academic program while an Academic Grievance is in process will be determined by the individual academic program chair/director.

Authority: Art. IX, Sec. 7, Fla. Const.; FL Board of Governors Regulation 1.001(4)(a); s.1006.60(4) FS. History–New 12-11-08.
These policies apply to Graduate Students (students admitted to a graduate degree program or graduate certificate, and/or non-degree seeking students taking graduate coursework). Undergraduate students should refer to Section (4) Violations and Sanctions for Undergraduate Students)

Disruption of Academic Process

USF System Regulation USF3.025: Disruption of Academic Process

(1) Disruptive students in the academic setting hinder the educational process. Although disruptive student conduct is already prohibited by the University of South Florida System (USF System) Student Code of Conduct, the purpose of this regulation is to clarify what constitutes disruptive behavior in the academic setting, what actions faculty and relevant academic officers may take in response to disruptive conduct, and the authority of the Office of Student Rights and Responsibilities or designated office handling conduct issues in Student Affairs to initiate separate disciplinary proceedings against students for disruptive conduct.

(2) 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

(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 (live or online, and including field experiences). References to Instructor include the course instructor, USF Sarasota-Manatee faculty, administrators, and staff.

Misconduct occurring in other campus areas on University premises or which adversely affects the University community and/or the pursuit of its mission is already prohibited by the Student Code of Conduct and will be handled by those procedures.

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.

The following applies to all campuses of the USF System; however, non-substantive procedural modifications to reflect the particular circumstances of each separately accredited institution and regional campus are permitted. Information concerning these procedures is available through the Student Affairs Office at those regional campuses.

(3) Procedures for Handling Disruption of Academic Process

(a) General Guidelines for Instructor:

1. 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 can 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 whenever possible. 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.

2. 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 an Academic Disruption Incident Report within 48 hours simultaneously to:

a. The department chair;

b. The Assistant/Associate Dean of the College (as determined by the College);

c. The Office of Student Rights and Responsibilities (OSRR) or the separately accredited institution’s/regional campus’ designated office in Student Affairs; and

d. The student.

If the situation is deemed an emergency or circumstances require more immediate action, the instructor should notify the appropriate law enforcement agency, OSRR and other authorities as soon as possible. Any filed Incident Report can, and should, be updated if new information pertinent to the situation is obtained.

3. 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 Chair of the Department.

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 in writing by the student within two days to the Dean of Undergraduate Studies or Graduate School or the institutional designee (as appropriate) for review and decision within two days. Any decision rendered at that point must be in writing and will serve as the final and binding academic decision of the University.

Each academic decision or sanction must be communicated to the OSSR or the separately accredited institution’s/regional campus’ designated office as soon as possible.

(b) Possible Academic Sanctions and Grading Guidelines:

Authority of an Instructor and the appropriate Chair or Assistant/Associate Dean’s Office may result in any of the following sanctions:

- Warning to the student.
- Voluntary withdrawal by the student from the class(es).
- 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. These grades will become a part of the student’s permanent record. In addition, if the academic disruption results in dismissal from more than the classroom or academic area of the incident, this grading policy may be applied in all classes affected.

(c) Documentation and Academic Disruption Incident Report:

Instructors should be aware that notes of the dates, times, witnesses and details of the incidents of disruption and the impact of the disruption on those present may be important in any future proceedings which may be necessary. Referrals to the OSSR or designated office in Student Affairs require written documentation containing factual and descriptive information. The student is entitled to see this documentation.

The Academic Disruption Incident Report Form must be submitted either by hardcopy or scanned, and sent by email to the student’s USF email address, simultaneously, within 48 hours to:

1. The department chair;
2. The Assistant/Associate Dean of the College (as determined by the College);
3. The Office of Student Rights and Responsibilities or the separately accredited institution’s/regional campus’ designated office in Student Affairs; and
4. The student.

The form can be downloaded from the designated websites in the Academic or Student Affairs offices or completed by way of memorandum and contains the following information:

• Date of report
• Student’s name
• USF Student ID number
• Instructor’s name
• Instructor’s phone number
• Instructor’s e-mail
• Title of course, course number and section
• Date/time/location of incident
• Detailed summary of the incident, including a description of the disruptive behavior
• Witnesses
• Action, if any, taken by the instructor (e.g., student warned, asked to leave the class, etc.)
• Recommended course of action and reasons for this recommendation
• Instructor’s signature

(d) Possible Disciplinary Sanctions for Conduct by the Office of Student Rights and Responsibilities:

Upon receipt of the Academic Disruption Incident Report or other academic referral for disruptive conduct, the OSSR or designated office in Student Affairs may initiate the disciplinary process resulting
in the imposition of any of the following sanctions in addition to any academic sanctions imposed (in section b):

- Educational sanctions to include but not limited to educational programs/classes and written assignments
- Disciplinary probation
- Provisional suspension
- Suspension
- Restriction from certain or all class(es), program, college, residence hall, or any part or all of USF campuses
- Expulsion

When an incident is being reviewed by OSRR or designated office in Student Affairs for possible disciplinary sanctions, current provisions affecting the student's academic status (temporary or otherwise) will be communicated by the OSSR or designated office in Student Affairs to the Instructor and appropriate academic administrators/instructors responsible for the student’s current academic standing as soon as possible, but within two weeks of the reported incident. Only final disciplinary sanctions that affect the academic status of the student will be communicated to the Instructor(s) and appropriate academic administrators after the disciplinary process is complete.

(e) Resources:

**Campus Police**
Location: 501 College Drive (New College Campus), CPD, Sarasota, FL
Telephone: (941) 487-4210

**Campus Security**
Location: 8350 N.Tamiami Trail, Sarasota, FL 34243, SMC B125
Telephone: (941) 993-8548
Police Dispatcher/Emergency number: (941) 487-4210
Police Chief: (941) 487-4211
Patrol Coordinator Lieutenant: (941) 487-4212

Website

**Counseling & Wellness Center**
Location: 5805 Bay Shore Road (New College Campus), CWC 120, Sarasota, FL
Telephone: (941) 487-4254
Website

**Office of Student Rights and Responsibilities**
Location: 8350 N. Tamiami Trail, Sarasota, FL 34243, SMC C107
Telephone: (941) 359-4577
Website

Authority: Art. IX, Sec. 7, Fla. Constitution; FL Board of Governors Regulations, 1.001; 1006.60, 1006.61,-F.S. History—New: 12-11-08, 11-28-11.

**Student Academic Grievance Procedures**

USF System Policy 10.002: Student Academic Grievance Procedure

I. Introduction (Purpose and Intent)
The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the USF System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. Such review will be accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, and shall allow the parties involved to participate. All parties will be expected to act in a professional and civil manner.

The procedures that follow are designed to ensure objective and fair treatment of both students and instructors. These guidelines are meant to govern all colleges (exclusive of the College of Medicine which maintains its own procedures), however, as individual USF System institutions, colleges or campuses may have different levels of authority or titles, each student must obtain the specific designations used by each entity for levels of authority and titles in the process with appropriate designations of authority if necessary.

In the case of grade appeals, the USF System reserves the right to change a student's grade if it is determined at the conclusion of the grievance process that the grade given was incorrect. In such circumstances, the Dean or Provost/Sr. Vice President for Academic Affairs, the Regional Vice-Chancellor for Academic Affairs, or the Sr. Vice President, USF Health may file an administrative grade change. The term “incorrect” means the assigned grade was based on something other than performance in the course, or that the assignment of the grade was not consistent with the criteria for awarding of grades as described in the course syllabus or other materials distributed to the student. In the case of all other academic grievances, the USF System reserves the right to determine the final outcome based on the procedures detailed herein.

In the case of Academic Integrity (USF System Regulation USF3.027: Academic Integrity of Students) violations, these Student Academic Grievance Procedures (AGP) apply and include an Academic Integrity Review Process at the College Level as described in section III below.

II. Terms and Guidelines

An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students. Grievances may relate to such decisions as the assignment of a grade seen by the student as incorrect or the dismissal or failure of a student for his or her action(s). Academic grievances will not deal with general student complaints.

“Instructor” shall mean any classroom instructor, thesis/dissertation/directed study supervisor, committee member or chair, or counselor/advisor who interacts with the student in an academic environment.

“Department Chair/Director” shall mean the academic head of a college department or the director of a program—or in all cases a “Department’s designee” appointed to handle academic grievances.

“Dean” shall mean a College Dean, or the Dean of Undergraduate Studies, or the Dean of the Graduate School, or the equivalent as indicated—or in all cases a “Dean’s designee” appointed to handle academic grievances for the unit.

“Time” shall mean “academic time,” that is, periods when USF System classes are in session. The person vested with authority at the appropriate level may extend any of the time periods contained herein for good cause. Any extensions must be communicated in writing to all parties. For the purposes of this policy, each step shall be afforded three (3) weeks as a standard time limit. When a department considers a grievance according to published departmental procedures approved by the College Dean and Provost or College Dean and Regional Vice Chancellor for Academic Affairs, as pertinent, the time line specified in this academic unit’s procedures will govern the process and no additional notice of time extension is needed.
“Written communication” shall mean communication by hard copy to the recipient’s address of record or e-mail communication using assigned USF e-mail addresses.

The “burden of proof” shall be upon the student such that the student challenging the decision, action or grade assigned has the burden of supplying evidence that proves that the instructor’s decision was incorrect, in all cases except alleged violations of academic integrity. In cases where the issue is academic integrity, the burden of proof shall be upon the instructor. In considering grievances, decisions will be based on the preponderance of the evidence.

Neither party shall be entitled to bring “legal representation” to any actual grievance proceeding as this is an internal review of an academic decision.

As some Colleges may not have departments or some campuses may use different titles, the next level that applies to that College shall be substituted. If the incident giving rise to a grievance occurs on the St. Petersburg campus, the approved policy on that campus shall govern.

III. Statement of Policy

A. Resolution at the Department Level

1. The student shall first make a reasonable effort to resolve his or her grievance with the instructor concerned, with the date of the incident triggering the start of the process (i.e. the issuance of a grade; the receipt of an assignment) and if the instructor determines it is feasible and may be productive, the instructor shall accommodate a reasonable request to discuss and attempt to resolve this issue.

2. If the situation cannot be resolved or a meeting with the instructor is not feasible, the student shall file a notification letter within three weeks of the triggering incident to the department Chairperson/Director. This shall be a concise written statement of particulars and must include information pertaining to how, in the student’s opinion, USF System policies or procedures were violated. The department Chairperson/Director shall provide a copy of this statement to the instructor. The instructor may file a written response to the grievance.

3. The department Chairperson/Director shall discuss the statement jointly or individually with the student and the instructor to see if the grievance can be resolved. If the department maintains its own grievance procedure, * it should be applied at this point. If the grievance can be resolved, the Chairperson/Director shall provide a statement to that effect to the student and the instructor with a copy to the College Dean.

4. If the grievance cannot be resolved, the department Chair/Director shall notify both the student and the instructor, informing the student of his/her right to file a written request directed back to the Chair/Director within three weeks to advance the grievance to the College Level. Upon receipt of the student’s request to move the process to the College Level and the instructor’s response to the grievance (if provided), the Chairperson/Director shall immediately notify the College Dean of the grievance, providing copies of the student’s initiating grievance statement, any instructor’s written response to the grievance, and the written request from the student to have the process advanced to the College Level. Should the student not file a written request to move the grievance to the College Level within the prescribed time, the grievance will end.

If the grievance concerns the Chairperson/Director or other officials of the department, the student has a right to bypass the departmental process and proceed directly to the College Level.

B. Resolution at the College Level

1. Upon receipt of the grievance, the College Dean shall either determine that the matter is not an academic grievance and dismiss it (which is a final University Decision) or within three weeks shall
establish an Academic Grievance Committee. The membership of the Committee shall be constituted as follows:

a. Three (3) faculty members and two (2) students (undergraduate or graduate as appropriate to the case) shall be selected from the college by the Dean.

b. Wherever practical, the Committee shall not include members of the faculty or students of the department directly involved with the grievance, or faculty or students of the student’s major department. However, for cases involving Clinical or Professional Standard violations, the Committee shall include at least one member assigned to oversee, or with expertise, in a clinical area. In addition, deficiency in, or violations of, clinical or professional standards may be sufficient to support academic failure or dismissal notwithstanding success in other areas of the academic record. The student or faculty may request to attend a Committee meeting. The Chairperson will designate which meeting the student or instructor may attend to present any final statement to the Committee. In addition, only the Committee may invite additional parties such as faculty or students from the department involved with the grievance or from the student’s major department or other outside party to provide expert or other relevant testimony in the proceedings. The student or instructor may be present during the other’s final statement and may hear the additional information provided, however, neither may be present during the Committee’s deliberations.

c. The student or instructor may bring an advisor (not to act as legal counsel or to participate in the meetings) to the meeting.

2. The Committee will operate in the following manner:

a. The Committee Chairperson will be appointed by the College Dean from among the three faculty members appointed to the Committee.

b. The Committee Chairperson shall be responsible for scheduling meetings, overseeing the deliberations of the committee and ensuring that full and fair consideration is provided to all parties. The Committee Chairperson shall vote on committee decisions only when required to break a tie.

c. In Committee reviews involving Academic Integrity, the following Academic Integrity Review Process shall be followed in addition to the other Departmental procedures, if applicable:

1) The Committee Chairperson shall notify the student and instructor of the date and time of the meeting.

2) The student and instructor may submit a list of questions to the Committee Chairperson to be answered by the student and instructor. If submitted, the questions will be disseminated by the Committee Chairperson and the Committee Chairperson will ensure that the questions are answered in writing and submitted for review by the Committee, student, and instructor before the initial meeting.

3) Students shall be permitted to remain in the course or program during the Academic Integrity Review Process. However, if the student is in a clinical or internship setting, the student may be removed from such setting until the issue of Academic Integrity is resolved. In such cases, the program will attempt to identify an alternative educational option to the clinical or internship to enable the student to continue progressing in the program.

d. All deliberations shall be in private and held confidential by all members of the Committee. The recommendation of the Committee shall be based on the factual evidence presented to it.
e. Within three weeks of the Committee appointment, the Committee Chairperson shall deliver in writing to the College Dean a report of the findings and a recommended resolution.

g. The student or the instructor may appeal the decision of the College Dean to the University Level only if the decision of the College Dean is contrary to the recommendation of the Committee (which will be indicated in the Dean’s decision) or if there is a procedural violation of these Student Academic Grievance Procedures. Such an appeal must be made in writing to the Dean of Undergraduate Studies or Graduate School (as appropriate) within three weeks of receipt of the decision from the College Dean. Otherwise, the College Dean’s decision is final and not subject to further appeal within the USF System, except as provided in C. below.

C. Resolution at the University Level

The Provost/Sr. Vice President for Academic Affairs or the Sr. Vice President, USF Health has delegated authority to the Dean of Undergraduate Studies to act in place of the Provost/Sr. Vice President in all academic grievance appeals involving undergraduate students unless the grievance occurred in a program within Undergraduate Studies, wherein it will go back to the Provost to redelegate. The Dean of Graduate School will act in place of the Provost/Sr. Vice President in all academic grievance appeals involving graduate students. The Regional Vice Chancellor for Academic Affairs at USF St. Petersburg may delegate authority to a designated academic administrator at USF St Petersburg to hear the appeal at the University Level.

1. The student or the instructor may appeal at the University Level within three weeks of the receipt of a decision made at the College Level, when (1) the decision by a College Dean is contrary to the recommendation of a college Grievance Committee. (2) either party identifies a specific procedural violation in the application of these (AGP) that is concurred by the designated authority at the University level. Within three weeks of receipt of the appeal to the decision, the Undergraduate/Graduate Dean (“Dean”) shall determine that the appeal is merited (there is a recommendation by the Dean contrary to the committee or there is cause to believe a procedural violation in application of the AGP process may have occurred). If the Dean determines the appeal is not merited, the Dean shall advise the student accordingly and that notice shall be a final University Decision. If the appeal is determined to be merited, the Dean in consultation with the Faculty Senate and Student Senate shall appoint an Appeals Committee consisting of three faculty members drawn from the USF System Undergraduate Council or Graduate Council (as appropriate), and two students, undergraduate or graduate (as appropriate).

2. The structure, functions and operating procedures of the Appeals Committee will be the same as those of the College Committee (i.e. chaired by one of the appointed faculty members appointed by the Undergraduate/Graduate Dean who will not vote except in the case of a tie, having no representation from either party’s respective departments, developing a recommendation to the Undergraduate/Graduate Dean, etc.).

3. Within three weeks of the appointment, the Committee Chairperson shall deliver in writing to the Undergraduate/Graduate Dean a report of the findings of the Committee and a recommended resolution.

4. Within three weeks of receipt of the Committee recommendation, the Undergraduate/Graduate Dean shall provide a decision in writing to all parties.
5. If the Undergraduate/Graduate Dean's decision is that a grade change is merited, the Undergraduate/Graduate Dean shall initiate the grade change on the authority of the Provost and so inform all parties. In all academic grievance appeals, the Undergraduate/Graduate Dean's decision is final and not subject to further appeal within the USF System.

6. In those cases where the final University decision constitutes a dismissal or permanent separation from the University, a student may seek judicial review pursuant to Florida Rule of Appellate Procedure 9.190(b)(3) by filing a petition for certiorari review with the appropriate circuit court within thirty (30) days of the final University decision. If a person seeks review with the court, a copy of the petition must also be provided to the University of South Florida Office of the General Counsel at University of South Florida, CGS 301, 4202 E. Fowler Avenue, Tampa, Florida 33620-4301.

These procedures shall take effect commencing (February 10, 2009) and shall supersede all other academic grievance procedures currently in effect, with the exception of the procedures of the College of Medicine.

*Departments may develop their own formal procedures for considering grievances. Such procedures must be considered and approved by the College Dean and the Provost, and published on the Department’s web site. When such procedures exist, the Department’s examination of the grievance will unfold as specified in the procedures, however, those procedures must adhere to the three (3) week time line (with a notice to the student in writing of any need for an extension). If the Departmental process upholds the student’s grievance, the Department Chair will work with the College, the student and the instructor to remedy the situation. If the Department does not uphold the grievance, the Chair will report the fact to the Dean. The student may, in such cases, request the College Level review as outlined in these USF System procedures.

### Academic Dismissal

Students may be academically dismissed from their graduate degree program for a variety of reasons. Once processed, the student's status will be changed from Graduate Degree Seeking to Non-Degree Seeking. A change to Non-Degree Seeking status could adversely impact financial aid. Dismissal cannot be retroactive. The effective date will be entered into the student's record by the USF System Office of the Registrar as the First Business Day after the end of the Semester, except in cases of academic dismissal due to academic dishonesty or disruption of academic process. Some of the reasons for academic dismissal include:

- Failure to successfully satisfy requirements to meet Conditional Admission by the deadline established by the program.
- Receiving an “FF” grade
- Failure to maintain “good standing”
- Failure to make satisfactory progress

To be readmitted, the student will need to reapply for admission, meeting the admission criteria in place at the time. Graduate students who are assigned an “FF” grade will be academically dismissed from the University and will not be eligible to apply to a graduate program at any USF System Institution.

### Availability of Courses

**USF System Regulation USF3.017: Deletion of Courses from Catalogs and Common Course Designation and Numbering System**

USF Sarasota-Manatee does not commit itself to offer all the courses, programs, and majors listed in this catalog unless there is sufficient demand to justify them. Some courses may be offered only in alternate semesters or years, or even less frequently if there is little demand.

### Cross-listing 4000/6000 Courses
When courses are cross listed it is expected that the 4000 and 6000 courses will have distinct syllabi demonstrating different depth and breadth of the subject matter as reflected in the course requirements. The courses presuppose different audiences, and the intention is to offer them at distinct levels.

**Course Descriptions**
For a listing of the most current USF System approved course descriptions refer to the Search-a-Bull Database.

**Course Attendance at First Class Meeting**
For structured courses, 6000 and above, the College Dean will set the first-day class attendance requirement. Check with the college for specific information. This policy is not applicable to courses in the following categories: Distance Learning, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, internship, practica, etc.).

**Enrollment Requirements**
Students receiving Veterans’ Administration benefits should confirm their enrollment requirements with the Office of Veterans’ Services or Veterans’ Coordinator.

**Minimum University Regulations**

**USF Full-Time Graduate Student Definition**
Graduate Students taking nine (9) or more hours toward their degree in the fall or spring semester, or taking six (6) or more hours in the summer semester, will be classified as Full-Time students for academic purposes. For financial aid requirements, contact the Office of Financial Aid.

**Continuous Enrollment for All Graduate Students**
All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit every three continuous semesters. Colleges and programs may have additional requirements. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave. See also the Time Limitation Policy.

**Readmission Following Non-enrollment**
A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12 month period is automatically placed in non-degree seeking (i.e. inactive) status. Students must be readmitted to the degree program to continue their studies. Readmission is at the discretion of the program and is not guaranteed. Refer to the Readmission Policy in the Graduate Admissions Section for more information.

**Enrollment during Comprehensive Exams**
During the term in which students take comprehensive exams, students must be enrolled for a minimum of two (2) hours of graduate credit. If the exam is taken between semesters, the student must enroll for a minimum of two (2) hours of graduate credit in the semester before or following the exam.

**Enrollment during Semester of Graduation**
Students must be enrolled for a minimum of two (2) graduate hours during the semester of graduation.

**Enrollment for Graduate Teaching and Research Assistants**
Graduate Teaching and Research Assistants should be full-time students. Exceptions must be approved by the College Dean and the Regional Vice Chancellor for Academic Affairs.
Leaves of Absence (LOA)
Leaves of absence may be granted to students under exceptional and unavoidable circumstances. Students requesting a LOA must specify the reasons for the leave, as well as the duration. Requested LOA may be approved for up to two years. Students requiring less than three (3) consecutive terms of absence do not need an approved LOA if they meet the continuous enrollment requirement.

Students with an approved LOA must be enrolled in the first semester after the leave expires. To request a LOA, the student must complete the Leave of Absence Request form. The LOA must be approved by the Professor, the College Dean and Regional Vice Chancellor for Academic Affairs and is noted in the student’s record. If the LOA is granted, the time absent does not count against the student’s time limit to obtain the degree. Students returning from an approved LOA must reactivate their status by contacting the Graduate Admission Office for procedures.

Academic Standards and Grades

Minimum University Requirements

In Good Standing
To be considered a student in good standing, graduate students must:

- Maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken as a graduate student, and
- Maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken in each of the student’s degree-seeking programs.

No grade of C- or below will be accepted toward a graduate degree. Students must meet the requirements to be in good standing to graduate. All “I” and “M” grades must be cleared for graduation to be certified. Students who fail to maintain good standing may be placed on probation or academically dismissed.

Grade Point Average (GPA)
The GPA is computed by dividing the total number of quality points by the total number of graded (A-F) hours completed. The total quality points are figured by multiplying the number of credits assigned to each course by the quality point value of the grade given. The GPA is truncated to two decimals (3.48) and is not rounded up.

Credit hours for courses with grades of I, IU, M, MU, N, S, U, Q and grades which are preceded by T (Transfer) are subtracted from the total hours attempted before the GPA is calculated. Graduate students are not eligible for grade forgiveness. All grades earned, regardless of course level, will be posted on the transcript. If a student retakes a course, both grades will be used in the determination of the GPA. Courses taken at USF as non-degree-seeking are not computed in the GPA unless the courses are transferred in and applied to the degree requirements. The program and the college must approve such actions.

Grades for transfer credits accepted toward the degree program will not be counted in the GPA unless the coursework in question was taken as a non-degree-seeking student at a USF System Institution and meets the requirements stated above (see Transfer of Credit section).

Graduate Grading System

Plus/Minus Grading:
Effective fall semester 2000, graduate and undergraduate grades are assigned quality points in the Grade Point Average (GPA) grading system. The +/- designation must be included in the syllabus provided at the beginning of the course. The use of the +/- grading system is at the discretion of the instructor. The syllabus policy is available in the office of Academic Affairs.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>number of grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>F</td>
<td>0.00</td>
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<tr>
<td>FF</td>
<td>Failure due to academic dishonesty</td>
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<tr>
<td>IA</td>
<td>Incomplete, grade points not applicable</td>
</tr>
<tr>
<td>IB</td>
<td>Incomplete, grade points not applicable</td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete, grade points not applicable</td>
</tr>
<tr>
<td>ID</td>
<td>Incomplete, grade points not applicable</td>
</tr>
<tr>
<td>IF</td>
<td>Incomplete, grade points not applicable*</td>
</tr>
<tr>
<td>M</td>
<td>Missing grade/no grade reported by instructor, grade points not applicable</td>
</tr>
<tr>
<td>MF</td>
<td>Missing grade changed to F, 0.00 grade points</td>
</tr>
<tr>
<td>MU</td>
<td>Missing grade changed to U, grade points not applicable</td>
</tr>
<tr>
<td>N</td>
<td>Audit, grade points not applicable</td>
</tr>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory, grade points not applicable</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal or drop from course without penalty, grade points not applicable</td>
</tr>
<tr>
<td>Z</td>
<td>Continuing registration in multi-semester internship or Thesis/Dissertation courses, grade points not applicable</td>
</tr>
</tbody>
</table>

*Incomplete grade policy change effective fall 08. IF grades earned and posted prior to fall 2008 do calculate in the GPA; IF grades earned as of fall 2008 forward do not calculate in the GPA Refer to Incomplete Grade Policy for more information.

**Satisfactory (S)/ Unsatisfactory (U)**

Graduate students may not take courses in the major on an S/U (satisfactory / unsatisfactory) basis unless courses are specifically designated S/U in the Catalog. Students may take courses outside of the major on a S/U basis with prior approval of the course professor, major professor or advisor, and the Dean of the College in which the student is seeking a degree. The student may apply a maximum of six (6) hours of such credit (excluding those courses for which S/U is designated in the Catalog) toward a master's degree. Directed Research, Thesis, and Dissertation courses are designated as variable credit and are graded on an S/U basis only. Before a student begins work under Directed Research, a written agreement must be completed between the student and the professor concerned, setting forth in detail the requirements of the course.

**Incomplete (I)**

Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U).

Students may only be eligible for an “I” when:
• majority of the student’s work for a course has been completed before the end of the semester
• the work that has been completed must be qualitatively satisfactory
• the student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week.

The student must request consideration for an Incomplete grade and obtain an “I” Grade Contract from the instructor of record. Even though the student may meet the eligibility requirements for this grade, the course instructor retains the right to make the final decision on granting a student's request for an Incomplete. The course instructor and student must complete and sign the “I” Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed one semester from the original date grades were due for that course.

The instructor must file a copy of the “I” Grade Contract in the college that offered the course by the date grades are due. The instructor must not require students to either re-register for the course or audit the course in order to complete the “I” grade. Students may register to audit the course, with the instructor’s approval, but cannot re-take the course for credit until the I grade is cleared.

An “I” grade not cleared within the next academic semester (including summer semester) will revert to the grade noted on the contract. I grades are not computed in the GPA, but the grade noted on the contract will be computed in the GPA, retroactive to the semester the course was taken, if the contract is not fulfilled by the specified date. When the final grade is assigned, if applicable, the student will be placed on academic probation or academically dismissed (refer to Automated Academic Probation Procedures for information). Students cannot be admitted to doctoral candidacy or certified for graduation with an “I” grade.

Example:
Current Semester
• student has a “B” in the course, not including the grade for the missing assignment, therefore is eligible for an “I”
• student’s grade, including a zero for the missed work, would be an “D”
• student and instructor complete the “I” Grade Contract, assigning an “ID” (Incomplete +“D” grade)

Deadline Agreed Upon in Contract (e.g. two weeks)*
If the student completes the work as agreed upon in the Contract by the noted deadline
• instructor submits a change of grade
• student earns final grade comprised of all completed course work

If the student does not complete the work as agreed upon in the Contract by the noted deadline
• “I” automatically drops off and the grade of “D” remains.
• GPA is recalculated for the current semester and retroactively recalculated for the semester in which the “I” was granted.

*Although the instructor establishes the deadline for completion of the work, the deadline may only extend through the end of the subsequent semester.

Missing (M)
The University policy is to issue an "M" grade automatically when the instructor does not submit any grade for a graduate student (undergraduate rules apply to undergraduate and non-degree-seeking students). Until it is removed, the “M” is not computed in the GPA. An “M” grade which is not cleared within the next academic semester (including summer semester) will be converted to “MF” or “MU”, whichever is appropriate. “MF” grades are calculated in the GPA and if applicable, the student will be placed on academic probation or academically dismissed. To resolve the missing grade, students
receiving an “M” grade must contact their instructor. If the instructor is not available, the student must contact the instructor’s dean. Students cannot be admitted to doctoral candidacy or certified for graduation with an “M” grade.

Continuing Registration Grades (Z)
The “Z” grade shall be used to indicate continuing registration in multi-semester internship or thesis/dissertation courses where the final grade to be assigned will indicate the complete sequence of courses or satisfactory completion of the thesis/dissertation. Upon satisfactory completion of a multi-semester internship the final grade assigned will be an “S”.

Note: Graduation will not be certified until all courses have been satisfactorily completed. No grade changes will be processed after the student has graduated except in the case of university error. Procedures requiring petitions are processed through the college Dean’s office.

Probation
Any student who is not in good standing at the end of a semester shall be considered on probation as of the following semester. The college may also place students on probation for other reasons as designated by the program. Notification of probation shall be made to the student in writing by the college, with a copy to the College Dean. At the end of each probationary semester, the department shall recommend, in writing, to the College Dean one of the following:

1. Removal of probation
2. Continued probation; OR
3. Dismissal from the degree program.

Students with a GPA below 3.00 for two consecutive semesters will be prevented from registering for courses without the permission of the College Dean. The College Dean will notify the Regional Vice Chancellor of Academic Affairs in cases of academic dismissal. To be readmitted, the student will need to reapply for admission, meeting the admission criteria in place at the time. For information contact your college dean’s office.

Voluntary Withdrawal
A student may withdraw from the university without grade penalty by the University deadline. Information on the different types of withdrawal (i.e., withdrawing from a single class – see the Drop section, an entire semester, or from the degree program itself) can be obtained from Records and Registration. Appropriate alternative calendar dates may apply. Students who withdraw may not continue to attend classes.

Transfer of Credit
Students may, with the approval of their graduate degree program, transfer credits from any regionally accredited institution into their graduate degree program, as long as the majority of the credits are earned at the institution granting the degree. Credits obtained from USF System Institutions will be calculated into the GPA at USF Sarasota-Manatee and will be noted on the transcript as the grade earned. Credits from other regionally accredited universities are not calculated into the GPA at USF Sarasota-Manatee.

• Only credits with a grade of B or better may be transferred.
• Credit for coursework expires seven (7) years after receiving the credit.
• There is no time limitation for courses from a completed master’s degree or professional degree applied toward a doctoral degree.
• The graduate degree program / department will be responsible for evaluating, approving, and initiating the transfer as soon as possible at the time of admission.
Note - Students taking courses at USF System Institutions other than their home USF institution should seek the approval of their graduate program director prior to taking the courses to ensure that the courses are eligible for transfer.

### Transfer of Credit Table

<table>
<thead>
<tr>
<th></th>
<th>To Graduate Certificates</th>
<th>To Masters or Ed.S. Degree</th>
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</thead>
<tbody>
<tr>
<td>Courses (4000 and above) taken as</td>
<td>Discretion of the Graduate Degree Program, if taken at USF</td>
<td>Discretion of the Program if taken at USF. Up to 12</td>
</tr>
<tr>
<td>an undergraduate but not applied to</td>
<td>System. Up to one course if not taken at a USF System</td>
<td>credits if not take at USF System institution.</td>
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<tr>
<td>completed undergraduate degrees</td>
<td>Institution.</td>
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<tr>
<td>Graduate Courses applied to</td>
<td>None</td>
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<td>undergraduate degrees</td>
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<td>Degree Programs)</td>
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<tr>
<td>Non-degree Seeking Status</td>
<td>Up to one graduate course</td>
<td>Up to 12 graduate hours*</td>
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<tr>
<td>Certificate Coursework</td>
<td>Up to one graduate course(1 course may be applied to up to</td>
<td>Up to 12 graduate hours*</td>
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<td>(Graduate Degree Seeking Students)</td>
<td>2 certificates)</td>
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<tr>
<td>Uncompleted Master’s or Ed.S. Degree</td>
<td>Discretion of the Graduate Degree Program, if taken at a USF</td>
<td>For transfers from non-USF Institutions, up to 49% of</td>
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<td>System Institution.</td>
<td>required credits may be transferred in at the discretion on</td>
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<td>the Graduate Degree of Certificate Program.</td>
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<tr>
<td>Completed Master’s or Ed.S. Degree</td>
<td>Special course requirements in common across both degree</td>
<td>Specific course requirements in common across both degree</td>
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<td>programs may be waived with the substitution of other approved</td>
<td>programs may be waived with the substitution of other approved</td>
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<td>coursework at the discretion of the program.</td>
<td>coursework at the discretion of the program.</td>
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<tr>
<td>Uncompleted Doctoral or completed</td>
<td>Discretion of the Program</td>
<td>Specific course requirements in common across both degree</td>
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<td>Professional Degree</td>
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<tr>
<td>Completed Doctoral Degree</td>
<td>Courses from a completed doctoral Degree may not be</td>
<td>Specific course requirements in common across both degree</td>
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<td>transferred to a Graduate Certificate or a Master’s Program.</td>
<td>programs may be waived with the substitution of other</td>
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<td>For USF and non-USF System specific course requirements in</td>
<td>approved coursework at the discretion of the program.</td>
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<td>substitution of other approved coursework at the discretion of</td>
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<td>the program.</td>
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</table>

*a maximum of twelve (12) credits can be transferred to a degree regardless of the source(s)

**Programs that wish to transfer credit from a completed doctoral program to a professional program must submit the proposal to the Graduate School for approval.

### Change of Graduate Degree Program Request

A Change of Graduate Program Request will NOT be considered for graduate students in their first semester of study. Only a continuing graduate student enrolled for study in a particular program who wishes to change to another program at the same or lower level may complete the Change of Program Request Application. It is up to the discretion of the student’s new program to determine if a Change of Program is appropriate and will be granted. Students may obtain the [Change of Program Request Application](#) on the USF Sarasota-Manatee website. This form must be signed both by the current program and the new program, after which it must be submitted to the college for approval. If approved by the college, the change of program form is then sent to Records and Registration for processing. NOTE: Some programs may require another application to be submitted because the Change of
Program Request Form does not contain sufficient information for them to make a decision. Students should check with the College before completing any paperwork.

**Dual Degree Programs**
A student may wish to pursue two degrees simultaneously. Upon approval by the appropriate College Dean(s) and Regional Vice Chancellor for Academic and Student Affairs, a prescribed number of courses (generally no more than nine (9) hours of core or basic courses) required for one degree may be applied to another degree that requires the same courses, without repetition or alternative courses. Contact the College for procedures for applying for a Dual Degree program.

**Off-Campus Courses and Programs**
Graduate courses and programs are offered at locations other than the Tampa, Sarasota, and St. Petersburg campuses. Information on course enrollment procedures for off-campus courses and programs may be obtained from the College in which the courses or programs are offered.
University Degree Requirements

Degrees Offered

M.A.  Master of Arts
M.S.  Master of Science
M.A.T. Master of Arts in Teaching
M.B.A. Master of Business Administration
M.Ed. Master of Education

The University of South Florida Sarasota-Manatee colleges therein establish certain academic requirements that must be met before a degree is granted. These requirements concern such things as curricula and courses, majors and minors, and academic residence. Advisors, directors, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them.

At the end of a student’s course of study, if requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for all students to acquaint themselves with all regulations and to remain currently informed throughout their college careers and to be responsible for completing requirements.

Courses, programs, and requirements described in the catalog may be suspended, deleted, restricted, supplemented, or changed in any other manner at any time at the sole discretion of the University and the USF System Board of Trustees.

Definitions

References:
BOG Regulation 8.011
USF System Policy 10-036: Authorization of New Degree Programs

Degree Programs
A degree program is defined as an organized curriculum leading to a college degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics, or as demonstrated by similar programs existing at other colleges and universities, and having designated faculty and instructional resources. Each degree program will be assigned a CIP code and included in the State University System Academic Degree Program Inventory.

Program Major
An organized curriculum offered as a major area of study that is part of an existing or proposed degree program and does not constitute sufficient distinct coursework, faculty, and instructional resources to be considered a separate degree program. A Program Major must be reasonably associated with the degree program under which it is offered and share common core or prerequisite courses with other majors within the same degree program. A Major will not be assigned a CIP Code, will not be included in the State University System Academic Degree Program Inventory, and will not be recognized as a standalone degree program at the University. The number of credit hours for a Major will be established by the University for each degree level.

Concentration (approved by Graduate Council 3/15/10)
A Concentration is a coordinated set of courses in conjunction with examinations, thesis and/or dissertation, sub-curriculum that is applicable to one or more existing graduate programs. The total
number of credit hours must not equal or exceed the number of credit hours established for the Degree Program(s). Concentrations must be approved by the College (or equivalent). Concentrations are listed on a student's transcript and the diploma.

**College Credit Certificate Program**

An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

**Degree Requirements**

The following sections describe the University requirements established by the Graduate School for the Master's degree. However, individual programs and colleges may establish additional or more stringent requirements.

**Student Responsibilities**

The USF System and all colleges, departments and programs therein establish certain academic requirements that must be met before a degree is granted. These requirements concern such things as curricula and courses, majors and minors, and academic residence. Faculty and graduate program directors are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, if all requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for students to acquaint themselves with all regulations and to remain currently informed throughout their college careers. Courses, programs, and requirements described in the catalog may be suspended, deleted, restricted, supplemented, or changed in any other manner at any time at the sole discretion of the University and the USF Board of Trustees.

**Master’s Degree Requirements**

[USF System Regulation USF3.009: Graduate Degree Requirements](#)

Graduate students must meet all of the requirements of USF Sarasota-Manatee’s graduate degree requirements, as specified in the Graduate Catalog, as well as any College or Program degree requirements. Students must be in good standing to graduate. College and Program degree requirements are approved by the appropriate faculty council.

Each Catalog is published and in effect for the academic term(s) noted on the title page.

**Student’s Program Degree Requirements**

In order to graduate, students must meet all requirements specified in the USF Catalog of their choice, except as noted below. As the University is dynamic, changes and updates to the catalog are anticipated. In contract to program requirements, which are tied to a specific catalog, all students must comply with University policies and procedures that come into effect each catalog year.

- Students cannot choose a USF Catalog published prior to admission (or readmission) or during an academic year in which they did not complete at least two terms. If a student is dropped from the system and must be reinstated, the student's choice of Catalog is limited to the USF Catalog in effect at the time of readmission or any one Catalog published during their continuous re-enrollment.
If state law or certification requirements change, the student must comply with the most current standard or criteria.

If the College makes fundamental changes to the program that necessitates changes in the degree requirements of enrolled students, the needs of those students will be explicitly addressed in the proposal for change and scrutinized by the Graduate School.

USF policies and procedures not related to degree requirements such as academic grievance procedures, student conduct code and other procedural processes and definitions may be updated each year and the student will be held to the most current catalog and procedures available.

USF does not commit itself to offer all the courses, programs, and majors listed in this Catalog. If the student cannot meet all of the graduation requirements specified in the Catalog of choice as a result of decisions and changes made by the University, appropriate substitutions will be determined by the program to ensure that the student is not penalized.

Student’s Program of Study
It is recommended that the college establish a program of study for the student at the time of admission into the graduate program, outlining the requirements for the degree sought. In the event state mandates, accreditation requirements, etc., make changes to the degree requirements necessary, it is recommended that the program provide an addendum to the program of study outlining what is required for degree completion.

Minimum Hours
A minimum of thirty (30) hours is required for a master’s degree, at least sixteen (16) hours of which must be at the 6000 level. At least twenty (20) hours must be in formal, regularly scheduled course work, ten (10) of which must be at the 6000 level. Up to six (6) hours of 4000-level courses may be taken as part of a planned degree program. Additional graduate credit may be earned in 4000-level courses only if specifically approved by the appropriate College Dean. Students enrolled in undergraduate courses as part of a planned degree program are expected to demonstrate a superior level of performance. Graduate students may not enroll for more than 18 hours in any semester without written permission from the College Dean.

Institutional Residency
The majority of credits toward a graduate degree must be earned through instruction offered by the institution (e.g. USF Tampa, USF St. Petersburg, USF Sarasota-Manatee) granting the degree. For information about the minimum number of credit hours required for the degree refer to the degree requirements in the program listing and the Transfer of Credit Policy.

Time Limitations
Master’s degrees must be completed within five (5) years from the student’s date of admission for graduate study. Courses taken prior to admission to the USF graduate program, for example as non-degree seeking or from other institutions that were transferred in, can be no older than seven years at the time of graduation. Master’s degrees (including dual degree programs) that require course work in excess of 50 credit hours may be granted a longer statute of limitations.

Time Limit Extensions
In the event that a student nears the end of the time limitation as specified above, but the student needs more time to complete the degree, the student may submit a request for an extension using the Time Limit Extension Request Form. The requests must include the following:

- the reasons for the delay in completion,
the anticipated time needed for completion,
and endorsements from the graduate faculty advisor, College Dean or designee,
a detailed plan of study and timeline for the remaining requirements for the degree prior to submission to the Regional Vice Chancellor for Academic and Student Affairs for approval.

Note – for the time limit extension procedures, if the time limit extension will cause courses taken or transferred into the program to be older than 7 years, then a request for course concurrency may be required or the courses may be invalidated toward the degree requirements, per the time limit policy.

If approved, the time limit extension also applies to courses applied toward the degree. However, programs may require additional or repeat coursework as part of the condition of the time limit extension. Students who exceed the time limitations may have their registration placed on hold until a request for extension has been approved. Only one time limit extension request is permitted. Students who are temporarily unable to continue the program should submit a Leave of Absence Request, which extends the time limit for the duration of the approved leave (see the section on Leaves of Absence in the Enrollment Requirements section.)

Major Professor
The Major Professor serves as the student’s advisor and mentor. Students should confer with the department to confirm the internal process and timeline for the selection and appointment of the Major Professor. The student must identify a major professor and receive that person’s agreement to serve as major professor. The selection of the Major Professor must be approved and appointed by the department as soon as possible, but no later than the time the student has completed 50% of the program. Students must have a major professor in order to maintain Satisfactory Academic Progress. If a major professor cannot be identified or in the event a major professor is unable or unwilling to continue serving on the student’s committee, the student is responsible for finding another major professor. Students who are unable to find a replacement major professor should confer with the Program Director for available options (including converting to a non-thesis program if available.) If no other options exist the student may be requested to voluntarily withdraw from the program or may be honorably withdrawn in good academic standing. The student and major professor should plan a program of study which, when completed, will satisfy the degree requirements specified. A copy of this program, signed by the student and professor, must be maintained in the student’s department file.

Major Professors must meet the following requirements:

- Be graduate faculty, as defined by the University. Faculty who do not meet this definition may serve as Co-Major Professor with faculty who do

- Be engaged in current and sustained scholarly, creative, or research activities and have met departmental (or equivalent) requirements

- Have been approved by the college (or equivalent) to serve as a Major Professor or Co-Major Professor.

The membership of graduate faculty will be based upon criteria developed within the appropriate program and approved at the college level. These criteria must be forwarded to the Regional Vice Chancellor for Academic Affairs.

In the event a Major Professor leaves the University (i.e. for an appointment at another university, due to retirement, etc.) and the Major Professor is willing to continue serving on the student’s committee, the Major Professor then becomes a Co-Major Professor on the committee and another faculty is appointed as the other Co-Major Professor. It is important that one of the Co-Major Professors be accessible on the university campus for the student to make satisfactory progress on the thesis/dissertation. In the event a Major Professor is on temporary leave (e.g. sabbatical, research, etc.); the Major Professor shall coordinate with the Program Director to facilitate the needs of the student. In some instances a student
may choose to have two professors serve as Major Professor. In this situation the faculty are approved as “Co-Major Professors” and jointly serve in that role. Consequently both faculty must sign approval on paperwork pertaining to the student’s processing (i.e. committee form, change of committee form, etc.)

Appointment of a (Co-)Major Professor(s) may be rescinded by the Department Chair (or equivalent), with the approval of the appropriate Department (or equivalent) faculty committee (separate from student advisory committee.)

(Co-) Major Professor(s) of the Graduate Student Supervisory Committee Responsibilities

Thesis Committee
Students working toward a thesis degree will have the benefit of a committee of members of the graduate faculty. The committee will approve the course of study for the student and plan for research, supervise the research and any comprehensive qualifying exams, and read and approve the thesis for content and format.

Composition
The committee will consist of the major professor and at least two other members or co-major professors and at least one other member of the department or area of interest in which the degree is sought. 

Member Definition
All graduate faculty, as defined by the University and the College, and approved by their college, as qualified to be a member of and/or supervise a committee. Persons desiring to serve on a Graduate committee who are not defined as Graduate Faculty (i.e. visiting faculty, professionals, etc.) by the University and the College must submit a curriculum vitae and be approved by the College, and, as needed, the Regional Vice Chancellor for Academic Affairs for each committee.

Committee members must meet the following requirements:
- Be graduate or affiliate graduate faculty, as defined by the University
- Have the background and expertise that contributes to the success of the student.

In addition to the requirements specified in the Graduate Faculty definition, committee membership will be based upon criteria developed within the appropriate program or department and approved at the college level. These criteria must be forwarded to the Dean of the College.

Approval
Once a committee has been determined, a Supervisory Committee Form needs to be completed by the student and submitted to the Committee Members for original signatures. Check with the College for instructions and forms. The original appointment form and two (2) copies should be submitted to the College Dean’s office for approval. A copy of the approved form should be kept in the student’s file. An approved and current Committee Form must be on file in the college before graduation may be certified. Committee forms need to be processed as early in the program as possible, but no later than the semester prior to graduation. (may institute additional requirements for membership on Supervisory Committees.)

Changes to Committee
Changes to a Supervisory Committee must be submitted on a Change of Committee Form. Check with the College for instructions and forms. Original signatures of faculty being added to the Committee, along with the approval signature of the (Co-) Major Professor(s), must be on the form. Faxed signatures are acceptable. Faculty who are removed from the Committee are not required to sign the form, provided that the (Co-) Major Professor(s) has signed. In such
instances the signature of the (Co-)Major Professor(s) indicate(s) approval of the change, as well as acknowledgement and approval of the change by the removed member. Any non-faculty being added to a committee must submit a Curriculum Vitae (CV) for college approval. Change of Committee Forms should be submitted for approval as soon as the change takes place. Changes to a Committee are official only once approved and filed by the program and college.

**Masters Comprehensive Examination**

Prior to clearance for the degree, candidates must perform satisfactorily on a comprehensive examination or an alternative method designated by the academic unit to measure student competency in the major area. Students must be enrolled for a minimum of two (2) hours of graduate credit during the semester when the comprehensive examination is taken. If the exam is taken between semesters, the student must be enrolled for a minimum of two (2) hours of graduate credit in the semester before or following the exam.

**Thesis**

If a thesis is required, it must conform to the guidelines of the University.

Refer to the [Electronic Thesis and Dissertations (ETD) Resource Center](#) for complete information about requirements, procedures, and deadlines.

Refer to the [enrollment requirements](#) in the Academic Policies section in the Catalog.

**Format**

The Thesis must conform to one of two formats:

**Option 1 - a traditional format**

**Part I: Preliminary Pages**

Title Page

Dedication (optional page)

Acknowledgments (optional page)

Table of Contents

List of Tables (if applicable)

List of Figures (if applicable)

Abstract

**Part II: Text (divided by chapter or section headings)**

**Part III: References / Bibliography**

Appendices Title Page

Appendix Sections (if applicable)

**Option 2 – a collection of articles/papers instead of chapters. References may be at the end of each section or at the end of the entire document. Copyright permissions (if applicable) must be noted on the Acknowledgements page.**

**Part I: Preliminary Pages**

Title Page

Dedication (optional page)

Acknowledgments and copyright permission (if applicable)

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1 Deviations from the available format are acceptable if approved in advance by the Supervisory Committee and Graduate School

2 Include either References or a Bibliography, as specified by your style guide
Directed Research
Directed Research hours may satisfy up to 50% of the thesis hour requirement.

Manuscript Processing Fee
USF System Regulation USF4.0107: Fees, Fines and Penalties.

Students participating in the thesis/dissertation process are required to pay a processing fee. More information is available on the Thesis and Dissertation website.

Exchange of Thesis for Non-Thesis Credit
If a student changes from thesis to non-thesis during a semester and is currently enrolled in thesis credit, the current thesis credits may be exchanged without academic penalty if a Graduate School Petition is filed with the Graduate School no later than the last day to withdraw without Academic Penalty.

If a student enrolled in a thesis required program has taken thesis credits but elects to change to non-thesis track or program, the accumulated thesis credits may not be exchanged or converted to another non-structured credit. The thesis hours will remain on the transcript and will retain the “Z” grade.

Thesis Defense
Policies and procedures for the thesis defense are handled within the College and Program. Contact the College and Program for requirements.

Thesis Final Submission Guidelines
Information on requirements for submission of the finished and approved manuscript copies is available online at the (ETD) Resource Center website. Students who fail to submit the final copy of a thesis by the posted submission deadline will be considered for graduation in the following semester and must therefore apply for graduation by the posted deadline, enroll in a minimum of two (2) thesis hours for that subsequent semester, and meet the submission requirements as posted on the (ETD) Resource Center website. Only after the Graduate School has approved the manuscript can the student be certified for the degree.

Mandatory Electronic Submission
Students are required to submit the thesis in an electronic format (ETD). Requirements and procedures are available at the (ETD) Resource Center website.

Submission to Pro-Quest
All theses will be submitted to Pro-Quest for microfilming and archiving, effective Fall 2010.

Changes after Publication
Once a thesis is approved and accepted by the Graduate School for publication, it cannot be changed.

3 Include either References or a Bibliography, as specified by your style guide
Release of Thesis Publications
The University recognizes the benefits from collaboration with sponsors on research projects but also recognizes the possibility of conflicts of interest in the disclosure of the results of the collaborations. While the sponsor’s economic interests in the restriction of disclosure should be considered, the University has a primary mission to extend knowledge and disseminate it to the public and the broader academic community. The University’s “Statement of Policy Regarding Inventions and Works” acknowledges the possible need for delays in publication of sponsored research to protect the sponsor’s interests, but it provides no definite guidelines for the restrictions of publication beyond the statement: “Disclosure delays mutually acceptable to the Inventor, the Vice President for Research, and the sponsor, if any, are authorized in order to allow patent applications to be filled prior to publication, thereby preserving patent rights...”

To protect the University’s primary goal from un-due compromise, the University has adopted the following guidelines:

1. The recommendations of sponsors, regarding publication of research results should be considered advisory rather than mandatory.

2. In support of academic discourse and the mission to promote and share academic works, Theses will be released for worldwide access once submitted to and approved by the USF System Graduate School. In the event that a patent or copyright application provides reason to delay the release of the Thesis, a petition to request a one year delay may be submitted to the Graduate School for consideration. Such requests must be received by the format check of the thesis.

3. Students should not be delayed in the final defense of their theses by agreements involving publication delays.

Duty to Disclose New Inventions and Works
USF System Policy 0-300: Inventions and Works and USF System Regulation USF12.003: Inventions and Works

For information about the requirements of this policy contact the USF System Division of Patents and Licensing at (813) 974-0994.

Thesis Change of Grade
In the semester in which the final manuscript has been received, reviewed, and certified for permanent filing in the University Library, the Graduate School submits the change of grade from “Z” to “S” for the last registration of thesis courses to the USF System Office of the Registrar when all grades are due at the end of the semester.

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Graduation Information

Application for Degree (Graduation)

To graduate, a student must submit the Master's, Ed.S., or Ph.D. Degree Application to the college dean's office. This application must be submitted in the term of expected graduation by the deadline noted in the academic calendar. If a student applies for graduation and is not approved, a new Application for Degree must be submitted by the deadline in a new term. In order for the degree statement to appear on a student's academic record, the student must file the aforementioned application whether or not participation in the commencement ceremony is desired.

Inquiries concerning approval or denial of graduation should be made to the appropriate college. It is the student's responsibility to clear all "I" (Incomplete) and "M" (Missing) grades in all courses and to provide official transcripts of all transferred course work needed for graduation at least three weeks prior to the end of the term in which he/she expects to graduate.

Graduation Requirements

It is the student's responsibility to make sure that he/she has met all degree requirements as specified in the Degree Requirements section of this publication, as well as any College and Program requirements for the degree.

Commencement

Graduate students may not participate in commencement exercises until all requirements for the degree sought have been fulfilled. Students graduating from programs based from the Tampa campus (despite location, i.e. may be located in St. Petersburg or Sarasota, such as students in Marine Science) participate in commencement exercises on the Tampa campus.

Diplomas

Diplomas are mailed to the student's permanent address approximately six (6) weeks after commencement. Students with a change of address need to fill out a Change of Address Form in the Office of Student Services. Any questions regarding diplomas and degree certification should be directed to the Office of Student Services at (941) 359-4330.

Letters of Certification

Students in need of verification of the degree prior to receiving their diploma may request a Letter of Certification. This letter specifies that the student has finished all of the requirements for the degree and the date the degree will be conferred on. The letter must include the student's identification number, name of degree program and official name of the degree. The College Dean (or designee) must sign the Letter of Certification. A template for the Certification Letter is provided as a guideline.

Posthumous Degree

USF System Regulation 10-047: Posthumous Degrees

The University may award a posthumous master’s degree to a student who was in good standing at the University at the time of his or her death and who had completed all substantive requirements for the degree.
To award a non-thesis degree, the student would need to have completed all courses required for the degree. Courses required for the degree, in which the student is enrolled at the time of his or her death, must have been completed to the satisfaction of the faculty so that passing grades might be posted. All other requirements (e.g. grade point average, CLAST and other tests) must have been satisfied as well. To award a thesis degree, all courses must be completed as described above and the thesis must be sufficiently complete to the satisfaction of the faculty so that certification of completion may be posted to the student’s record.

**Degrees in Memoriam**

The University may award master’s degrees in memoriam to a student who was in good standing at the University at the time of his or her death.

The faculty member on his or her own initiative or upon request of the family of the student, may recommend a posthumous degree, or a degree in memoriam, by forwarding the recommendation to the respective college dean. If approved by the Dean, the recommendation with the supporting documentation will be forwarded to the Regional Vice Chancellor for Academic and Student Affairs for approval. If approved the USF System Office of the Registrar will be notified and the degree will be awarded at the next commencement ceremony or will be presented to the student’s family in an appropriate setting.
Graduate Certificates

Graduate Admissions
Location: SMC C320A
Graduate Admissions Website
Graduate Certificates Website
Phone: 941 359-4330
Graduate Admissions Advisor: Jo Lynn Raudebaugh

Graduate Certificate Policies
The areas of study for the graduate certificates are created within the mission of graduate education. Students will be awarded certificates upon completion of specific course work. The graduate certificate is not defined as a degree rather, it is a focused collection of courses that, when completed, affords the student some record of distinct academic accomplishment in a given discipline or set of related disciplines. Moreover, the graduate certificate is not viewed as a guaranteed means of entry into a graduate degree program. While the courses comprising a graduate certificate may be used as evidence in support of a student’s application for admission to a degree program, the certificate itself is not considered to be a prerequisite.

Admission Requirements
Student must apply and be accepted into the graduate certificate area of study to be eligible to receive a certificate. The prerequisites and general criteria of eligibility for admission to any graduate certificate area of study include:

1. An earned baccalaureate degree or its equivalent from a regionally accredited college or university or enrollment in a USF System five-year academic program is required. Students in five-year academic programs may be admitted upon completion of 120 semester hours.

2. Each graduate certificate area of study sets the requirements for admission, including minimum grade-point average, standardized test scores, and other similar criteria as part of the application. However, prospective non-degree seeking graduate certificate students must meet University graduate admissions grade point average requirements.

Students who wish to pursue a graduate certificate must apply and be admitted to the certificate area. Students are encouraged to contact the appropriate advisor prior to applying. All students who wish to pursue approved graduate certificates must be admitted to such areas of study before a second graduate certificate course is completed.

1. Certificate-seeking students not currently enrolled in a degree-granting graduate program, will be admitted into a separate classification within the University, and will be classified as "Graduate Certificate Students." This separate classification will permit the University to monitor statistical and enrollment data for certificate areas of study, and will allow inclusion of such efforts in the annual reports and academic planning. The College will note successful completion of a certificate on the student’s transcript upon completion.

2. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students to remain in “good standing.”

3. All graduate certificate students may apply one graduate course to two graduate certificates.

4. All graduate certificate students must meet all prerequisites for courses in which they wish to enroll. Should a graduate certificate student subsequently apply and be accepted to a degree-granting program, up to twelve (12) hours of USF System credit earned as a graduate certificate
student may be applied to satisfy graduate degree requirements. Any application of such credit must be approved by the degree-granting college and must be appropriate to the program.

5. For information on transfer of credit policies pertaining to Graduate Certificates, refer to the Transfer of Credit Policy for more information.

Certificate Requirements
To receive a graduate certificate:

1. Students must successfully complete certificate requirements as established by the university.

2. Students must submit a completion form. Degree-seeking students must submit this form before graduating from their degree program. Non-degree-seeking students must submit this form no later than one semester after completing their certificate course work.

3. Students must have been awarded a bachelor's or higher degree.
Healthcare Quality Management Certificate

Contact Information
College: Business  
Contact: Aaron Reecher  
Email: areecher@sar.usf.edu  
Phone: 941 359-4333

Dean: Robert Anderson, Ph.D.  
(941) 359-4274  
Website

Program Information
The Healthcare Quality Management Certificate is a 15 credit hour program developed to academically train generations of health care executives and students who are prepared to pragmatically address the changes in market forces. For example, hospitals’ quality performance will determine Medicare inpatient fee-for-service payments beginning October 1, 2012 under the Value-Based Purchasing Program for acute care facilities established by the Center for Medicine to Medicaid Services.

Applicants must meet the University requirements as well as the requirements listed below.

Program Admission Requirements:
Bachelor’s degree from a regionally accredited institution
No standardized test required and no GPA required.
Official transcripts and resume required, send to Program Coordinator, Aaron Reecher

Total Credit Hours Required: 15

Time Limit for completion: One year: August to August

Curriculum:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6025</td>
<td>Financial Accounting for Managers</td>
<td>2</td>
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<tr>
<td>FIN 6406</td>
<td>Financial Management</td>
<td>2</td>
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<tr>
<td>QMB 6305</td>
<td>Managerial Decision Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MAN 6930</td>
<td>Selected Topics: Managing Value-driven Healthcare Organizations</td>
<td>3</td>
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<tr>
<td>MAN 6930</td>
<td>Selected Topics: Continuous Quality Improvement in Healthcare: Principles and Methods</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6930</td>
<td>Selected Topics: Economic Evaluation of Healthcare Programs and Services</td>
<td>3</td>
</tr>
</tbody>
</table>

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Search-A-Bull – A searchable database for all USF Courses.
College of Education Certificate Programs

Post-Master’s Program in Educational Leadership

Contact Information
College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu

Dean: Terry Osborn, Ph.D.
(941) 359-4531

Website

The Post-Master’s program in Educational Leadership is for those persons with an earned master’s degree in a field other than educational leadership and who wish to add educational leadership to their Florida Professional Educator’s Certificate. The modified program is a non-degree program consisting of approximately 30-33 hours of coursework that meets Florida Principal Leadership Standards for K-12 schools in instructional leadership, operational leadership and school leadership. Successful completion fulfills program and core curriculum requirements for Florida certification in Level I K-12 Educational Leadership – Administrative Class. The number of courses required will vary, depending upon the student's master’s degree coursework.

Once certified in Educational Leadership by the Florida Department of Education, students who wish to pursue a higher degree may be able to have some eligible credits earned in the modified program considered for transfer to a Specialist (Ed. S) program.

Admission requirements:
• A Master's degree from a regionally accredited institution with a minimum 3.0 GPA
• Official (original & sealed) Master's and Bachelor's transcripts. (Degrees earned from USF do not require transcripts.)
• A valid Florida Professional Educator's Certificate (please provide a copy clearly showing border and seal).
• Proof of English for Speakers of Other Languages (ESOL) training (3 hour course or 60 hours of district in-service education)
• Three letters of professional recommendation
• A letter of intent (brief statement outlining experience and goals).
• Evidence of teaching under a full-time contract for a minimum of two years.

Program requirements: Within the minimum total of 30-33 hours, students completing the Post-Master’s Program are required to complete an ESOL training requirement. If you have not completed a 3-credit-hour course in ESOL or do not have documentation of the completion of sixty (60) hours of ESOL district in-service education, you will be required to complete TSL 5085. You should include documentation with your application if the requirement has already been met. In addition to coursework, successful completion of the Florida Educational Leadership Exam (FELE) is required for certification.

Upon successful completion of the necessary courses, notation is placed on the student's transcript indicating completion of a Post-Master’s Program in Educational Leadership Program; however, the student must apply to the FLDOE for state certification.

Courses: Please see the Educational Leadership M.Ed. course listing. The number of courses required will vary depending upon the student’s master’s degree coursework. Applicants wanting consideration of previous Master's coursework must supply a university catalog course description for each course they want reviewed and indicate which USF course may be comparable. Note: Previous coursework cannot be older than 5 years at the time the student completes the Post-Master’s Program in Educational Leadership. The faculty program coordinator will evaluate coursework to determine acceptability and applicants will be provided with a list of recommended courses for completion of the Post-Master’s Program.) Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

Search-A-Bull – A searchable database for all USF Courses

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Online Pedagogy - Teaching and Learning

Contact Information
College:  Education
Advisor:  Diane Lewis
          (941) 359-4217
dlewis@sar.usf.edu

Program Information
The Graduate Certificate in Online Pedagogy-Teaching and Learning is a 14-credit hour non-degree program of graduate level coursework offered by the USF Sarasota-Manatee College of Education for those interested in learning more about virtual instruction. The 4 courses will provide a strong foundation in curriculum design and instruction so that participants are prepared to design, facilitate, deliver and assess on-line learning.

Admission requirements:

1. A Bachelor’s degree in any field from a regionally accredited university with a minimum 3.0 (on a 4.0 scale) GPA,
2. Official (original and sealed) transcripts from all institutions of higher education (degrees earned from USF do not require transcripts),
3. Resume
4. Letter of Interest (250 words) indicating your objectives in pursuing this course of study.

Total Credit Hours Required: 14

Program requirements:

This non-degree certificate program is a 14 graduate level credit course of study and should be completed within a three (3) year period of time.

Upon successful completion of the required courses, the student will fill out a Completion of Program form and will be issued a certificate indicating program completion.

Courses:

EDF 6215  Learning Principles Applied to Instruction (4)
EME 6613  Development of Technology-Based Instruction (3)
EDF 6284  Problems in Instructional Design for Computers (3)
EDG 6931  Selected Topics in Education (3)

There are no prerequisites required to enter this program. Up to twelve (12) hours of certificate course credits may be applied to a graduate degree with college approval. Non-degree seeking students and transfer students may apply one course to a graduate certificate with college approval.

Search-A-Bull – A searchable database for all USF Courses.
College of Arts and Sciences Degree Programs

Criminal Justice Administration Program
Master of Arts (M.A.) Degree

Degree Information:
Program Admission Deadlines: Open, rolling admissions; applications continually accepted.
Minimum Total Hours: 33
Program Level: Masters
CIP Code: 43.0103
Dept. Code: CJP
Program (Major/College): CJA AM

Contact Information
College: Arts and Sciences
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Jane A. Rose, Ph.D.
(941) 359-4235
Website and Factsheet

Mission
The M.A. in Criminal Justice Administration focuses on contemporary issues in criminal justice management and the challenges facing the criminal justice sector of contemporary government. As a graduate degree, its mission is to develop leaders in the criminal justice professions.

Learning Outcomes
The curriculum for the M.A. in Criminal Justice Administration develops the following competencies:

- The ability to apply research skills and reason critically in analysis of problems affecting criminal justice and in seeking solutions to these problems.
- The ability to produce well-written, cogently argued documents.
- The ability to make professional, lucid oral presentations.

Program Overview
- The program consists of 10 graduate courses, 33 credits.
  - 5 core courses, which must be taken in sequence
  - 5 electives
- The program is designed for students to take 2 courses a term, over 5 terms.
  - It is best to begin the program in the fall semester. Fall entry allows students to take one core class and one elective each term.
  - Students can also begin in the spring semester. Spring entry requires students to take 2 core courses in their third term and 2 electives in their fifth term.
  - Students should avoid beginning the program in the summer. Students beginning in the summer will require 6 terms to complete the program. If they have financial aid, they will need to skip the fourth term. If financial aid is not involved, they may elect to take 1 elective in the fourth term and one core course in the fifth or sixth term.
  - Not following the correct pattern for the term of entry, or not passing a course with a B (3.0) can cause significant delay and problems with completion.
- All courses are mostly, but not completely, online, with 1-4 traditional class sessions on campus.
- Dates of the on-campus sessions, usually scheduled on Saturdays, are provided at least 2 months in advance.

Curriculum
- Courses cover major ideas, issues, theories, and research in the field of Criminal Justice Administration, intended to develop theoretical reasoning and research skills, as well as the application of theory to practice.
Criminal Justice Administration Program (Continued)

• A carefully constructed “core” of courses, leading students through the “real world” experience of creating and presenting a grant proposal, develops the competencies needed by those with administrative responsibility in public agencies.

Core (all 5 courses)
CCJ 6932 Issues in Criminal Justice Administration (3 credits)
CCJ 6705 Research Methods in Criminology (4 credits)
CCJ 6706 Quantitative Analysis (4 credits) (Prerequisite CCJ 6705)
CCJ 6605 Theoretical Approaches to Criminal Behavior (4 credits)
CCJ 6935 Capstone Course (3 credits) (Prerequisites: CCJ 6932, 6705, 6706, and 6605)

Electives (any 5 courses from this list)
CCJ 6406 Theory, Practice, and Research in Law Enforcement (3)
PAD6041 Ethics and Public Service (3)
PAD5807 Urban & Local Government Administration (3)
CCJ 6935 GIS in Crime Mapping (3)
CCJ 6935 Computer Forensics (3)
CCJ 6935 Intelligence-Led Policing (3)
CCJ 6935 Evidence-Based Criminal Justice (3)
CCJ 6930 Current Issues in Corrections (3)

Advisement
• Students in the program are assisted in details of registering and progress toward graduation by a graduate academic advisor, Diane Lewis: dlewis@sar.usf.edu or 941-359-4217

• Students in the program are also mentored on issues related to career objectives by a faculty advisor, who is assigned to each accepted student.

Eligibility Requirements
• Students must have a bachelor’s degree from a regionally accredited university.

• Students must have a minimum GPA of 3.00 in upper-level courses of the undergraduate degree.

• Students with an undergraduate GPA of below 3.0 in their upper-level course work my still be eligible if they take the GRE and achieve a combined verbal and quantitative score of 1000 or higher. The GRE can be taken multiple times to achieve the required score.

• If not admitted, students may take 3 courses in the program as a non-degree seeker; if they receive a B or better in each course, they may be permitted into the program. (Note: Financial Aid does not apply for courses taken as a non-degree seeking student.)

Graduate Application Procedure
• Application review and acceptance is ongoing; students may enter the program at any time, but the best time to begin the program is fall semester.

• The first step is to submit an electronic USFSM graduate application.

• Then proceed to submit the other required documents:
  o A sealed official undergraduate transcript(s);
  o Two letters of recommendation, addressing issues relating to past academic performance or work experience
Criminal Justice Administration Program (Continued)

- A 1-2 page Statement of Purpose, indicating your reasons for seeking a master's degree in Criminal Justice Administration and the particular areas of criminology or criminal justice that interest you.

- Send the required documents to:

  Jo Lynn Raudebaugh
  USF Sarasota-Manatee
  Graduate Admissions
  8350 N. Tamiami Trail, C107
  Sarasota, FL 34243

Accreditation
Visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Search-A-Bull – A searchable database for all USF Courses.
Master of Social Work Degree (MSW)

A part-time cohort of the USF Tampa School of Social Work MSW program, hosted by USF Sarasota-Manatee as a pilot program.

Degree Information
Program Admission: The Pilot cohort began in Spring 2012 and will continue through Spring 2014. New students are not being admitted at this time.
Minimum Total Hours: 60
Program Level: Masters
CIP Code:
Dept. Code: SOW
Program (Major/College): Pilot program, delivered by the USF Tampa School of Social Work and hosted by USF Sarasota-Manatee

Contact Information
Dr. Anne Strozier, Chair of MSW
Phone: (813) 974-1379
Email: strozier@cas.usf.edu

Dorothy Keiser, Graduate Program Specialist
Phone: (813) 974-1372
Email: dkeiser@cas.usf.edu

Amy Grossman-Weisz, Academic Advisor
Phone: (813) 974-7292
Email: aweisz@cas.usf.edu

USF Tampa School of Social Work Website
USF Sarasota-Manatee Social Work Website

Program Mission
Through a carefully designed curriculum of core courses, electives, and supervised field experience, the MSW program prepares students for professional social work practice. Students acquire specialized knowledge and skills necessary for clinical practice with individuals, families, and groups.

Accreditation
- The USF Tampa School of Social Work is accredited by the Council on Social Work Education (CSWE)
- For information on institutional regional accreditation, visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Degree Information:
- Students are currently taking 2-3 courses a term for 7 consecutive terms.
- The entire program is 21 courses, including field placements (60 credits).
- The program is designed for students to pursue part-time—taking courses in the evenings and some Saturdays.
- Every effort is made to find field placements that can also accommodate the schedules of working students.
- Course work is supported online through Blackboard.
- Each student is assigned one of the USF Sarasota-Manatee Social Work faculty members as a mentor.

Pilot Program:
The current cohort, which began in Spring 2012, will run through Spring 2014. USF Sarasota-Manatee hopes to offer another cohort in the future, though plans have not been set yet.
College of Business Degree Programs

Master of Business Administration (M.B.A.) Degree

Degree Information
Program Admission Deadlines: Contact program for starting dates and deadlines.
Minimum Total Hours: 39
Program Level: Masters
CIP Code: 52.0201
Dept. Code: SRB
Program (Major/College): BAS BM

Contact Information
College: Business
Contact: Aaron Reecher
Academic Program Specialist
(941) 359-4333
Email: areecher@sar.usf.edu
Dean: Robert Anderson, Ph.D.
(941) 359-4274

Program Information
The Sarasota Professional MBA is a 39-credit hour program intended for but not limited to working professionals. Classes are held on Saturdays and the program can be completed either on a full or part-time basis. The program offers working or non-working students in the Sarasota and Manatee County area geographical convenience, flexibility, quality and affordability. A variety of instructional methods are used to engage students, depending upon the nature of the course material. These include case studies, experiential learning, group projects, presentations, and educational technology, along with the more traditional lecture discussion approach. The focus of our approach to education is to develop in students the insights and skills necessary to reach integrative and innovative solutions to today’s complex business challenges.

Accreditation
The program is accredited through the University of South Florida’s College of Business, which is fully accredited by AACSB International, The Association to Advance Collegiate Schools of Business (AACSB): In addition, the University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Visit the website for SACSCOC accreditation information:

Master of Business Administration Assurance of Learning Goals and Objectives
I. Global Competitive Environment – The ability to perform an environmental scan through an understanding of the global economic, socio-cultural, political, legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.
   • Global Multicultural Perspective – Ability to effectively recognize and address the relevant international and multicultural business issues when operating in a global business environment.
   • Competitive Environment – Ability to effectively define and analyze the competitive environment.
II. Ethical and Legal Responsibilities – Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.
   • Legal and Social Environment – Understand the legal and social environment of business operations.
III. Strategic Analysis and Planning – The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic plans under conditions of dynamic change and competitive uncertainty.
   • Marketing Planning & Strategy – Understand the role of marketing in the creation of value for internal and external stakeholders through decisions related to the marketing mix, as well as such key concepts as relationship marketing, marketing segmentation and targeting, positioning, and market planning.
   • Economic Foundations – Understand the workings of modern market economies. Know the components of the macro economy and understand the relationships between aggregate economic activity and monetary and fiscal policy. Demonstrate familiarity with basic economic terminology and an understanding of marginal analysis, supply and demand analysis, consumer behavior, production and cost theory, and profit maximization under a variety of market structures.

Website
Strategic Integration – The ability to integrate and apply business concepts, tools, and techniques in a problem-solving environment, drawing on both program coursework and business experience.

IV. Leadership and Collaboration – Effective leadership collaboration skills both in classroom settings and in project/team environments.
   • Management Leadership – Understand the basic theories, concepts, and effective behavioral practices that form the foundation of modern management thought and demonstrate the ability to apply key management concepts.
   • Teamwork – Effective collaboration and leadership skills in a team environment.

V. Operational Business Decision-Making – The ability to effectively use financial, statistical, quantitative, and qualitative data to analyze business problems for managerial decision making, formulate appropriate operating plans, and devise comprehensive evaluation measures.
   • Finance – Understand the processes, decision structures and institutional arrangements related to the use and acquisition of funds by a firm in a competitive environment.
   • Decision Analysis, Operational Management, and Quality Control – Statistics concepts and management decision making tools for operational decision making and quality management.
   • Information Systems – Understand the concepts, structures and process involved in the management of information systems and technologies and the role of information systems in supporting managerial decision-making.
   • Critical Thinking – Ability to interpret data, to apply concepts and ideas, and to analyze data, theories and relationships deductively and inductively.
   • Accounting – Understand the basic concepts and theories underlying general-purpose financial statements, and the structure and interpretation of financial statements. As well as an appreciation for the role of management accounting data and other data for managerial decision making.

VI. Communication – Oral and written communication competencies that support and enhance managerial effectiveness.
   • Oral Communication – Effective presentation skills in content, organization, and delivery.
   • Written Communication – Write business documents with clear focus, organization, and mechanical correctness.

Admission
Applicants must meet the University requirements (see Graduate Admissions) as well as the requirements listed below.

Program Admission Requirements
   • Upper-level GPA of 3.0
   • 500 or higher GMAT score or 1,050 or higher score if GRE taken before August 1, 2011 or 300 or higher if GRE taken after August 1, 2011.
   • International applicants from non-English-speaking countries must also have a TOEFL score of 550 or higher on the written version, a minimum score of 213 on the computer-based test or a 79 on the internet-based test
   • Two years of significant full-time work experience preferred, but not required prior to enrollment.
   • A resume
   • Two letters of recommendation
   • Statement of purpose

Note: Student must be formally admitted into the MBA Program before allowed to take courses.
Master of Business Administration (M.B.A.) Degree
(Continued)

Total Hours  39

1. Managerial Tool Courses
These are the basic skills of the MBA program. The techniques, theories, concepts, and tools learned will
provide the student with a foundation for the specific application courses to follow. Applicants with a
bachelor’s degree within the last past 5 years from an AACSB accredited College of Business are eligible
for up to 6 credit hours (3 courses) waived from the degree for specific tools courses if they meet the
criteria. Waivers are considered on a case by case basis. Please see program specialist for details.

- ACG 6025 Financial Accounting for Managers 2
- ACG 6075 Management Accounting & Control 2
- ECO 6708 Global Economic Environment of Business 2
- ECP 6702 Managerial Economics 2
- FIN 6406 Financial Management 2
- GEB 6445 Social, Ethical, Legal Systems 2
- ISM 6021 Management Information Systems 2
- MAN 6055 Human Behavior and Organization 2
- MAN 6147 Leadership Concepts 2
- MAR 6815 Marketing Management 2
- QMB 6305 Managerial Decision Analysis 2
- QMB 6603 Operations Management & Quality Enhancement 2

Total credit hours required: 24

2. Application Courses
The MBA program allows for 9 credit hours of application courses. Students can opt for a General
Business track with 1 course each from traditional tracks of finance, hospitality, management and
marketing or the student can work with the graduate coordinator to develop a program specifically geared
towards his or her interests and career goals. Three of the fifth year accounting courses may also be
used as a track in the program. Students electing this track must have a bachelor’s degree in accounting
from an AACSB accredited program.

Total credit hours required: 9

3. Integrated Business Application Courses
- GEB 6895 Integrated Business Applications I 3
- GEB 6896 Integrated Business Applications II 3

Total credit hours required: 6

Search-A-Bull – A searchable database for all USF Courses.
College of Education Degree Programs

The vision of the College of Education is to lead in transforming the educational endeavors of our region and to be recognized nationally for excellence in our work. Our programs include faculty members, scholars who conduct research to contribute to the knowledge bases of the disciplines of education, working alongside associated school administrators and faculty who are experienced practitioners working in P-12 schools. We admit applicants who are highly qualified, desiring to develop in their abilities to ensure that all pupils learn, committed to continuous improvement of their own praxis, and prepared to assume leadership roles in the school settings in which they will work.

The College of Education’s mission, contributing to the mission of USF Sarasota-Manatee, is to prepare outstanding educators who will learn, lead, inspire, and transform their schools and communities. We see the process of learn, lead, inspire and transform as recursive and not linear. We learn to lead, and by leading inspire transformation. We learn from transforming and thus create a cycle of continuous learning and improvement. Our mission guides the USF Sarasota-Manatee COE to prepare educators poised to positively impact the lives of pupils and their communities, locally, nationally, and globally. We meet our mission through programs grounded in researched practices and critical perspectives and professional clinical experiences designed and led by university and associated school faculty through partnerships with a network of local schools. Our partnerships form a solid basis for program assessment based on outcomes, revision of the curriculum based on impact data, and the identification of specific knowledge, skills, and dispositions that are crucial for educator success.

Our philosophy is grounded in the belief that knowledge as represented in educational endeavors is multi-faceted. Therefore, educators must adopt critical perspectives on what is known and seek to grow in their own content knowledge, pedagogical knowledge, and pedagogical content knowledge through ongoing study and reflection. This growth should be evident in praxis.

In support of our mission and informed by our philosophy, we developed, adopted, and implemented a conceptual framework model with input from unit faculty, professional partners, and other stakeholders based on essential knowledge, professional standards, research, and professional practice. This model, in turn, led us to recognize that our purposes, expressed through our core commitments, are to community, research and scholarship, education with heart, advocacy, teamwork and diversity, and to developing exceptional educators (identified with the acronym CREATE):

- Community
- Research and Scholarship
- Education with Heart
- Advocacy
- Teamwork and Diversity
- Effective Educators

Those core commitments are reflected in our four institutional standards, which we use as benchmarks for evaluating our success:

The Candidate . . .
1. Demonstrates an understanding that education takes place within interdependent contexts
2. Understands the learner holistically
3. Uses data and scholarship to inform educational practice
4. Demonstrates the knowledge, skills, and dispositions necessary to be an effective educator

The symbol of our conceptual framework model is the palm tree, a native plant in our region that also appears on our state flag. With over 2600 species, this living, adapting, and highly diverse member of our ecosystem has symbolized peace and victory since ancient times. It has provided nourishment and
shelter to humans for generations. In the same way, we see our College of Education as an organic part of our diverse community and we seek to nurture those who join us in our work.

ADMISSION REQUIREMENTS

Admission requirements for each of the College of Education graduate degree programs and non-degree programs are program specific and are noted in the following pages of the Graduate Catalog. Admission to any of the degree programs or non-degree programs is contingent upon meeting the requirements as outlined. In addition, each applicant to a graduate program at USF Sarasota-Manatee is required to meet the following minimum requirements as outlined in the Graduate Admissions section of this catalog.

Please be advised that program and/or course requirements and fingerprinting/background check procedures are subject to change, per state legislative mandates, Florida State Department of Education program approval standards specific district regulations and accreditation criteria.

GRADUATE DEGREES OFFERED

The programs offered in the College of Education are:

- Master of Education (M.Ed.) Degree with a concentration in K-12 Public School Leadership
- Master of Education (M.Ed.) Degree with a concentration in Curriculum Leadership
- Master of Education (M.Ed.) Degree with a concentration in Non-Public/Charter School Leadership
- Master of Arts (M.A.) in Elementary Education with a Curriculum Instruction Emphasis
- Master of Arts in Teaching (M.A.T.)
- Master of Arts (M.A.) in Reading Education
- Master of Arts (M.A.) in Exceptional Student Education (Home campus: USF St. Petersburg)
- Master of Arts (M.A.) in English Education

The College of Education also offers a non-degree program, the Modified Program in Educational Leadership for those students already holding an earned graduate degree.
Educational Leadership Program
Master of Education (M.Ed.) Degree:
Concentration: K-12 Public School Leadership

Degree Information

Program Admission Deadlines:
Fall: June 1
Spring: October 15
Summer: March 1
Minimum Total Hours: 36-39
Program Level: Masters
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): CAS EM
Concentration Code: PSD

Contact Information

College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
(941) 359-4531

Program Information
The M.Ed. Educational Leadership prepares school leaders to perform their designated tasks in an
effective, ethical and efficient manner. The degree provides coursework that meets the Florida Principal
Leadership Standards for K-12 schools in instructional leadership, operational leadership and school
leadership. Successful completion of the program fulfills degree and core curriculum requirements for
Florida certification in Level I K-12 Educational Leadership – Administrative Class.

Accreditation
The program is accredited through the USF Sarasota-Manatee’s College of Education, which is fully
accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Admission Requirements:

- Applicants must meet University requirements (see Graduate Admissions)
- A bachelor’s degree from a regionally accredited institution or an international equivalent.
- A minimum 3.0 GPA on a 4.0 scale in upper division undergraduate coursework.
- A valid Florida Professional Educator’s Certificate (please provide a clear copy showing border
  and State seal with your application).
- Three letters of reference.
- A letter of intent (brief statement outlining experience and goals for the degree).
- Teaching under a full-time contract for a minimum of two years. Confirmation may be required.
- Proof of English for Speakers of Other Languages (ESOL) training (3-hour course or 60 hours of
district in-service education; applicants who do not possess this training will be required to
complete TSL 5085).

Note: Contact the college if you do not meet the above criteria. Non-degree seeking coursework or the
Graduate Record Examination may be required if an applicant’s GPA is below 3.00.
Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: K-12 Public School Leadership

Coursework Requirements

Total Minimum Hours: 36-39

Core

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<tr>
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<tr>
<td>EDA 6106</td>
<td>Administrative Analysis and Change</td>
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<td>EDA 6192</td>
<td>Educational Leadership</td>
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<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
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<td>EDG 6285</td>
<td>School Curriculum Improvement</td>
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<td>EDS 6050</td>
<td>Principles and Practices of Supervision</td>
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<td>EME 6425</td>
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Total Core: 18

Concentration Requirements

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<td>EDA 6061</td>
<td>Principles of Educational Administration</td>
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<td>EDA 6232</td>
<td>School Law</td>
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<td>EDA 6242</td>
<td>School Finance</td>
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<td>EDA 6503</td>
<td>The Principalship</td>
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<td>TSL 5085</td>
<td>Theory and Practice for Teaching English Language Learners*</td>
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Total Concentration Requirements: 15-18

Practicum

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<td>EDA 6945</td>
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</table>

*waived with documentation of 3-hour course or 60 hours of district in-service education

Portfolio. The portfolio is a reflective activity that allows student to synthesize their academic program of study, field experiences and achievements in professional practice as an evaluative assessment. It is completed as a part of EDA 6945 Practicum. This takes the place of the comprehensive exam.

TaskStream. TaskStream is the USF Sarasota-Manatee College of Education’s electronic document submission system required for students in all programs in the College of Education. This Web-based software enables students to build media-rich online portfolios showcasing their learning achievements to share with peers, instructors, parents and employers; submit documents, projects and other assignments to instructors for feedback and assessment; and maintain portable samples of work products and accomplishments even after they graduate. The College of Education uses the system to ensure continuous improvement in our programs preparing candidates to work in schools. A subscription to TaskStream is required for students in the College of Education.

Graduation Requirements. The Florida Educational Leadership Exam (FELE) must be passed prior to graduation. Official score report submission to USF Sarasota-Manatee College of Education graduate advisor is required.

- A planned program of study should be completed and filed with the academic advisor during the first semester of study.
- Completion of all courses as listed on planned program of study with a minimum grade point average of 3.0 on a 4.0 scale.
Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: K-12 Public School Leadership

- Grades below "C" are not acceptable toward degree requirements.
- At the time of graduation, only those courses completed within the previous 5 years will count for the degree.
- Students must apply for graduation by deadline of the term student wishes to graduate.

Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

Search-A-Bull – A searchable database for all USF Courses.
Educational Leadership Program
Master of Education (M.Ed.) Degree:
Concentration: Curriculum Leadership

Degree Information
Program Admission Deadlines:
Fall: June 1
Spring: October 15
Summer: March 1
Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): CAS EM
Concentration Code: CUL

Contact Information
College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
(941) 359-4531

Website

Program Information
The Master of Education (M.Ed.) in Educational Leadership is a state-approved program designed to develop outstanding educational leaders and supervisors for Florida and the nation. Graduates of this USF Sarasota-Manatee program with a concentration in Curriculum Leadership bring leadership skills to curriculum-focused roles in schools, district offices, and education-related organizations. The program is designed to teach and assess the knowledge, skills and dispositions of effective leadership in curriculum, instruction, and professional development for P-12 teachers or other educators. This program does not satisfy all requirements for administrator certification.

Accreditation
The program is accredited through the USF Sarasota-Manatee’s College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Admission Requirements
- Applicants must meet University requirements
- A bachelor's degree from a regionally accredited institution.
- Satisfactory 2 years post-Bachelor’s teaching or satisfactory curriculum related experience (P-12 preferred) with either a Florida Professional Educator’s Certificate or a letter of verification from the employing institution.
- Minimum 3.0 GPA on a 4.0 scale in upper division undergraduate coursework from a regionally accredited institution. Applicants with GPAs below 3.00 must submit GRE scores from within the last 5 years. If the upper division GPA is below 3.0, contact the admissions advisor for options prior to completing any courses.
- Three letters of reference.
- Goals statement (1-2 pages) discussing professional experiences and interests in curriculum leadership with adults.

Note: Contact the college if you do not meet the above criteria. Non-degree seeking coursework or the Graduate Record Examination may be required if an applicant’s GPA is below 3.00.
Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: Curriculum Leadership

Coursework Requirements
Total Minimum Hours: 36

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<tr>
<td><strong>Total Core</strong></td>
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Concentration Requirements

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<th>Hours</th>
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<tr>
<td>ADE 6385</td>
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<td>EDA 6061</td>
<td>Principles of Educational Administration</td>
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<tr>
<td>EDF 6165</td>
<td>Group Processes for Educational Personnel</td>
<td>3</td>
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<td>EDF 6736</td>
<td>Educational Communication and Change</td>
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<td>EDG 6931</td>
<td>Moral Development and Character Education</td>
<td>3</td>
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<td>EDG 6935</td>
<td>Seminar in Curriculum Leadership</td>
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<tr>
<td>RED 6247</td>
<td>District and School Level Supervision in Reading</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Concentration Requirements</strong></td>
<td></td>
<td>15</td>
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</tbody>
</table>

Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6945</td>
<td>Administrative Practicum (last semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

Portfolio. The portfolio is a reflective activity that allows student to synthesize their academic program of study, field experiences and achievements in professional practice as an evaluative assessment. It is completed as a part of EDA 6945 Practicum. This takes the place of the comprehensive exam.

TaskStream. TaskStream is the USF Sarasota-Manatee College of Education’s electronic document submission system required for students in all programs in the College of Education. This Web-based software enables students to build media-rich online portfolios showcasing their learning achievements to share with peers, instructors, parents and employers; submit documents, projects and other assignments to instructors for feedback and assessment; and maintain portable samples of work products and accomplishments even after they graduate. The College of Education uses the system to ensure continuous improvement in our programs preparing candidates to work in schools. A subscription to TaskStream is required for students in the College of Education.

Graduation Requirements.

- A planned program of study should be completed and filed with the academic advisor during the first semester of study.
- Completion of all courses as listed on planned program of study with a minimum grade point average of 3.0 on a 4.0 scale.
- Grades below "C" are not acceptable toward degree requirements.
- At the time of graduation, only those courses completed within the previous 5 years will count for the degree.
- Student must apply for graduation by deadline of the term student wishes to graduate.
Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: Curriculum Leadership

Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

Search-A-Bull – A searchable database for all USF Courses.
Educational Leadership Program
Master of Education (M.Ed.) Degree:
Concentration: Non-Public or Charter School Leadership

Degree Information
Program Admission Deadlines:
Fall: June 1
Spring: October 15
Summer: March 1
Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): CAS EM
Concentration Code: NPC

Contact Information
College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
(941) 359-4531

Program Information
The Master of Education (M.Ed.) in Educational Leadership is a state-approved program designed to develop outstanding leaders, supervisors, and administrators for the schools of Florida and the nation. The face of education is changing nationwide and many private, charter, alternative, or independent schools are emerging. This USF Sarasota-Manatee program with a concentration in Non-Public or Charter Schools is designed for educational leadership positions in non-public P-12 settings that do not require Florida administrator certification. The program emphasizes leadership elements related to instruction, decision making processes, building a strong learning environment, political and social context, and management. Graduates are not eligible for Florida administrator certification.

Accreditation
The program is accredited through the USF Sarasota-Manatee’s College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Admission Requirements
- Meet University requirements (see Graduate Admissions)
- A bachelor’s degree from a regionally accredited institution or an international equivalent.
- Satisfactory 2 years post-bachelor’s teaching or satisfactory supervisory or administrative position in non-public, charter or other alternative P-12 school.
- A minimum 3.0 GPA on a 4.0 scale undergraduate GPA (upper level) from a regionally accredited institution. Applicants with GPAs below 3.0 must submit GRE scores from within the last 5 years. If the upper division GPA is below 3.0, please contact the admissions advisor for options prior to completing any courses.
- Three letters of reference.
- Goal statement (1-2 pages) discussing professional experiences and interests
- Documentation that candidate is in or seeks an educational leadership position in a private, non-public, charter, or other school setting that does not require Florida State Certification.

Note: Contact the college if you do not meet the above criteria. Non-degree seeking coursework or the Graduate Record Examination may be required if an applicant’s GPA is below 3.00.
Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: Non-Public or Charter School Leadership

Coursework Requirements
Total Minimum Hours: 36

Core
- EDA 6106 Administrative Analysis and Change 3
- EDA 6192 Educational Leadership 3
- EDF 6481 Foundations of Educational Research 3
- EDG 6285 School Curriculum Improvement 3
- EDS 6050 Principles and Practices of Supervision 3
- EME 6425 Technology for School Management 3
Total Core 18

Concentration Requirements
- EDA 6061 Principles of Educational Administration 3
- EDA 6232 School Law 3
- Three of the following
  - EDG 6931 Special Topics: Child Development 3
  - EDF 6432 Foundations of Measurement 3
  - EDF 6606 Social Foundations of Education 3
  - EDF 6736 Educational Communication and change 3
  - EDG 6627 Foundations of Curriculum and Instruction 3
  - EDG 6931 Moral Development and Character Education 3
  - EDA 6242 School Finance 3
  - EDA 6503 The Principalsip 3
Total Concentration Requirements 9

Practicum
- EDA 6945 Practicum (last semester) 3

Portfolio. The portfolio is a reflective activity that allows student to synthesize their academic program of study, field experiences and achievements in professional practice as an evaluative assessment. It is completed as a part of EDA 6945 Practicum. This takes the place of the comprehensive exam.

TaskStream. TaskStream is the USF Sarasota-Manatee College of Education’s electronic document submission system required for students in all programs in the College of Education. This Web-based software enables students to build media-rich online portfolios showcasing their learning achievements to share with peers, instructors, parents and employers; submit documents, projects and other assignments to instructors for feedback and assessment; and maintain portable samples of work products and accomplishments even after they graduate. The College of Education uses the system to ensure continuous improvement in our programs preparing candidates to work in schools. A subscription to TaskStream is required for students in the College of Education.

Graduation Requirements.
- A planned program of study should be completed and filed with the academic advisor during the first semester of study.
- Completion of all courses as listed on planned program of study with a minimum grade point average of 3.0 on a 4.0 scale.
- Grades below "C" are not acceptable toward degree requirements.
- At the time of graduation, only those courses completed within the previous 5 years will count for the degree.
- Student must apply for graduation by deadline of the term student wished to graduate.

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Educational Leadership Program (Continued)
Master of Education (M.Ed.) Degree:
Concentration: Non-Public or Charter School Leadership

Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

Search-A-Bull – A searchable database for all USF Courses.
Elementary Education Program
Master of Arts (M.A.)

Degree Information
Program Admission Deadlines:
Fall: June 1
Spring and Summer: Considered on an individual basis
Minimum Total Hours: 34
Program Level: Masters
CIP Code: 13.1202
Dept. Code: EDRProgram
(Major/College): AEE EM

Contact Information
College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
(941) 359-4531

Program Information
The M.A. Elementary Education with a Curriculum and Instruction emphasis is designed for professionals who possess a bachelor’s degree in elementary education. A professional teacher certificate in Elementary Education or eligibility for Elementary certification (a degree in the field from a state-approved program) is required for admission to this program. Students who seek teaching certification should consider the Elementary Education Master of Arts in Teaching (MAT) Program.

The interdisciplinary sequence of courses explores curriculum design and assessment, the social/emotional domain in learning, and new technologies for the classroom. Research skills and strategies to improve instruction are included. This program builds teachers’ writing and action research skills, especially helpful for those teachers pursuing National Board Certification.

Accreditation
The program is accredited through the USF Sarasota-Manatee’s College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). Visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Admission Requirements
- The student must meet University requirements (See Graduate admissions) as well as the requirements listed below.
- A bachelor’s degree in Elementary Education or international equivalent from a regionally accredited university.
- A “B” (GPA of 3.0 on a 4.0 scale) average or higher in all work attempted while registered as an upper division student working in a baccalaureate degree in a regionally accredited institution, or satisfactory GRE score. For acceptable parameters, contact Jo Lynn Raudebaugh in admissions at jraudeba@sar.usf.edu.
- A valid professional teaching certificate OR be eligible for professional certification through the completion of a Bachelor’s Degree (state-approved program) in Elementary Education, if applicable.

Exceptions to minimum requirements will be considered for applicants who have earned National Board Certification and who have maintained an outstanding professional record.
Elementary Education Program (Continued)
Master of Arts (M.A.)

International applicants
- All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:
- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

Coursework Requirements
Total Minimum Hours 34

Core 7
- EDF 6215 Learning Principles Applied to Instruction
- EDF 6481 Foundations of Educational Research

Concentration/Specialization 6
- EDG 6935 Seminar in Curriculum Research
- EEC 6265 Early Childhood Programs and Advanced Curriculum

Electives 21
- LAE 6315 Writing and Writers
- EDF 6736 Education, Communication and Change
- RED 6449 Literacy and Technology
- RED 6545 Issues in Vocab and Word Study
- RED 6545 Issues in Vocab and Word Study Or MAE 6117 Teaching Elementary Math
- LAE 6316 Trends in Literacy in a Diverse Society
- EDG 6931 Moral Development and Character Education
- EEC 6205 EC Curriculum and Authentic Assessment
Other possibilities may include select 6000 level courses in math, science, social studies, ESOL, and technology. Student should check with the program advisor for substitutions.

Comprehensive Exam

Transition Point Project
Students must successfully complete a Transition Point Project after each block of courses, culminating in an action research project.

TaskStream
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Elementary Education Program (Continued)
Master of Arts (M.A.)

Graduation Requirements
- A planned program of study should be completed and filed with academic advisor during first semester of study.
- Completion of all courses as listed with a minimum grade point average of 3.0 on 4.0 scale.
- Grades below “C” are not acceptable toward degree requirements.
- At the time of graduation, only those courses completed within the previous 5 years will count toward the degree.
- Student must apply for graduation by deadline of the term the student wishes to graduate.

Program and/or course requirements are subject to change, per state legislative mandates, and Florida State Department of Education program approval standards. Please contact Program for more information.

Search-A-Bull – A searchable database for all USF Courses.
Elementary Education Program
Master of Arts in Teaching (M.A.T.) Degree

Program Information
The Masters of Arts in Teaching (M.A.T.) is a program designed to prepare outstanding elementary teachers. Students enter this program after completing baccalaureate degrees in fields other than education. A cohort begins each spring.

Through coursework and supervised field experiences, M.A.T. graduates will enter the teaching profession committed to: Excellence in Teaching and Instructional Leadership; Habits of Personal and Professional Reflection; Advocacy for Children, Their Families and Equal Access to Educational Opportunities; Life-Long Learning and Continuous Professional Development; the Celebration of Diversity in Classes, Schools, and in our Democratic Society; High Standards of Professional Ethics and Service; and Professional and Personal Integrity and Authenticity.

The University of South Florida Sarasota-Manatee and the Sarasota and Manatee school districts have entered into a partnership to ensure that students have a uniquely focused experience in the public schools. School sites have been selected for onsite instruction and excellent mentoring. These Professional Development Schools are designed to help our students become highly effective teachers.

Accreditation
The program is accredited through the USF Sarasota-Manatee's College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). Visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Admission Requirements
- Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.
- All programs require earned degrees from regionally accredited institutions or an international equivalent.
- Bachelor's degree or equivalent from a regionally accredited university, and have earned a “B” (3.0 on a 4.0 scale) average or higher in all work attempted cumulatively or as an upper division student, or
- A graduate degree from a regionally accredited institution with at least a 3.0 GPA for the preceding baccalaureate, or a 3.5 GPA for the graduate degree.
- Passing scores in all sections of the General Knowledge Test of the Florida Teacher Certification Exam (preferred option), or Praxis I, or CLAST, if taken before July 1, 2002.
- A personal statement (500 words) that addresses what you have been doing in your life (including any prior experience working with children) and what prompted you to want to become an elementary education teacher.
- Current Resume
- Interview, if applicable

International applicants
Elementary Education Program (Continued)
Master of Arts in Teaching (M.A.T.) Degree

Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test) with the admissions application. See the International Admissions website for further clarification and exemptions. Please check with program regarding the policy on evaluation of transcripts.

International students entering this degree program must obtain a social security number for purposes of practicum, internship and certification testing. An external course by course evaluation of the foreign degree is required with the admissions application.

Coursework Requirements
Total Minimum Hours 39
Core 6
- RED 6514 Reading Process in Elementary Grades
- EDE 6326 Planning and Organizing to Teach Diverse Learners
Process Core:
- EDF 6432 Measurement for Teachers
Concentration Requirements 9
- EDG 6947 Internship
Content Specialization 21
- TSL 5086 Literacy Development in English Language Learners
- TSL 5242 Practicum for Applied Linguistics
- MAE 6117 Teaching Elementary Math
- SCE 4310 Teaching Elementary School Science
- SSE 6617 Trends in Elementary Social Studies
- RED 6540 Assessment in Literacy
- LAE 6315 Writing and Writers: Trends and Issues
- EDG 6931 Special Topic: Child Development/Classroom Management

Practicum and Internship
All students are required to complete 12 hours a week (minimum) of practicum during their program and a final full-time internship in their last semester. Placements are made for students in local school districts.

Transition Point Project
Students are required to complete a Transition Point Project in the fall semester prior to the final internship.

Action Research Project
Students are required to complete an Action Research Project during their final internship semester.

TaskStream
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Graduation Requirements
- A planned program of study should be completed and filed with academic advisor during first term of study.
Elementary Education Program (Continued)
Master of Arts in Teaching (M.A.T.) Degree

- Students must pass all sections of the Florida Teacher Certification Exam, GRT, and Professional Ed Examine Elementary ED K-6 and submit an original copy of the results to the college prior to their final internship semester.
- Completion of all required coursework having maintained a 3.0 GPA or better.
- Grades below "C" are not acceptable toward degree requirements.
- At the time of graduation, only those courses completed within the previous 5 years will count for the degree.
- Student must apply for graduation in the term the student wishes to graduate.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria. **Search-A-Bull** – A searchable database for all USF Courses.
Reading Education Program
Master of Arts (M.A.) Degree

Degree Information
Program Admission Deadline:
Summer: March 1
Fall: June 1*
Spring: October 15*
*Cohorts begin each summer. Fall/Spring entrants are permitted, but require special advisement for proper course sequence.
Minimum Total Hours: 33-36
Program Level: Masters
CIP Code: 13.1315
Dept. Code: EDR
Program (Major/College): ARD EM

Contact Information
College: Education
Advisor: Diane Lewis
(941) 359-4217
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
(941) 359-4531

Program Information
The Masters of Reading program at USF Sarasota-Manatee has a mission to instill in our graduates an understanding of the complexities of literacies across the life span. We seek to accomplish our goals by preparing our candidates in the areas of teaching-leadership, research-scholarship, and service. The program is designed so candidates proceed through a sequence of courses that build expertise in reading as a content area, in children’s literacy, and in literacy as a cultural construct. Skills are developed in instructional planning and implementation with particular emphasis on assessment and the use of research supported practices. Many of our candidates are elementary, middle and high school teachers who seek to be reading specialists, reading teachers, supervisors, stronger teachers of reading, or leaders in public and private educational environments.

Accreditation
The program is accredited through the USF Sarasota-Manatee’s College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Master’s in Reading program is fully approved by the Florida Department of Education and leads to certification in Reading K-12. Visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Program Admission Requirements
- Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.
- Hold a bachelor’s degree or higher in Education (or closely related field), from a regionally accredited university (or international equivalent)
- Have earned a 3.0 (on a 4.0 scale) average or better GPA in upper division coursework of the baccalaureate degree or earned a graduate degree with a 3.5 GPA from a regionally accredited institution
- Hold a valid professional teaching certificate in Elementary Education, Early Childhood Education, Secondary Education with a concentration in English or provide proof of eligibility for Florida professional educator certification through either completion of a Bachelor’s degree or higher from a state approved degree program, or through a letter of eligibility from FLDOE
- Provide a letter of interest (brief letter describing experience in education, reason for applying to this program, areas of interest in literacy studies, goals for this program)
- Sole-authored professional writing sample (or a paper from a course)
- Two letters of professional recommendation
- Resume
Reading Education Program (Continued)
Master of Arts (M.A.) Degree

Coursework Requirements
Total Minimum Hours: 33-36

Core
EDF 6481 Foundations of Educational Research 3
Current Trends
LAE 6316 Trends in Literature in a Diverse Society 3

Concentration Requirements 27 -30
RED 6247 District and School Level Supervision in Reading
RED 6449 Literacy and Technology
RED 6540 Assessment in Literacy
RED 6544 Cognition, Comprehension, and Content Area Reading: Remediation of Reading
RED 6545 Issues in Vocabulary and Word Study
RED 6749 History and Models of Reading: Prevention and Intervention of Reading Difficulties
RED 6748 Teacher Research Methods in Reading
RED 6846 Practicum in Reading
LAE 6315 Writing and Writers: Trends and Issues
TSL 5085* Theory and Practice of Teaching English Language Learners

*waived if student has documentation of State ESOL Endorsement or State ESOL Certification plus 120 hours of in-service training.

Transition Point Projects
Transition Points mark progress through the program and provide assessment points to ensure candidates are ready to go into the next phase of the program. There are four Transition Points. The first is full acceptance into the program, having met all admission requirements. While completing a series of eight courses, the candidate studies an area of literacy and prepares a staff development program. This staff development program is the assessment for Transition Point 2. Next, the candidate completes coursework to develop skill and knowledge as a scholar and expert educator during which the candidate plans and conducts new research in literacy. The final and fourth Transition Point is completion of all other requirements for graduation.

TaskStream
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Graduation Requirements
- A planned program of study should be completed and filed with academic advisor during first semester of study.
- The General Knowledge Test (GKT) is required unless student has passed CLAST scores taken prior to July 1, 2002, or is already professionally certified (copy of professional certificate is required for waiver).
- Completion of all courses as listed with a minimum grade point average of 3.0 on a 4.0 scale.
- Grades below “C” are not acceptable toward degree requirements.
Reading Education Program (Continued)
Master of Arts (M.A.) Degree

- At the time of graduation, only those grades completed within the previous 5 years will count toward degree.
- A passing score on the Florida Subject Area Exam (SAE) in Reading K-12, Students must provide an official score report to academic advisor to be cleared for graduation.
- Students must apply for graduation by deadline of term student wishes to graduate.

Program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria. Please contact program for more information.

Search-A-Bull – A searchable database for all USF Courses.
Secondary Education, English Education Program
Master of Arts (M.A.) Degree

Degree Information
Program Admission Deadline:
Summer: March 1
Fall: June 1
Spring: October 15
Minimum Total Hours: 33
Program Level: Masters
CIP Code: 13.1305
Dept. Code: EDR
Program (Major/College): ASE

Contact Information
College: Education
Advisor: Diane Lewis
dlewis@sar.usf.edu
Dean: Terry Osborn, Ph.D.
d(941) 359-4531

Program Information
The M.A. in English Education is designed for those with a Bachelor's degree in the field of English and/or a related appropriate initial certification who desire to increase their competency in this subject specialization or to receive additional professional preparation in an educational service area. Graduates of their program will have a Master's degree in Education that includes 18 graduate credit hours in English. Thus, they could be hired to teach secondary English in a private school or lower level college English. This program does not require certification nor does it lead to certification. The cross disciplinary sequence of courses explores content area as well as technologies for the classroom. Research skills and strategies to improve instruction are included and a field experience/internship is required.

Accreditation
The program is accredited through USF Sarasota-Manatee’s College of Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). Visit the website for SACSCOC accreditation information for USF Sarasota-Manatee.

Admission Requirements
• Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.
• Bachelor's degree in English, or at least 24 upper-level credits in English or related field; from a regionally accredited university.
• Students with fewer than 24 upper-level undergraduate course credits in English may still be accepted in the program, but they will be required to make up the deficiency in undergraduate course by taking additional graduate courses in English while in the program.
• Undergraduate upper level GPA of 3.0 or above. Students with an upper-level GPA score below a 3.0 on a 4.0 scale may still be eligible if they take the GRE and achieve a 300 combined score with a minimum of 156 verbal scale (new scale) or a 1000 combined score with a minimum verbal score of 550 (old scale).
• An essay (300-500 words) stating educational or professional purpose for pursuing this graduate degree study.
• A letter of recommendation from a former professor, assessing the applicant’s readiness for graduate study. If that is not possible because the applicant has been out of school for many years, a letter form a work supervisor, addressing the same key issues will be acceptable.

Coursework Requirements
Total Minimum Hour 33

Core Requirements: 3 hours minimum
EDF 6432 Measurement for Teachers 3
Secondary Education, English Education Program  
(Continued)  
Master of Arts (M.A.) Degree

Concentration Requirements 18 hours minimum  
(Recommended)  
LIT 6934 Selected Topics in English: Methodologies for Teaching English Language & Literature 3  
ENG 6916 Internship/Directed Research 6  
9 graduate-level credits in British or American Literature

Core Classes:
ESE 5344 Classroom Management for a Diverse School and Society 3  
TSL 5085 ESOL I –Theory and Practice of Teaching English Language Learners 3  
TSL 5242 ESOL III-Language Principles, Acquisition & Assessment for English Language Learners 3

Current Trends in Teaching Concentration: 3 hours  
(Required)  
LAE 6637 Current Trends in Secondary English Education 3

Electives
Students will choose 9 credit hours of electives (AML, ENL, ENG, LAE or LIT) at the 500 level or above in addition to the coursework shown above.

Comprehensive Examination:
All candidates must take and successfully pass a Master’s Comprehensive Examination in English Education the last semester of their program.

TaskStream
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Program and/or course requirements are subject to change, per state legislative mandates, and Florida State Department of Education program approval standards. Please contact Program for more information.

Graduation Requirements:
- A planned program of study should be completed and filed with the academic advisor during the first semester of study.
- Student must complete all courses as listed on planned program of study with a minimum grade point average of 3.0 on a 4.0 scale.
- Grades below “C” are not acceptable toward degree requirements
- At the time of graduation, only those courses completed within the previous 5 years will count toward the degree.
Secondary Education, English Education Program
(Continued)
Master of Arts (M.A.) Degree

- Student must apply for graduation by deadline of term student wishes to graduate.

Search-A-Bull – A searchable database for all USF Courses.
Exceptional Student Education Program
Master of Arts (M.A.) Degree

Degree Information
Program Admission Deadline:
Summer: March 1
Fall: June 1
Spring: October 15*
Minimum Total Hours: 36
Program Level: Masters
Dept. Code:
CIP Code:
Program (Major/College):

Contact Information
Jo Lynn Raudebaugh, Admissions
(941) 359-4330
jraudeba@sar.usf.edu
Advisor: Diane Lewis, (after admission)
(941) 359-4217
dlewis@sar.usf.edu

Program Information
The Masters of Arts in Exceptional Student Education (ESE) provides an in-depth view of research, theories, and the application of theory to classroom teaching in Exceptional Student Education. This unique graduate program offers students a flexible program of study based on an applicant's previous degree, areas of interest, and experiences in the area of Exceptional Student Education. Coursework is provided through on-line classes, on campus classes, and a blended model of on-line coursework and in class sessions. This exciting new program is part of the Bay-to-Bay Consortium between USF Sarasota-Manatee and USF St. Petersburg. This partnership allows students to access admission/application assistance as well as advising support from USF Sarasota-Manatee even though USFSP will be the home campus.

Admission Requirements:
Applicants must have:
- The student must meet University requirements (See Graduate admissions) as well as the requirements listed below. A bachelor’s degree or equivalent from a regionally accredited university,
- A 3.0 (on a scale of 4.0) grade point average for their upper-level courses of the undergraduate degree, or
- At least a 2.5 grade point average for the four-year degree and for the upper-level courses of the undergraduate degree and a GRE (Graduate Record Exam) score:
  - Verbal Portion- Score of 151-155 or better
  - Quantitative Portion- Score of 143-146 or better
  - Essay Portion- Score of 4.5 or better, or
- A graduate degree from a regionally accredited university

Graduate Application Instructions
Application instructions can be found at this link.
Although USFSP will be your home campus, you can apply online for the MA Exceptional Education at our link above.
Contact Dr. Kim Stoddard at Stoddard@usfsp.edu for more information.

Required Core Courses for all students:
Total Minimum Hours 36
- EEX 6245 Transitional Programming for Adolescents & Adults Except. 3
- EEX 6481 Foundations of Educational Research 3
- EEX 6732 Consultation and Collaboration in Special Education 3
Exceptional Student Education Program (Continued)
MASTER OF ARTS (M.A.) DEGREE

EEX 6939 Advanced Seminar in Special Education 3
EEX 5752 Working with Families: A Pluralistic Perspective 3
EEX 6943 Practicum 3
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The Master of Arts in Exceptional Student Education offers a selection of tracks and/or endorsements as part of the graduate degree in Exceptional Student Education. These tracks allow the student to specialize in an area of interest. Possible tracks/endorsement areas of study are noted below:

- Reading
- Math/Science
- Educational Leadership
- ESOL (online)
- Sever/Profound (online)
- Autism Spectrum Disorder (online)
- Gifted (online)

Coursework leading to Certification in Exceptional Student Education

Track 1: Suggested Courses for Students in New Teaching Track*

- EEX 6222 Advanced Psycho-Educational Assessment of Exceptional Students 3
- EEX 6612 Management and Motivational Strategies 3
- EEX 6248 Instructional Approaches for Exceptional Students 3

*All courses must be pre-approved by the FLDOE Certification office (800-445-6739 for pre-approval of all courses & verify this approval in writing)

Track 2: Required Electives for Students in Experienced Teaching Track

- EEC 6215 Advanced Theories and Practices in Behavior Disorder 3
- EMR 6052 Advanced Theories and Practices in Intellectual Disorders 3

Out-of-State Transfers: Only 8 semester hours or 3 courses may be transferred from an out-of-state university. These courses must be approved by the academic advisor and the faculty advisor.

For detailed sequencing and pre-requisite requirements, email Dr. Kim Stoddard, MA ESE faculty program advisor at Stoddard@mail.usf.edu

* Note: Changes in Florida State Teacher Preparation Programs may result in program changes. Students must closely monitor program requirements. Students are responsible for all information listed in the University graduate catalog.

Search-A-Bull – A searchable database for all USF Courses.
# College of Hospitality and Technology Leadership Degree Program

## Hospitality Management Master of Science (M.S.) Degree

### Degree Information

<table>
<thead>
<tr>
<th>Program Admission Deadlines:</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall: June 1</td>
<td>College: Hospitality &amp; Technology Leadership</td>
</tr>
<tr>
<td>Spring: October 15</td>
<td>Advisor: Aaron Reecher (941) 359-4333 <a href="mailto:areecher@sar.usf.edu">areecher@sar.usf.edu</a></td>
</tr>
<tr>
<td>Summer: March 1</td>
<td>Dean: Cihan Cobanoglu, Ph.D. (941) 359-4244 <a href="mailto:cihan@sar.usf.edu">cihan@sar.usf.edu</a></td>
</tr>
<tr>
<td>Minimum Total Hours: 36</td>
<td>Website</td>
</tr>
</tbody>
</table>

### Program Information

The Master of Science in Hospitality Management is a 36-credit hour program offered through USF Sarasota-Manatee’s School of Hotel & Restaurant Management. The program will educate students to use strategic development techniques in a variety of private, public and institutional sectors of hospitality environments. Graduates of this program will go on to play a vital role in addressing the changes and challenges in the hospitality industry within our region, state, nation and world. A hospitality leader, to be effective, must possess a wide range of strategic and conceptual skills. Our program is, therefore, designed to foster strong analytical skills, technological abilities, effective communication and strong logical ethical approaches to the hospitality industry and academia. Case studies, experiential learning, group projects, and presentations are utilized, along with the more traditional lecture-discussion approach.

Students graduating with this degree will be attractive to corporate offices of hospitality businesses where they will focus on strategic decision-making in the development of hospitality models in the areas of organizational effectiveness, finance, development and acquisition of hospitality ventures and the expanded use of the Internet to improve and expand customer service. Upon graduation, some students may continue their education and pursue a Ph.D. degree.

### Intended Learning Outcomes

The curriculum for the Hospitality Management Program develops the ability to do the following:

- **Strategic Management**: Ability to apply analytical and interpretive skills using strategic management principles and practices in a hospitality and tourism business setting.
- **Marketing**: Ability to apply advanced marketing strategies and tactics for developing sustainable competitive advantage in the hospitality industry such as strategic pricing, revenue management, customer loyalty programs, and proven communication mixes.
- **Finance**: Ability to apply financial management concepts in the hospitality industry.
- **Organizational Effectiveness**: Practical application of organizational effectiveness methodologies in the hospitality industry.
- **Information Systems and Technology**: Ability to manage information systems and technology within the hospitality industry.
- **Quantitative Business Analysis**: Ability to apply the appropriate statistical procedures and research methodologies within the hospitality industry.
Hospitality Management (Continued)
Master of Science (M.S.) Degree

• Communication: Oral and written communication competencies that support and enhance managerial effectiveness.

Program Admission Requirements
• Bachelor’s degree or equivalent from a regionally accredited university in hospitality or related field.
• Plus one of the following:
  3.0 (out of 4.0 scale) or higher overall or upper division (last 60 hours) GPA in the baccalaureate degree.
  or
  A satisfactory score on the Graduate Record Exam (GRE) OR (GMAT) Graduate Management Admissions Test.

Applications must include the following:
• $30.00 application fee. This fee is required of all applicants including USF graduates.
• GRE or GMAT test scores taken within the last 5 years if GPA (overall or upper division) is less than 3.0 (out of 4.0 scale). You may submit your application without your GRE/GMAT scores, but please include the date you plan to take the test.
• A current resume with employer references which includes at least one of the following: one year of full-time experience in a management capacity in the hospitality industry or in a related industry, a minimum of one year of full-time teaching experience in a hospitality management program, or three years of consecutive full-time entry level experience in hospitality or in a related industry.
• A brief essay of approximately 1000 words describing
  o The applicant’s background
  o Future career goals
  o Reasons for pursuing a graduate degree
  o How USF Sarasota-Manatee MS degree can help the candidate reach their career goals.
• Three letters of recommendation: at least one from a college faculty member and the others may be from a former employer or a person able to evaluate the applicant’s potential for success in a graduate degree program.

International Students
• TOEFL score of at least 550, 213 on the computer based test, 79 on the Internet based test OR A score of at least 6.5 on IELTS.
• One (1) official transcript from all institutions of higher learning where the applicant has earned a degree. It is not necessary to send USF transcripts. (All foreign transcripts require a course by course evaluation from an approved foreign transcript evaluation service.) Foreign Transcript Evaluation Services website.

Coursework Requirements
Total Minimum Hours 36

Core Courses  (15 credit hrs)
HFT 6477 Hospitality Finance for Acquisition and Development
HFT 6296 Strategic Management and Competitive Strategy for Hospitality and Tourism
HFT 6596 Marketing Leadership for Hospitality and Tourism
HFT 6246 Organizational Effectiveness for Hospitality
HFT 6507 Hospitality and Tourism Information Systems and Technology

Statistics and Hospitality Research Methodology Courses (6 credit hrs)
**Hospitality Management (Continued)**  
**Master of Science (M.S.) Degree**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Statistics</td>
</tr>
<tr>
<td>HFT 6586</td>
<td>Research Methods for Hospitality and Tourism</td>
</tr>
</tbody>
</table>

**Specialization Courses (9 credit hrs chosen with advisor)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFT 6555</td>
<td>Hospitality E-Marketing</td>
</tr>
<tr>
<td>HFT 6446</td>
<td>Graduate Seminar in Hospitality Information Systems</td>
</tr>
<tr>
<td>HFT 6259</td>
<td>Graduate Seminar in Lodging Management</td>
</tr>
<tr>
<td>HFT 6267</td>
<td>Graduate Seminar in Restaurant and Foodservice Management</td>
</tr>
<tr>
<td>HFT 6299</td>
<td>Graduate Seminar in Club Management</td>
</tr>
<tr>
<td>HFT 6256</td>
<td>Graduate Seminar in Convention and Exhibition Management</td>
</tr>
<tr>
<td>HFT 6257</td>
<td>Graduate Seminar in Hospitality Management</td>
</tr>
<tr>
<td>HFT 6908</td>
<td>Independent Study</td>
</tr>
<tr>
<td>HFT 6946</td>
<td>Graduate Internship</td>
</tr>
<tr>
<td>HFT 6938</td>
<td>Special Topics in Hospitality</td>
</tr>
</tbody>
</table>

**Research Thesis or Professional Project Option Courses (one course required – 6 credits each)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFT 6972</td>
<td>Master's Thesis OR</td>
</tr>
<tr>
<td>HFT 6916</td>
<td>Master's Professional Project</td>
</tr>
</tbody>
</table>

**NOTE:** The information contained is subject to change due to budgetary issues and unforeseen program changes for the MS in Hospitality Management program.
**Section 16**

**Graduate Course Descriptions**

<table>
<thead>
<tr>
<th>Subj</th>
<th>Num</th>
<th>Title</th>
<th>Cr</th>
<th>Col</th>
<th>Dept</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG</td>
<td>5205</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
<td>BU</td>
<td>ACC</td>
<td>PR: ACG 3113</td>
<td>Accounting for business combinations, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships.</td>
</tr>
<tr>
<td>ACG</td>
<td>5505</td>
<td>Governmental/Not-For-Profit</td>
<td>3</td>
<td>BU</td>
<td>ACC</td>
<td>PR: ACG 3113, CR: ACG 4632.</td>
<td>Application of financial and managerial accounting, and auditing, principles and theory to both governmental and not-for-profit entities.</td>
</tr>
<tr>
<td>ACG</td>
<td>6075</td>
<td>Management Accounting and Control</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>PR: ACG 6025. Not available for credit for graduate students in the Master of Accountancy program.</td>
<td>Deals with management accounting systems for different types of entities, cost behavior patterns, cost-volume-profit analysis, relevant information for decision making, and budgets and standard costs for planning and control.</td>
</tr>
<tr>
<td>ACG</td>
<td>6936</td>
<td>Selected Topics in Accounting</td>
<td>1-4</td>
<td>BU</td>
<td>ACC</td>
<td>None</td>
<td>The course content will depend on student demand and instructor’s interest.</td>
</tr>
<tr>
<td>ADE</td>
<td>6080</td>
<td>Adult Education in the United States</td>
<td>4</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>A study of the adult education movement in the United States from its beginnings to the present lifelong learning enterprise it has become. Economic and cultural factors of the past are examined with a view toward implications for the future.</td>
</tr>
<tr>
<td>ADE</td>
<td>6160</td>
<td>Program Management in Adult Education</td>
<td>3</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>An examination of the methods for establishing a productive adult education program, and the principles and procedures involved in designing, organizing, operating, and evaluating comprehensive adult education programs.</td>
</tr>
<tr>
<td>ADE</td>
<td>6161</td>
<td>Curriculum Construction in Adult Education</td>
<td>4</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>Curriculum scope, the process of planning and organizing instructional programs with emphasis on task analysis and process evaluation. Concentrates on basic principles affecting the planning of Adult Education activities, including an overview of the human forces that both impinge on and motivate human behavior in an adult learning environment.</td>
</tr>
<tr>
<td>ADE</td>
<td>6360</td>
<td>Methods of Teaching Adult Education</td>
<td>3</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>An exploration of different methods, techniques, and materials available to help adults learn. Concentration on the process of designing effective learning experiences for adults and developing the competencies of self-directed learning.</td>
</tr>
<tr>
<td>ADE</td>
<td>6370</td>
<td>Human Resource Development</td>
<td>3</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>A study of learning, training, and education as it is practiced in the public, private and the non-profit sectors. Course covers HRD history, key competencies, and relevant theory.</td>
</tr>
<tr>
<td>ADE</td>
<td>6385</td>
<td>The Adult Learner</td>
<td>3</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>An investigation of the physiological and psychological changes in the adult life span and the implications these have for adult learning capabilities. Concentration on the identification of principles of adult learning, differences between adults and youth as learners, and a review of research on adult learning.</td>
</tr>
<tr>
<td>ADE</td>
<td>6931</td>
<td>Selected Topics in ADE and HRD</td>
<td>1-5</td>
<td>ED</td>
<td>EDV</td>
<td>None</td>
<td>Each topic is a course under the supervision of a faculty member. The title and content will vary according to the topic.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6118</td>
<td>Theoretical Approaches</td>
<td>4</td>
<td>BC</td>
<td>CJP</td>
<td>None</td>
<td>An introduction to, and comparison of, major historical and contemporary theories that seek to explain criminal behavior.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6406</td>
<td>Theory, Practice, and Research in Law Enforcement</td>
<td>3</td>
<td>BC</td>
<td>CJP</td>
<td>None</td>
<td>This issue-oriented course explores the relationships among theory, practice, and research as these are reflected in the problems and challenges that confront law enforcement.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6706</td>
<td>Quantitative Analysis in</td>
<td>4</td>
<td>BC</td>
<td>CJP</td>
<td>PR: CCJ 6705.</td>
<td>Introduction to data management utilizing computer statistical packages and elementary statistical techniques used in criminological research: descriptive and inferential statistics, group comparisons, measures of association, linear regression.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6905</td>
<td>Directed Independent Study</td>
<td>1-12</td>
<td>BC</td>
<td>CJP</td>
<td>Majors only.</td>
<td>Independent study in which student must have contract with instructor.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
<td>Cr</td>
<td>Col</td>
<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
</tr>
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</tr>
<tr>
<td>CCJ</td>
<td>6910</td>
<td>Directed Research</td>
<td>1-19</td>
<td>BC</td>
<td>CJP</td>
<td>S/U.</td>
<td>This course is designed to review and analyze the major issues and dilemmas that confront corrections today, including overcrowding, inmate rights, privatization, control of gangs, control of inmates, and the availability or programs and services. Attention will also focus on the strategies and/or controversies associated with these issues.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6930</td>
<td>Current Issues in Corrections</td>
<td>3</td>
<td>BC</td>
<td>CJP</td>
<td>PR: Repeatable with different subject matter.</td>
<td></td>
</tr>
<tr>
<td>CCJ</td>
<td>6932</td>
<td>Issues in Criminal Justice Administration</td>
<td>3</td>
<td>AM</td>
<td>CJP</td>
<td>None</td>
<td>This course will focus on some of the most significant issues facing today's criminal justice administrator.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6935</td>
<td>Topics in Criminology and Criminal Justice</td>
<td>3</td>
<td>BC</td>
<td>CJP</td>
<td>None</td>
<td>Analysis and discussion of topics of major concern in criminology and criminal justice that are not covered in regular courses.</td>
</tr>
<tr>
<td>CCJ</td>
<td>6936</td>
<td>Current Issues in Law Enforcement</td>
<td>3</td>
<td>BC</td>
<td>CJP</td>
<td>None</td>
<td>This course will focus on some of the most significant issues facing law enforcement agencies today. Some topics included will be: police use of deadly force; review of police conduct; police unionization; police corruption; media relations; civil liability; and community/problem-oriented policing.</td>
</tr>
<tr>
<td>ECO</td>
<td>6708</td>
<td>Global Economic Environment of Business</td>
<td>2</td>
<td>BU</td>
<td>ECN</td>
<td>None</td>
<td>Determination of prices, employment, and output in domestic and international settings.</td>
</tr>
<tr>
<td>ECO</td>
<td>6936</td>
<td>Selected Topics in Economics</td>
<td>1-4</td>
<td>BU</td>
<td>ECN</td>
<td>PR: GS.</td>
<td>The course content will depend on student demand and instructor's interest.</td>
</tr>
<tr>
<td>ECP</td>
<td>6702</td>
<td>Managerial Economics</td>
<td>2</td>
<td>BU</td>
<td>ECN</td>
<td>None</td>
<td>This course presents the microeconomic theory of price determination in an exchange economy with special emphasis on the behavior of firms in various market structures.</td>
</tr>
<tr>
<td>EDA</td>
<td>6061</td>
<td>Principles of Educational Administration</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>None</td>
<td>Educational administration as a profession. Consideration of organization, control, and support of the educational system.</td>
</tr>
<tr>
<td>EDA</td>
<td>6106</td>
<td>Administrative Analysis and Change</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>PR: EDA 6061.</td>
<td>Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and will apply them to selected situations.</td>
</tr>
<tr>
<td>EDA</td>
<td>6192</td>
<td>Educational Leadership</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>PR: EDA 6061.</td>
<td>Administration course that addresses change, influences, and planning systems. Also examines personnel functions for administrators.</td>
</tr>
<tr>
<td>EDA</td>
<td>6194</td>
<td>Educational Leadership II: Building Capacity</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>PR: EDA 6192</td>
<td>Three major themes to improve schools within a clear/compelling moral purpose: 1) communities of differences; 2) teacher development through professional community building; and 3) learners and learning through capacity building at the school level.</td>
</tr>
<tr>
<td>EDA</td>
<td>6242</td>
<td>School Finance</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>PR: GS, EDA 6061.</td>
<td>Financial support of education by local, state, federal sources, with emphasis on Florida; introduction to educational budgeting.</td>
</tr>
<tr>
<td>EDA</td>
<td>6503</td>
<td>The Principalship</td>
<td>3</td>
<td>ED</td>
<td>EDB</td>
<td>PR: EDA 6061.</td>
<td>Organization and administration of the school. Emphasis on the competencies necessary for leadership and management by the principal as the administrator and instructional leader.</td>
</tr>
<tr>
<td>EDA</td>
<td>6910</td>
<td>Directed Research</td>
<td>1-19</td>
<td>ED</td>
<td>EDB</td>
<td>PR: GS or ML, EDA 6061. S/U.</td>
<td></td>
</tr>
<tr>
<td>EDA</td>
<td>6945</td>
<td>Administration Practicum</td>
<td>3-8</td>
<td>ED</td>
<td>EDB</td>
<td>PR: GS, EDA 6061 and completion of a significant amount of the student's program.</td>
<td>Field experiences in school systems for identifying and analyzing educational problems and their solutions. Application of concepts developed in the student's program.</td>
</tr>
<tr>
<td>EDE</td>
<td>6320</td>
<td>Planning and Organizing for Instruction in the Elementary School</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>None</td>
<td>Introduction to the theories and practices that support children’s learning. Includes accessing resources that support teaching, developing lessons, designing appropriate assessments, and the elements that influence instructional decision-making.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
<td>Cr</td>
<td>Col</td>
<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
</tr>
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</tr>
<tr>
<td>EDE</td>
<td>6458</td>
<td>Reflecting on Instructional Decision Making</td>
<td>1-3</td>
<td>ED</td>
<td>EDE</td>
<td>CR: For first hour: EDE 6946. For second hour EDG 6947.</td>
<td>Develops the students' abilities to reflect upon teaching practice and evaluate instructional decisions on K-6 student learning. The first hour is taken with the practicum. The second hour is to be taken in conjunction with final internship.</td>
</tr>
<tr>
<td>EDE</td>
<td>6506</td>
<td>Classroom Management, School Safety, Ethics and Law</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>None</td>
<td>Examines the legal issues affecting classroom/school management, school safety and professional ethics. Explores research and knowledge of best practices and a variety of teaching and management strategies for a diverse elementary classroom setting.</td>
</tr>
<tr>
<td>EDE</td>
<td>6906</td>
<td>Independent Study: Elementary/Early Childhood Education</td>
<td>1-6</td>
<td>ED</td>
<td>EDE</td>
<td>S/U.</td>
<td>Independent study in which students must have a contract.</td>
</tr>
<tr>
<td>EDE</td>
<td>6946</td>
<td>Practicum in the Elementary School</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>PR: RED 6514, FLE 5345, and 9 additional credits in program courses. CR: EDE 6458-I.</td>
<td>This intensive practicum experience is designed to complement foundational MAT course work and is completed during the second block of the MAT program. This course is restricted to majors and is not repeatable. S/U only.</td>
</tr>
<tr>
<td>EDF</td>
<td>6165</td>
<td>Group Processes for Educational Personnel</td>
<td>1-3</td>
<td>ED</td>
<td>EDF</td>
<td>None</td>
<td>Application of group process research to the needs of professional educators and training officers.</td>
</tr>
<tr>
<td>EDF</td>
<td>6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>4</td>
<td>ED</td>
<td>EDF</td>
<td>None</td>
<td>Learning principles and their application to classroom instruction.</td>
</tr>
<tr>
<td>EDF</td>
<td>6284</td>
<td>Problems in Instruction Design for Computers</td>
<td>3</td>
<td>ED</td>
<td>EDF</td>
<td>PR: Computer literacy.</td>
<td>This course focuses on the systematic design of instructional courseware, including analysis, media selection, and evaluation. Topics include instructional strategies, screen design, response analysis, feedback and interactivity.</td>
</tr>
<tr>
<td>EDF</td>
<td>6432</td>
<td>Foundations Of Measurement</td>
<td>3</td>
<td>ED</td>
<td>EDQ</td>
<td>None</td>
<td>Basic measurement concepts, role of measurement in education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.</td>
</tr>
<tr>
<td>EDF</td>
<td>6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
<td>ED</td>
<td>EDQ</td>
<td>PR: EDF 6432, or DPR.</td>
<td>Analysis of major types of educational research designs, including experimental, correlational, ex post facto and case studies.</td>
</tr>
<tr>
<td>EDF</td>
<td>6492</td>
<td>Applied Educational Program Evaluation</td>
<td>3</td>
<td>ED</td>
<td>EDQ</td>
<td>PR: EDF 6432, EDF 6446. DPR.</td>
<td>Design, development, implementation, interpretation, and communication of both formative and summative educational program evaluation studies.</td>
</tr>
<tr>
<td>EDF</td>
<td>6606</td>
<td>Socio-Economic Foundations of American Education</td>
<td>4</td>
<td>ED</td>
<td>EDF</td>
<td>None</td>
<td>Socio-economic factors as they relate to the work of professional educators and the role of public education in American society.</td>
</tr>
<tr>
<td>EDF</td>
<td>6736</td>
<td>Education, Communication, and Change</td>
<td>3</td>
<td>ED</td>
<td>EDF</td>
<td>None</td>
<td>Developments in communication as a process of social change as it affects students, teachers, and traditional school arrangements.</td>
</tr>
<tr>
<td>EDF</td>
<td>6812</td>
<td>Seminar in Comparative Education</td>
<td>4</td>
<td>ED</td>
<td>EDF</td>
<td>None</td>
<td>Policies and practices in education in selected countries.</td>
</tr>
<tr>
<td>EDF</td>
<td>6906</td>
<td>Independent Study: Educational Foundations</td>
<td>1-6</td>
<td>ED</td>
<td>EDF</td>
<td>S/U.</td>
<td>Independent study in which students must have a contract with an instructor.</td>
</tr>
<tr>
<td>EDG</td>
<td>6285</td>
<td>School Curriculum Improvement</td>
<td>3</td>
<td>ED</td>
<td>EDC</td>
<td>PR: Workshop for the improvement of the curriculum of an elementary or secondary school. Open only to teachers in service.</td>
<td></td>
</tr>
<tr>
<td>EDG</td>
<td>6627</td>
<td>Foundations Of Curriculum And Instruction</td>
<td>3</td>
<td>ED</td>
<td>EDC</td>
<td>PR: EDG 4620.</td>
<td>Open to all graduate students. Introductory course in curriculum and instruction at the graduate level, basic to all specialized courses in the field. Emphasis on foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.</td>
</tr>
<tr>
<td>EDG</td>
<td>6931</td>
<td>Selected Topics in Education</td>
<td>1-4</td>
<td>ED</td>
<td>EDC</td>
<td>PR: DPR.</td>
<td>Each topic is a course under the supervision of a faculty member. The title and content will vary according to the topic.</td>
</tr>
<tr>
<td>EDG</td>
<td>6935</td>
<td>Seminar in Curriculum Research</td>
<td>1-3</td>
<td>ED</td>
<td>EDE</td>
<td>None</td>
<td>Critical evaluation of current research and curriculum literature, design and analysis of individual research topics leading to satisfaction of research requirements.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
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<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>EDG</td>
<td>6947</td>
<td>Internship</td>
<td>1-9</td>
<td>ED</td>
<td>EDC</td>
<td>PR: DPR. S/U only.</td>
<td>Open to graduate degree candidates only. Supervised teaching at the secondary or junior college level as appropriate.</td>
</tr>
<tr>
<td>EDS</td>
<td>6050</td>
<td>Principles and Practices of Educational Supervision</td>
<td>3</td>
<td>EP</td>
<td>EDB</td>
<td>GS, EDA 6192</td>
<td>Three major themes to improve schools within a clear/compelling moral purpose: (1) communities of differences; (2) teacher development through professional community building; and (3) learners and learning through capacity building at the school level.</td>
</tr>
<tr>
<td>EEC</td>
<td>6205</td>
<td>E.C.: Curriculum and Authentic Assessment</td>
<td>3</td>
<td>ED</td>
<td>EDU</td>
<td>None</td>
<td>This course focuses issues, strategies and research associated with curriculum and authentic assessment. This course is open to graduate non-majors and is repeatable for three hours credit.</td>
</tr>
<tr>
<td>EEC</td>
<td>6265</td>
<td>Early Childhood Programs and Advanced Curriculum</td>
<td>3</td>
<td>ED</td>
<td>EDU</td>
<td>None</td>
<td>Historical traditions and contemporary programs and curriculum models analyzed with an emphasis on dominant practices, methodologies, and current research that influences curriculum development in programs serving young children. Open non-majors/RTHC.</td>
</tr>
<tr>
<td>EEX</td>
<td>6065</td>
<td>Collaborative Transition and Career Planning for Students with Low Incidence Disabilities</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Graduate Standing.</td>
<td>This course offers an analysis of collaborative, interdisciplinary transition planning strategies and explores issues surrounding the development and use of functional, community-based curriculum for adolescents with severe or profound disabilities.</td>
</tr>
<tr>
<td>EEX</td>
<td>6234</td>
<td>Identification and Assessment of Individuals with Low Incidence Disabilities and ASD</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Graduate Standing.</td>
<td>Critical analysis of the processes in place to identify students with severe/profound intellectual disabilities and/or autism spectrum disorder (ASD). Explores curriculum instruction and assessment in a least restrictive environment.</td>
</tr>
<tr>
<td>EEX</td>
<td>6245</td>
<td>Transitional Programming for the Adolescent and Young Adult Exceptional Student</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: GS, introductory course in educating exceptional students.</td>
<td>Procedures for implementing educational programs with exceptional adolescents. Includes educational programming, alternative programs, community resource coordination, career/occupational education, and advocacy.</td>
</tr>
<tr>
<td>EEX</td>
<td>6248</td>
<td>Instructional Approaches for Exceptional Populations</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Introductory course in special education, GS.</td>
<td>In-depth study of instructional strategies that are effective when teaching students with emotional disturbance, mental retardation, and learning disabilities. Content includes techniques for curriculum adaptation, IEP development; direct, data-based and metacognitive strategy instruction; and micro-computer applications.</td>
</tr>
<tr>
<td>EEX</td>
<td>6476</td>
<td>Curriculum and Instruction for Students with Low Incidence Disabilities</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Graduate Standing.</td>
<td>Analysis of current issues and best practices in assessment for teaching, curriculum content, and instruction for students with severe disabilities and the provision of educational services within inclusive general education settings and home communities.</td>
</tr>
<tr>
<td>EEX</td>
<td>6612</td>
<td>Management and Motivation of Exceptional and At-Risk Students</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Introductory course in special education, GS.</td>
<td>Available to non-majors. Focuses on approaches to classroom management and motivational strategies when working with exceptional students. Content includes applied behavior analysis techniques, psychoeducational approaches, and social skills training.</td>
</tr>
<tr>
<td>EEX</td>
<td>6732</td>
<td>Consultation and Collaboration in Special Education</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Introductory course in special education, GS.</td>
<td>Theories of consultation and collaboration. Overview of service delivery models in special education.</td>
</tr>
<tr>
<td>EEX</td>
<td>6939</td>
<td>Advanced Seminar: Paradigms, Practices, and Policies in Special Education</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: DPR. Students should be in the last semester of coursework for master's degree.</td>
<td>An advanced graduate seminar stressing cross-categorical relationships. Topics include research that deals with paradigms for providing service, service models, and legal mandates.</td>
</tr>
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<tr>
<td>EEX</td>
<td>6943</td>
<td>Practicum in Exceptional Student Education</td>
<td>1-4</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Admission to Master's Degree Program in Special Education and DPR. S/U.</td>
<td>Supervised field work in exceptional student education with children (including preschool handicapped) who have learning disabilities, mental handicaps, emotional and behavioral disabilities, physical disabilities, or multiple disabilities.</td>
</tr>
<tr>
<td>ELD</td>
<td>6015</td>
<td>Advanced Theories and Practices in Specific Learning Disabilities</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: Introductory course in exceptional child education, GS.</td>
<td>Various conceptual and/or theoretical models are reviewed; current trends and issues related to education of children with specific learning disabilities.</td>
</tr>
<tr>
<td>EME</td>
<td>6425</td>
<td>Technology For School Management</td>
<td>3</td>
<td>ED</td>
<td>EDK</td>
<td>None</td>
<td>This course provides information and skills necessary for administrators and teachers to effectively use the computer and application software to manage information. Students use programs such as word processors, database managers, and spreadsheets to facilitate management tasks at the school and classroom level. In addition, general computer education topics are covered which provide for the computer literacy of school administrators.</td>
</tr>
<tr>
<td>EME</td>
<td>6613</td>
<td>Development of Technology-Based Instruction</td>
<td>3</td>
<td>ED</td>
<td>EDK</td>
<td>PR: EDF 6284 or DPR.</td>
<td>Application of computer-based instructional design principles to the development of technology-based instruction. This course also incorporates state-of-the-art materials and methods involving digital technologies.</td>
</tr>
<tr>
<td>EME</td>
<td>6936</td>
<td>Applications of Computers as Educational Tools</td>
<td>3</td>
<td>ED</td>
<td>EDK</td>
<td>PR: Computer literacy</td>
<td>Selected topics in the application of computing and related technology to the teaching and learning processes. Separate sections will focus on topics such as telecommunications, image and sound processing, interactive media, artificial intelligence, data acquisition, and information systems.</td>
</tr>
<tr>
<td>EMR</td>
<td>6052</td>
<td>Advanced Theories and Practices in Mental Retardation</td>
<td>3</td>
<td>ED</td>
<td>EDS</td>
<td>PR: GS; introductory course in exceptional student education.</td>
<td>In-depth study of the complex social and biological aspects of mental retardation with particular reference to effects on education.</td>
</tr>
<tr>
<td>ENG</td>
<td>6916</td>
<td>Directed Research</td>
<td>1-19</td>
<td>AS</td>
<td>ENG</td>
<td>PR: GR, M.A. Level. S/U.</td>
<td>The study of processes, decision structures, and institutional arrangements concerned with the acquisition and utilization of funds by a firm. The course includes the management of the asset and liability structures of the firm under both certainty and uncertainty.</td>
</tr>
<tr>
<td>FIN</td>
<td>6406</td>
<td>Financial Management</td>
<td>2</td>
<td>BU</td>
<td>FIN</td>
<td>PR: ACG 6025 and ECP 6702</td>
<td>A synthesis of the theory and the practice of corporate finance. Particular attention is given to the role of the agency problems and agency cost in explaining why the observed consequences of financial decisions often deviate from those predicted by traditional theory.</td>
</tr>
<tr>
<td>FIN</td>
<td>6416</td>
<td>Advanced Financial Management</td>
<td>3</td>
<td>BU</td>
<td>FIN</td>
<td>PR: FIN 6406 or equivalent.</td>
<td>An examination of the risks and returns of alternative investment media within the framework of various valuation models. Special attention is given to the investment process and the criteria for investment decisions.</td>
</tr>
<tr>
<td>FIN</td>
<td>6515</td>
<td>Investments</td>
<td>3</td>
<td>BU</td>
<td>FIN</td>
<td>PR: FIN 6406.</td>
<td>The course provides a foundation for the understanding of financial management of international business. The subjects covered relate to: international finance, multinational business finance, and financial market theory.</td>
</tr>
<tr>
<td>FIN</td>
<td>6605</td>
<td>International Financial Management</td>
<td>3</td>
<td>BU</td>
<td>FIN</td>
<td>PR: FIN 6406 or equiv.</td>
<td>Depending upon the scope and magnitude of the work required. Includes special lecture series.</td>
</tr>
<tr>
<td>FIN</td>
<td>6915</td>
<td>Directed Research</td>
<td>Var.</td>
<td>BU</td>
<td>FIN</td>
<td>PR: GR, M.A. Level. S/U.</td>
<td>Part I of advanced study of business decision-making processes under conditions of risk and uncertainty, including integrating analysis and policy formation at the general management level.</td>
</tr>
<tr>
<td>FIN</td>
<td>6934</td>
<td>Selected Topics in Finance</td>
<td>1-4</td>
<td>BU</td>
<td>FIN</td>
<td>PR: GS.</td>
<td>A study of the influence of social, cultural, legal, and political environment of institutional behavior, including the changing nature of the business system, the public policy process, corporate power, legitimacy and managerial autonomy, and organizational reactions to environmental forces.</td>
</tr>
<tr>
<td>GEB</td>
<td>6445</td>
<td>Social, Ethical, Legal Systems</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>PR: GS.</td>
<td>Part I of advanced study of business decision-making processes under conditions of risk and uncertainty, including integrating analysis and policy formation at the general management level.</td>
</tr>
<tr>
<td>GEB</td>
<td>6895</td>
<td>Integrated Business Applications</td>
<td>4</td>
<td>BU</td>
<td>MBA</td>
<td>None</td>
<td>Part I of advanced study of business decision-making processes under conditions of risk and uncertainty, including integrating analysis and policy formation at the general management level.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
<td>Cr</td>
<td>Col</td>
<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>GEB</td>
<td>6896</td>
<td>Integrated Business Applications II</td>
<td>3</td>
<td>BU</td>
<td>MBA</td>
<td>PR: GEB 6895.</td>
<td>Part II of advanced study of business decision-making processes under conditions of risk and uncertainty, including integrating analysis and policy formation at the general management level.</td>
</tr>
<tr>
<td>GEB</td>
<td>6930</td>
<td>Selected Topics</td>
<td>1-3</td>
<td>BU</td>
<td>MBA</td>
<td>PR: GS.</td>
<td>The content and organization of this course will vary depending on student demand and faculty interest.</td>
</tr>
<tr>
<td>GEO</td>
<td>6119</td>
<td>Geographical Techniques and Methodology</td>
<td>3</td>
<td>AS</td>
<td>GPY</td>
<td>PR: GS in Geography.</td>
<td>Analytic study of a technique or investigation into an aspect of methodology.</td>
</tr>
<tr>
<td>GEY</td>
<td>7911</td>
<td>Directed Research in Aging Studies</td>
<td>1-19</td>
<td>BC</td>
<td>GEY</td>
<td>None</td>
<td>Research on selected topics in aging studies under the direct supervision of a member of the graduate faculty in aging studies.</td>
</tr>
<tr>
<td>GIS</td>
<td>5049</td>
<td>GIS for Non-Majors</td>
<td>3</td>
<td>AS</td>
<td>GPY</td>
<td>None</td>
<td>An introduction to the concepts underlying digital thematic mapping and geographical information systems (GIS) for non-geography majors and non-geography graduate students.</td>
</tr>
<tr>
<td>GIS</td>
<td>6100</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
<td>AS</td>
<td>GPY</td>
<td>PR: GS in Geography.</td>
<td>Spatial problem solving utilizing GIS mapping and statistical methods. The course is designed to give students hands-on experience in using computerized techniques for geographic analysis.</td>
</tr>
<tr>
<td>HFT</td>
<td>6246</td>
<td>Organizational Effectiveness in Hospitality</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Examine organizational effectiveness methodologies including Continuous Quality Improvement, Six Sigma, Geri, Hospitality Leadership and Sustainability as they relate to human resources leadership and effectiveness in the hospitality industry.</td>
</tr>
<tr>
<td>HFT</td>
<td>6257</td>
<td>Graduate Seminar in Hospitality Management</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Examine the technical &amp; managerial aspects in hospitality mgmt. Review &amp; examine business departments of enterprises in assessing mgmt’s goal of effective &amp; efficient control. Discussions include energy conservation, waste mgmt &amp; pollution control.</td>
</tr>
<tr>
<td>HFT</td>
<td>6259</td>
<td>Graduate Seminar in Lodging Management</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>This seminar course examines research, critical issues, trends in the lodging industry from a strategic perspective. This course is the application of research to practical and theoretical issues in the lodging industry.</td>
</tr>
<tr>
<td>HFT</td>
<td>6267</td>
<td>Graduate Seminar in Restaurant and Foodservice Management</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>This seminar course allows students to apply the principles of management, analysis, and planning that they have learned in their prior required coursework to issues in multi-unit restaurant and foodservice operations.</td>
</tr>
<tr>
<td>HFT</td>
<td>6296</td>
<td>Strategic Management &amp; Competitive Strategy for Hospitality &amp; Tourism</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>HFT 6246</td>
<td>The course is designed to provide students with an opportunity to develop and hone their analytical and interpretive skills using strategic management principles and practices in a hospitality &amp; tourism business setting.</td>
</tr>
<tr>
<td>HFT</td>
<td>6335</td>
<td>Graduate seminar in Club Management</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>This seminar course allows students to apply the principles of management, analysis, and planning that they have learned in their prior required coursework to issues in club operations.</td>
</tr>
<tr>
<td>HFT</td>
<td>6446</td>
<td>Hospitality Information Systems</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>The course focuses on managing information systems as a strategic asset to mold competitive strategies and change organizational management processes.</td>
</tr>
<tr>
<td>HFT</td>
<td>6477</td>
<td>Hospitality Finance for Acquisition and Development</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>This course will focus on effective decision-making for hospitality mgrs based on financial information they have. Value creation, mergers in the hospitality industry, capital investment, capital expenditure for the lodging industry will be discussed.</td>
</tr>
<tr>
<td>HFT</td>
<td>6507</td>
<td>Hospitality &amp; Tourism Information Systems &amp; Technology</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Diverse facets of hospitality/tourism information systems and technology will be discussed. The role of Chief Information Officer (CIO), concept of open system, planning &amp; managing e-commerce, global distribution systems, resources appl. software, etc.</td>
</tr>
<tr>
<td>HFT</td>
<td>6586</td>
<td>Research Methods for Hospitality &amp; Tourism</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>The objective of this course is to learn development of hospitality research projects with respect to characteristics of the hospitality industry.</td>
</tr>
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<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>HFT</td>
<td>6596</td>
<td>Marketing Leadership for Hospitality &amp; Tourism</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Advanced marketing strategies and tactics known to be effective in the hospitality and tourism industry for developing sustainable competitive advantage such as strategic pricing, revenue management, customer loyalty programs, proven communication mixes.</td>
</tr>
<tr>
<td>HFT</td>
<td>6756</td>
<td>Graduate Seminar in Convention and Exhibition Mgmt.</td>
<td>3</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>This seminar course allows students to apply the principles of management, analysis, and planning that they have learned in their prior required coursework to issues in convention and exhibition management.</td>
</tr>
<tr>
<td>HFT</td>
<td>6908</td>
<td>Independent Study</td>
<td>1-6</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>The Independent Study course in the School of Hotel &amp; Restaurant Management permits a graduate student to enrich his/her interest in a particular area of specialized hospitality knowledge, research, and/or practice.</td>
</tr>
<tr>
<td>HFT</td>
<td>6916</td>
<td>Masters Professional Project</td>
<td>1-3</td>
<td>HM</td>
<td>HRM</td>
<td>Must Complete all MS in Hospitality Courses.</td>
<td>This course is an individual discussion format &amp; a comprehensive review of the thought process, hypothesis development, research methodology, data collection, data analysis &amp; other parts that may be contained in a thesis.</td>
</tr>
<tr>
<td>HFT</td>
<td>6938</td>
<td>Special Topics in Hospitality</td>
<td>1-6</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Special Topics course to be used for new courses to be taught as a trial basis or until approved, etc. All topics are to be selected by instructor and department Dean. This is a graduate level Special Topics course.</td>
</tr>
<tr>
<td>HFT</td>
<td>6940</td>
<td>Graduate Internship</td>
<td>1-6</td>
<td>HM</td>
<td>HRM</td>
<td>None</td>
<td>Coordinated hospitality training combines practical experience with integrated academic analysis of principles, theory, and standard practices applied to operational situations. Approval from Advisor/Dean to take graduate internship.</td>
</tr>
<tr>
<td>HFT</td>
<td>6972</td>
<td>Masters Thesis</td>
<td>1-3</td>
<td>HM</td>
<td>HRM</td>
<td>Must Complete all MS in Hospitality Courses.</td>
<td>Independent Study under the direction of the thesis advisor. Individual discussion format &amp; Comprehensive review of the thought process, hypothesis, development, research methodology, data collection, data analysis, etc. Restricted to Majors/repeatable.</td>
</tr>
<tr>
<td>ISM</td>
<td>6021</td>
<td>Management Information Systems</td>
<td>2</td>
<td>BU</td>
<td>QMB</td>
<td>None</td>
<td>An introduction to the fundamentals of information systems including an examination of information technology terminology and concepts, alternative methodologies for developing information systems, and the application and impact of information technology in contemporary organizations.</td>
</tr>
<tr>
<td>ISM</td>
<td>6123</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>BU</td>
<td>QMB</td>
<td>PR: ISM 6021 or equiv.</td>
<td>This course includes the foundations and methodologies for analysis of existing systems; the design, development, and implementation of new systems.</td>
</tr>
<tr>
<td>ISM</td>
<td>6217</td>
<td>Database Administration</td>
<td>3</td>
<td>BU</td>
<td>QMB</td>
<td>PR: ISM 6123 or equiv.</td>
<td>Advanced principles of Database Administration. Database Organization Models. Disaster Planning for Database Files.</td>
</tr>
<tr>
<td>ISM</td>
<td>6442</td>
<td>International Aspects of Information Science</td>
<td>3</td>
<td>BU</td>
<td>QMB</td>
<td>PR: ISM 6021</td>
<td>Role of managers and information technology professionals in global business organizations and in deploying information systems to enable global operations.</td>
</tr>
<tr>
<td>ISM</td>
<td>6930</td>
<td>Selected Topics in MIS</td>
<td>1-6</td>
<td>BU</td>
<td>QMB</td>
<td>None</td>
<td>Selected topics in MIS.</td>
</tr>
<tr>
<td>LIN</td>
<td>6932</td>
<td>Selected Topics</td>
<td>1-4</td>
<td>AS</td>
<td>EDX</td>
<td>None</td>
<td>Content will depend upon instructor's interests and students' needs. Such topics and neurolinguistics, bilingualism, and discourse analysis may be taught.</td>
</tr>
<tr>
<td>LIS</td>
<td>5020</td>
<td>Foundations of Library and Information Science</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Introduction to the study of library and information science, history; organization; specialized literature; outstanding leaders; current trends, issues, and problems; the place of the information agency in society with its contributions to that society.</td>
</tr>
<tr>
<td>LIS</td>
<td>5937</td>
<td>Selected Topics in Library Studies</td>
<td>1-4</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Covers a variety of topics in such areas as collection development, reference services, technical services, and administration.</td>
</tr>
<tr>
<td>LIS</td>
<td>6271</td>
<td>Research Methods in Library and Information Science</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>PR: LIS 5020, LIS 6603, and LIS 6725 or LIS 6735.</td>
<td>Overview of present status of research in library and information science; introduction to research methods and their application to librarianship; designed to prepare students to evaluate and plan research studies relating to library and information science.</td>
</tr>
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<td>Prerequisites</td>
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<tr>
<td>LIS</td>
<td>6409</td>
<td>Introduction to Library Administration</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Behavioral approach to libraries as organizations; administrative principles, theories, and problems of all types of libraries; methods of administration; use of case studies, role plays, and in-basket exercises.</td>
</tr>
<tr>
<td>LIS</td>
<td>6511</td>
<td>Collection Development and Maintenance</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>CP: LIS 6271.</td>
<td>Developmental approach to building library collections of both print and non-print materials. Emphasis upon evaluation, selection, and acquisition of library materials as they uphold the objectives of the institutions for which they are selected and acquired.</td>
</tr>
<tr>
<td>LIS</td>
<td>6542</td>
<td>The Curriculum and Instructional Technology</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Effective utilization of instructional materials as they relate to specific areas of curriculum in elementary and high school programs.</td>
</tr>
<tr>
<td>LIS</td>
<td>6603</td>
<td>Basic Information Sources and Services</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>An examination of the basic sources of information in the general library; of bibliographical control of all communication media, with emphasis on those tools of most value to general reference services.</td>
</tr>
<tr>
<td>LIS</td>
<td>6711</td>
<td>Organization of Knowledge I</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Principles of the organization of knowledge emphasizing descriptive cataloging, including the MARC format, the use of LCSH and the Library of Congress classification, and searching the OCLC Online Union Catalog.</td>
</tr>
<tr>
<td>LIS</td>
<td>6735</td>
<td>Technical Services in Small Libraries</td>
<td>3</td>
<td>AS</td>
<td>LIS</td>
<td>None</td>
<td>Covers aspects of technical services including acquisitions, cataloging, and circulation systems as they relate to school media centers, small public libraries, and information centers. Automation is emphasized in all aspects of the course.</td>
</tr>
<tr>
<td>LIT</td>
<td>6096</td>
<td>Studies in Contemporary Literature</td>
<td>3</td>
<td>AS</td>
<td>ENG</td>
<td>None</td>
<td>Drama, poetry, fiction, and literary criticism; authors to be studied include Ionesco, Thomas, Miller, T. Williams, Beckett, Camus, Burgess, Morrison, and Walker.</td>
</tr>
<tr>
<td>LIT</td>
<td>6934</td>
<td>Selected Topics in English Studies</td>
<td>1-6</td>
<td>AS</td>
<td>ENG</td>
<td>None</td>
<td>Current topics offered on a rotating basis include The Nature of Tragedy; The Nature of Comedy and Satire; and the Nature of Myth, Allegory, and Symbolism; the Epic; Utopian Literature. Other topics will be added in accordance with student demand and instructor interest.</td>
</tr>
<tr>
<td>MAE</td>
<td>6117</td>
<td>Teaching Elementary Math</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>None</td>
<td>This course provides for the development of knowledge and skills necessary to prepare students as teachers of mathematics in elementary classes as recommended by the National Council of Teachers of Mathematics in its guidelines for teachers.</td>
</tr>
<tr>
<td>MAE</td>
<td>6906</td>
<td>Independent Study in Mathematics Education</td>
<td>1-6</td>
<td>ED</td>
<td>EDO</td>
<td>None</td>
<td>This course permits a student to explore a topic of interest in depth under the direction and supervision of a faculty member.</td>
</tr>
<tr>
<td>MAN</td>
<td>6055</td>
<td>Human Behavior and Organization</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>PR: GS.</td>
<td>An examination of the theory and practice of management, including the study of goals and means, the functions of management, and the administrative process in general.</td>
</tr>
<tr>
<td>MAN</td>
<td>6116</td>
<td>Managing Diversity</td>
<td>3</td>
<td>BU</td>
<td>MAN</td>
<td>None</td>
<td>Course deals with questions, dimensions of style and structure, problems and paradigms of solutions that have come out of management experience of a changing workforce during the past twenty years. Emerging styles of leadership among people of diverse cultural backgrounds will be explored as solutions, not as problems.</td>
</tr>
<tr>
<td>MAN</td>
<td>6147</td>
<td>Leadership/Management Concepts</td>
<td>2</td>
<td>BU</td>
<td>MAN</td>
<td>None</td>
<td>Provides a foundation for the study of processes of leadership in organization and society. Presents an overview of various concepts of leadership, such as the personal values of leaders and leadership organization.</td>
</tr>
<tr>
<td>MAN</td>
<td>6601</td>
<td>International Management</td>
<td>3</td>
<td>BU</td>
<td>MAN</td>
<td>PR: GS.</td>
<td>A study of the characteristics of the international and multinational company, environmental constraints, personnel and labor relations factors, and strategic planning and policies.</td>
</tr>
<tr>
<td>MAN</td>
<td>6726</td>
<td>Strategic Planning</td>
<td>3</td>
<td>BU</td>
<td>MAN</td>
<td>PR: Graduate Standing</td>
<td>Examines techniques to creatively vision and analyze the future to prepare individuals and organizations for future opportunities and threats. Designed to familiarize students with techniques for analyzing the future, critical issues, how the future will impact them as individuals.</td>
</tr>
<tr>
<td>MAN</td>
<td>6905</td>
<td>Independent Study</td>
<td>1-19</td>
<td>BU</td>
<td>MAN</td>
<td>S/U.</td>
<td>Independent study in which student must have a contract with an instructor.</td>
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<tr>
<td>MAN</td>
<td>6930</td>
<td>Selected Topics</td>
<td>1-4</td>
<td>BU</td>
<td>MAN</td>
<td>None</td>
<td>Designed to be taken either under general guidance of faculty member on some facet of management not offered in a regular course or with regularly scheduled graduate courses for more in-depth study.</td>
</tr>
<tr>
<td>MAR</td>
<td>6336</td>
<td>Promotional Management</td>
<td>3</td>
<td>BU</td>
<td>MKT</td>
<td>PR: MAR 6815.</td>
<td>Management of the promotional function as part of the total marketing program. Includes a study of relevant buyer behavior concepts, resources and budgets, media, creative aspects, and effectiveness measurements as they relate to the management tasks of developing, implementing, and evaluating promotional strategy.</td>
</tr>
<tr>
<td>MAR</td>
<td>6406</td>
<td>Sales Management</td>
<td>3</td>
<td>BU</td>
<td>MKT</td>
<td>PR: MAR 6815.</td>
<td>A study of the sales function of the firm approached from the perspective of the sales manager. Emphasis is placed upon the development of the student's problem-solving, decision-making, and analytical skills.</td>
</tr>
<tr>
<td>MAR</td>
<td>6815</td>
<td>Marketing Management</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>PR: ECO 6114.</td>
<td>Analysis of operational and strategic planning problems confronting marketing managers. Topics include buyer behavior, market segmentation, information systems, product selection and development, pricing, distribution, promotion, and sales force management.</td>
</tr>
<tr>
<td>MAR</td>
<td>6816</td>
<td>Marketing Strategy</td>
<td>3</td>
<td>BU</td>
<td>MKT</td>
<td>PR: MAR 6815.</td>
<td>A study of strategic marketing planning and problem-solving processes as practiced by the modern market-oriented firm. The course is designed to develop marketing problem-solving, decision-making, and planning skills through the extensive use of case analysis.</td>
</tr>
<tr>
<td>MAR</td>
<td>6936</td>
<td>Selected Topics in Marketing</td>
<td>1-4</td>
<td>BU</td>
<td>MKT</td>
<td>None</td>
<td>The content and organization of this course will vary according to the interests of the faculty and students involved in any given term.</td>
</tr>
<tr>
<td>MHS</td>
<td>5020</td>
<td>Foundations of Mental Health Counseling</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>A skill-building course on the utilization of one's self in mental health counseling relationships. Includes study of the origin, history, professional functions and current issues in the discipline of mental health counseling.</td>
</tr>
<tr>
<td>MHS</td>
<td>5480</td>
<td>Human Growth and Development</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5780, MHS 5020, Majors only.</td>
<td>Human development theory as applied in psychotherapy and case management rehabilitation, mental health, and addiction settings.</td>
</tr>
<tr>
<td>NGR</td>
<td>6140</td>
<td>Pathophysiology for Advanced Practice</td>
<td>4</td>
<td>NU</td>
<td>NUR</td>
<td>None</td>
<td>Central concepts of pathophysiology: embryologic origins, cells, tissues, organs, and systems. Provides essential knowledge base in pathophysiology across the life span for advanced nurse practice nurses.</td>
</tr>
<tr>
<td>NGR</td>
<td>6143</td>
<td>Pathophysiologic Concepts in Acute Care Nursing</td>
<td>3</td>
<td>NU</td>
<td>NUR</td>
<td>PR: NGR 6140; NGR 6121.</td>
<td>This course will explore pathophysiologic mechanisms of the major body systems in critically ill patients across the lifespan.</td>
</tr>
<tr>
<td>NGR</td>
<td>6737</td>
<td>Ethical, Legal, and Policy Issues in Advanced Nursing Practice</td>
<td>3</td>
<td>NU</td>
<td>NUR</td>
<td>None</td>
<td>Emphases on contemporary ethical, legal, and policy issues related to advanced nursing practice and health care delivery; issues are analyzed at the global, national and local levels; nursing's role in agenda setting and strategies for health care reform.</td>
</tr>
<tr>
<td>NGR</td>
<td>6800</td>
<td>Nursing Research</td>
<td>3</td>
<td>NU</td>
<td>NUR</td>
<td>None</td>
<td>Research designs and methods for nursing with primary emphasis on these topics: critique of research studies, researchable problems, research designs, instruments and other data collection methods, approaches to data analyses using computer applications, and preparation of research proposals for thesis, directed research, or funded research.(CI)</td>
</tr>
<tr>
<td>PAD</td>
<td>5807</td>
<td>Urban and Local Government Administration</td>
<td>3</td>
<td>AS</td>
<td>PAD</td>
<td>GS or Sr.</td>
<td>Analysis of the role of the administrator at the municipal level, the division of functions, policy formation, alternative governmental structures, effects on the administrative process.</td>
</tr>
<tr>
<td>PAD</td>
<td>6041</td>
<td>Ethics and Public Service</td>
<td>3</td>
<td>AS</td>
<td>PAD</td>
<td>None</td>
<td>The purpose of this course is to provide students with an understanding of the ethical dimensions of public service, with particular attention focused on the role, duties and responsibilities of the public administrator. Additionally, the course seeks to help students develop awareness, skill, and value framework to act ethically in their public service and management roles.</td>
</tr>
<tr>
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<td>Prerequisites</td>
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<tr>
<td>PAD</td>
<td>6060</td>
<td>Public Administration Theory</td>
<td>3</td>
<td>AS</td>
<td>PAD</td>
<td>GS.</td>
<td>Examination of major theoretical and practical developments in public administration with focus on organization theory and current research trends in the field.</td>
</tr>
<tr>
<td>PAD</td>
<td>6934</td>
<td>Selected Topics in Public Administration</td>
<td>1-3</td>
<td>AS</td>
<td>PAD</td>
<td>None</td>
<td>A flexible format to offer specialized courses not available within the regular curriculum.</td>
</tr>
<tr>
<td>PHC</td>
<td>6146</td>
<td>Health Services Planning and Evaluation</td>
<td>3</td>
<td>PH</td>
<td>HPM</td>
<td>PR: PHC 6050.</td>
<td>Study of health services planning concepts/methods, and evaluation, with an emphasis on facilities and manpower planning, providing an in-depth orientation to information requirements for health planning, and methods to cover gaps of information.</td>
</tr>
<tr>
<td>PHC</td>
<td>6160</td>
<td>Health Care Financial Management</td>
<td>3</td>
<td>PH</td>
<td>HPM</td>
<td>PR: At least one undergraduate course in Financial or Managerial Accounting and PHC 6102.</td>
<td>An introduction to the application of financial management practices in health care organizations, cost behavior analysis, working capital management, financial statement analysis, and capital decision making.</td>
</tr>
<tr>
<td>PHC</td>
<td>6195</td>
<td>Public Health Data, Information and Decision Making</td>
<td>3</td>
<td>PH</td>
<td>HPM</td>
<td>PR: PHC 6050.</td>
<td>This course provides an understanding of public health databases and methods necessary for decision making. The emphasis is on the appropriateness and application of methods widely used for analysis in public health.</td>
</tr>
<tr>
<td>PHC</td>
<td>6421</td>
<td>Public Health Law and Ethics</td>
<td>3</td>
<td>PH</td>
<td>HPM</td>
<td>PR: PHC 6102 recommended.</td>
<td>A study of the general concepts of interval estimation, hypothesis testing, correlation and multiple regression with an emphasis on applications, concepts and interpretation of results.</td>
</tr>
<tr>
<td>QMB</td>
<td>6305</td>
<td>Managerial Decision Analysis</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>None</td>
<td>Principles of managing manufacturing and service organizations. Topics include: competitive use of operations, comprehensive manufacturing strategies, production system design, material requirements planning, JIT systems, quality management, statistical process control, and project management.</td>
</tr>
<tr>
<td>QMB</td>
<td>6603</td>
<td>Operations Management and Quality Enhancement</td>
<td>2</td>
<td>BU</td>
<td>MBA</td>
<td>PR: GS and college algebra.</td>
<td>A survey of medical conditions and disabilities encountered by rehabilitation and mental health counselors. Examines the relationship of client handicaps, physical and mental, to rehabilitation and mental health programming.</td>
</tr>
<tr>
<td>RCS</td>
<td>5035</td>
<td>Rehabilitation Counseling: Concepts and Applications</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>Introduction to the profession of Rehabilitation Counseling and current issues in the field. Coverage includes rehabilitation history, legislation, case management and related services for Americans with disabilities.</td>
</tr>
<tr>
<td>RCS</td>
<td>5450</td>
<td>Substance Abuse I</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>An overview of all aspects of professional functioning including history, roles, organizational structures, ethics, standards and credentialing. Contemporary and developing issues in the field of professional counseling will also be addressed.</td>
</tr>
<tr>
<td>RCS</td>
<td>5780</td>
<td>Legal, Ethical, Professional Standards and Issues in Counseling</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>An overview of all aspects of professional functioning including history, roles, organizational structures, ethics, standards and credentialing. Contemporary and developing issues in the field of professional counseling will also be addressed.</td>
</tr>
<tr>
<td>RCS</td>
<td>6220</td>
<td>Individual Evaluation and Assessment</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5080, RCS 5780, RCS 6440.</td>
<td>Examines assessment procedures utilized in rehabilitation and mental health counseling settings and critical issues in the evaluation of people who are mentally and physically disabled.</td>
</tr>
<tr>
<td>RCS</td>
<td>6301</td>
<td>Career and Lifestyle Assessment</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5080, RCS 5035, MHS 5020,RCS6470 RCS 6440.</td>
<td>Career development, lifestyle, and related factors with special emphasis on the needs of individuals with disabilities. Includes job placement and a survey of work requirements in different occupations and how these relate to functional limitations.</td>
</tr>
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<tr>
<td>RCS</td>
<td>6407</td>
<td>Counseling Theories and Practice</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: MHS 5020, RCS 5035, RCS 5080, RCS 6440.</td>
<td>An extension and intensification of the rehabilitation and mental health counseling skills developed in RCS 5404. Includes the study of counseling theories and their contribution to successful counseling and rehabilitation practice.</td>
</tr>
<tr>
<td>RCS</td>
<td>6408</td>
<td>Diagnosis and Treatment of Psychopathology</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: MHS 5020, RCS 6440, RCS 5080, RCS 5035. Majors Only.</td>
<td>Psychopathology as applied to psychotherapy and case management in mental health, addictions, and other rehabilitation settings.</td>
</tr>
<tr>
<td>RCS</td>
<td>6409</td>
<td>Counseling in Community Settings</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: MHS 5020.</td>
<td>Course is designed to acquaint students with profession of counseling, varied settings in which rehabilitation, mental health counselors, and marriage &amp; family therapists work, pattern of service delivery, &amp; future trends in the profession. Majors only.</td>
</tr>
<tr>
<td>RCS</td>
<td>6440</td>
<td>Social and Cultural Foundations of Counseling</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5780.</td>
<td>Counseling issues in a multicultural and diverse society. Special emphasis on psychosocial adjustment and counseling for individuals with physical and mental disabilities.</td>
</tr>
<tr>
<td>RCS</td>
<td>6459</td>
<td>Professional Skills for Addictions Counselors</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5450.</td>
<td>The course will be a more in depth and hands on approach to the transdisciplinary foundations that are essential for the work of substance abuse professionals. Application to practice and professional readiness will be the focus.</td>
</tr>
<tr>
<td>RCS</td>
<td>6476</td>
<td>Human Sexuality Counseling</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>Course is designed to introduce students &amp; mental health professionals to the diverse nature and construct of human sexuality. The curriculum meets the Florida Statute 491 licensure requirement as a contact area in &quot;human sexuality theories&quot;. Majors only.</td>
</tr>
<tr>
<td>RCS</td>
<td>6510</td>
<td>Group Theories and Practice</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5035, RCS 5080, MHS 5020, RCS 6440.</td>
<td>Theoretical and empirical issues in group counseling are examined in the context of an ongoing group. Emphasis is on application to rehabilitation and mental health counseling.</td>
</tr>
<tr>
<td>RCS</td>
<td>6740</td>
<td>Research and Program Evaluation</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5780.</td>
<td>Training in the evaluation and utilization of available research studies and the development of research skills. An individual research project is required.</td>
</tr>
<tr>
<td>RCS</td>
<td>6803</td>
<td>Practicum in Counseling</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: RCS 5080, MHS 5020, RCS 6440, RCS 5035.</td>
<td>Field work experience in rehabilitation mental health counseling.</td>
</tr>
<tr>
<td>RCS</td>
<td>6825</td>
<td>Internship</td>
<td>3</td>
<td>BC</td>
<td>REH</td>
<td>PR: CP, All required courses in M.A. program. S/U.</td>
<td>Student placement in an approved intern setting for a minimum of 600 hours of supervised experience.</td>
</tr>
<tr>
<td>RCS</td>
<td>6906</td>
<td>Independent Study</td>
<td>1-19</td>
<td>BC</td>
<td>REH</td>
<td>S/U.</td>
<td>Independent study where the student must have a contract with a faculty member.</td>
</tr>
<tr>
<td>RCS</td>
<td>6930</td>
<td>Seminar in Rehabilitation Counseling</td>
<td>1-4</td>
<td>BC</td>
<td>REH</td>
<td>None</td>
<td>Selected issues and problems in rehabilitation counseling with subject and scope to be determined by instructor.</td>
</tr>
<tr>
<td>RED</td>
<td>6247</td>
<td>District and School Level Supervision in Literacy</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>PR: LAE 6315, RED 6544, RED 6545, RED 6747.</td>
<td>District and School Level Supervision in Literacy familiarizes students with issues related to the organization and monitoring of elementary and secondary reading programs at the school and district levels, with an emphasis on the former.</td>
</tr>
<tr>
<td>RED</td>
<td>6449</td>
<td>Literacy and Technology</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>None</td>
<td>Literacy and Technology focuses on technology as a tool for literacy instruction. Throughout the course, students will preview and evaluate literacy-related software and websites, critique research related to literacy and technology, and design, develop, and present software programs for literacy learning and instruction.</td>
</tr>
<tr>
<td>RED</td>
<td>6514</td>
<td>The Reading Process in the Elementary Grades</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>None</td>
<td>Prepares students in the foundations of literacy including learning principles, teaching and assessment strategies for providing literacy instruction to emergent, novice, transitional, and accomplished readers and writers in the elementary grades.</td>
</tr>
<tr>
<td>RED</td>
<td>6540</td>
<td>Assessment in Literacy</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>PR: LAE 6315, RED 6544, RED 6545, RED 6747.</td>
<td>RED 6540 is a three credit graduate level course which focuses on methods of analysis of children’s literacy and strategies for promoting language, reading and writing development. Authentic literacy assessment in classroom and other instructional environments, informal assessment and diagnosis, and standardized tests will be utilized in evaluation of the multiple factors in reading, writing and language process and problems.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
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<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>RED</td>
<td>6544</td>
<td>Cognition, Comprehension, and Content Area Reading: Remediation of Reading</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>None</td>
<td>In-depth study of reading comprehension. Emphasis is placed on discussion of the concepts of cognition and learning, metacognition and comprehension of text included in the reading process. Process in the reading/writing, connection, specific reading strategies, and procedures for comprehension of text in the content areas are presented.</td>
</tr>
<tr>
<td>RED</td>
<td>6545</td>
<td>Issues in Vocabulary and Word Study</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>None</td>
<td>The purpose of this course is to provide students with an understanding of current theory and research about reading and writing vocabulary instruction and the interactive causes of literacy disabilities.</td>
</tr>
<tr>
<td>RED</td>
<td>6748</td>
<td>Teacher Research Methods in Reading</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>PR: EDF 6481, RED 6747, RED 6545, RED 6544, RED 6247, RED 6449</td>
<td>Teacher Research Methods in Reading familiarizes students with the application of classroom action research methodologies in literacy. Course content is directed toward developing understandings of the need for teacher research and a mindset for becoming a teacher researcher. Students will develop a knowledge base in quantitative, qualitative, case study, and portfolio-based research methodologies for teachers.</td>
</tr>
<tr>
<td>RED</td>
<td>6749</td>
<td>History and Models of Reading: Prevention and Intervention of Reading Difficulties</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>None</td>
<td>History and Models of Reading: Prevention and Intervention of Reading Difficulties reintroduces students to literacy through the historical and scientific research perspective.</td>
</tr>
<tr>
<td>RED</td>
<td>6786</td>
<td>Teacher Research Methods in Reading</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>PR: EDF 6481, RED 6747, RED 6545, RED 6544, RED 6247, RED 6449</td>
<td>Teacher Research Methods in Reading familiarizes students with the application of classroom action research methodologies in literacy. Course content is directed toward developing understandings of the need for teacher research and a mindset for becoming a teacher researcher. Students will develop a knowledge base in quantitative, qualitative, case study, and portfolio-based research methodologies for teachers.</td>
</tr>
<tr>
<td>RED</td>
<td>6846</td>
<td>Practicum in Reading</td>
<td>3</td>
<td>ED</td>
<td>EDR</td>
<td>PR: RED 6747, RED 6545, RED 6544, RED 6540</td>
<td>Practicum in Reading is a graduate course covering topics and issues relevant to assessment and remediation of reading problems in school-aged children. It is an application course, where students work at a school site with children who are experiencing reading problems.</td>
</tr>
<tr>
<td>RED</td>
<td>6906</td>
<td>Independent Study: Reading Education</td>
<td>1-6</td>
<td>ED</td>
<td>EDR</td>
<td>S/U.</td>
<td>Independent study in which students must have a contract with an instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6105</td>
<td>Foundations in Human Behavior</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Introduces a systems perspective on understanding the relationships inherent in human growth and development. Special emphasis is placed on issues involving minorities, women, the disabled, various family forms, and sexual preference.</td>
</tr>
<tr>
<td>SOW</td>
<td>6114</td>
<td>Individual Growth and Development Theory</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>This course presents various theoretical perspectives in individual growth and development commonly used in clinical practice with individuals, families, and groups. Ethnic, cultural, and lifestyle differences in normative development will be addressed, as will the influence of poverty, resource deprivation, sexual stereotyping, and illness/disability on social functioning.</td>
</tr>
<tr>
<td>SOW</td>
<td>6124</td>
<td>Theoretical Perspectives on Mental Dysfunctioning</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>Majors only</td>
<td>This third course in the behavior sequence focuses on mental and emotional disorders. Content includes broad classifications of mental and behavioral disorders and their biopsychological disorders and implications of social work practice in dealing with these disorders.</td>
</tr>
<tr>
<td>SOW</td>
<td>6126</td>
<td>Theoretical Perspectives on Physical Dysfunctioning</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>Majors only</td>
<td>This fourth course in the behavior sequence focuses on physical disorders and implications of social work practice in the area of long-term protracted chronic illnesses and the ensuing psychosocial disabilities.</td>
</tr>
<tr>
<td>SOW</td>
<td>6235</td>
<td>Foundations of Social Welfare Policy</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Examines historical antecedents of social welfare as an institution and current state of social welfare programs in America. Emphasis is placed on understanding social, economic, and political forces that shape policies and programs.</td>
</tr>
<tr>
<td>Subj</td>
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<td>Dept</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>SOW</td>
<td>6236</td>
<td>Social Welfare Policy Analysis and Design</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Presents various methods of policy analysis with emphasis on distinctions among legislative, administrative, and judicial policy. Examines roles and responsibilities of the professional practitioner in the policy process.</td>
</tr>
<tr>
<td>SOW</td>
<td>6305</td>
<td>Fundamentals of Social Work Practice</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Describes full range of social work interventions, from micro to macro. Historical development of practice methods and survey of current techniques.</td>
</tr>
<tr>
<td>SOW</td>
<td>6342</td>
<td>Individual, Family and Group Treatment I</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Application of clinical practice to work with individuals. Psychosocial model is emphasized. Professional laboratory develops skills in practice.</td>
</tr>
<tr>
<td>SOW</td>
<td>6348</td>
<td>Clinical Practice Perspectives on Race and Culture</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Theories for clinical practice, with emphasis on the psychosocial model. Explores basic skills for clinical practice.</td>
</tr>
<tr>
<td>SOW</td>
<td>6362</td>
<td>Individual, Family and Group Treatment II</td>
<td>4</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Emphasizes selection of techniques in the psychosocial model of treatment. Primary focus on family, couple, and parent-child problems. Course includes skill practice lab sessions.</td>
</tr>
<tr>
<td>SOW</td>
<td>6368</td>
<td>Individual, Family and Group Treatment III</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>None</td>
<td>Focus on psychosocial model of group treatment. Comparison with individual and family modality.</td>
</tr>
<tr>
<td>SOW</td>
<td>6375</td>
<td>Macro Practice Seminar</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6426, SOW 6368, SOW 6535.</td>
<td>Studies facets of organizational environment in which clinical practice takes place; develops skills in various macro practice functions of the agency, such as supervision, program operations, and interagency relations.</td>
</tr>
<tr>
<td>SOW</td>
<td>6405</td>
<td>Foundations of Social Work Research and Statistics</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>PR: Must be admitted to the graduate Masters of Social Work program. This course is restricted to majors only. CR: Undergraduate degree.</td>
<td>This is the first of four research methods courses intended to introduce students to the various methods, designs, measurements, and statistical techniques in social work research.</td>
</tr>
<tr>
<td>SOW</td>
<td>6438</td>
<td>Evaluation of Clinical Practice in Diverse Setting</td>
<td>3</td>
<td>BC</td>
<td>SOK</td>
<td>PR: Must be admitted to the graduate Masters of Social Work program. This course is restricted to majors only. CR: Undergraduate degree.</td>
<td>Course builds on foundation content of SOW 6405. Program evaluation, single subject/system design, and statistical and qualitative concepts are discussed in order to facilitate the use of empirical and evidence based interventions in social work practice.</td>
</tr>
<tr>
<td>SOW</td>
<td>6553</td>
<td>Field Instruction Sequence IA: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6114, SOW 6348, SOW 6405. CR: SOW 6124.</td>
<td>This is the first of a series of seven field instruction courses designed to provide students with opportunities to develop beginning clinical social work competency in applying knowledge to practice situations.</td>
</tr>
<tr>
<td>SOW</td>
<td>6554</td>
<td>Field Instruction Sequence IB: Part-Time</td>
<td>1</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6553. S/U.</td>
<td>This course is the second of seven sequential courses. Each consists of 10-15 hours per week (150 hours total) of agency field learning taught by an agency field instructor with a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6555</td>
<td>Field Instruction Sequence IIA: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6554.</td>
<td>This course is the third of seven sequential courses. Each consists of 10-15 hours per week of agency field taught by an agency field instructor on a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6556</td>
<td>Field Instruction Sequence IIB: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6555.</td>
<td>This course is the fourth of seven sequential courses. Each consists of 10-15 hours per week of agency field taught by an agency field instructor on a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6557</td>
<td>Field Instruction Sequence IIC: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6556.</td>
<td>This course is the fifth of seven sequential courses. Each consists of 10-15 hours per week of agency field taught by an agency field instructor on a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6558</td>
<td>Field Instruction Sequence IIIA: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6557.</td>
<td>This course is the sixth of seven sequential courses. Each consists of 10-15 hours per week of agency field taught by an agency field instructor on a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>SOW</td>
<td>6559</td>
<td>Field Instruction Sequence IIIB: Part-Time</td>
<td>2</td>
<td>BC</td>
<td>SOK</td>
<td>PR: SOW 6558.</td>
<td>This course is the last of seven sequential courses. Each consists of 10-15 hours per week of agency field learning taught by an agency field instructor on a one-hour practice seminar taught by a University-based instructor.</td>
</tr>
<tr>
<td>Subj</td>
<td>Num</td>
<td>Title</td>
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<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>SOW</td>
<td>6900</td>
<td>Independent Study</td>
<td>1-3</td>
<td>BC</td>
<td>SOK</td>
<td>PR: Admission to MSW Program.</td>
<td>A reading program in selected topics under supervision of a faculty member. A formal contract must be approved by School Director.</td>
</tr>
<tr>
<td>SOW</td>
<td>6931</td>
<td>Selected Topics in Social Work</td>
<td>1-4</td>
<td>BC</td>
<td>SOK</td>
<td>Restricted to MSW students; others by School permission.</td>
<td></td>
</tr>
<tr>
<td>SSE</td>
<td>6617</td>
<td>Trends in K-6 Social Science Education</td>
<td>3</td>
<td>ED</td>
<td>EDE</td>
<td>PR: Dual Track or MAT Admission.</td>
<td>This course focuses on theoretical foundations and strategies employed by effective social studies teachers in motivating K-6 aged youth to acquire the information, skills, and reasoning unique to the social sciences. Students also conduct research.</td>
</tr>
<tr>
<td>TAX</td>
<td>5015</td>
<td>Federal Taxation of Business Entities</td>
<td>3</td>
<td>BU</td>
<td>ACC</td>
<td>PR: TAX 4001 with a grade of C or better, not C-.</td>
<td>Tax issues encountered by small businesses. Includes tax planning, capital formation and preservation, tax compliance and tax alternatives.</td>
</tr>
<tr>
<td>TSL</td>
<td>5085</td>
<td>ESOL I - Theory and Practice of Teaching English Language Learners</td>
<td>3</td>
<td>ED</td>
<td>EDX</td>
<td>None</td>
<td>This course is for undergraduate degree holding, preprofessional (preservice) teachers to learn about appropriate instruction, assessment and learning opportunities for Limited English Proficient (LEP) students in the content areas.</td>
</tr>
<tr>
<td>TSL</td>
<td>5086</td>
<td>ESOL II - Secondary Language &amp; Literacy Acquisition in Children &amp; Adolescents</td>
<td>3</td>
<td>ED</td>
<td>EDX</td>
<td>PR: FLE 5430.</td>
<td>This course is designed to provide students with a critical understanding of instructional delivery which caters for the linguistic and literacy needs of minority/heritage communities.</td>
</tr>
<tr>
<td>TSL</td>
<td>5242</td>
<td>ESOL III - Language Principles, Acquisition &amp; Assessment for English Language Learners</td>
<td>3</td>
<td>ED</td>
<td>EDX</td>
<td>PR: FLE 5431.</td>
<td>This course provides an overview of the components of language, linking them to methods and techniques of providing comprehensible instruction to LEP students.</td>
</tr>
</tbody>
</table>