

January 1964

## Accent on Learning, 1964

University of South Florida

Follow this and additional works at: [https://digitalcommons.usf.edu/usf\\_catalogs](https://digitalcommons.usf.edu/usf_catalogs)

---

### Recommended Citation

University of South Florida, "Accent on Learning, 1964" (1964). *USF Catalogs (Accent on Learning)*. 5.  
[https://digitalcommons.usf.edu/usf\\_catalogs/5](https://digitalcommons.usf.edu/usf_catalogs/5)

This Book is brought to you for free and open access by the University of South Florida Archival Collections at Digital Commons @ University of South Florida. It has been accepted for inclusion in USF Catalogs (Accent on Learning) by an authorized administrator of Digital Commons @ University of South Florida. For more information, please contact [digitalcommons@usf.edu](mailto:digitalcommons@usf.edu).

# 7

# Accent on Learning



1964-1965  
UNIVERSITY OF SOUTH FLORIDA

# **ACCENT ON LEARNING**



## **GENERAL CATALOG**

**OF THE**

**UNIVERSITY OF SOUTH FLORIDA**

**1964-65**

**BULLETIN OF THE UNIVERSITY OF SOUTH FLORIDA**

Volume 6

April, 1964

Number 3

Published quarterly by the University of South Florida, Tampa, Florida.  
Second-class mail privilege authorized at Tampa, Florida, October 1, 1959.

ACCENT ON LEARNING



GENERAL CATALOG

THE COVER DESIGN is adapted from a view of the mural on the wall of the Chemistry Building. Created by Tampa artist Joe Testa-Secca, the murals represent a continuing part of the panorama of life rather than indicating specific actions or ideas.



## TABLE OF CONTENTS

Admission .....	7
Academic Calendar .....	5
Admission .....	13
Academic Policies and Procedures .....	19
Student Welfare .....	37
Academic Programs .....	49
College of Basic Studies .....	53
College of Business Administration .....	57
College of Education .....	63
College of Engineering .....	72
College of Liberal Arts .....	75
Graduate Study .....	87
Course Descriptions .....	91
Administration of State Universities .....	155
University of South Florida Administration .....	156
Academic Staff .....	160
Index .....	171

# ACADEMIC CALENDAR - 1964-65

## TRIMESTER I

August 7, Friday

Last day for degree-seeking students to apply for Trimester I. Non-degree students and former students returning who apply after this date must pay a late fee.

September 1, 2, 3

Tuesday-Thursday

Registration of cleared students by appointment.

September 8, Tuesday

Classes begin; \$5 late fee for persons completing registration on or after this date.

September 10, Thursday

Last day to register or to change classes.

September 25, Friday

Last day to drop a class without penalty. After this date progress in dropped class will determine grade recorded.

Last day to remove "X" grade (or to apply to remove CB 100 or 200 "X" grade) of preceding term.

October 5, Monday

Last day to apply in Registrar's Office for degree to be earned at end of Trimester I.

November 26, 27

Thanksgiving Holiday.

Thursday and Friday

December 11, Friday

Classes end.

December 14, Monday

Final examinations begin.

December 18, Friday

Trimester I ends.

December 21, Monday

All grades due in Registrar's Office, 8:00 a.m.

## TRIMESTER II

December 8, Tuesday

Last day for degree-seeking students to apply for Trimester II. Non-degree students and former students returning who apply after this date must pay a late fee.

December 29, 30, 31

Registration of cleared students by appointment.

Tuesday-Thursday

January 4, Monday

Classes begin; \$5 late fee for persons completing registration on or after this date.

January 6, Wednesday

Last day to register or to change classes.

January 22, Friday

Last day to drop a class without penalty.

After this date progress in dropped class will determine grade recorded.

Last day to remove "X" grade (or to apply to remove CB 100 or 200 "X" grade) of preceding term.

February 1, Monday

Last day to apply in Registrar's Office for degree to be earned at end of Trimester II.

February 8, Monday

Gasparilla Day Holiday.

April 8, Thursday

Classes end.

April 10, Saturday

Final examinations begin.

April 15, Thursday

Trimester II ends.

April 16, Friday

All grades due in Registrar's Office.

April 18, Sunday

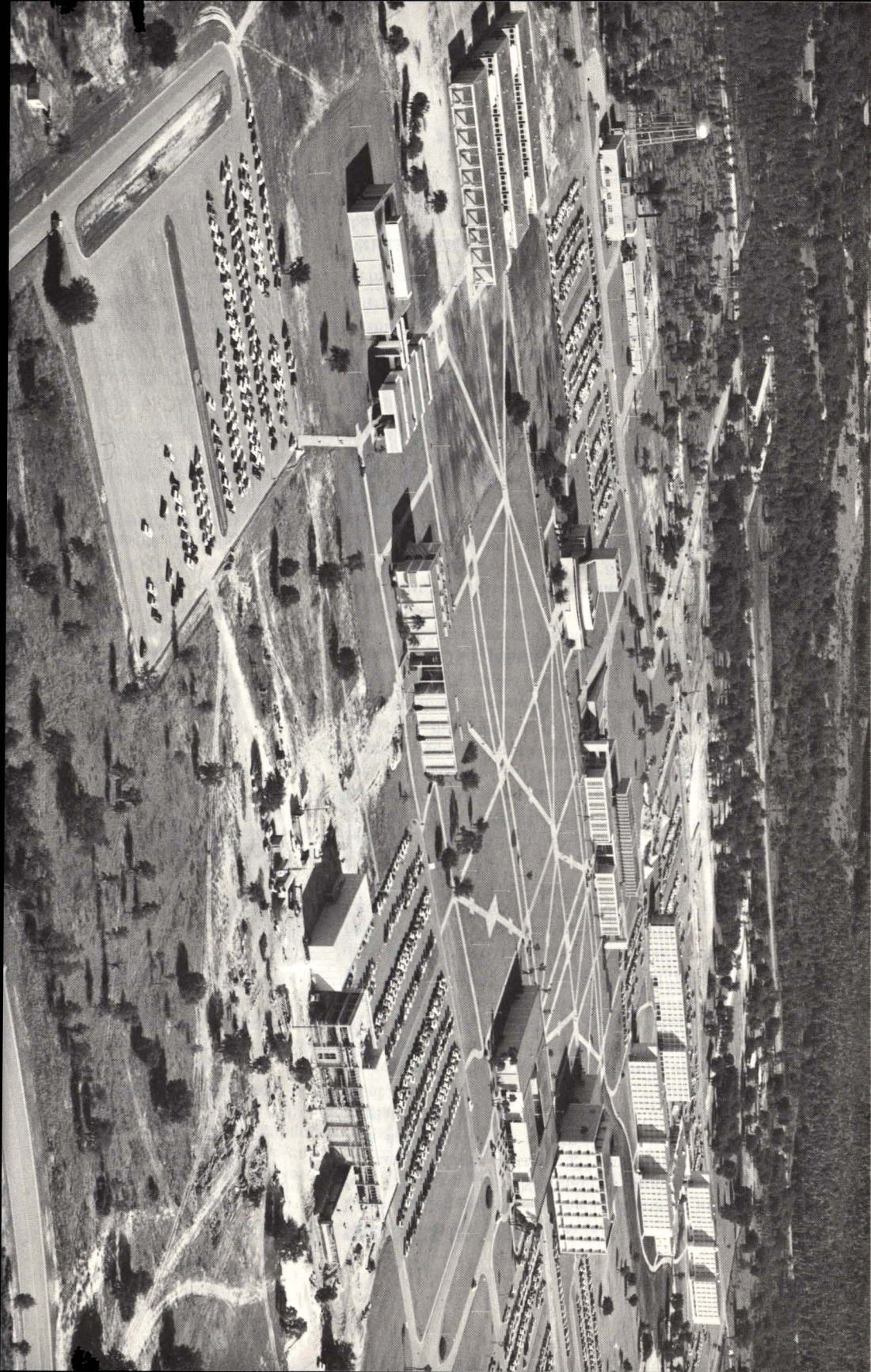
Commencement.

### **TRIMESTER III, III-B**

April 6, Tuesday	Last day for degree-seeking students to apply for Trimester III. Non-degree students and former students returning who apply after this date must pay a late fee.
April 21, 22 Wednesday-Thursday	Registration of cleared students by appointment.
April 26, Monday	Classes begin; \$5 late fee for persons completing registration on or after this date.
April 28, Wednesday	Last day to register or to change classes for Trimester III.
May 14, Friday	Last day to drop a Trimester III class without penalty. After this date progress in dropped class will determine grade recorded. Last day to remove "X" grade (or to apply to remove CB 100 or 200 "X" grade) of preceding term.
May 24, Monday	Last day to apply in Registrar's Office for degree to be earned at end of Trimester III.
May 25, Tuesday	Last day for degree-seeking students to apply for Trimester III-B. Non-degree students and former students returning who apply after this date must pay a late fee.
June 17, 18 Thursday and Friday	Registration of cleared students by appointment for Trimester III-B.
June 21, Monday	Trimester III-B classes begin; \$5 late registration fee for persons completing registration on or after this date.
June 23, Wednesday	Last day to register or to change classes for Trimester III-B.
June 29, Tuesday	Last day to apply in Registrar's Office for degree to be earned at the end of Trimester III-B.
June 30, Wednesday	Last day to drop Trimester III-B class without penalty. After this date progress in dropped class will determine grade recorded.
July 5, Monday	Independence Day Holiday.
July 29, Thursday	Trimester III classes end.
July 31, Saturday	Trimester III examinations begin.
August 5, Thursday	Trimester III ends.
August 6, Friday	All final grades due in Registrar's Office.
August 7, Saturday	Trimester III-B ends.

### **TRIMESTER I, 1965**

August 6, Friday	Last day for degree-seeking students to apply for Trimester I.
------------------	--



# GENERAL INFORMATION

## History

The University of South Florida was founded December 18, 1956, by the State Board of Education, following more than two years of preparatory study by the State Legislature, the Board of Education, and the State Board of Control. When it was opened to a charter class of 2,000 freshmen on September 26, 1960, it became the first state university in the United States to be totally planned and initiated in this century. It also represented the first step in a broad and comprehensive expansion of the State University System of Florida.

Together with the University of Florida in Gainesville and Florida State University and Florida A & M University in Tallahassee, the University of South Florida serves the increasing higher education needs of a rapidly growing state. A fifth university—Florida Atlantic University in Boca Raton—will open for the first time this year, and others are now being planned for the Pensacola area and the Orlando-Daytona-Cape Kennedy area.

During the 1963-64 academic year, the University of South Florida graduated some 550 students at two charter commencement ceremonies. Total enrollment for the fall of 1964 will be approximately 6,000.

## Accreditation

The University has been formally recognized as a new institution by the Southern Association of Colleges and Schools, the official accrediting agency for all educational institutions in the South.

## The Campus

On a 1,700-acre campus eight air miles northeast of downtown Tampa, the University is ideally located for steady growth and development in the heart of an expanding metropolitan area having nearly a million people within a 30-mile radius. The campus is midway between U.S. Highways 41 and 301 on State Highway 582. Interstate 75, now under construction, will pass two miles to the west.

The physical plant of the University, now including 13 major academic and residence buildings, is currently valued at more than \$18 million. The buildings are of similar, modern architectural design and all are completely air conditioned. About \$10 million in new buildings are expected to be completed or under construction by 1965. Major buildings now in use are:

**Administration Building**, housing administrative and business offices and a number of special service units of the institution;

## 8 GENERAL INFORMATION

**Library**, a five-story structure designed for 250,000 volumes in open stacks;

**University Center**, with student and faculty offices, meeting rooms, recreation areas and classrooms, as well as a cafeteria, post office, and the University Bookstore;

**Theatre**, seating 550 persons for cultural events and also serving as a lecture and teaching auditorium;

**Chemistry Building**, with classrooms and laboratories for the physical sciences, and offices for faculty;

**Life Sciences Building**, housing the University's programs in biological sciences;

**Fine Arts-Humanities Building**, with separate wings for humanities, art, and music;

**Physics Building**, housing physics, astronomy, and mathematics, and the Planetarium; and

**Four residence halls**, housing more than 1,900 students and providing central dining, recreational, and service facilities.

### Internal Organization

The University is organized internally in five colleges, with supporting services designed for this basic pattern. The five colleges are: Basic Studies, in which all freshmen and sophomores enroll and from which a minimum of 36 credit hours must be earned during the first two years; Business Administration, which offers majors in such fields as economics, accounting, management, marketing, and office administration; Education, which provides teacher training in all major teaching fields; Engineering, which is a new addition to the University's programs; and Liberal Arts, which offers programs in the areas of fine arts, natural sciences, social sciences, and languages and literature.

One degree—the bachelor of arts—is currently offered by all the University's colleges, with major programs available in some 25 different areas. The master of arts degree is offered in elementary education.

The University's teaching faculty, numbering more than 250, represents all major areas of higher learning, and about 65 per cent hold doctoral degrees.

For administrative purposes, the University is organized into the three broad areas of academic affairs, student affairs, and administration and business affairs. The administrative officers who head these three units serve with the President as the Executive Committee, the principal policy-making and advisory body of the University. The President is responsible to the State Board of Control for internal policy and procedure of the University. In addition to the Executive Committee, advice and assistance to the President in the determination of policy is given by the University Senate, comprising elected representatives from all areas of the University community, including the student body.

## The Foundation

The University of South Florida Foundation is a non-profit corporation whose purpose it is to provide supplementary funds beyond the basic needs of the University by supporting programs not normally receiving state funds. Examples are funds for student aid, exceptional research needs, distinctive library collections, and many others. Both current gifts and bequests for the University's use should be made through the Foundation. Membership in the Foundation is open to all persons interested in the welfare and development of the University.

The Foundation is serving as the temporary headquarters of the Alumni Association, which was organized in December, 1963, upon graduation of the first class.

## Purposes and Goals

A university is defined as an institution of higher learning consisting of several schools or colleges and offering programs in the liberal arts as well as in a number of professional areas. It is, however, more than this; it is a place where new knowledge is sought, and old knowledge is synthesized in new ways through research and scholarship for the benefit of mankind.

It is not, however, a trade school where the detailed techniques of a trade can be learned by practice. It deals with professional areas more in theory than in practice, providing the broad background and understanding necessary to the development of specific skills. In this way it develops the intellectual judgments necessary to deal with the constantly changing problems of a profession.

A university should not be regarded simply as a place to prepare for a profession, important as this may be. One of its most important functions is to provide all its students with a better understanding of life in a rapidly changing world. Man is surrounded by a natural environment and confronted by rapidly increasing knowledge of that environment. These are matters of human affairs which he needs to know about as an educated citizen and as a professional person. Hence, a university has an important obligation to provide in its educational program for all students those common elements which make for more responsible and responsive living.

A university is also a servant of the society which supports it, and at the same time it is one of the leaders of that society. It is the medium through which the greatest wisdom of the past and the living spirit of the present are passed on to new generations of young people to be used by them as leaders in the further advances of society toward goals of better and finer living.

In the classroom, subjects are dealt with objectively, critically, analytically and constructively, as well as inspirationally and creatively. The student is expected to learn to be analytical as well as creative in his own approach and to understand that such activities, to be constructive, must be carried out with a minimum of emotional bias and prejudice. He

must learn to understand that in a democracy points of view will differ and there may be no wholly right or wrong answers to many questions, only better or worse answers from the viewpoint of society or the individual. He must be prepared to examine objectively his own position on such matters and develop for himself a tenable position or philosophy with which he can continue to live.

The University of South Florida, in trying to attain this character, has set up for itself the primary goal of placing "Accent on Learning" as its most important reason for being. Toward that end, the University has these specific objectives:

- I. To provide the citizens of Florida with an outstanding public institution of higher learning, giving leadership and service in the intellectual, cultural, economic and scientific interests of the state.
- II. To create a community of scholars dedicated to teamwork in the search for truth, the exchange of ideas and the establishment of high standards of intellectual inquiry and creative activity.

The faculty has been carefully chosen for its training, competence and ability to teach. In an unusual sense it is a team. The faculty has already shown its outstanding ability to carry on creative work and significant research and to provide opportunities for able students to learn the meaning of, and assist in, such work as part of the process of education.

- III. To provide opportunity for the development and training of the mind which promotes maturity, objectivity and creativity.

All degree programs of the University are designed to promote the following general aims for all students: (1) the necessary skills in writing, speaking, reading and listening; (2) self-reliance through the ability to think clearly; (3) understanding of oneself and one's relationship to others; (4) growing convictions based on the search for truth; (5) understanding and appreciation of our cultural, social, scientific and spiritual heritage; (6) intelligent approach to local, national and world problems leading to good citizenship and leadership in life; (7) some practical understanding of another language; (8) professional competence based on high ethical standards; and (9) healthful development of the body.

- IV. To provide a broad cultural and basic educational pattern for all students, together with programs of liberal, pre-professional and professional studies, and to supplement these with opportunities for independent development and work experience.

Recent studies indicate a strong trend in American liberal arts colleges toward the inclusion of more professional preparation in their programs and, conversely, for the professional colleges to include more general and liberal studies in theirs. Thus, the professional and the liberal arts colleges are coming closer together in the effort to provide a continuum of studies which includes the general, the liberal and the professional in the same program. The University of South Florida is attempting this in a way that provides greater unity of knowledge for the student.

For each student the educational program combines preparation in basic studies with work in the liberal arts and the sciences and with

professional studies. Ideally, a student's program will be devoted about one-third to basic studies, one-third to professional studies and one-third to elective and related choices.

#### **A LOOK AT THE FUTURE**

The University of South Florida's location in a large and expanding metropolitan area, coupled with the broad growth and development of Florida in the space age, suggests a future of rapid change and expansion for the University. It is estimated that more than 10,000 students will be enrolled by 1970. Construction will continue at a rapid pace each year for several years to come. During 1964-65 alone, some \$10 million in new construction will be started on the campus. New faculty are joining the University staff at a steady rate. In every respect, the University of South Florida is a vital part of the state's inevitable growth, and it is destined to become a large, multi-purpose university.



# ADMISSION

The University of South Florida requires definite ability and competency on the part of students. Those having these abilities and skills and who are seriously interested in earning an education can expect to succeed in college. Students who lack them are almost sure to encounter serious difficulty. Until such students have corrected some of their academic deficiencies by private study, review work in high school, or perhaps study in a junior college, they may not be accepted. Whether or not students have a reasonable possibility of being admitted to and succeeding in the University will be appraised by the Registrar. He will admit students who meet the formal requirement of the University for admission. He will suggest other possibilities to those who do not. He will refer borderline decisions to the University Committee on Academic Standards. This committee's decisions will be final.

The University offers a trial program for a limited number of marginal students in its Summer Session. It is open to students who might not otherwise be accepted. Students succeeding in this program will be accepted on a probationary basis for the regular fall trimester.

When students apply for admission to any university, they are asked to have a transcript of their previous academic work sent to the registrar. When students leave an institution, they may request a transcript of work done there. The transcript from high schools shows courses taken expressed in what are called Carnegie Units. A unit represents one year's work in a course. College or university transcripts show courses taken, grades, and credits earned. High school transcripts show rank in high school graduating class which indicates how the student's grades compare with others of his class. College or university transcripts show grade-point average or ratio, which is a numerical index showing the proportion of A's, B's, C's, D's, and F's the student earned. Such records may also show the results of standard tests students took prior to being admitted to the college or university, or other tests required of all students. Such scores are most frequently expressed as percentiles indicating the percentage of all other students taking the same tests who scored below the student in question.

## ADMISSION TO THE UNIVERSITY

### FRESHMEN

It is recommended that all prospective freshmen who wish to be admitted to the University of South Florida earn at least 14 high school units in the area of English, mathematics, foreign languages, social studies, and natural sciences.

Freshmen enter the University from four principal sources, and special qualifications are established for each. Borderline students are urged to begin in June rather than waiting until September.

The four sources are:

1. Graduates of Florida high schools, who must have a favorable character

## 14      **ADMISSION**

recommendation from officials of their high school, must have an overall average of "C" or better in all academic subjects and must score in the upper 40 per cent (300 or above) on the Florida State-Wide Twelfth Grade Tests.

2. Graduates of high schools outside Florida, who must have a favorable character recommendation from officials of their high school, must have grades placing them in the upper 40 per cent of their graduating class and must have acceptable test scores (examples: 900 or higher on the Scholastic Aptitude Test—450 or higher on the verbal portion).
3. High school graduates by Armed Forces Tests of General Education Development (G.E.D.), who must have a favorable recommendation from their employer, must have an acceptable high school record for the portion attended and must have a minimum individual score (percentile) of 50 and a minimum average of 60 on the G.E.D. test.
4. Early applicants, who wish to enroll prior to high school graduation, must have outstanding high school records (minimum average of 3.5, or B+), must show high performance on tests such as the College Qualification Test and must score a minimum of 425 on the Florida State-Wide Twelfth Grade Tests. Early applicants are interviewed by a number of University officials and are comprehensively tested before their applications are approved.

### **TRANSFER STUDENTS**

Degree-seeking students wishing to transfer to the University must have a minimum average of "C" for all college work previously attempted and must be eligible to return to the last institution in which they were enrolled. Those with less than 60 hours of transferable college credit must meet the University's freshman entrance requirements. Non-degree seeking transfer students who wish to change to a degree-seeking status must first meet the degree-seeking admission requirements or earn a minimum of 15 trimester hours with a minimum average of 2.5 (C+).

After a prospective transfer student has applied to the University and all official records are received directly from each institution involved, his records are evaluated to determine how many of his credits are transferable. Only work in which the student has earned a grade of "C" or better may be transferred. Credit will not be awarded for college level G.E.D. tests, for Basic R.O.T.C., military science, nor for courses given credit without a grade such as "Orientation".

Final determination regarding the applicability of transferred credits to graduation requirements is up to the college concerned.

The final 60 hours of work taken for the bachelor's degree must be earned in a senior institution, and a maximum of 30 hours of extension and correspondence courses and Armed Forces credit can be applied toward a degree.

Service school courses will be evaluated with reference to the recommendation of the American Council on Education when official credentials have been presented. Such recommendation, however, is not binding upon the University.

A transient student interested in enrolling for a summer session or for one term only before returning to his parent institution should write for transient application papers. No evaluation of transferred credit is prepared for transient students.

A transfer student from a state-operated junior college or university may satisfy the basic studies requirements of the University of South Florida by completing (before transfer) the general education program prescribed by that institution. Graduation for those attending a junior college is recommended. Students' general education programs in private colleges and out-of-state schools, and students with incomplete general education programs from state institutions will be evaluated on an individual basis.

Graduates of accredited junior colleges are not required to take additional work in physical education.

Students already graduated from accredited four-year institutions who apply for admission to work toward another degree will not be required to meet the regular basic studies requirements. The Admissions Office will review the transcripts of such students and, if there are glaring deficiencies, possibly recommend additional work in some areas.

A transfer student who has met the admission requirements of the upper level college of his choice should request an application to that college prior to his first registration.

### **MATURE STUDENTS**

Mature persons (25 or older) may, by providing evidence that they are qualified to do the proposed work, enroll as non-degree students (in day classes or in the evening sessions) without meeting the requirements established for degree programs. They may transfer to degree programs later if their work as non-degree students indicates the likelihood of success. Work taken for credit as a non-degree student may later be counted in a degree program if it is applicable and of satisfactory grade.

### **EVENING SESSION STUDENTS**

While serving degree-seeking and non-degree seeking students, the Evening Sessions of the University of South Florida offer only courses for full academic credit. Any student accepted as a candidate for a degree may enroll in courses offered in the evening which are appropriate to this program. The admissions requirements and achievement levels in the day courses and in the evening sessions are the same. The evening sessions are more fully explained elsewhere in this catalog.

### **SPECIAL CONSIDERATION**

Freshmen or transfers with above average ability who do not meet all the aforementioned requirements may apply for special consideration. The application accompanied by a full letter of explanation and supporting information should be mailed to the Director of Admissions. It should be noted, however, that the regular guidelines are regarded as sound for the student and for the institution. Few exceptions are made.

## Procedure for Applying

Application papers may be requested as early as 18 months prior to anticipated enrollment. Secondary schools in the Tampa Bay area have application forms. Public school teachers wishing courses for certificate extension and other non-degree seeking students who feel that they fall into a special category should indicate the category in their initial inquiry and should inquire about special application forms.

There are definite advantages in applying early. Housing priority is explained elsewhere in the catalog. Each trimester has its own application deadline usually 30 days prior to the first day of classes for the fall and about two weeks prior to classes for other trimesters. The application will be acknowledged and qualified students will be accepted. Upon receipt of test scores and evidence of completion of high school work, or upon the arrival of the final college transcript, final decisions will be made and the candidate notified.

All academic records must be mailed to the University of South Florida directly from the appropriate institution (i.e., high school record from high school attended; college record from each college attended; G.E.D. test scores from appropriate high school or State Department of Education; U.S.A.F.I. scores from Madison, Wisconsin; S.A.T. scores from high school or central office).

A letter of recommendation from your employer should be secured and mailed to the Registrar if you have been employed for more than six months. An applicant who has not attended a school or been employed within 12 months preceding the application should write a letter to the Registrar describing how the time was spent (as a housewife, disabled, etc.).

In an effort to assist high school and college guidance counselors, the University mails transcripts—indicating credit transferred, courses taken at the University, and grades earned—to high schools and junior colleges for their former students.

## REAPPLICATION

Any student who has been enrolled at the University of South Florida during a given calendar year, upon resuming his studies will not have to reapply. Any student who has **not** been enrolled at the University during the calendar year in which he wishes to re-enter (exception: those enrolled in Trimester I) will be classified as a Former Student Returning and must secure from the Registrar's Office a special application for students in that category. Failure to submit these papers a month prior to the anticipated date of enrollment will result in late registration and will require a late fee.

A student who has submitted application papers for a previous term but has never enrolled at the University should request papers to "up-date" his file. Failure to up-date the application a month prior to the anticipated date of enrollment will result in late registration and will require a late fee.

## **Summer Counseling Conferences**

It is anticipated that new students entering the University in September will attend one of the counseling conferences held each summer. The counseling conference is designed to acquaint students with the University and with each other and to accomplish in an organized and efficient manner those steps necessary to the completion of registration. Counseling conferences are also held for new students entering the University for the winter or summer trimesters.

New students' participation in the counseling program is urged because it assures maximum attention to the curricular and extracurricular needs of the individual student. Some testing is included in the conference principally for the purpose of providing advisers with information about the student. Such information is necessary to realistic planning and the choice of appropriate courses. The conference also facilitates the transition from high school to college by assisting the student toward an understanding of the objectives of and opportunities in the University community. It further assures a specified period of time for private conference with a faculty adviser with a view to increasing the student's understanding of the programs and courses available through the University.

## **Orientation Testing**

After admission, all students who are working toward an academic degree must take a battery of tests, the results of which will be used in advising them throughout their academic careers. This battery consists of measures of academic aptitude, reading and writing ability and measures of some of the other skills needed by college students. On the basis of these results some students may be advised to enroll for accelerated sections or for independent study; other students may be advised to seek remedial help concerning deficiencies these tests reveal. The tests are usually taken either in the counseling conferences for new students in the summer, or during the orientation week if not taken earlier. Students not enrolled in a degree program will be urged to take the full battery of orientation tests as do matriculated students.

The orientation test results are made available to advisers. Students concerned about their performance on these tests may talk with their advisers about the matter.



# ACADEMIC POLICIES AND PROCEDURES

The University is concerned that each student make reasonable progress toward his educational goal, and will aid each student through guidance and faculty advising. Whenever this progress is hindered, blocked or interrupted, the University will, through additional guidance, special counseling or restrictions on the student's activities, aid the student to resume satisfactory advancement. He may be required to leave the University for a period sufficient to gain adequate maturity and motivation.

To be in satisfactory academic standing at the University a student must be properly admitted and be matriculated for a degree or have qualified as a special student and normally hold a cumulative grade point ratio of 2.0. The precise averages for good standing are described below. Falling below these points should suggest to the student that he must change his pattern of work to restore himself to a satisfactory status.

Any student is not in good standing whenever his cumulative grade point ratio falls below 1.5 and his attempted hours are less than 30, or below 1.7 when his attempted hours are between 30 and 59, or below 2.0 when he has attempted more than 59 credit hours. Such a situation occurs generally because the student lacks the maturity, diligence, or motivation to realize the necessity for adequate scholarly effort. Whenever a student falls into this status, he will be placed on warning and a notification to this effect will be sent to him and his permanent record will be posted accordingly. The student will be required to meet with his faculty adviser for additional assistance in identifying and correcting his difficulties.

A transfer student who was not in good standing at his prior institution but who for special reasons has been admitted to the University will be placed immediately on warning for a trial period.

All students who do not raise their grade point ratio to a level of good standing within the trimester in residence after being placed on warning shall be placed on final warning.

Whenever a student is placed on final warning, a notification of this will be sent to the student's parents or guardian unless the student is 21 years of age or older and is living independently of his parent or guardian. The student will be required to meet with his faculty adviser for additional assistance, and must forego holding any executive or committee office in any student or campus organization, and forego participation in any student or campus organization which represents the University. The permanent academic record of the student's progress will show that he was placed on final warning and he must earn at least a 2.0 average regardless of trimester hours attempted during his next trimester in residence. Failure to do so implies that the student has disqualified himself from continuous attendance at the University and that he must wait at least one full trimester before becoming eligible to be considered by the

## **20      ACADEMIC POLICIES AND PROCEDURES**

Academic Standards Committee for readmission to the University. Any student who withdraws from the University while on Final Academic Warning must petition and secure approval of the Academic Standards Committee to re-enter the University.

### **DISQUALIFICATION AND READMISSION**

A disqualified student seeking to gain readmission must apply to the Registrar.

If the student attends another college or university during this intervening period, he will be classified as a transfer student and his admission will be based on his total educational record. In rare and exceptional cases a disqualified student may petition the Academic Standards Committee for earlier readmission when it can be clearly demonstrated that circumstances beyond the student's control accounted for his academic problems.

A student who fails to qualify for admission to upper level work after attempting 90 credits will normally disqualify himself from further attendance at the University and thus not become eligible for readmission.

Any student who is readmitted to the University following disqualification will be placed immediately on a final warning status.

### **LEAVES OF ABSENCE**

Any student in a warning or final warning status may be asked to take a mandatory leave of absence of one or more full trimesters before resuming his studies. At the end of the mandatory leave of absence period the student must petition the Academic Standards Committee for readmission to the University.

Any student may be urged to take a leave of absence if his teachers and advisors believe such an action will assist the student.

The administration of the system of warning status, final warning status, disqualification, mandatory leave, leave of absence and academic dismissal is the responsibility of the Registrar. He will work closely with other University officials and faculty advisers in these matters.

Students having questions or problems about these matters should go either to their adviser, the Registrar or the dean of the college in which they are enrolled.

### **ADDS**

After a student has completed his registration on the date assigned to him, he may add courses only during the first three days of classes (hours to be announced).

### **AUDITS**

If a student wishes to audit a course, he must obtain written permission from the instructor of the course and section in which he wishes to enroll. If permission is granted, the student may register for the course but without trimester hours credit. However, the student must pay the regular registration fee for that course.

## CANCELLATIONS

If a student, after completing his registration, wishes to withdraw from the University, he may do so by completing a Cancellation Form in the Registrar's Office, and will receive a complete refund of registration fees. However, since he has not attended classes, it will be necessary for him to make application for readmission to the University for future attendance.

## DROPS

After a student has completed his registration and classes have begun, he may drop courses without penalty of an "F" grade during the first three weeks of classes. Beginning with the fourth week of classes and through the week before the last week of classes, the student may drop a course without a penalty of an "F" grade if he is doing passing work in the course, or he may drop the course with a penalty of an "F" grade if he is doing failing work in the course. If the student drops the course without penalty, he will receive a grade of "W" which indicates that he was doing passing work at the time of dropping the course. If the student drops a course during the last week of classes, he will receive an automatic "F" in each course dropped.

## WITHDRAWALS

Any student may withdraw from the University without penalty of an "F" grade before the last week of classes. If a student withdraws during the last week of classes, he will automatically receive an "F" grade in each of his courses. If the student is on Conditional Registration or Final Academic Warning and withdraws from the University, it will be necessary for him to petition the Academic Standards Committee before being readmitted.

## CLASS STANDING

A student's class is determined by the number of credits he has earned without relation to his grade point ratio.

- Freshman: up to 29 trimester hours
- Sophomore: 30 to 59 trimester hours
- Junior: 60 to 89 trimester hours
- Senior: 90 or more trimester hours

(The following code is used to represent classification of students: F - Freshman, S - sophomore, J - junior, R - senior, N - non-degree seeking student, T - transient student.)

The classification of Special Student is given to those who are not enrolled in a program leading to a degree and who have accumulated fewer than 30 trimester hours. Special students who accumulate 30 or more hours are advised to enroll for a degree program.

## ADMISSION TO THE UPPER LEVEL

Applications for admission to an upper level college or program of the University are filled out in the office of the college of the student's choice. Acceptance or non-acceptance is given by that college. Admission is not automatic.

## **22 ACADEMIC POLICIES AND PROCEDURES**

Courses and programs offered at the junior and senior levels are generally considered to be "upper level".

Generally, a student will be eligible for admission to an upper level college when he has completed the lower division requirements of the College of Basic Studies, taken a comprehensive examination some time during his sophomore year, demonstrated the required proficiency in four areas of physical education and completed at least 60 trimester hours with at least a 2.0 ratio. A student with 54 hours and a ratio of 2.0 or better may be admitted with special permission of the dean of the college involved.

In addition, students must meet the specific admission requirements of the college to which they are applying. These requirements are shown elsewhere in this catalog and should be verified with the college before application is made.

Students transferring into upper level college programs from other institutions must meet the same standards and requirements as those whose first two years were taken at the University of South Florida.

### **DOUBLE MAJOR**

Students may elect to graduate with two majors in disciplines within the same division, the same college, or in more than one division or college. In that event, the student should meet all requirements of each major separately. He must apply independently and be assigned an adviser in each discipline. He must be certified for graduation by the appropriate dean or divisional director for each major.

### **CHANGE OF MAJOR**

Any student in the upper level who wishes to change his major should fill out the Change of Major Form (in triplicate) in the Registrar's Office. This form must be signed by the student's adviser, the dean or director of the former major, and the dean or director of the new major. It will also be necessary for the student to complete a new Upper Level Application form in the office of the college that offers his new major.

### **APPLICATION FOR DEGREE**

Each student who plans to complete his graduation requirements by the end of a trimester must complete the Application for Degree no later than the first day of the fifth week of that trimester. The application is to be filled in at the Registrar's Office.

### **GRADUATION REQUIREMENTS**

While each college sets specific requirements for graduation, the general University requirements must be met by every student upon whom a degree is conferred.

These general requirements specify that a student must earn at least 120 trimester hours of credit with at least a "C" average for all University of South Florida courses attempted in order to be eligible for graduation. At least 40 of his trimester credit hours must be for upper division level work (courses numbered 300 or above).

In addition to specific requirements of their major and of the college in which they are enrolled, candidates for graduation must also pass the senior seminar offered by the College of Basic Studies, take the Graduate Record Examinations Aptitude Test and be recommended for graduation by the dean of their college.

All students must complete at least the last 30 hours of their undergraduate credit on the campus to qualify for a University of South Florida baccalaureate degree.

If changes are made in major or graduation requirements during the time a student is enrolled in the University, the student has the choice of being graduated under the old or the new requirements.

While every effort will be made to give each student appropriate advice in meeting major and graduation requirements, the final responsibility for meeting these rests with the student. He should study the catalog carefully and seek advice when in doubt.

### **GRADUATION WITH HONORS**

Each student graduating from the University with a grade point ratio of 3.5 or higher will receive a special notation on his diploma indicating that he has been graduated with honors.

### **Availability of Courses and Programs**

The University does not commit itself to offer all of the courses, programs and majors listed in this catalog unless there is sufficient demand to justify them. Some courses, for example, may be offered only in alternate trimesters or years, or even less frequently if there is little demand. Some of the less popular majors may not become available until later in the University's development. Students wishing such majors may take what is offered here and major in some closely related field or transfer to an institution which offers the desired program.

### **Notice of Change**

Notifications regarding change of address, change of name, change in marital status, and change of citizenship should be filed promptly in the Registrar's Office.

### **Florida College Exchange**

Through an exchange agreement, students of the University of South Florida, with the approval of their advisers, may elect courses in Greek, Hebrew, Bible or religious education at nearby Florida College. Credit for acceptable work may be transferred to the University and counted as elective credit toward graduation. Students from Florida College have a similar transfer arrangement.

Costs for students under these dual enrollment plans are based on credit hours of work taken, and payment is made to the appropriate institution in accordance with its per-hour fee rate.

## **Selective Service and V.A. Certifications**

From time to time, in addition to regular transcripts, the student may need special "student status" certifications from the Registrar.

The Selective Service System requires every male undergraduate student to send a Selective Service Enrollment Certificate to his local draft board at the beginning of each academic year (fall term). Upon receipt of this certificate the local draft board will classify the student 2-S (deferred because of activity in study). The undergraduate student will remain 2-S until he graduates if he continues to pursue a full-time course of instruction leading toward a degree.

Students desiring further information concerning Selective Service requirements should inquire at the Registrar's Office.

The University of South Florida is approved for the education and training of veterans under the Veterans Readjustment Assistance Act of 1952 (Public Law 550) and all other laws. To be eligible for P.L. 550 benefits, active duty in the armed forces prior to January 31, 1955, is required. The War Orphans Educational Assistance Act of 1956 (Public Law 634) provides educational benefits to the children of veterans who have died as a result of a "disease or injury incurred or aggravated in the armed forces during World War I, World War II, or the Korean Conflict." Inquiries relating to veterans education should be addressed to the Veterans Administration, Regional Office, P.O. Box 1437, St. Petersburg, Florida. Once approved by the Veterans Administration, (Form VA 22-1993 or 22-5493 received) contact should be made with the Office of the Registrar.

## **ACADEMIC ADVISING**

At the University of South Florida, academic advising is the province of the teaching faculty. It is thus an extension of the teaching function—a conscious concern for the academic and educational questions that most students have about the importance of their studies, the proper direction of their educational development, and the practical value of their educational objective.

As the beginning student generally has a greater need for advice and guidance, freshmen and sophomores are assigned to advisers who are relieved of some teaching responsibility in order to devote more time to this important function. The advisers to freshmen and sophomores represent the various colleges and divisions of the University and are chosen because of their interest and experience in curricular advising. Coordination of the advising program for students enrolled in the College of Basic Studies is the responsibility of the Coordinator of Student Advising under the dean of that college.

Students entering the upper level programs, usually at the beginning of the junior year, are assigned to an adviser in their major field. Cur-

ricular advising in the upper level programs is the responsibility of the division directors in the College of Liberal Arts and of coordinators designed by the respective deans in the Colleges of Business Administration, Education, and Engineering.

All degree-seeking students entering the University are urged to participate in a two-day orientation conference, at which time they meet with an adviser in their proposed field of study to prepare a schedule of courses. Prior to this meeting advisers are provided with pertinent information, such as admission data and test scores, concerning each student. During the orientation conference, or shortly after the beginning of classes, the new student is assigned to a specific adviser in accordance with his stated educational objective. The student who has not yet decided on an objective is assigned without regard to the adviser's area of specialization.

A student is expected to meet at least once each term with his adviser for purposes of program planning. However, he is encouraged to visit his adviser whenever he feels in need of help with academic or personal problems. Although the adviser is essentially a resource person for assistance with academic and curricular matters, he can often refer the student to a source of specialized help when the problem is one with which he is not qualified to deal.

Although it is not necessary for a student to have a specific educational goal in mind at the time he enters the University, he should discuss with his adviser any general educational objective he might have at their first meeting. Some courses of study require enrollment in key courses during the first year if the student is not to lose time in his work toward a degree. Both engineering and the medical sciences are curricula which illustrate this point.

Provisions are made to permit a change of adviser when it appears to be in the best educational interests of the student. A change of educational objective is the most common reason for reassignment, but reassignment may be made at any time the student or adviser believe a change is desirable.

While the University provides advising services to assist students with academic planning, the responsibility for seeing that all requirements are met rests with the student.

## **SPECIAL ACADEMIC FEATURES**

The University of South Florida seeks to achieve its objectives not only through its formally organized colleges and courses but through some special services as well. These are programs or activities which clearly are designed to enhance the education of students but do so through means other than orthodox courses and classes. Many of these do not even offer academic credit, although some may be means by which students do earn credits. Regardless of whether or not these activities count toward the definite graduation requirements, they can be tremendously significant in the lives of students who participate in them.

### CREDIT BY EXAMINATION

Students may apply to take lower level basic studies courses by Credit by Examination. If the application is approved and presented at regular registration, they take the final examination with the class. Those making "B" or higher on the examination will receive college credit for the course. Those making "C" are still eligible for waiver but without credit. Those making "D" or lower lose the waiver privilege and must take the course in class or use the course as the one authorized omission.

### INDEPENDENT STUDY

Students wishing to take a course by independent study must contact the instructor of the course and complete a **written contract**. This contract specifies the requirements to be completed by the student including tests, periodic class attendance, term papers, etc. If the course is in the College of Basic Studies, approval for independent study may be given by the course chairman. A copy of the contract is to be sent to the Coordinator of Independent Study. The student must take the final examination in the course, or the equivalent.

Not all courses in the University can be taken by independent study. The respective colleges have jurisdiction in the determination of which courses may be taken in this manner.

The regular grading system applies to all independent study students. Grades earned by independent study have the same status as those acquired through regular class attendance.

### ENRICHED SECTIONS

Certain basic studies courses list starred sections in the University Class Schedule. These are sections of the course adapted for particularly capable or particularly well informed students in the subject. Professors in these sections typically cover material more rapidly and bring in considerable outside material not used in the normal sections. Students believing they could profit from enrollment in these starred sections should question their advisers about the possibilities of doing so.

### ADVANCED PLACEMENT—CREDIT PROGRAM

The University of South Florida participates in the Advanced Placement Program conducted by the College Entrance Examination Board, which provides 13 college-level advanced placement examinations in American history, biology, chemistry, English, European history, French, intermediate German, advanced German, Latin IV, Latin V, mathematics, physics, and Spanish. Examinations in Russian are being added.

Examination papers are graded by selected committees on a five-point scale: 5-high honors, 4-honors, 3-good, 2-credit, 1-no credit.

The University allows automatic advanced placement credit for scores of 3, 4 and 5, and allows advanced placement without credit for scores of 2, upon recommendation of the program concerned.

Credit may be applied to Basic Studies courses where appropriate, or to comparable Liberal Arts courses as best fits the needs of the student.

Participation in this advanced placement program does not affect the University's regulation concerning waiver, credit by examination, independent study, or other provisions for the advanced placement of qualified students.

### **ADVANCED PLACEMENT—NON-CREDIT PROGRAM**

Frequently a superior student, particularly in the fields of science and mathematics, is allowed to enter advanced courses in those subjects. It is possible for students well trained in mathematics to enter calculus as freshmen. It is also possible for well trained students to enter physics or chemistry without having other college level science. Before permission is granted to do so, students are required to take a science and mathematics examination to determine whether or not they actually have the knowledge and competency to succeed in these advanced courses. This same procedure is applied to other subjects.

### **EXTRA LOADS**

The normal load for full-time students ranges from 12 to 18 hours each trimester. For most students seriously involved in study this is ample. However, some students find they can, with profit, take even heavier loads. To do so they must receive permission of the dean of the college in which they are enrolled and should clearly understand the difficulties they will encounter in taking as many as 21 hours. For some students, however, an overload is the best way for them to gain maximally from their college education. It should be noted, however, that under the trimester system the carrying of overloads is more difficult than under the semester system.

Registration for more than 18 credits requires approval of the dean or division director of the student's college. A first trimester freshman is only rarely permitted to undertake more than 18 credits. Thereafter, permission may be granted if the student's grade point is 3.0 or higher. Freshmen and sophomores who wish to carry more than 18 credits should be referred to the Dean of the College of Basic Studies or to the Coordinator of Advising.

### **HONORS**

The University of South Florida, emphasizing as it does solid academic achievement, is developing ways of recognizing distinguished student achievement. Each trimester an honors list is prepared showing students who earned a grade point average of 3.5 or higher for that trimester and students who maintain this level of accomplishment are recognized each fall at an honors convocation. Honor societies are also being organized for outstanding students.

### **WORK-STUDY COOPERATIVE PROGRAM**

The Work-Study Cooperative Program of education has as its objective a balanced education where work experience is an integral part of formal education, and theory is blended with practice. In addition to regular classroom and laboratory exercises, it acquaints the student with the world of work and a professional environment. Students become acquainted with

professional skills while obtaining their academic training. The ultimate objective of the program is to bring business, industry and governmental agencies close to the educational program of the University and have the graduates absorbed into permanent employment of the Southeast's leading employers.

The Work-Study Program is particularly designed for recent high school graduates rather than older more mature students with considerable work experience. It also requires students of demonstrated academic ability. A student must have a minimum of 24 hours of academic work completed with a grade point average of 2.0 or better before being assigned to a team.

All University of South Florida cooperative programs are four years in length except in the field of engineering, which is a five-year program. Following two trimesters on campus the student is assigned to a team and alternates between trimesters of work (paid employment) and trimesters of study until he reaches the senior level, when he returns to the campus to complete his academic requirements.

The University will assign students to work relevant to their educational and professional goal. Usually students are first placed on those jobs of an employer where they learn the fundamentals. They may then advance in the type of work they do from work period to work period. During the early years of the program most of the cooperative employers will be in Florida, many in the Tampa Bay area. Many types of enterprises have joined the University as cooperative employers. Some of the first to welcome the program included public utilities, financial institutions, chemical plants, department stores, hospitals, school systems, the construction industry and the National Aeronautics and Space Administration. This latter agency has taken a number of teams at the George Marshall Space Flight Center at Huntsville, Ala., the Launch Operations Center at Cape Kennedy, Fla., and the Manned Spacecraft Center, Houston, Tex.

Students are encouraged to make application for placement in the program during their first trimester on campus even though they must complete at least 24 hours of academic work before being assigned to an employer.

Students accepted into the Work-Study Program must remain in the program for a minimum of two work periods unless released by the director of the program. Also, students signing an agreement for any given work period are obligated to fulfill the agreement.

Students who fail to report for a work period after signing an agreement, or who fail to remain in the program for a minimum of two work periods, unless granted a release from their commitment, will not be permitted to register as full-time students (12 or more trimester hours, taken on campus) for the trimester corresponding to the work period for which they should have reported on their work assignment. Students who fail to keep their agreement to work to the end of any given work assignment will not be permitted to register as full-time students during the following trimester.

Work-Study students are encouraged to take one course during each work period. This may be a regular course taken by class attendance, by independent study, or credit by examination, at the University of South Florida or any other accredited college or university, a course from the extension division of the Florida Institute for Continuing University Studies, or a special problems course in an area appropriate to the student's major interests. Most of these Special Problems courses at the University of South Florida carry a course number of 481. They may be repeated and credit may vary from one to three hours per trimester for Work-Study students, the amount to be determined at the time of advising. Students should file an application for dual enrollment with the Registrar before enrolling in any FICUS courses.

The registration fee for the work period is \$40.00 and, in general, covers the fee for one course up to four hours in value (see Work-Study Handbook for exceptions), student publications, and privileges enjoyed by other full-time students. Transfer students are welcome to select the program and should make application during their first trimester at the University.

## GRADES AND EXAMINATIONS

There will be a final examination for most courses offered by the University. These will be given during a regularly scheduled examination period. Final examinations may not be given at any other time except in those courses the very nature of which makes other arrangements necessary.

Courses which meet only at night will normally have the final examinations scheduled at night. Courses which meet during the daytime but which have evening sections will normally be scheduled for final examinations during the daytime. Students should therefore be prepared to make any necessary arrangements to meet their final examination schedule.

There will be a common trimester final examination for each 100 and 200 level course in the College of Basic Studies, prepared by the Office of Evaluation Services. While the nature of this final examination will vary with the nature of the particular course, final examinations will count for 40 per cent of the student's final grade.

Mid-term grades will be submitted for only those students earning a grade of below "C" in courses numbered below 300 in Trimester I and II. Copies of these grades will be sent to the parent or guardian of all students under 21 years of age and of all students 21 or older who still list the home of their parent or guardian as their official residence. Married students living with their spouses, regardless of their age, will be the sole recipient of such grade reports. Instructors will be encouraged to test students frequently and to indicate to them the progress they appear to be making.

The University of South Florida maintains a five letter grading system. While pluses and minuses may be used for computation of grades

## 30 ACADEMIC POLICIES AND PROCEDURES

or other purposes, no pluses or minuses will be recorded on student's permanent records. The five letters are:

- A—Superior performance
- B—Excellent performance
- C—Average performance
- D—Below average performance, but passing
- F—Failure

An X grade may be used for any authorized failure to meet the requirements of a course. An X grade resulting from any cause other than a 100 or 200 level basic studies final must be removed within three weeks of the next trimester the student is enrolled. Permission to remove an X resulting from a basic studies final must be secured from the Dean of Basic Studies within the first three weeks of the next enrollment and the exam completed at the end of the trimester for which permission is granted. Failure to meet applicable conditions will change the "X" to "F". Until removed, the "X" is computed in the grade point ratio as "F".

A "Y" grade is used chiefly in the College of Basic Studies and is a failing grade. It is used when the instructor believes that regardless of the grade a student earns on a final examination he should fail the course. A "Y" grade insures this failure. It is viewed as final and is recorded as "F"

A "W" indicates withdrawal without penalty from the course. A student may drop a course and receive a grade of "W" during the no-penalty period for the first three weeks of classes in a full trimester or for the first eight days of classes in Trimester III A or III B. After the no-penalty period and until the last full week before final examination, a student may drop courses with or without penalty. If the student is doing passing work at time of withdrawing from the course, he will receive a "W" grade; if he is doing failing work, he will receive an "F" grade. If a student drops from a course during the last week before final examinations or during the final examination period, he will receive an automatic "F" for that course.

The University has a system of grade points used in computing grade point ratios. The range extends from "A" equals 4 to "F" equals 0. Grade point ratios are computed by multiplying the number of credits assigned to each course by the point value of the grade given. The total of the credit points for all courses taken divided by the total number of credit hours earned equals the grade point ratio. For example, a student taking five three-credit courses who earned two A's and three B's would have a grade point ratio of 3.4.

If a student repeats a course for any reason, his grade point ratio will include each grade received. For example, if a three-hour course is repeated, it is computed as six trimester hours attempted.

## ACADEMIC SERVICES

A number of University offices, programs, and facilities provide valuable supporting services to the academic program.

### Data Processing

Centralized record keeping for the University is provided by the Division of Data Processing. Among records and materials compiled in the division are financial and accounting reports, student academic records, class rolls and assignment, library records, mailing lists, directories, statistical records, and research data.

The facilities of the division include an IBM 1410 computer and are used for research, as a teaching laboratory for business courses in data processing, and for numerical analysis and statistics in mathematics courses.

### Educational Resources

The Division of Educational Resources is responsible for a variety of all-University services, including the purchase, rental, cataloging, maintenance, and distribution of instructional materials to assist faculty, staff, and students in the realization of their educational goals.

**Radio.** WUSF is an FM radio station operating on 89.7 mc. This station is available to disseminate University information, broaden the University's cultural offerings, and actively participate in the teaching program. The station is also used as a laboratory for students interested in broadcasting, and some students are involved in the station's daily operation. WUSF is located on the ground floor of the Library.

**Television.** A closed-circuit system capable of six-channel simultaneous transmission is connected to various campus buildings by direct cable. A video tape recorder provides flexibility for the system. The television operation is available for direct teaching, educational enrichment, special events, and as a laboratory for students with special interest in broadcasting. Student assistants are used in almost all phases of the system's operation. Both the studio and central distribution center are located on the ground floor of the Library.

**Instructional Material Service.** Audio-visual equipment and instructional materials for the classroom, University events and other functions are procured through this department. Operators for equipment are supplied when necessary, and some equipment is available on a loan basis. Public address systems, tape recorders and projectors of all kinds are available. There is production service for audio tapes and synchronized sound/picture presentations of various kinds.

**Graphics.** A variety of graphic services are available upon request for use in the classroom as well as the overall University program. Overhead transparencies, reproduction processes, original art work, posters, signs and art layouts for publication and printing are offered.

**Photography.** University photographs for publication as well as internal use can be requested. The service includes motion picture production in both 16mm and 8mm, enlarging and reduction of materials, the production of filmstrips and 2 x 2 slide duplication.

**Instructional Materials Center.** The Center is responsible for acquiring, cataloging and maintaining a library of instructional materials including films, filmstrips, tapes, records, maps and slides. These materials are available to the faculty and staff for academic purposes. Certain records, filmstrips and other materials are loaned to faculty, staff and students for independent study and recreational purposes.

## **The Library**

It is important that a library should take into account not alone the books on its shelves but the people it serves. This point of view is central in the philosophy of the University of South Florida Library. A library is good, not because of the volumes it has, but because it is used by people who derive personal benefit from its use and who produce something as a result of its use that will be of benefit to our society.

The Library staff is interested that students come to regard books as a way of life and that they use the Library regularly. It is the Library's aim that students should buy, read and discuss books and feel bereft when deprived of books. The University expects students to become thoroughly familiar with the University Library book collection, to master the techniques of using it, and before graduation, to achieve a familiarity with books which will carry over into later life.

The Library has about 85,000 volumes, and these holdings are being increased at the rate of approximately 20,000 volumes each year. The Library also subscribes to about 2,200 journals. These resources provide a beginning toward library service for the University community.

The Library collection is made available to readers by means of an open stack system. The Library's basic policy is to encourage users to become familiar with many kinds of books by browsing through the stacks. There are reference librarians to assist in bibliographical searches or in locating material. Specialized areas include a recreational reading area in the first floor lobby, special collections area (including a Florida collection) and an art gallery.

## **Sponsored Research**

Research is an important aspect of the educational program at the University of South Florida. Faculty members are encouraged to pursue research activities, and many students participate in research and training projects supported by funds given to the University by public and private granting agencies. Research is integrated with the instructional program in a very real sense.

The Office of Sponsored Research is the central coordinating unit for research and other sponsored educational activities on the campus. It provides information about granting agencies and serves as a consultation center for faculty who desire help in processing research proposals.

Although the Office of Sponsored Research operates primarily for the benefit of the faculty, students who have an appropriate interest in research are welcome to visit the office.

## FEES

The following fee schedule applies to all University of South Florida students, both undergraduate and graduate.

1. Initial application fee (paid only once—not refundable).....	\$ 10.00	
2. Registration Fee and Tuition		
	<b>Registra- tion Fee</b>	<b>Tuition*</b>
Regular trimester:		
Students registering for less than seven trimester hours, per trimester hour .....	\$ 10.00	\$ 12.00
Students registering for seven or more trimester hours .....	113.00	175.00
One-half trimester:		
Students registering for less than five trimester hours per trimester hour .....	10.00	12.00
Students registering for five or more trimester hours .....	60.00	90.00
3. Applied music fees .....		\$ 35.00
4. Late registration fee .....		5.00
5. Audit fees (same rate as if registered for credit)		
6. Room and board (students living on campus)		
Per trimester .....		325.40
Trimester III-B only, June-August .....		162.70
7. Food Service Plan (students living off-campus)		
Per trimester .....		185.40
Trimester III-B .....		92.70
8. Work-Study Cooperative Program (for work trimester).....		40.00
9. Student deposit (for full-time students) .....		15.00

\* Tuition is paid by non-Florida residents in addition to the Registration fee. Florida residents pay only the Registration fee.

### **FLORIDA RESIDENCY**

A Florida resident, for purposes of admission, expenses and other University classification needs, is one whose parent or guardian (or the applicant if over 21) is a citizen of the United States and has resided permanently in the state of Florida for at least 12 months immediately preceding registration at the University. No applicant can claim Florida residence only by virtue of the fact that he or she has attended any school, college or university in the state for the 12-month period immediately preceding registration. The owning of property in Florida while being physically located in another state does not qualify a person to claim Florida residence.

### **REFUND OF FEES**

Students who find it necessary to withdraw from the University may be permitted to have a refund of fees upon representation to the University Business Office of an authorization issued by the Registrar's Office. These refunds will be made under the following conditions:

1. No part of the student activity fee will be refunded if the student fails to surrender his original (current trimester) identification card;
2. Deductions from authorized refunds will be made for unpaid accounts due the University;
3. The registration, tuition and other instructional fees will be refunded depending upon the date of withdrawal, as follows:
  - a. A full refund will be made if withdrawal is effected on or before the first day of classes in any trimester or summer session.
  - b. A fixed charge of \$5.00 in each regular trimester and \$3.00 in each summer session will be deducted from the total fee refund after the first day of classes, but on or before the final day of late registration.
  - c. A 50 per cent refund of the registration fee will be made if withdrawal is effected after the conclusion of the late registration period but on or before the day which marks the end of the third week of classes in a regular trimester or the first week of classes in Trimester III B.
  - d. No refund will be authorized on withdrawals which take place after the end of the third week of classes in a regular trimester or the first week of classes in Trimester III B.
4. A first payment on room rent and board of \$40.00 for a regular trimester and \$20.00 for the half-trimester sessions is made with the application for housing on the campus. No refunds will be authorized on this payment after a room space is reserved for a student. Policies and regulations for housing and food service are explained fully in the housing application and brochure.

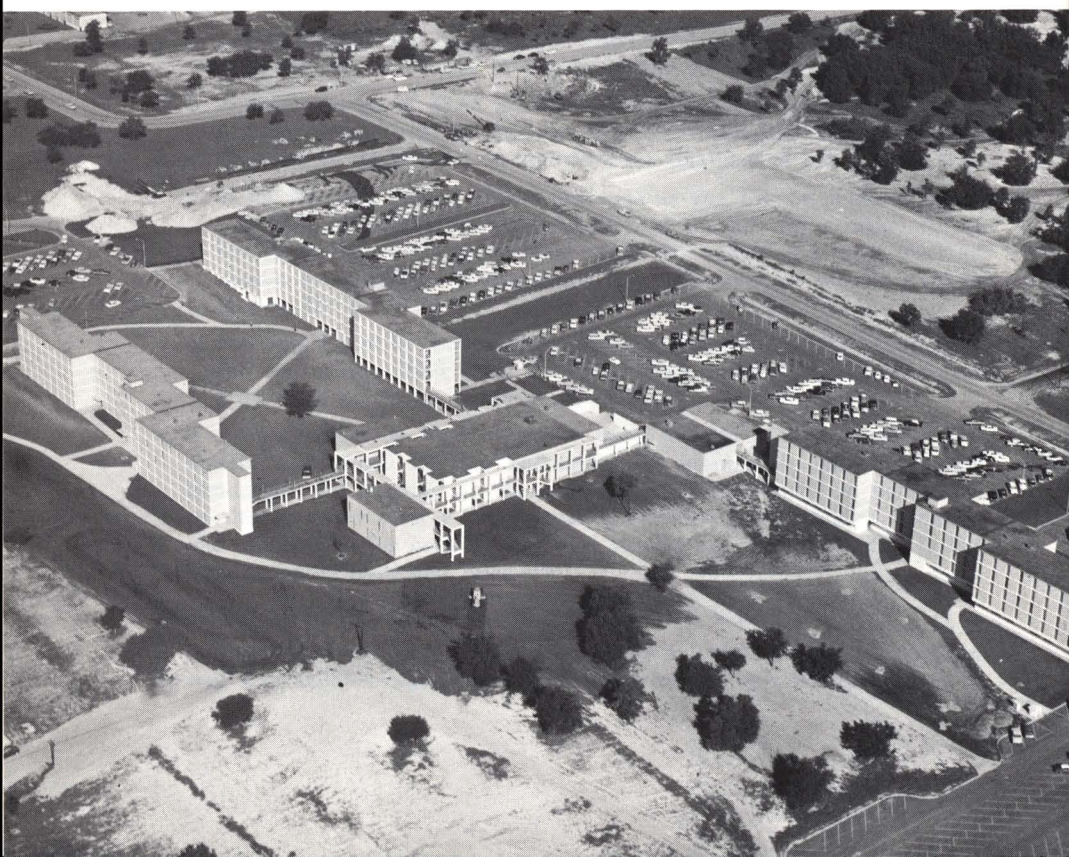
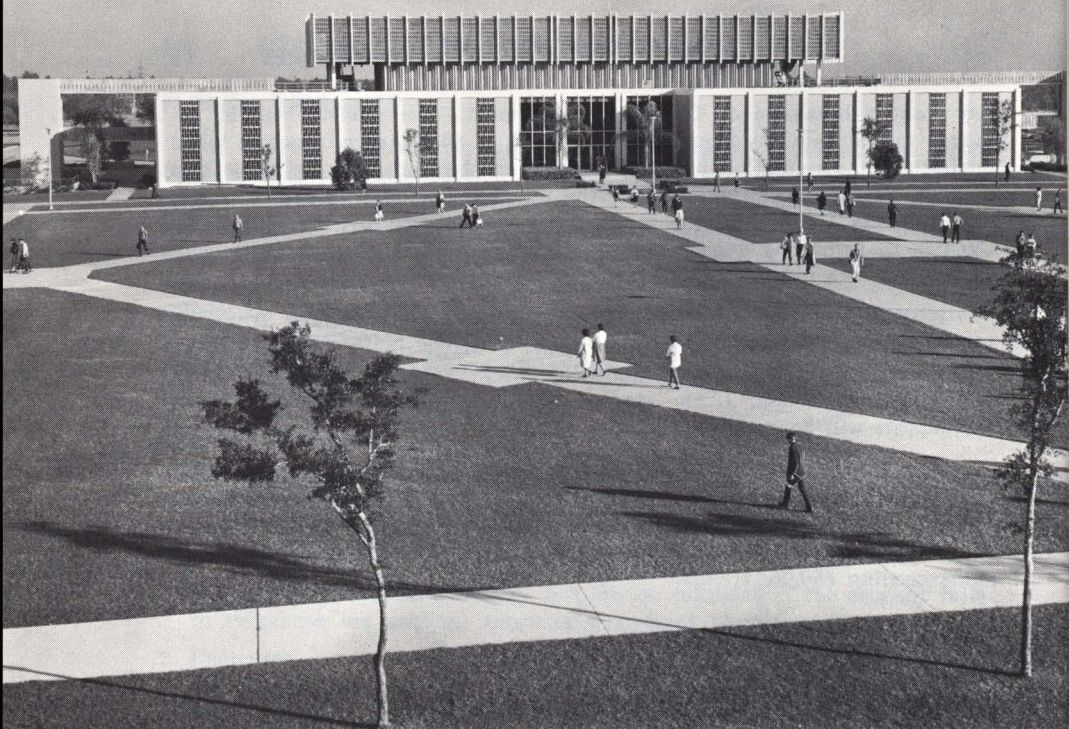
### **STUDENT DEPOSIT FEES AND CHECK CASHING SERVICE**

At the student's first registration, every full-time student is required to pay a refundable deposit of \$15.00 to cover cost of replacement due to

any loss or breakage of University equipment. The student will be required to maintain his deposit at a minimum of \$5.00 and will not be billed during the matriculation period except when the deposit falls below this amount. If the deposit falls below the minimum before the end of attendance at the University, the student will be notified by the University Cashier to bring his deposit up to \$15.00. Failure to comply will deny the student the privilege to re-register.

If a student changes from full to part-time, or withdraws from the University, he may apply to the Cashier's Office for a refund of the deposit. All deposits will be refunded by check within 30 days after application has been made. If the student has registered on a full-time basis, the deposit will be extended for that period.

The University will accept personal checks for accounts due the University. Each student is urged to make his own financial arrangements through his choice of commercial banks. The University Cashier, or any of the auxiliary services, such as the Bookstore, will cash personal checks not exceeding \$50.00.



# STUDENT WELFARE

The University of South Florida provides for the total growth and development of its students; not only giving attention to intellectual aspects of this growth, but also providing for the physical, social, emotional, and spiritual aspects. The University, through its services and programs, desires to help students acquire a maturing sense of values, a sound intellectual competence, and an understanding of the responsibilities which accompany these.

## Student Affairs

Implementation of the personnel service program for students is the concern of the Office of the Dean of Student Affairs. Orientation of new students, residence hall programs, loans, student activities, student organizations, class attendance, disciplinary action, and personal counseling are major functions of student affairs. The University provides the leadership and professional services for maintaining the educational philosophy of this program.

The Office of Dean of Women is available to help women students, particularly. Personal counsel, advice about student women's organizations, and orientation of new students are provided by this office. Attendance in classes, academic difficulties, social standards, and advisement to the Council on Religious Activities are also concerns of the Dean of Women.

The Office of Dean of Men is available to help men students, particularly. Personal counsel, advice about organizations, and social standards are concerns of the Dean of Men. This office also serves in an advisory capacity for foreign students.

Information and advice about student organizations is provided by the Office of Director of Student Organizations. This office assists in the organization of new groups and serves as an advisory center for programs of activities, membership requirements, names of student leaders, financial advice, and assistance for advisers. Active participation in student organizations can be a valuable part of the student's total education, and develops desirable qualities and traits of leadership, personality, and character.

## Developmental Center

The Developmental Center Provides services for students desiring professional assistance in the areas of reading, vocational guidance, personal counseling, tutoring, speech and hearing. These services are available to assist students in evaluating and remedying problems which interfere with efficient learning and satisfying participation in campus life.

The Reading Service provides diagnosis and evaluation as well as developmental exercises and techniques for improvement. In addition, a one-semester non-credit course in developmental reading is offered. Through this program students have the opportunity to reach maximum level reading effectiveness with improved comprehension and retention.

The Speech and Hearing Service offers diagnostic and therapeutic sessions for students whose speech or hearing interferes with effective communication. The summer counseling conferences include screening in both speech and hearing.

Counseling Services are available for students requesting help in career planning and in dealing with personal problems. Through testing and interview the counselors assist any student to evaluate his personal aptitudes for his educational and career goals. Any student may ask for help in the center when he feels that increased understanding of himself and of his relations with others would lead to more confident and satisfactory living and learning.

Students desiring special assistance in their courses may apply to the Developmental Center for tutoring provided by other students in various subjects and courses. Fees are charged by the tutors according to standard rates established by the Developmental Center staff.

Application for any of these services of the Developmental Center may be made by any student at any time and as often as desired. Regular registration procedures will be followed for specific courses such as developmental reading.

### **Student Health Service**

Health services are provided for students through a Health Center on campus and through a voluntary health insurance plan.

The Health Center provides the services of a full-time physician and 24-hour nursing care throughout the school year. Commonly used prescription medications are dispensed by the Health Center to students paying the health fee. Infirmary care is made available to full-time students with minor illnesses which preclude class attendance and emergency care is given all students. Off-campus hospital and medical care will be the financial responsibility of the individual student or his family except the University will pay for expenses up to \$100 per student per year when approved by the University physician.

A low-cost major medical and hospital insurance plan is available to all students to supplement the above program. The plan provides for insured coverage of more serious medical problems which cannot be cared for on campus. Since the Health Center and the health insurance plan provide complementary services, all students are encouraged to give this insurance coverage careful consideration.

The University requires a medical examination from each full-time student to be filed with the Student Health Service. Full-time students must also have had recent immunizations against smallpox, tetanus and polio.

### **Housing**

Living conditions suitable for study often affect the quality of academic work. The provision of adequate living conditions for students is ac-

cordingly a responsibility to be shared by students, their parents, and the University.

Students may apply for housing on campus only after they have applied for admission to the University.

Students whose family residence is outside the commuting area of the University, and who are not planning to reside with their parents or guardians, are expected to live in University residence halls up to the limit of the accommodations. Excepted from this residence requirement are those married and living with their spouses, those over 25 years of age, and those who are divorced.

Students previously living in University residence halls are given room assignment preference if they return the following term.

### **RESIDENCE HALLS**

Accommodations for approximately 2,000 students are available in the University's modern residence halls. Residences are completely air conditioned, and provide for the living, educational, social, and personal needs of students.

In general, students live in study-sleeping rooms housing two persons each and furnished with beds, dressers, mirrors, desks, lamps, drapes, and chairs. Linen service is provided. A student counselor lives with each group of 34 to 40 students. A faculty counselor lives in each residence, available for personal and academic counseling.

The University's residence halls are grouped in units called complexes. The first completed complex—Argos—includes Alpha, Beta, and Gamma residence halls, and Argos Center. The latter houses a cafeteria, snack bar, lounges, recreation and TV room, conference rooms, mail center, barber and beauty shops, and Argos Shop (an annex of the Bookstore). An outdoor swimming pool will be completed in the near future.

The residence hall program emphasizes gracious living, attractive surroundings, opportunity for group activity, self-government, and counseling services by professional people.

### **OFF-CAMPUS HOUSING**

Should space not be available in University residence halls, students are to live in other housing acceptable both to their parents and to the University.

Single students under 25 years of age may not rent facilities off campus without the written approval of the Housing Department after a personal interview with a member of the Student Affairs staff.

The University does not recommend that single students be permitted to rent houses, apartments, or trailers. Students not accommodated on the campus or living at home should arrange through the Housing Department to rent rooms in private homes in the vicinity of the University.

## **40      STUDENT WELFARE**

All single students living off campus are expected to live with relatives or in housing approved by the Housing Department.

Accommodations listed by the University will meet normal collegiate standards. Rental arrangements may best be made after personal inspection of facilities and conference with the householder before school opens. Fall trimester arrangements may be made during the summer.

### **Food Service**

All students in residence halls on the campus receive three meals a day in the cafeterias. The cost is included in the total charge for room and board. A food service boarding plan, with three meals a day, is available to those living off campus. Snack bars, open during the day and evening, provide sandwiches and fountain service. Several small dining rooms may be reserved by committees or special groups wishing to take their trays to a private place for luncheon or dinner meetings.

### **University Bookstore**

Students may purchase books, school supplies, sundries, stationery, and art, engineering, and other equipment in the University Bookstore. A complete selection of non-required books, many in inexpensive paper-bound editions, is available as resource material and recreational reading. Such items as pillows, bedspreads, bed lamps, and other residence hall needs may be purchased in Argos Shop located in the residence halls area.

### **Financial Aids**

The student financial aids program at the University of South Florida is intended to assist qualified students to obtain a university education when they otherwise might lack financial resources.

Scholarships are available, suited to student financial need and academic promise. Work, book and tuition, Cuban and Foundation financial assistance are available through the Financial Aids Office. The registration fee work scholarships involve about four hours work on campus per week.

Students with a minimum of 24 hours of academic credit and a grade average of 2.0 or better may apply for a Work-Study team. Further information on the Work-Study Cooperative Program is given elsewhere in this catalog.

National Defense Education Act student loans permit entering freshmen, transfer students, and regular students to borrow up to \$5,000, with a maximum of \$500 each trimester. Repayments begin one year after the borrower ceases to be a full-time student, at which time the loan draws interest of 3 per cent. Payment must be made within 10 years. Part of the loan may be canceled if the student teaches in an elementary or secondary school.

Scholarship applications are accepted only once each year and must be filed no later than February 1 for scholarships which will begin with the fall trimester. National Defense Student Loan applications for the entire academic year and/or Trimester I must be filed no later than April 15; Trimester II applications must be filed no later than September 15; and Trimester III applications must be received no later than February 1.

Applications for long-term loans from hometown participating banks through the United Student Aid Loan Fund Program may be submitted at any time within the academic year and will be granted on the basis of qualification and availability of funds.

Short-term loans are available throughout the academic year to meet financial emergencies. These loans must be repaid before the end of the trimester in which the loan was granted.

Applications for scholarships and/or student loans should be made to the Director of Financial Aids, 166 Administration Building, University of South Florida, Tampa, Florida 33620.

The following scholarships, with their minimum value given in parentheses, are currently available to qualified students:

Ernest Atkins Scholarship (\$226), Brandon Women's Service League Scholarship (\$200), John Stewart Bryan Memorial Award Scholarship (\$500), Pauline Bush Scholarship (\$300), Chi Omega Scholarship (\$226), Elizabeth Cone Book Scholarship (varies), Ione Lister Simmons Creative Writing Scholarship (varies), Eleanor Gilbert Scholarship (\$250), General Telephone Scholarships (2, \$226), Graham Jones Paper Company Scholarships (2, \$226), Knight and Wall Scholarship (\$451), Winn-Dixie Junior-Senior Scholarship (varies up to \$200), Temple Terrace Junior Women's Club Scholarship (\$305), Maas Brothers Scholarship (\$301), State Teaching Scholarships (number varies, \$200 each trimester), USF Work Scholarships (number varies, \$113), Wellwood Civic Club Scholarship (\$125), Winn-Dixie Stores Foundation Scholarship (\$375).

Details on specifications and qualifications for these scholarships are available in the Financial Aids office.

## **Placement Services**

The Placement Office of the Division of Personnel Services exists solely for the purpose of assisting students and alumni to secure employment. This office—together with the Work-Study Cooperative Program and the Financial Aids office—attempts to insure that economic considerations will not impede the progress of any student who is seriously in pursuit of a college education.

Every effort is made to insure part-time placement for undergraduate students who express a need for employment. Students may register for part-time placement both on and off campus, as well as for seasonal employment throughout the world. Up-to-date job listings are maintained during the year to assist the student seeking part-time employment.

## 42      **STUDENT WELFARE**

One of the recognized goals of a college education is to maximize career satisfaction; and the Graduate Placement office exists to facilitate the achievement of this end. The Career Planning Information Center provides the student with materials on vocational guidance, career opportunities, and employers. It is maintained in the Placement office as an adjunct to the Graduate Placement Service, Work-Study Program, and Counseling Center, for the benefit of all students.

Students register for Graduate Placement early in their senior year.

This enables them to interview on campus with recruiters from educational systems, businesses, and industries throughout the country. Every registrant receives 25 free copies of his personal resume. In addition, these credentials may be used when applying to graduate school. The services described above are also available to alumni desiring career relocation.

### **EXTRA-CLASS LIFE**

Experiences which develop in students a firm and enlightened belief in democracy, an understanding of its methods, and a sense of personal responsibility are essential for a free society. The social experiences of working in extra-curricular activities provide valuable personal understanding, emotional maturity, recreation, and social skills. Out-of-class activities of the University are related to these ends. Student activities, clubs, and organizations are incorporated in the University's total educational program through the staff of Student Affairs and faculty advisers. The Director of Student Organizations, Dean of Women, Dean of Men, and the University Center and residence halls are particularly concerned with this co-curricular area of student life.

### **Cultural Events**

Each trimester a committee of the University arranges a full schedule of concerts, exhibits, plays, lectures, films and forums for the cultural enrichment and entertainment of the University community. These programs consist of performances by individuals and groups within the University, as well as presentations by well-known professionals.

Many of these events are presented both during the day and in the evening, and most are free of charge. Programs on the events calendar are also open to the general public.

Within the Division of Fine Arts there are performing groups in music and theatre arts which draw heavily on student talent; student artists also have opportunities to exhibit their works.

### **Intramural and Recreational Sports**

Outside its academic program, the University of South Florida provides a variety of physical and recreational activities designed to meet the needs and interests of students. Believing that a sound and complete education includes a proper balance of work and study with physical activity, the

University program includes intramural sports competition for men and women, sports clubs and all-University events days in addition to basic instructional programs in physical education.

The intramural sports program emphasizes activities that are especially suited to the Florida climate. Competition is scheduled in such individual sports as swimming, tennis, track, golf, cross country, table tennis, bowling and archery, as well as the team sports of touch football, basketball, volleyball and softball. Competition is scheduled through fraternal societies, residence halls and independent divisions. Team and individual awards are presented. Sports clubs affiliation provides an excellent opportunity to pursue individual interests with like-minded students.

At the University of South Florida it is intended that these activities will be so conceived and executed that they are laboratories of learning and a means of releasing physical and emotional energies. They are planned to give meaning, balance and reinforcement to the curriculum and to be positive factors in the mental, emotional and physical health of students.

## The University Center

Through its committees and staff the University Center provides a social, cultural and recreational program to make leisure activity meaningful. The program is designed to supplement educational experiences by providing opportunities for self-directed activity.

The Center's program contributes to achievement of the educational goals of the University by providing a natural laboratory for experiences in citizenship—a community center where all may have a part in the direction of community enterprises. Academic and non-academic interests are related so that students' development may be well-rounded and complete. Enhancement of social skills and emotional development of the individual are also goals of the program.

The University Center Program Council has as its objective to provide a balanced program of activities reflecting the special social and recreational needs of all students' out-of-class interests. All activities are planned, arranged and directed by student committees. A student may volunteer to serve on such committees as dance, recreation, activities, music, hospitality, talks and topics, public relations, art and exhibits, movies, house functions and special projects.

The University Center also provides many of the personal services and facilities essential to University life outside the classrooms. It has conference and activity areas, lounges, a cafeteria, dining rooms, a snack bar, student organization offices, craft and photography shops, recreation rooms, a ballroom, book lockers, lounges for music, radio and television listening, recreation rooms, central duplicating service, a mail center, a bookstore, Student Health Service, a browsing library and various other services, some of these coordinated by the Director of Auxiliaries and some through the University Center Office and Information Desk. Many of the center's facilities and services provide for personal and social needs.

## **Student Association**

The Student Association includes all regularly enrolled students of the University. Each student carrying 12 or more credit hours per trimester is a voting member of the University of South Florida Student Association. Through its councils and elected officers the Association directs, under the supervision of the Dean of Student Affairs, many student activities. Elections for membership on councils, executive positions within councils and the Student Association are held annually.

Each major student activity is represented in the Association by a council which directs and coordinates its activities. Currently there are the Fine Arts Council, Intramural Council, Religious Activities Council, Fraternal Societies Council, Residence Hall Council, Communications Council and the University Center Council. Councils will be formed to represent newly developed activities.

The Student Association is the way in which students participate in the government of University life. In addition, the Student Association elects five student representatives to the University Senate.

## **Clubs and Other Organizations**

Students have formed clubs, organizations, and councils in almost every field of interest. New groups are being formed and will continue to develop. Groups presently organized cover the most frequently desired kinds of activities.

### **ART, MUSIC, AND DRAMA CLUBS**

The excellent arts program, and the facilities of the Fine Arts-Humanities Building and the Theatre, has attracted students into the Bottega Art Club, Bay Players, University Choir, and other organizations for theatre, orchestra, and band. All students are welcome to participate in these organizations. (The University Orchestra, Band, and Chorus are academic units; see Music course descriptions.)

### **COMMUNICATIONS CLUBS AND PUBLICATIONS**

The University has encouraged and is developing a growing program of campus communication through various publications. These publications are all-University in approach and coverage. They are staffed by students under the general supervision of a faculty adviser.

The campus newspaper, which for the first four years of the University's life has been a special Monday edition of the **Tampa Times**, provides professional experience for those students interested in journalism. Laboratory sessions of journalism classes in newswriting, news editing, and makeup are used to produce major sections of the newspaper. Any student interested in working on the newspaper in any capacity is not only encouraged but urged to do so. About one-third of the staff each trimester is not enrolled in journalism classes.

A University yearbook in new, magazine format is produced twice a year. All students are eligible to work on this publication and much valuable experience in photography, layout, editing, and business techniques is received by these students.

A campus literary magazine, i.e., is produced during the fall and spring trimesters. While the magazine is sponsored by the Literary Society, anyone at the University may submit manuscripts for consideration. This publication is devoted primarily to fiction, poetry, and literary criticism.

Interested students are invited to join the staff of any campus publication.

The USF Press Club is open to all students in publications and journalism and serves the needs and interests of students in the general field of mass communications.

### **FRATERNITIES AND SORORITIES**

There are currently seven local fraternities and six local sororities functioning on the campus. They carry out a program of social, educational, service, and recreational activities for their members. Membership in these organizations is open to students, by invitation only, once the student has completed 12 credit hours with a "C" average or better. Their programs are coordinated through a Council of Fraternal Societies with the advice of faculty and staff members.

### **RELIGIOUS CLUBS**

The University has encouraged student religious organizations to develop associations and centers. Five denominations are building centers in a reserved area on campus. The Episcopal Center was dedicated in the fall of 1962, and the Baptist Center in the spring of 1964. Centers sponsored by the Christians, Methodists, and Presbyterians will follow shortly. The United Campus Christian Fellowship has a center near the campus, and a nearby center is also planned by the Roman Catholics.

Student religious clubs active on campus include the Baptist Student Union, Catholic Student Organization, Canterbury Club, Christian Life Fellowship, Christian Science Organization, Inter-Varsity Christian Fellowship, Jewish Student Union, Lutheran Club, United Campus Christian Fellowship, Wesley Foundation, and Westminster Fellowship.

### **SERVICE CLUBS**

Circle K, Collegiate Civitan (men), and Collegiate Civinettes (women) provide associations for leadership and University service experiences.

### **SPECIAL INTEREST CLUBS**

Students have organized and continue to organize clubs covering a broad range of special interests. Membership is usually open to anyone having an interest in the club's activities. Clubs active at present include Amicus Curia (pre-Law), Broadcasting Club, Business Administration

## **46      STUDENT WELFARE**

Club, USF Civil War Round Table, Foreign Language Club, Forensics Club, Geography Club, Gold Key Honor Society, International Students Organization, Le Cercle Francais (French Club), Psychology Club, Reader's Theatre Club, Senior Accounting Organization, USF Student Florida Education Association, Tampa League of Women Voters-USF Unit, Work-Study Co-op Club, USF Young Americans for Freedom, Young Democrats, and Young Republicans.

### **SPORTS CLUBS**

For the sports enthusiast, whether beginner or expert, there are a variety of sports clubs functioning on the campus. Present clubs include those devoted to archery, dancing, fencing, golf, gymnastics, judo, riflery, sailing, sports cars, swimming, tennis, water skiing and weight lifting.

### **Intercollegiate Athletics**

The University of South Florida anticipates entering some intercollegiate sports when it has the necessary finances and facilities to enable its teams to practice and train without interrupting the intramural programs designed for all students. Sports initiated at that time may include those such as tennis, soccer, baseball, golf, crew and swimming.

### **Student Conduct, Dress, and Discipline**

Social standards governing activities of student groups have been developed jointly by students, faculty, and the Student Affairs staff. Social standards boards review violations of these codes. Self-discipline and awareness of social obligations are the objectives of the program.

Students attending the University of South Florida are considered to be responsible young adults working with their faculty colleagues in search of knowledge. It is hoped that rigid regulation of personal conduct will not be necessary, for freedom as an objective of education is difficult without the existence of freedom.

Such freedom must be balanced by individual responsibility and respect for the rights, responsibilities and freedom of others. Students will, therefore, be considered responsible for their own decisions and actions both on or off campus. Failure to assume this responsibility or actions which jeopardize the rights and freedoms of others or the integrity of the University will result in disciplinary review.

Just as the University expects high standards of academic performance, so does it expect high standards of individual conduct. Similarly, it expects dress to be appropriate to the activities in which the individuals are engaged.

Noticeable or gross departures from expected standards of conduct or dress on the part of students will first be considered errors in judgment. Advisers or other officers of the institution will discuss such lapses

with the student concerned. Persistent violations of expected standards or established regulations will involve appropriate disciplinary action. The University may deny admission or continued attendance to those whose decisions and actions are contrary to the purposes and procedures of the University.



## ACADEMIC PROGRAMS

The University of South Florida programs are presently conducted through five colleges. The College of Basic Studies provides the basic general education needed by all students. The College of Business Administration offers professional courses appropriate for its general field as does the College of Education. The College of Engineering, new this year, offers a limited number of programs in engineering. The College of Liberal Arts offers courses in the arts and sciences, including a variety of professional and preprofessional programs. Each of these colleges has its own requirements and standards. However, all share University-wide emphases and common requirements for graduation. All presently offer the Bachelor of Arts, although other degrees may be offered in the future. The Master of Arts is offered in elementary education.

Each college has prepared its course offerings with strong undergraduate programs clearly in mind. Students are urged to make their college education a broad one, reserving intensive specialization until they are on a job or have gone on to graduate or professional school. To insure that this happens, the University has established the policy that no major may require more than 40 credit hours in any one subject and each student must qualify in at least 60 credit hours outside the division of the major. Students taking more than 40 credit hours in one subject must take them in excess credits beyond the minimum required for graduation.

Each college accepts the idea that a college education begins with a broad base of general courses, proceeds to more specialized work and ends with a formal effort to bring together the many separate threads of an education into a significant pattern. Thus, all students enroll first in basic studies courses, then in courses in the college where they wish to concentrate, and finally in a senior integrating seminar. It is hoped that students will constantly attempt to synthesize their education as they move along and that they will have had considerable experience by the time they reach their senior seminar.

None of the colleges is formally organized by subject matter departments. The decision to use more comprehensive divisional units was based on the belief that students should be encouraged to take courses in a number of related subjects rather than to concentrate all their energies on one or a few subjects alone. The College of Liberal Arts is, however, organized to include specific programs such as history, English, mathematics, music, and chemistry, within the broader divisions. Thus each student may, if he wishes, graduate with either a subject major, a divisional major or with a major embracing courses in several different divisions, or even colleges.

### Summer Sessions

The Summer Sessions (Trimester III-B) constitute an integral part of the academic program of the University of South Florida. Many summer courses are identical with those offered at other times during the academic year and are taught by the regular University Instructional staff or by outstanding visiting teachers. In addition to these regular courses, there are various workshops, institutes and conferences conducted by specialists.

While the Summer Sessions may serve as a continuation of the third trimester of the academic year for regular students, these courses and programs have an added emphasis for in-service teachers and for beginning freshmen just graduated from high school. (Also see trial program for marginal beginning students, page 13.)

## The Evening Sessions

The Evening Sessions of the University of South Florida are designed to meet educational needs of people within commuting distance. Course offerings have been created to provide community service and to meet the cultural and professional needs of persons otherwise occupied during the day but who wish to spend leisure time in organized study. For these people, the Evening Sessions provide work toward a university degree or offer selected courses for personal or professional advancement.

The admission requirements for the Evening Sessions are the same as those for other students. Evening students must complete an application for admission to the University of South Florida and present all material required and described earlier under Admission to the University.

Students admitted to the Evening Sessions may select courses to fit their needs without necessarily meeting prerequisites. However, students who do waive these requirements must possess sufficient background and experience to compensate for them. The student and his adviser should determine the need for prerequisites and the level of courses in which he will enroll.

The Office of the Coordinator of Continuing Education is open each evening classes are in session. Other administrative offices of the University are open only during normal operating hours of the day. Students are free to consult with the Coordinator of Continuing Education on any evening or during the day on any problems or questions that may arise.

Courses of the Evening Sessions normally meet one time per week on either Monday, Tuesday, Wednesday, or Thursday evening. A few courses meet two times per week. The courses of the Sessions contain the same material and requirements as their equivalents offered during the day. Each student will be expected to meet the same standards of performance and pass the same examinations full-time day students are required to complete. Grades and progress will be based on the same system applicable to full-time students.

The faculty of the Evening Sessions consists of faculty members who also teach courses offered during the day. They also serve as advisers for part-time students. Students will be assigned to advisers shortly after admission to the University and will continue with the assigned adviser so long as they remain students at the University and the relationship remains satisfactory. Advisers are assigned on the basis of the educational objectives of the student. Any change in advisers will be accomplished through the Coordinator of Continuing Education.

Students may enroll in courses offered by any of the colleges of the University. As a general rule, part-time students attending night classes are encouraged to take no more than two courses. No evening student may

enroll in more than three courses in any one trimester.

Evening programs in the fields of accounting and management have been developed to allow students to earn the bachelor of arts degree without taking daytime courses. Required and elective courses are offered during the Evening Sessions in a progressive sequence.

Students seeking degrees through the Evening Sessions must meet the same degree requirements as full-time day students. These requirements are set forth under the curricula of the various colleges.

### **Pre-Professional Programs**

In addition to the vocational training which students can complete at the University of South Florida, programs are provided which are basic to completing a vocational preparation at another institution. The University offers curricula to prepare students for entrance directly into such professional schools as medicine, dentistry, veterinary medicine, law or theology. Whether or not a student entering one of these programs will stay four years at the University of South Florida or will transfer before the completion of four years depends on which professional school he elects to attend. Some medical schools accept outstanding students at the end of the junior year, but most require a bachelor's degree for admission. The same differences are found in law schools and other professional programs. Students who are planning to enter one of these pre-professional curricula should discuss their program with their adviser, should read carefully the bulletins of institutions to which they might transfer, and should consider the specific branch of professional education they ultimately wish to enter.

The University offers three types of programs for prospective engineering students. One is a full undergraduate engineering program offered by the University of South Florida beginning in September, 1964. One is a two-year program from which a student transfers to a more highly specialized engineering school, and the other is a five-year program in which the student takes three years at the University of South Florida and then transfers to the University of Florida for two years of specialized work in programs not offered by the University of South Florida. At the end of this time he receives the degree of bachelor of arts from the University of South Florida and the bachelor of science in engineering from the University of Florida.

Similar combinations are possible for home economics, with students finishing their degree from Florida State University or other institutions having a home economics curriculum. Florida State also offers a degree in nursing, the first part of which can be taken at the University of South Florida. Agriculture, architecture, forestry, health services, pharmacy, library work, and social work are other vocations in which joint programs are possible.

The prospective student interested in any career requiring collegiate education may safely take at least the first part of that education at the University of South Florida without danger of losing substantial numbers of credits when he transfers to the institution in which he will complete his work.

$$b = b \quad \text{if} \quad \forall \epsilon \in \mathbb{R}^+$$

$$|a| < \delta \rightarrow$$

Let

## COLLEGE OF BASIC STUDIES

The College of Basic Studies provides that part of a formal university education which should be common to all graduates of the University of South Florida. All students enter the college as freshmen and must complete its requirements before entering one of the other colleges of the University.

Lower division courses are offered by the college in seven areas. Completion of six credits each in six of these areas satisfies the lower division basic studies requirement. Ordinarily, a student would enroll in three basic studies courses in each of his first four trimesters, completing his program with introductory courses from the other colleges. Which area to omit is to be decided by each student, in conference with his adviser; a suggested guide is to omit the area in which competence is greatest or the one most closely related to a proposed major. Students may, of course, take all seven courses for credit.

### Waiver

Some entering students have already achieved competence in one or more areas of the basic studies. These students may request a waiver of one or more of the basic studies requirements. Applications for waiver must be completed in the Registrar's Office during the first trimester the student is in attendance at the University. Routine approval will be granted when applications meet the following conditions: (1) a score of 425 or higher on the Florida State-Wide Twelfth Grade Tests; (2) a grade of "C" or better in each of three or four years of relevant high school work. Requirements specific to the area in which waiver is requested are as follows:

Functional English:	No waiver available.
Behavioral Science:	Evidence of competence acquired elsewhere.
Natural Science:	Three or more years of high school science, including biology, chemistry and physics.
Functional Mathematics:	Three or more years of high school mathematics, including two years of algebra and one semester each of geometry and trigonometry.
Functional Foreign Languages:	Three or more years of one foreign language.
American Idea:	Four or more years of high school social studies, including one year of world history and one year of American history.
Humanities:	Evidence of competence acquired elsewhere.

Lower division basic studies requirements may be satisfied by independent study or credit by examination, according to the procedures

described on page 26 of this bulletin. Students who have completed two courses in the field of study concerned may not earn credit by examination. They may, however, take the examination and secure a waiver by scoring a "C" or higher.

### **Placement of Students in Language Classes**

The appropriate placement of students in language classes is often a difficult matter calling for consultation with a member of the language staff. The general placement rule that one year of high school language is equivalent to one trimester of college language can be applied in most cases. If the student has any doubt as to which class he should enter, he should consult with a member of the language staff.

### **Advanced Basic Studies Major**

Not more than 24 credits from a single program can be counted toward a basic studies degree unless the student is completing a double major. Students seeking a double major may petition to the dean's office to waive the 24-credit limit.

### **Humanities**

Requirements for a major in Humanities are 24 credits of humanities courses at the 300-level, HU 471, 491, and six credits in a creative or performing art.

### **Basic Physical Education**

The required program in Basic Physical Education is planned to build on the prior knowledge and experience of students. Those who have already obtained the necessary knowledge and all or part of the skills required may meet these requirements by proficiency examination or evidence of adequate prior experience. For others not so prepared, appropriate courses are offered.

The four-trimester requirement in Basic Physical Education must include: (1) Functional Physical Education, (2) aquatic sports, (3) individual and dual sports and (4) an activity elected from any area.

Functional Physical Education (PE 101) is a prerequisite to all areas except aquatics, and must be met through regular class enrollment or authorized independent study. Students enrolled in PE 101 scoring less than the 25th percentile in the motor fitness test will be required to take special conditioning. Medically limited students will be assigned to an appropriate activity course or courses on the basis of their limitations.

Normally a student will register for one of the required areas during each of his first four trimesters. PE 101 may be taken either term of his first two trimesters of the freshman year, but must be taken during that year. Three of the requirements must be completed before a student can be admitted to an upper level and the fourth before he attains senior status.

The Basic Physical Education requirements will be waived for any student who has reached his 25th birthday at the time of his first enrollment. This does not prohibit such students from electing to take physical education. Prior military service is not a substitute for the requirements of physical education. Physical education proficiencies and enrollment in appropriate physical education courses will be established individually for handicapped students by a joint decision of the Director of Physical Education and the Director of the Student Health Center.

For the three required areas other than PE 101, requirements may be met by whichever of the following methods are deemed most suitable to the student and staff:

1. By proficiency examination. Proficiency examinations may be attempted prior to or concurrently with PE 101. Students may not attempt a proficiency examination in any activity for which they are currently enrolled. There is no penalty for failing proficiency tests, and they may be retaken. Proficiency examinations are not available for every activity listed in the curriculum. There are two parts to the proficiency examination: (1) a written test covering rules, history, strategy and basic fundamentals and (2) a skill test in the chosen activity administered only to those who have successfully passed the written portion. The level of competency needed for successful completion of the written and skill tests is basically that of a student who has taken the course and received a grade of "B" or better.
2. By presenting evidence of adequate prior experience. If evidence presented indicates a fairly high degree of skill in a designated area, the student is not required to take a proficiency examination. Current life saving certificates, membership on swimming teams, city, state or national ratings, established handicaps, two high school or collegiate varsity awards are examples of evidence necessary to meet the Basic Physical Education requirement by prior experience.
3. By enrolling in one aquatics activity, one individual or dual sport and one elective from any area and receiving a passing grade.

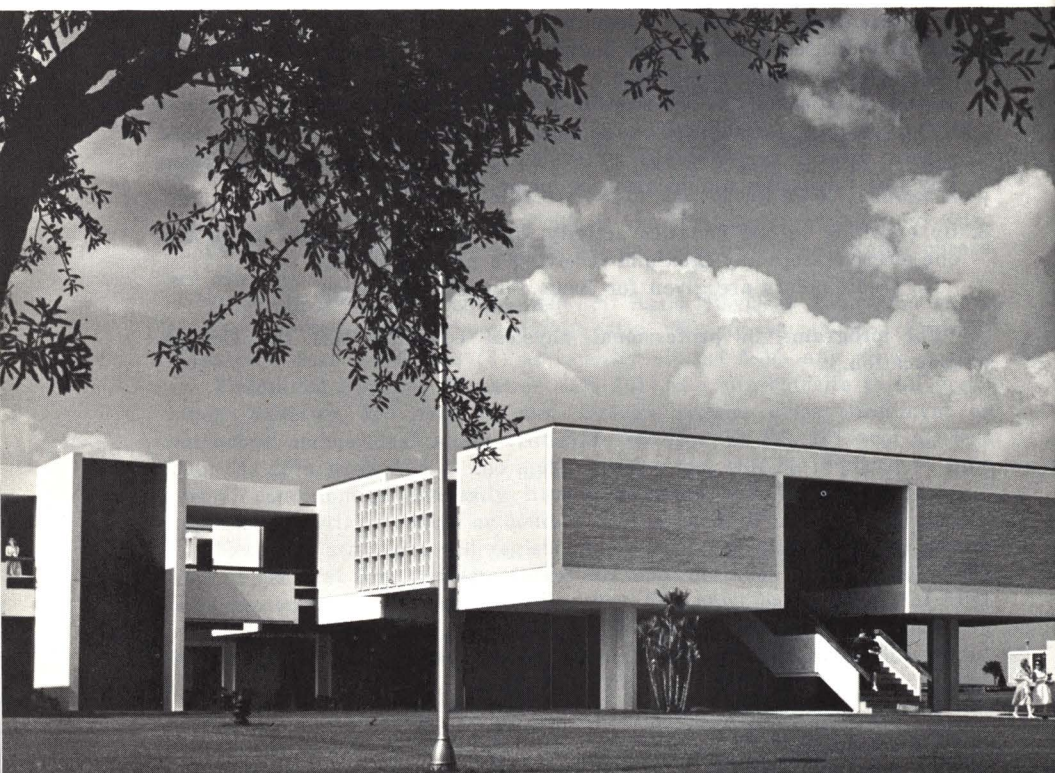
No credit points are given for Basic Physical Education.

For programs in professional physical education see the College of Education.



University Theatre

Life Sciences Building



# COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration places emphasis upon its students acquiring knowledge about, and a better understanding of, the challenge and opportunities of the rapidly changing environment in which students will work or operate a business.

Procedures and practices used efficiently today could become obsolete even before the student graduates. Therefore, it is more important that the student learn principles inherent in a subject he studies and to use these effectively under different circumstances than to be concerned with memorizing fixed information.

With this goal in mind, the college seeks to meet the following principles:

1. To prepare students for a succession of jobs rather than their first job or for top management.
2. To give the student a broad foundation in general and liberal education, a thorough grounding in basic business courses, some technical competence in at least one significant area of business and the ability to apply these to major practical business problems.
3. To strengthen students' powers of imaginative thinking, creative independent analysis and sensitiveness to social and ethical values.
4. To instill in each student a desire for learning that will continue after he has graduated and taken his place in the business community.
5. To convey to each student the spirit of pioneering, risk and adventure long a unique characteristic of the American business scene.

## Admission Requirements

Students will be admitted to the College of Business Administration who have fulfilled the following requirements:

1. Successful completion of at least six of the seven lower level courses in the College of Basic Studies.
2. Satisfactory completion of the four required physical education competencies.
3. Completion of 60 or more trimester hours with a grade point ratio of 2.0 or higher.
4. Satisfactory completion of the foundation courses Elementary Accounting (AC 201-202) and Economic Principles (EC 201-202). Provisional admission is possible in some instances.

## Transfer Students

The College of Business Administration is organized as a professional

school within the University. A professional program of education for business leadership must be based on a foundation of comprehensive general education; consequently, most of this basic work must be taken prior to admission to the college. It should be further noted that approximately one-half of the work leading to the bachelor's degree in business is required from academic areas outside of business.

The following conditions will serve as a guide in expediting admission to the college and in preparing for a professional career in business leadership:

Junior college students should complete the program of general education as required by the junior college. Certification to this effect will be accepted as fulfilling the general education requirements of the University of South Florida. Students attending a four-year college, who wish to transfer after two years, should follow a program in general education similar to that required at the University of South Florida.

Prerequisite courses in business subjects during the first two years should be limited to such courses as are offered to freshmen and sophomores at the university of the student's choice. Normally these will consist of six hours of economic principles and six hours of accounting principles. Transfer credit will be allowed for these courses.

Any remaining electives after fulfilling (a) the general education requirements of the junior college and (b) the prerequisite business courses listed above should be taken in such areas as mathematics, the natural sciences, the social sciences, and humanities.

A maximum of nine hours of credit may be allowed for courses taken during the first two years of study which are available only as third or fourth year professional courses in the College of Business Administration at the University of South Florida. Examples of such courses would be Principles of Management, Marketing or Finance, Business Statistics, and Business Law. Any credit granted for such work may be in the form of undistributed business elective credit with no more than three hours transferred for credit in the student's major area.

### Requirements for Graduation

	Trimester Hours
Basic Studies	36
College of Basic Studies Senior Seminar	3
Electives outside Business and Economics	18
Business Core	
Elementary Accounting	6
Economic Principles	6
Business and Economic Statistics I	3
Intermediate Economic Theory	3
Business Law	3

Principles of Finance	3
Principles of Management	3
Principles of Marketing	3
Senior Seminar in Business Administration	3

Courses in Business or Economics depending on the major  
(Transfer students must complete at least six of these  
credit hours at USF.) 18

Business electives not in student's major field 12

Total trimester hours required for graduation 120

Candidates for graduation must also take the Graduate Record

Examinations Aptitude Test.

The only exceptions to these requirements are those allowed students  
in the Business Teacher Education Program.

## CURRICULA AND PROGRAMS

### 1. ACCOUNTING

**Major Requirements:** AC 301, 302, 421, and three of the following: AC 323, 401, 411, 423, 425, and 431. (AC 323, 401, 411, and 423 are all required to qualify for CPA examination.)

**Business Electives:** GA 362, 371, and two other business courses.

**General Electives:** These 18 hours must be taken outside the College of Business Administration. It is strongly recommended that all accounting students take SH 201.

**Recommended Courses in College of Basic Studies:** CB 101-102, 103-104, 109-110, 201-202, and two of the following: CB 105-106 or 107-108, 111-118, and 203-204.

### 2. ECONOMICS

Students may concentrate in General Economics, Labor and Industrial Relations or International Trade.

**Major Requirements:** EC 311, 323, 401, and three other courses in desired concentration as follows:

General Economics - EC 405, 423, and one of the following: EC 341, 351, and 437.

Labor and Industrial Relations - EC 313, 411, and one of the following: EC 341, 351, 405, 423, and 437.

International Trade - To be offered later.

**Business Electives:** Four courses in College of Business Administration.

**General Electives:** These 18 hours must be taken outside the College of Business Administration.

**Recommended Courses in College of Basic Studies:** CB 101-102, 103-104, and 109-110.

## **60 BUSINESS ADMINISTRATION**

### **3. FINANCE**

**Major Requirements:** FI 321, 411, 421, 431, 489, and EC 323.

**Business Electives:** Four courses in College of Business Administration.

**General Electives:** These 18 hours must be taken outside the College of Business Administration. It is strongly recommended that all finance students take SH 201.

**Recommended Courses in College of Basic Studies:** CB 101-102 and 109-110.

### **4. MARKETING**

**Major Requirements:** MK 311, 315, 411, 413, 415, and 489.

**Business Electives:** Four courses in College of Business Administration.

**General Electives:** These 18 hours must be taken outside the College of Business Administration. It is strongly recommended that all marketing students take SH 201.

**Recommended Courses in College of Basic Studies:** CB 101-102, 103-104, and 109-110.

### **5. OFFICE ADMINISTRATION AND BUSINESS TEACHER EDUCATION**

**Major Requirements:** OA 141, 143, 251, 253, 351, 361, and 461. If waiver is granted for OA 141, 251, or 253, Office Administration students will substitute OA 353 or a business elective. If waiver is granted for OA 141, BTE students will substitute OA 353. If waiver is granted for OA 251, 253, BTE students will substitute electives in general education or liberal arts (i.e., Speech, Introduction to Teaching, etc.).

**Required Business Course:** BTE students must take GA 371 to comply with state certification regulations.

**Business Electives:** BTE students have no business electives. OA students have nine hours of such electives. The following are suggested: AC 305, MM 341, and GA 371.

**General Electives:** OA students have 21 hours of electives which must be taken outside the College of Business Administration. Those taking BTE have six hours of such electives and these must be in general education to comply with state certification regulations.

**Professional Education:** Students taking the BTE program must take the following courses to meet state certification requirements: ED 205, 401, 402, 403, 443, and 499.

**Recommended Courses in College of Basic Studies:** CB 101-102, 103-104, 105-106 or 107-108, 109-110, 201-102, and 203-204.

### **6. MANAGEMENT AND PERSONNEL ADMINISTRATION**

Students may concentrate in Management or Personnel Administration.

**Major Requirements:** GA 351, MM 341, 489, and three other courses in desired concentration as follows:

Management - MM 371, 421, and 431.

Personnel Administration - MM 343, 441, and 445.

**Business Electives:** Four courses in the College of Business Administration.

**General Electives:** These 18 hours must be taken outside the College of Business Administration.

**Recommended Courses in College of Basic Studies:** CB 101-102, 103-104, 107-108, 109-110, 105-106 or 203-204, 111-118 or 201-202.

## **7. DISTRIBUTIVE EDUCATION**

**Major Requirements:** MK 311, 315, 411, ED 406, 407, and GA 371. (If ED 406 is waived, MK 413 will be substituted.)

**Business Electives:** None.

**General Electives:** Nine hours.

**Professional Education:** Students must take the following courses to meet state certification requirements: ED 205, 401, 402, 403, 444, and 449.

**On-the-Job-Experience:** The current state certification requirements of two years or the completion of 2,100 hours of training under the supervision of the teacher-trainer may be substituted.



Homework

Reduce fractions to lowest terms

Divide by  
 $\div 2$   
 $\div 3$   
 $\div 4$   
 $\div 4$   
 $\div 3$

760	541	901	320	981
720	540	450	872	211
600	960	520	762	320
360	9	683	723	681
542				

25 samples

Dec. 17  
Spelling  
Lang. W.B.  
Arith. Book  
Pa.  
Whi.  
Spelling  
Arith.

## COLLEGE OF EDUCATION

A good teacher is first a dedicated person who understands that civilization cannot long exist without enlightenment. He possesses knowledge of his subject and the fundamental concepts underlying the process of learning, thus enabling him to lead his pupils to seek and love truth. An educational program to produce such a teacher must synthesize subject matter and process it into a balanced whole. The University of South Florida teacher education program is based on this philosophy.

The University follows an all-University approach to teacher education. Its programs for the preparation of teachers represent cooperative effort in planning and practice by faculties of all academic areas, coordinated through the University Council on Teacher Education. Courses needed by teacher candidates but designed also for other students are offered outside of the College of Education. All courses in the University which are primarily designed for teacher candidates are taught by the College of Education.

In the total teacher education program there is a special concern for developing in the student a deep interest in intellectual inquiry and the ability to inspire this interest in others. It is the task of the College of Education to give leadership to the total teacher education program, including subject matter and process.

### Admission Requirements

While each student admitted to the University is expected to have the qualifications to graduate, this does not necessarily mean that he is expected to have the qualifications to become a teacher.

All students entering the teacher education program are enrolled in the College of Education during their junior and senior years. Prospective secondary teachers follow joint programs involving both the College of Education and the College of Business Administration or the College of Liberal Arts.

Students should apply to the College of Education for admission to the teacher education program at the beginning of the second trimester of their sophomore year, and at that time they should arrange to meet testing and interview requirements. If accepted, they will be admitted in the first trimester of their junior year. Acceptance is one phase of a continuous and cumulative selection process which continues throughout the internship program.

Admission to the College of Education will require:

1. Completion of a formal application.
  2. Completion of requirements of the College of Basic Studies and a minimum grade point average of 2.0.
  3. Clearance by medical center.
  4. Approval by speech and hearing clinic.
  5. Demonstrated proficiency in spoken and written grammar.
  6. Satisfactory scores on a battery of tests and inventories.
  7. Interviews conducted by a College of Education faculty member.
- If further testing (psychological, physical or academic) is judged

- desirable, the student will be directed to appropriate agencies of the University.
8. Written recommendation by the College of Education faculty member who conducted the interview.
  9. Successful completion of the sophomore course, Human Development and Learning.
  10. The approval of the Committee on Admissions of the College of Education. (When applications from prospective secondary teachers are considered, the committee is enlarged to include a representative from the area in which the subjects in the major teaching field are offered.)

### **Admission to Professional Laboratory Experiences**

The required professional laboratory experience in the teacher education program consists of four phases: (a) school classroom observations as an integral part of each professional education course, (b) a 10-day experience in a public school observing and participating in pre-school planning and in the beginning of classes, (c) a minimum of three hours per week for one trimester as an aide to a teacher in the public schools, and (d) a six-hour credit experience as an intern (student teacher) during the latter half of the senior professional education block.

An intent to intern should be filed immediately after being admitted to the teacher education program. In order to schedule the opening-school experience and to issue internship applications, it is necessary that this intent be filed during the school year prior to these experiences.

Special requirements for participation in the internship experience are:

1. Filing of an application to intern.
2. Admission to the teacher education program.
3. Successful teacher-aide experience.
4. Satisfactory credit in pre-intern professional education courses.
5. Completion of at least three-quarters of teaching specialization.
6. Three letters of recommendation from faculty members, including one in the professional education area and one in the specialization area.
7. Overall 2.0 grade point ratio.

### **College Requirements for Graduation**

A student to be certified by the College of Education as having completed its requirements must have earned 120 trimester hours with a grade point average of "C" or better. A grade of "C" or better must be made in each course taken during the internship trimester. To complete ED 499, Teaching Internship, a score of 500 or above is required on the National Teachers Examination. (A score of 800 on the Graduate Record Examination will satisfy this requirement.) A student must also have completed the major requirements in an approved teaching program (which includes general preparation, teaching specialization and professional preparation), taken the Graduate Record Examination Aptitude Test and passed the senior seminar in the College of Basic Studies. A minimum of nine credits in professional courses and 12 credits in specialization courses must have been earned in residence. Any exception to the above requirements must be approved by the Professional Standards Committee of the College of Education.

## Recommendation for Florida Certification

The dean of the College of Education has the responsibility of recommending for Florida state teacher certification any applicant who graduates from the University of South Florida. The decision on whether to make the recommendation will be on the basis of the applicant's character, academic proficiency, commitment to teaching, emotional stability, personal and social qualities and his demonstrated teaching ability during the internship period. Before recommending teacher certification, the dean will consult with various faculty members who have taught the student at the University of South Florida.

A person who has previously earned a bachelor's degree and has complete his teacher education program at the University of South Florida is required to take a minimum of 27 trimester hours in residence. Twelve of these 27 hours must have been satisfactorily completed prior to enrollment in the 15-hour internship block. All applications for internship will be reviewed by the Selections Committee of the College of Education.

## Teacher Education Curricula and Programs

There are three distinct areas in the teacher education program, and all teacher candidates must meet certain minimum requirements in each. The three areas and their requirements are as follows:

### 1. GENERAL PREPARATION (45 credits)

Elementary teacher candidates must take CB 101-102, 103-104, 109-110, 201-202, 203-204, 401, and either 105-106 or 107-108. ED 101 and six hours of a functional foreign language are strongly recommended. If substitutions are made, they must be part of a planned program.

Secondary and K-12 teacher candidates have the same general preparation requirements as prospective elementary teachers, except the students may take either mathematics or a foreign language, although both are strongly recommended.

### 2. PROFESSIONAL EDUCATION PREPARATION (21 credits)

Elementary and secondary teacher candidates are required to take only 21 trimester hours of credit in professional education. In order to become better educated teachers, however, it is recommended in addition to these required courses that they consider electing other professional education courses. Some of the areas in which they might profitably elect courses are: Guidance, Special Education, Tests and Measurements, Principles of Learning, and Philosophy of Education.

The required courses in professional education for all teacher candidates are ED 205, 401, 402, 403 and 499. The elementary education majors take ED 440 as their methods course and the secondary education majors take the one methods course in their teaching subject area. The secondary methods courses are numbered from ED 441 through ED 461.

ED 402, 403, 499 and the candidate's methods course are taken in a block of 15 trimester hours during the internship trimester. Other courses are not to be taken during this trimester.

### 3. SPECIALIZATION PREPARATION (up to 52 credits)

Course requirements in the area of teaching specialization vary accord-

ing to subject. On the next several pages the different specialization requirements are given.

A. Students who are **elementary teacher candidates** for the bachelor's degree must have ED 205 as a prerequisite. They must take 27 hours of elementary specialization courses taught in three areas of nine trimester hours each. These areas are (1) Aesthetic and Recreational Learnings (art, music and health, physical education—ED 303, 305 and 307); (2) Communication Arts (reading, language and literature—ED 309, 311 and 313); and (3) Environmental Concepts and Understandings (arithmetic, science and social studies—ED 315, 317 and 319). Students register for these courses in nine-trimester units, thereby avoiding unnecessary duplication and approaching the subject both as separate entities and as inter-related disciplines.

Each elementary education major must also choose, with the assistance of his adviser, a teaching specialization in depth. This should include a minimum of 18 trimester hours in a subject taught in the elementary school.

#### **Major in Elementary Education Leading to Master of Arts Degree**

A student who is obtaining a major in elementary education for the master's degree should take courses from three areas: Process Core (ED 501, 503, 505, 507, 509); Liberal Studies Core (to be chosen with adviser). ED 501 should be completed in the first nine hours of graduate work taken by the degree-seeking student.

B. **Kindergarten through twelfth grade teacher candidates** meet certification requirements for teaching at any grade level from kindergarten through the senior year of high school.

1. **ART EDUCATION.** Required courses are AR 101-102, 201-202, 271, 311, 321, 331, 341 and 373; ED 379; FA 301-302 and 491; and six hours of electives in art history, for a total of 46 hours.

2. **MUSIC EDUCATION.** Programs in both instrumental and vocal music are offered in this area.

Instrumental music students must take MU 101-102 and 201-202; FA 301-302 and 491; ED 431, 432 and 433; four credits of study with the minor instrument; three credits of work in ensemble; and 12 credits of study with the major instrument for a total of 49 credits.

Vocal music students must take MU 101-102, 201-202, 231 and 431; FA 301-302 and 491; ED 435, 437 and 439; and three credits of work in ensemble, for a total of 49 credits.

Before his internship, each vocal and instrumental music student is required to pass the piano proficiency examination defined by the music faculty.

3. **PHYSICAL EDUCATION.** All physical majors are expected to participate in intramural sports and the physical education majors club.

Men students must take the following non-credit basic physical education courses: PE 101, 119, 150, 152, 160, 168, 169, 170 and either 132, 134 or 136. Women students must take PE 101, 118, 120, 150, 152, 160, 166, 168, 170 and either 132, 134 or 136.

The professional physical education requirements are as follows for all students: ED 301 and 307; ZO 271; and EP 203, 217, 301, 323, 353, 354, 361, 451 and 455, for a total of 31 hours. In addition, men students must take EP 321, 331, 332 and 357, for a total of 10 hours; and women students must take EP 333, 334, 342, and 359, for a total of 10 hours. Electives for physical education majors include EP 341 and 460.

4. **LIBRARY AND AUDIO-VISUAL EDUCATION.** This program is designed for both in-service teachers who have qualified for the provisional of Graduate certificate and undergraduate teacher candidates who are earning a major in another field. The required courses are taken in four consecutive units totaling 24 credit hours work. The courses are: Unit I, ED 331 and 421; Unit II, ED 411 and 313; Unit III, ED 327 and 415; Unit IV, ED 419 and 417.

5. **MENTAL RETARDATION (Intellectual Disabilities).** Candidates must take the 27 hours required in the Special Preparation for Elementary teachers: Aesthetic and Recreational Learnings, Communication Arts, and Environmental Concepts. An additional 24 hours of credit are necessary in the area of specialization—ED 321, 322, 323; ED 483 or PC 311; ED 498; SH 492; and one course selected from the following: ED 477, 481; PC 231; PC 341 or 343.

C. **Secondary school teacher candidates** generally are required to meet specialization requirements in broad subject fields or in subject combinations. It is also possible for prospective secondary school teachers to add elementary school certification by following an approved program. The secondary school specialization requirements can be satisfied in any one of eight areas:

1. **BUSINESS EDUCATION.** To qualify to teach business education, students must take the Business Core of 33 trimester hours, as listed in the graduation requirements of the College of Business Administration. They must also take OA 141, 143, 251, 253, 351, 361, and 461, and GA 371, for a total of 21 hours. OA 251 and 253 may be replaced, with special permission, by electives in general education or liberal arts (e.g., speech, Introduction to Teaching).

2. **DISTRIBUTIVE EDUCATION.** To qualify to teach in the area of distributive education, a student must take the Business Core of 33 trimester hours as listed in the graduation requirements of the College of Business Administration. He must also take MK 311, 315, 411; ED 406, 407; and nine hours of electives. In addition, he must fulfill the state requirements of two years on-the-job experience; or the completion of 2,100 hours of training under the supervision of the teacher-trainer may be substituted.

3. **ENGLISH.** Certification for high school teaching in the English area can be earned by satisfying specialization requirements in one of six curricula: English, English-Journalism, English-Latin, English—

Library—Audio-Visual, English-Modern Foreign Language, or English-Speech. Because high school English teachers are expected to serve as advisers in oral or written extra-curricular activities, the prospective teacher of English who does not have a foreign language specialty should consider carefully either the English-Journalism or English-Speech certification programs. The teaching majors which include English are as follows:

**English.** Students must take any three of EN 201, 203, 205 and 206. In addition, they take EN 207, 331, 411 or 412, 417, 491; one course in writing above the freshman level; one English elective at the 300 or 400 level; SH 201 and 321; EN 341 and either EN 343 or 439; and TA 101.

**English-Journalism.** Students must take any three of EN 201, 203, 205 and 206. In addition, they take EN 207, 331, 335 or 336, 411 or 412, 417, 341, 343 or 349, 347, 463; SH 201 and 321. In addition to ED 463, these majors must also take ED 447, Methods of Teaching English. ED 447 must be taken in the internship trimester and ED 463 must be taken before or after this trimester.

**English—Library—Audio-Visual.** Students must take any three of EN 201, 203, 205 and 206. In addition, they take EN 207, 221, 411 or 412, 417; SH 201; ED 313, 327, 331, 411, 415, 417, 419 and 421.

**English-Speech.** Students must take any three of EN 201, 203, 205 and 206. In addition, they take EN 207 221, 411 or 412, 417; TA 101; SH 201, 203, 321, 361 or 365, 491; and two electives in Speech.

**English-Latin.** Students must complete programs of 21 trimester hours in English and 24 in Latin. The students must take ED 447 during the internship trimester and ED 465 before or after internship. Requirements in English are any three of EN 201, 203, 205 and 206. In addition, EN 221, 411 or 412; SH 201 and 321 are required. Requirements in Latin are LA 221, 222 and any six of the following seven courses: LA 311, 313, 411, 413 and 417; LI 301 and 303. Recommended electives are EN 335, 336 and 337; RL 417, GN 413, RN 415, HI 321, AR 301 and HU 323, 324.

**English-Modern Foreign Language.** Students must take 24 hours in English and speech and 24 hours in one foreign language above the basic courses, for a total of 48 hours. The required courses in English are any three of EN 201, 203, 205 and 206. In addition, EN 207, 221, 411 or 412; SH 201 and 321 are required. The requirements in language (Spanish, French, Russian, Italian or German, whichever is chosen) are the six hours of survey literature in the language, 12 hours of advanced courses in the language as selected by a language adviser and three hours of advanced composition and three hours of advanced conversation in the language. Native speakers should substitute a literature course in the language for the course in advanced conversation and pronunciation. Recommended electives in this curriculum are EN 417, LI 301 and 303, GN 413, RN 415, and SH 203.

Because this program gives certification in both English and a language, students must take a course in the methods of teaching each. One of the methods courses should be taken during the trimester of internship and the other should be taken the preceding trimester.

4. **FOREIGN LANGUAGES.** Students seeking certification to teach foreign languages can satisfy specialization requirements in one language, in two modern languages or in a modern language and Latin, or in Latin and English.

**Two Languages.** Students must complete the basic studies language requirements or their equivalent. In the major language (French German, Italian, Russian or Spanish) the student must earn an additional 24 trimester hours, and in the minor language the student must earn an additional 18 trimester hours. The major language requirements are courses numbered 301, 303, 305, 306 and 12 hours of advanced courses selected by an adviser in the appropriate language; the minor language requirements are courses numbered 301, 303, 305, 306 and six hours of advanced work in a course selected by the language adviser. Native speakers must substitute an additional literature course for 303. Recommended electives include EN 335, 336, and 337; HU 323, 324, and courses in history, literature, and social sciences applicable to the language concerned.

**Latin-Modern Language.** Students who have had the first year of college Latin or two years of high school Latin must complete 27 trimester hours in Latin and 18 in the modern language of their choice. The Latin requirements are: LA 221, 222, 311, 313, 411, 413, and 417; LI 301 and 303. The modern language requirements are courses numbered 301, 303, 305, 306, and six hours of work in advanced courses selected by an adviser in the language. ED 449 must be taken during the internship trimester, and ED 465 before or after internship. Recommended electives include EN 335, 336; HU 323, 324; AR 301; and HI 321.

**Latin-English.** See English-Latin.

5. **MATHEMATICS AND SCIENCE.** Students desiring to teach mathematics or science at the secondary level must meet the minimum requirements of the divisional major in the Division of Natural Sciences: Major requirements in the Division of Natural Sciences are a minimum of 24 trimester hours in the discipline of major concentration and a minimum of 16 trimester hours in the division outside that discipline. These 16 trimester hours must be approved by the student's adviser and must include a minimum of three trimester hours at the 300 level or above. Total program—40 hours. Concentrations are possible in biology, chemistry, mathematics, or physics. A major in biology, chemistry, mathematics, or physics will be accepted in lieu of the divisional major. ED 425 is recommended for all prospective physical science teachers, and ED 427 is recommended for prospective biology teachers.

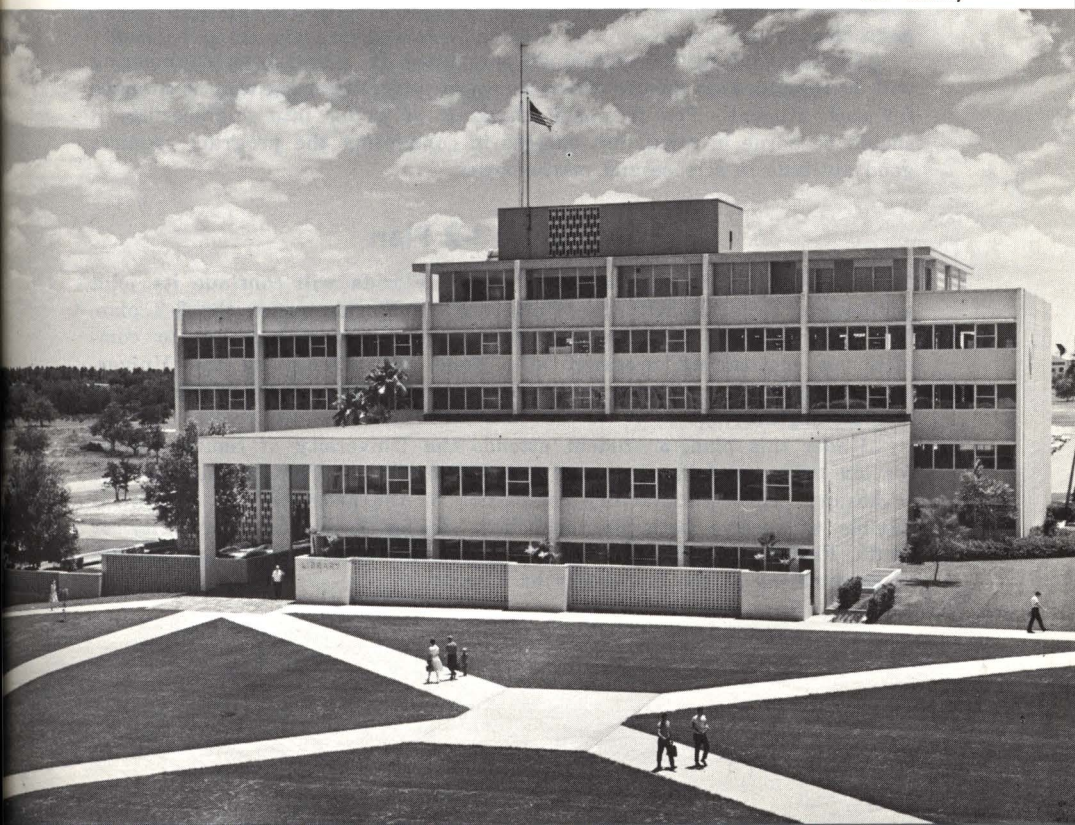
6. **SOCIAL SCIENCE.** Prospective social studies teachers meet the minimum requirements of the social science divisional major outlined below. The requirements for a major in a single discipline such as history or geography can be met through careful planning of electives. The social science divisional major consists of 46 hours which must include: HI 111-112, 121-122; PS 201 and 203; EC 201 and 202 or 101 or 405; GE 301 and 251 or 103; SO 221 or 231 or 331 or 355; SS 361 or HI 338; and at least six hours of electives in upper division social science courses.

7. **INDIVIDUAL MAJORS.** With special permission of the dean of the College of Education, individual teaching majors may be planned in one or more teaching subjects to satisfy the specialization requirements. When this permission has been granted, the student must meet the subject-area requirements of the major in the College of Liberal Arts in addition to the Florida Teacher Certification requirements.



Physics Building

The Library



## **COLLEGE OF ENGINEERING**

The College of Engineering is the newest of the University's undergraduate colleges. Students entering the University as freshmen in September, 1964, will be eligible to enter this college when they attain junior standing. Students transferring to the University as juniors will be eligible to enter the College of Engineering by September, 1965.

As the first engineering building will not be available before September, 1966, upper division engineering courses will be offered during 1964-66 in the Physics Building.

While details of the several programs to be offered were not fully determined when this bulletin went to press, it is anticipated that the initial undergraduate program will provide a strong background in engineering systems and design with specialization in automatic control, electronics, energy conversion and structures. A special bulletin on engineering is available.

### **Requirements**

Freshmen planning on entering the College of Engineering as juniors should come well prepared in science and mathematics. Otherwise, they should expect to take more than eight trimesters to complete the program. All requirements of the College of Basic Studies must be met. In order to do this and, at the same time, carry the essential lower division work in science, mathematics and engineering, the basic studies courses in science and mathematics may be postponed and attempted later by independent study or examination by well qualified students who are not eligible to waive these courses. (See waiver, College of Basic Studies, page 53.)

Special advisers for freshmen interested in going into engineering will be provided to insure that the most effective program is planned for each student. For freshmen thinking of going into engineering, it should be borne in mind that success in completing the program requires good aptitude in science and mathematics.

### **The Joint 3-2 Plan**

In the meantime, the University of South Florida will continue its joint engineering program with the University of Florida under the 3-2 plan. This plan will be particularly pertinent for students wishing to complete an engineering program in a field not offered by the University of South Florida such as agricultural, industrial, chemical, or metallurgical engineering.

Under this plan, a student attends the University of South Florida for six or seven trimesters and the University of Florida four or five trimesters. Upon satisfactory completion of the program, the student is eligible to receive both the bachelor's degree from the University of South Florida and the appropriate bachelor's degree from the College of Engineering at the University of Florida.

While there are some variations in the several programs, they are identical for the first two years. The variations occur in the third year to meet special requirements at the University of Florida.

The following items should be carefully noted by each student:

1. The College of Basic Studies requirements of six courses are to be met. Normally, a student well prepared from high school may waive or be exempted by examination, or by independent study, from two of these courses: CB 105-106, 107-108, and 109-110.
2. The programs outlined do not permit variations other than those possible through elective hours.
3. Students in all areas of engineering may enroll in the Work-Study Cooperative Program. Even though the student transfers to the College of Engineering at the University of Florida at some point in his program, he will keep his same team assignment with his employer.
4. It is essential that courses in non-technical fields in liberal arts and in basic studies be taken so that a student's program contains a minimum of 60 hours outside the Division of Natural Sciences, including any waived hours in the College of Basic Studies.
5. Normally, the student would receive both degrees at the completion of the full program. However, a student may receive the A.B. degree from the University of South Florida as soon as he completes the requirements for that degree by transferring the appropriate credit from his work at the University of Florida to the University of South Florida.
6. At least 24 hours of 300-number courses or higher should be transferred from the University of Florida to satisfy major requirements for engineering in the Natural Sciences Division. The recommended program for the first two years of engineering study includes: EG 141, 142, 261, 262; MA 101, 203, 204, 205; CH 211, 212; and PH 221-223 and 222-224.



## COLLEGE OF LIBERAL ARTS

The College of Liberal Arts, as one of the five colleges of the University, continues the general and liberal education begun in the College of Basic Studies. Here the student may explore further his vocational interests and develop a breadth of knowledge and precision of intellect so necessary for responsible leadership in our society.

More specifically, the college seeks:

1. To help students to continue the exploration of new subjects affording fresh ideas and talents enriching to life.
2. To enable students to try out several subjects as a means of determining the wisest vocational choice.
3. To give sufficient development within the chosen vocational field that the student will be prepared to obtain a job upon graduation or move successfully into a graduate or professional school.
4. To collaborate with the other colleges of the University in providing liberal courses to reinforce required training in those professional schools.
5. To cultivate independent thinking, creative imagination and value commitment in order that students may become constructive leaders in their chosen activities.

### Admission to the College

Students may enter the College of Liberal Arts after two years (at least 54 credits) in the College of Basic Studies or by transfer from another institution. The general education and physical education requirements should have been completed and the student should have at least a "C" average on all previous college work. However, students may be admitted provisionally upon completion of five of the six basic studies courses (or equivalents) and three of the four trimesters of physical education. Occasional students admitted without this "C" average will automatically be on warning status.

Upon admission, the student is expected to declare his major and will be counseled in his selection of courses by an adviser from that field. He will then plan the remainder of his college program to fulfill his educational needs and satisfy requirements for the degree. He will be enrolled in one of the divisions of the college, and the director of that division will generally supervise his progress.

Any student of the University may take courses in the College of Liberal Arts even though not officially admitted. Freshmen and sophomores may wish to take liberal arts courses in addition to their basic studies program. Similarly, students in other colleges or adults in the community will elect liberal arts courses of particular interest.

### Graduation Requirements

The University currently offers one undergraduate degree: Bachelor of Arts. These requirements are referred to on page 22 of this bulletin but are briefly summarized here:

1. 120 credits with at least a "C" average (2.0) in work done at the University of South Florida, or other Florida universities. At least 40 of the 120 credits must be in courses numbered above 300.
2. General education requirements of at least 36 credits fulfilled in the College of Basic Studies or elsewhere, plus the basic studies senior seminar. Proficiency must also be shown in four physical education areas.
3. Completion of a major in a subject or an integrated major involving several subjects. There must be at least a 2.0 average in this major. To insure breadth of experience and to preclude undue specialization, a student must earn (or show competence in) a minimum of 80 credits outside his discipline of concentration, 60 of which must be outside the division of his major.
4. Completion of the Graduate Record Examinations Aptitude Test.
5. A student must earn the last 30 credits in residence before receipt of a bachelor's degree at the University of South Florida.

## Organization and Special Features

The College of Liberal Arts is organized into four divisions for the administration of staff and courses: Fine Arts, Language-Literature, Natural Sciences and Mathematics, and Social Sciences.

The college, like the total University, is concerned with the broad development of students' knowledge. Thus, it offers several integrated courses and limits work in any one field. At the same time, the student must learn to work independently. The college emphasizes individual projects in many courses, laboratories, field studies, and the opportunity to earn credit through independent study and examination.

It is important that the student develop basic skills for research and creative scholarship; hence the provision of senior seminars and special courses on research methodology. These skills are important for the critical appraisal of scholarly work even though the student might not go on to graduate study. There is opportunity from time to time for students to collaborate with their professors on research projects and to render essential intellectual services to the community.

## CURRICULA AND PROGRAMS

### Division of Fine Arts

The Division of Fine Arts serves a three-fold purpose of providing courses of study, theatres of practice, and programs of events for the University family, the surrounding community and the citizens of the state of Florida.

Its prime objectives are: (1) to provide a broad but thorough training for those highly talented in the fine arts, (2) to offer guidance and training for those preparing for teaching, and (3) to provide curricular studies and extra-curricular activities for general University students.

The division offers broad courses in art, music and theatre arts with specific curricular offerings in (1) visual arts, (2) dramatic arts, and (3) music arts. Special programs designed for the preparation of public

school teachers include (1) art, grades 1-12; (2) general vocal music, grades 1-12; and (3) general-instrumental, grades 1-12. Allied courses are listed under the humanities major.

Placement-proficiency examinations are required of all new registrants in music courses. Scheduling of these examinations is made through the Office of the Division of Fine Arts.

### **VISUAL ARTS**

The Visual Arts curriculum is designed for students interested in continuing their art education in graduate or technical schools with the objective of college teaching, gallery or museum work, fine or commercial studio work.

The Visual Arts student may elect to emphasize painting, sculpture, graphics, ceramics, or art history by selecting the appropriate art area sequence of courses. The painting sequence is typical and is: AR 101, 102, 201, 202, 311, 321, 331, 341, and nine credits of 411; FA 301, 302, and 491, for a total of 49 trimester hours. A minimum of 24 hours outside the Division of Fine Arts must be part of the total program.

The Art Education curriculum is listed under the College of Education.

### **MUSIC ARTS**

The Music Arts curriculum is designed for those gifted in performance on some instrument or in voice, whose ultimate goal may be that of artist or studio teacher. Requirements for a major in piano are listed here; those seeking majors in other instruments or voice should substitute the appropriately numbered music courses. Piano students: MU 101, 102, 201, 202, 221 (eight credits), 301, 302, 421 (eight credits), 471 and three credits in ensemble; piano proficiency examination; FA 301, 302 and 491, for a total of 49 trimester hours. A minimum of 24 hours outside the Division of Fine Arts must be part of the total program.

The Music Education curricula are listed under the College of Education.

### **THEATRE ARTS**

Students desiring to concentrate in performance or technical theatre must take TA 101, 111, 221, 331, 333, 335, 337, 401, FA 301, 302, 491 and at least four of the following, depending upon their choice of major concentration: TA 311, 312, 313, 321, 322, 323 and 351, for a total of 45 trimester hours. A minimum of 24 hours outside the Division of Fine Arts must be part of the total program.

Combined majors are offered in two areas. Students wishing to concentrate in Theatre Arts-Speech must take TA 101, 111, 221, 315 and two courses from among TA 331, 333, 335 and 337; SH 201, 203, 221, 321, 311 or 315, and 491. Students wishing to concentrate in Theatre Arts-Broadcasting must take the same Theatre Arts courses as Theatre Arts-Speech majors, plus SH 201, 203, 221, 241, 347 and 441.

## **Division of Languages and Literature**

### **FOREIGN LANGUAGES**

Language studies in the College of Liberal Arts fall into three general

groupings: (1) linguistics, providing instruction in language structure and development; (2) classical languages and literature, providing instruction in Latin; and (3) modern foreign languages and literature, providing instruction in French, German, Spanish, Italian, and Russian.

These programs are designed to meet the needs of students who desire competency in a language and an expanded understanding of foreign culture and literature. They are of particular interest to students who wish to teach languages, those who plan to further their studies in graduate school and those who seek careers in various types of foreign employment.

Those planning to teach a foreign language in elementary or secondary school must take ED 447, the course dealing with methods of teaching a language.

### MAJOR REQUIREMENTS

Major programs are offered in French, German, Spanish, Italian, Latin, and Russian, and in combinations of any two of these.

Modern language majors must complete at least 30 trimester hours in the chosen language beyond the functional language courses. Among these 30 hours must be the following:

**For French Majors:** FR 301, 303, 305, 306, 421, 422, 441, 442, and 491.

**For German Majors:** GN 301, 303, 305, 306, 413, 421, 431, 432, 441, and 451.

**For Spanish Majors:** SP 301, 303, 305, 306, 423, 424, 441, 442, and 491. Native speakers should omit 303 and take two electives from the following: SP 313, 314, 401, 425, 445, 451, and RL 417. Non-native speakers should elect at least one of these.

**For Italian Majors:** IT 301, 303, 305, 306, 411, 412, and 491.

**For Russian Majors:** RN 301, 303, 305, 306, 451, and 452.

**Latin Majors** must take these 30 trimester hours: LA 221, 222, 311, 313, 411, 413, and 417; LI 301 and 303; and HI 321. EN 335, 336; LA 481; AR 301; and HU 323, 324 are recommended electives.

**Combined Majors** are offered in any two modern languages or in Latin and any modern language. For a major in two modern languages, a student must take the courses numbered 301, 303, 305, and 306 in each of two languages and an additional six hours in his minor and 12 hours in his major. If a student is a native speaker, he must substitute three hours of foreign literature for 303. For a major in Latin and a modern language, a student must take LA 311, 313, 411, 413, and 417; LI 301 and 303; and courses numbered 301, 303, 305, 306 in the modern language, plus six additional hours in the modern language.

### MINOR REQUIREMENTS

The minimum requirements for a minor in a foreign language are courses in the languages numbered 301, 303, 305, 306, plus six more hours to be chosen with an adviser. Native speakers must substitute a literature course in the language for 303.

### ENGLISH

A major in English requires a sequence of courses within four periods of English and American literature. The student takes four general courses,

each intended to mirror, through major literary works, the economic, social, political, scientific and religious thought of one period. Normally, the student will then choose a higher level course to obtain a more detailed and more critical view of writing within a particular period. He next will pursue the chosen subject further through the senior colloquium, adding courses dealing very specifically with one or more of the great figures of the period. Thus, the courses build upon one another.

All English majors must take EN 201 or HU 323-324. They must also take EN 203, 205, 206, 207, 331, 411 or 412, 431, 491, and one course in writing above the freshman level. In all, at least 33 trimester hours of instruction in literature and composition above the freshman level must be completed. Recommended electives for English majors include HI 111-112 and 231-232, LI 301-303, EN 417, advanced courses in Speech, and courses in foreign language.

## PHILOSOPHY

The philosophy program includes five areas of study: logic and scientific method, history of philosophy, theory of knowledge, theory of reality, and theory of values. Majors in philosophy must complete at least 30 trimester hours in the program, including PY 203 and at least six credits at the 400 level.

## SPEECH

The Speech curriculum provides courses for all students interested in increasing their understanding and skills of oral communication, and offers major programs in general speech, rhetoric and public address, and broadcasting. In addition, two combination major programs are available: an English-Speech program, designed primarily, though not exclusively, for those preparing to teach in the secondary schools; and a Speech-Theatre Arts program offered jointly by the Language-Literature and Fine Arts divisions.

A major in Speech requires a minimum of 27 credits; the combination English-Speech program requires 42 credits in English and Speech, and three credits in Theatre Arts; and the joint Speech-Theatre Arts program requires 36 credits, divided equally between Speech and Theatre Arts courses.

Speech 201, 203, and 491 are required of all majors.

**General Speech sequence:** SH 201, 203, 321, 363, 491, and 12 credits of Speech electives.

**Rhetoric and Public Address sequence:** SH 201, 203, 363, 465, 491, and 12 credits of Speech electives, nine of which must be in rhetoric and public address or discussion.

**Broadcasting sequence:** SH 201, 203, 241, 321, 491, and 12 credits of Speech electives, nine of which must be in broadcasting.

**English-Speech sequence:** SH 201, 203, 321, either 361 or 365, and six credits of Speech electives; EN 201, 203, 205, 207, 221, 411, 417; SH 491; and TA 101.

**Speech-Theatre Arts sequence:** SH 201, 203, 321, 421, 491, and one

300 or 400-level elective in Speech; TA 101, 111, 221, 312, and any two courses chosen from 331, 333, 335, 337.

## Division of Natural Sciences

The Division of Natural Sciences offers courses in astronomy, botany, chemistry, engineering, geology, mathematics, physics, and zoology. They are designed for students planning on scientific or technical careers or with considerable interest in science. Students seeking a general understanding of science but not technical competence will normally wish to take the basic studies courses in biological science, physical science, and functional mathematics.

Candidates for a degree in science as preparation for employment or admission to graduate school will typically major in one of these sciences. Those seeking to transfer to another university to complete a course in engineering, agriculture, home economics, pharmacy, or one of the medical professions may begin their science work here and then transfer to another institution.

### REQUIREMENTS FOR ADMISSION TO SCIENCE PROGRAMS

Before enrolling in a science sequence, the student must take an examination of his proficiency in mathematics and science.

Students seeking a degree in the Natural Science and Mathematics Division are strongly advised to begin their liberal arts science and mathematics courses as early as possible. If students enter the University well prepared from high school, they may qualify for waiver in the basic sciences and/or mathematics courses as described in the section on the College of Basic Studies. To qualify for the Natural Science or Mathematics waiver, students must have a grade of 425 or higher on the Twelfth Grade Placement test and three years in high school science or mathematics respectively with a grade of "C" or higher.

Students who do not qualify for a waiver but have good preparation in science and/or mathematics on the basis of the proficiency test and other evidence, are advised to begin their liberal arts science and mathematics courses early and postpone basic science and mathematics to be taken later by examination. Students should see the respective College of Basic Studies chairmen regarding this examination.

### ASTRONOMY

A major in astronomy will normally include a minimum of 24 trimester hours in the discipline, including AS 201-202, eight hours of astronomy electives and at least two of the following: AS 311, 321, 331 and 341. In addition, the program must include MA 203, 204, 205 and 301, PH 221-223 and 222-224; or PH 205-206, 207-208 and 215. The student will choose, in consultation with his astronomy adviser, additional courses from astronomy, physics, chemistry and mathematics that support his major interest in the field of astronomy. Selection of a foreign language, preferably French, German or Russian, is also strongly recommended.

## BOTANY

This program is designed to provide training for those interested in scientific or technical careers in the plant sciences and bacteriology. Required courses are BO 202, 312 (or Botany elective), 321, 491, and BZ 201, 331 and 351. Four elective credits must be selected from BO 318, 319, 346, 451, 481, or BZ 316. Students must take an additional 20 or 24 credits in the Division of Natural Sciences including ZO 202, CH 211-212 and CH 331-332. (CH 303 with consent of the adviser may be taken in lieu of 331-332.) Mathematics background must include MA 101 or equivalent. Selection of a foreign language, preferably French, German, or Russian is also strongly recommended.

Students are advised to enroll in BZ 201 and CH 211 during the freshman year and to seek completion of basic studies science requirements by waiver or credit by examination. Prospective majors must seek early curriculum counseling from the botany program chairman.

Students planning on entering graduate school may elect additional courses in plant science or bacteriology, depending on their interest. The two sequences in addition to the required courses designed to prepare students for graduate or professional school are:

**Emphasis in Plant Science:** BO 312, 319, 346, and 481; BZ 316 and 345; GY 201; PH 205-207, 206-208; and MA 145.

**Emphasis in Bacteriology:** BO 318, 451, 481; and BZ 316; PH 205-207, 206-208; MA 203, 204, 205; and CH 341-342-343.

## CHEMISTRY

A chemistry major must include the following chemistry courses: CH 211, 212, 321, 331, 332, 341, 342, 343, and 491. Other required courses include MA 203, 204, 205, and either PH 221-223, 222-224, or PH 205-207, 206-208, and 215. Two years of college level German, French, or Russian is strongly recommended. The above courses constitute a minimum curriculum for a major in chemistry. It is recommended that this program be strengthened with additional courses to be selected by the student in consultation with his chemistry faculty adviser. To qualify for admission to graduate schools, a student should take additional courses which will emphasize his major interest. Two programs for this purpose are as follows:

**Emphasis in Organic Chemistry:** CH 411, 431, 432, 433.

**Emphasis in Physical Chemistry:** CH 411, 421; MA 301, and advanced physics elective.

## GEOLOGY

A student anticipating a major in geology should seek curriculum counseling early in his college career.

A major in geology will normally include GY 201, 202, 301, 311, 331, 333, 402, and eight elective credits in geology. In addition, the program must include CH 211, 212, PH 205-207, 206-208, and MA 101. The student will choose, in consultation with his geology adviser, such additional courses in the Division of Natural Science and Mathematics that support his major interest within the field of geology. Selection of a foreign language,

## 82 COLLEGE OF LIBERAL ARTS

preferably French, German or Russian, is also strongly recommended.

### MATHEMATICS

Majors must have 32 credit hours in mathematics, including MA 101, 203, 204, 205, 309, and 321. Electives should be chosen as to the student's preference to do technical work in industry, to prepare for graduate study in mathematics, or to teach in secondary school. Recommendations appropriate to these three vocations are respectively:

**Technical Work in Industry:** MA 301, 305, 306, 345, 347, 401, 421, and 422.

**Preparation for Graduate Study:** MA 305, 306, 413, 414, 423, 424, 431, and 432.

**Teaching in Secondary School:** MA 145, 323, 345, 423, and 431.

### PHYSICS

Majors must have one year of general physics (consisting of either PH 205-207, 206-208, and 215; or PH 221-223 and 222-224), PH 307, 311, 341, 411, plus one advanced laboratory. Additional physics courses sufficient to total 28 trimester hours are required. The students will also take MA 101, 203, 204, 205, 301, and CH 211, 212.

Students registering for a physics course which has an associated laboratory must also register for the laboratory or obtain written permission from the chairman of the physics program to register for the course only. A student may present for graduation no more than ten credits in physics courses numbered below 300. Selection of a foreign language, preferably French, German or Russian, is also strongly recommended.

### ZOOLOGY

This program is designed to provide a broad but thorough training for those interested in scientific or technical careers in zoology and related fields. Required courses are: ZO 202, 311, 312, 321, 346, and 491, BZ 201, 331, and 345, for a total of 30 hours. Students must take an additional 30 credits in the Division of Natural Sciences, including BO 202, CH 211, 212, and 331, 332. (CH 303 with consent of zoology adviser may be taken in lieu of 331, 332.) Mathematics background must include CB 109, 110 or equivalent, with additional courses if possible. Selection of a foreign language, preferably German, French, or Russian, is also strongly recommended.

Students are advised to enroll in BZ 201 and CH 211 during the freshman year and to seek completion of basic studies science requirement by waiver or credit by examination. Prospective majors should seek early curriculum counseling from the zoology program chairman.

### PRE-MEDICINE

All entering freshmen and other lower level students planning to attend medical school should register their names with the coordinator of student advising as soon as possible. All pre-medical students who have been admitted to the upper level should register their names with the chairman of the Pre-Medical Advising Committee in the Division of Natural Sciences at their earliest convenience. The Pre-Medical Advising

Committee will counsel the pre-medical students relative to their pre-professional planning. Information and advice on general and special requirements of specific medical schools may be obtained by either the student or his adviser from this committee.

Good academic performance and strong recommendations favor admission into medical schools. Accordingly, quality of college work and liaison with the pre-medical adviser are of great importance. The general curriculum which pre-medical students should complete includes English, Mathematics, Zoology, Chemistry, Physics, and courses in the Humanities and related areas.

### **DIVISIONAL MAJOR**

A divisional major is designed to serve students desiring a broad background, such as science teachers, pre-medical students and other pre-professional students. Major requirements in the Division of Natural Sciences are a minimum of 24 trimester hours in the discipline of major concentration and a minimum of 16 trimester hours in the division outside that discipline. These 16 trimester hours must be approved by the student's adviser and must include a minimum of three trimester hours at the 300 level or above. Prospective teachers should also consult the College of Education section of this bulletin for information about certification requirements in the science field. Pre-medical students should contact the chairman of the Pre-medical Advisory Committee.

The divisional major is not necessarily an adequate preparation for entrance into a graduate program in the natural sciences. To strengthen the preparation, additional science and mathematics electives beyond the minimum requirements may be recommended by the faculty adviser. By the proper addition of science and mathematics electives beyond the minimum requirement, the divisional major can serve as a preparation for graduate work in a wide range of interdisciplinary fields such as biochemistry, microbiology, biophysics, bacteriology, space sciences, oceanography, geochemistry, and geophysics.

## **Division of Social Science**

The social sciences are concerned with man, his development, problems and institutions. They help the student to understand the world around him and to become a more informed citizen. In addition, the social sciences can prepare a student for employment in business, government and social service professions, either upon graduation or upon completion of additional graduate study.

For convenience, the social sciences are divided into a number of disciplines or fields, each approaching the subject in a particular way. The major requirements of each discipline are indicated below.

Since most modern social problems are complex, requiring analysis from several vantage points, a number of integrated courses are provided to afford the student a rounded view of the problem and alternative solutions. These social science division courses are offered primarily for juniors and seniors.

### MAJOR REQUIREMENTS

Students may major in the total Division of Social Science or in any one of the several fields.

#### ANTHROPOLOGY

Majors must have at least 27 trimester hours in the discipline, including AN 201 and 491.

#### ECONOMICS

The economics program is offered in conjunction with the College of Business Administration. Requirements for the liberal arts major in economics are: AC 201-202, EC 201-202, 301, 323, 331 (or SS 201), EC 401, 423, and two of the following five: EC 311, 341, 351, 405 or 437, for a total of 33 hours in economics.

#### GEOGRAPHY

Majors must have at least 28 trimester hours, including GE 103, 251, 461, and 491. GY 333, 371, and 381 may be counted toward the major.

**Meteorology**—Students preparing for a professional career in meteorology may (1) transfer to the Department of Meteorology, Florida State University, at the beginning of their junior year, or (2) receive their bachelor of arts degree in geography at the University of South Florida, and then begin work toward the master of science degree in meteorology at Florida State University. In either case, the student is advised to consult with the geography staff at the earliest possible time so that the program may be planned.

#### HISTORY

A minimum of 30 credits is required for a major. From Part I, requirements are HI 111-112 and either HI 121-122 or HI 231-232; from Part II, at least 12 credits, including HI 321 or 323; from Part III, HI 487 and 491, taken during the senior year. Two years of a foreign language, study in the history of western philosophy (problems of philosophy) and GE 251 are recommended.

#### POLITICAL SCIENCE

Majors must have at least 30 hours in the field, including PS 201, 205, 323, 491, and SS 201.

#### PSYCHOLOGY

Majors must complete at least 30 credits in the field, including PC 101, 211, 212, 231, 331, 401, 491, two other psychology courses, and SS 201. Functional Mathematics and Biological Science are recommended in the College of Basic Studies. Otherwise, students majoring in psychology are encouraged to complete a varied undergraduate program.

#### SOCIOLOGY

Majors must have at least 27 credits in the field, including SO 201, 361, 491, and SS 201.

#### SOCIAL SCIENCE DIVISIONAL MAJOR

The divisional major includes at least 45 credits in the division, includ-

ing a minimum of 15 credits in a single program, with considerable distribution among the other programs in the division. Most of the work must be chosen from 300-400 level courses with at least nine credits in social science integrated courses and three credits in a senior seminar of one of the social science disciplines. The social science divisional major for prospective secondary social studies teachers is described on page 70.

### **PRE-LAW**

The University of South Florida also offers an interdisciplinary program of pre-legal study designed to meet the needs of undergraduate students who are planning to pursue a career in the law. A broad liberal education of high quality is the foremost goal of this program. The American Association of Law Schools suggests that each student preparing for law school should acquire the following basic skills: (1) effective expression, both written and oral, in English language; (2) critical understanding of the political, economic and social institutions of society; (3) practice in the use of creative and analytical reasoning in a variety of problem solving situations.

All students wishing to major in pre-legal studies should consult the coordinator of student advising for assignment to a pre-law adviser.

## **International and Area Studies**

Programs are offered for degrees in International Studies, Latin American Studies and Afro-Asian Studies. Majors in all programs must have 23 credit hours in the following courses: AN 201, EC 201-202, GE 251, HI 311, or PS 331, and including two of these: HI 351, PS 461, SS 449, 311, and 361. Twelve hours of a language above the 100 level or equivalent proficiency also are required.

All student programs must be planned with the international studies adviser, who is empowered to make appropriate substitutions when educationally justified.

### **AFRO-ASIAN STUDIES**

Afro-Asian Studies majors must satisfy the language requirement in either French or Russian and must also take AN 303, HI 371, HU 331 or 332 or AR 403, and one of the following: SS 343, 345, 347.

### **INTERNATIONAL STUDIES**

International Studies majors must have 12 additional credits to include PS 333, two courses chosen from among SS 341, 343, 345, and 347; and one of the following: AN 309, 303, and 305. The language credit may be in any modern language. Up to six credits in this category can be substituted by successfully passing CB 395, Overseas Study.

### **LATIN AMERICAN STUDIES**

Latin American Studies majors must satisfy the language requirement in Spanish or Portuguese and must take 12 additional hours, including SS 341, AN 309, HI 351, and one of the following: AN 481, GE 481, HI 485, PS 481, or SP 381. Up to six credits in this category can be substituted by successfully passing CB 395, Overseas Study.



## **GRADUATE STUDY**

In accordance with its planned timetable, the University will begin a limited amount of graduate work up to the level of the master's degree in the year 1964-65. The first program to be offered will be a summer and in-service program for elementary teachers, starting in the summer of 1964. Other programs will be added in succeeding years. Such programs will be regarded for the present as upward extensions of the offerings of the several colleges.

### **REQUIREMENTS FOR ADMISSION TO GRADUATE WORK**

To become a candidate for a master's degree the applicant must—

1. Hold a baccalaureate degree from an approved college or university.
2. Present evidence of a satisfactory prior academic record, including a "B" average in work taken during the last two undergraduate years.
3. Be in good standing at the institution last attended.
4. Present satisfactory scores on the verbal and quantitative aptitude test of the Graduate Record Examination.
5. Be approved for graduate study by the program of the University in which the candidate expects to do his work.

Admission to graduate study does not constitute admission to candidacy for a master's degree. (See Admission to Candidacy.)

### **Special Students**

Students qualified to enroll in specific graduate courses but who either do not desire to enroll in a degree program, or cannot meet all admission requirements for a degree program, or who may be awaiting admission processing may be admitted as special students. Credit earned in graduate courses by special students is recorded as restricted graduate credit. Such credit in an amount not to exceed 12 trimester hours may be converted to graduate credit if (1) the student has been admitted to graduate work; (2) the courses are part of an approved degree program; and (3) the conversion is made within one year following the completion of the work.

A University of South Florida senior may enroll in graduate courses as a special student under the following conditions: (1) he has met all admission requirements except the baccalaureate degree; (2) he has the approval of the program in which he will take the graduate work; and (3) he is in his last trimester of undergraduate work and is not taking a full undergraduate load.

### **Procedure for Making Application**

1. Take the aptitude test of the Graduate Record Examination.
2. Secure from the Registrar's Office an "Application for Admission to Graduate Study." File the completed application together with such

other information as is requested with the Registrar.

3. Meet the deadlines applicable to the trimester of desired admission.

## **REGULATIONS GOVERNING GRADUATE STUDY**

### **MINIMUM COMPETENCIES**

Program requirements may include demonstration of minimum competencies such as adequate command of oral and written English, minimum background in areas of the Liberal Studies, in the area of specialization, in documentation or statistics.

### **COURSE REQUIREMENTS**

Only courses listed as acceptable for graduate work, normally numbered 400 and above, may be taken for graduate credit.

### **EXTENSION AND TRANSFER CREDIT**

Extension credit up to a maximum of six hours of graduate credit is acceptable.

Transfer of credit from another recognized graduate school is limited to six hours. All transfer credit must (1) be evaluated as graduate credit by the Registrar, (2) be approved by the program or college concerned, and (3) have been completed with grades of "B" or better.

The total of extension and transfer work together may not exceed nine hours and neither is finally accepted until the student is admitted to candidacy for a degree. Neither carries residence credit.

A minimum of 21 hours of work must be completed on the campus. Students are required to take at least one trimester of work carrying a full load, or two summer sessions carrying a full load. (For definitions of load requirements, see below.)

### **REGENCY**

The work for the master's degree must be completed within six years from the time the student first registers as a graduate student at the University of South Florida.

### **QUALITY**

Graduate students must maintain "B" quality work (an average of 3.0) in courses taken for graduate credit. When a student's cumulative grade point average drops below 3.0, his case will be reviewed by the Graduate Council before he is allowed to register for the following term.

### **LOAD**

Maximum load is limited to the equivalent of one credit hour per week of summer session and to 13 hours per trimester. A normal full load is 12 hours per trimester and six hours per summer session.

### **MAJOR PROFESSOR**

A major professor or adviser will be named for the student in his first term of work. The major professor is named by the division of the University concerned with the consent of both student and professor.

### **PROGRAM OF STUDY**

During the first term of work and in consultation with his major

professor or adviser, the student should plan a program of courses to be taken.

#### **ADMISSION TO CANDIDACY**

After completing 12 hours of work, the student should apply for admission to candidacy for a degree. At this time a committee will review the student's record to date, guidance test scores, and other pertinent data, and will make a recommendation as to whether the student is (1) admitted to candidacy, or (2) denied further work toward a degree.

#### **CLEARANCE FOR DEGREE**

Upon completion of all requirements the candidate will execute a clearance form, secured from the Registrar's Office, and will submit it to the Registrar on completion.

#### **THE GRADUATE COUNCIL**

The Graduate Council is a University-wide body concerned with the policies and standards of all graduate work in the University.

### **THE PROGRAM IN ELEMENTARY EDUCATION**

A 36-hour non-thesis program leading to the master of arts degree will be provided for elementary teachers during the Summer Sessions and in the Evening Program during the 1964-65 academic year.

The program is divided into four contributing parts—

#### **1. THE PROCESS CORE (3-12 hours)**

Designed to assure competency in the following areas:

- a. Historical and Philosophical Foundations of Education
- b. Psychological Foundations of Education
- c. Foundations of Measurement
- d. Foundations of Research

#### **2. THE LIBERAL STUDIES CORE (3-12 hours)**

Designed to assure understanding of the following background areas of liberal education:

- a. Great Social Issues
- b. The Physical World and Society
- c. Language and Society
- d. Cultural Social Patterns

#### **3. SPECIALIZATION AREA (18 hours minimum)**

Designed to assure a mastery of the subjects or subject areas to be taught.

#### **4. SEMINAR IN CURRICULUM RESEARCH (3 hours)**

Designed to assure insight and critical evaluation of the historical, traditional, and new approaches to content, methods, and materials in selected curricular areas.



# COURSE DESCRIPTIONS

All courses offered for credit by the University of South Florida are listed here in alphabetical order according to subject area.

The first line of each course description includes the prefix and course number, title, and number of credits. Credits separated by a hyphen indicate lecture and laboratory courses taught as a unit:

## PH 205-207. GENERAL PHYSICS (3-1)

Credits separated by a comma indicate two unified courses offered in different trimesters.

## HI 111-112. AMERICAN HISTORY (3, 3)

The following abbreviations are utilized in various course descriptions:

PR	Prerequisite
CI	With the consent of the instructor
CR	Corequisite
lec-lab	Lecture and laboratory

Course descriptions are listed under the following headings (prefix in parentheses):

Accounting (AC)	Italian (IT)
Anthropology (AN)	Latin (LA)
Art (AR)	Management and Personnel Administration (MM)
Astronomy (AS)	Marketing (MK)
Basic Studies (CB)	Mathematics (MA)
Botany (BO)	Music (MU)
Interdisciplinary Botany-Zoology (BZ)	Office Administration (OA)
Chemistry (CH)	Philosophy (PY)
Developmental Mathematics (DM)	Basic Physical Education (PE)
Developmental Reading (DR)	Professional Physical Education (EP)
Economics (EC)	Physics (PH)
Education (ED)	Political Science (PS)
Engineering (EG)	Psychology (PC)
English (EN)	Romance Languages (RL)
Finance (FI)	Russian (RU)
Intradivisional Fine Arts (FA)	Interdisciplinary Social Sciences (SS)
French (FR)	Sociology (SO)
General Administration (GA)	Spanish (SP)
Geography (GE)	Speech (SH)
Geology (GY)	Theatre Arts (TA)
German (GN)	Work-Study (WS)
History (HI)	Zoology (ZO)
Humanities (HU)	

## **ACCOUNTING**

Instructional staff: L. Jurgensen, chairman; W. Danco, W. Deyo, T. Dickerson, W. R. Garrett, G. McClung, J. McMullan, S. O'Neal.

**AC 201. ELEMENTARY ACCOUNTING (3)**

Basic theory and procedures of recording and reporting financial activities.

**AC 202. ELEMENTARY ACCOUNTING (3)**

PR: AC 201. Accounting theory and practices for various equity structures. Special problems of payrolls, taxes, departments and branches.

**AC 301. INTERMEDIATE ACCOUNTING (3)**

PR: AC 202. Advanced theory and procedures of recording and reporting activities affecting working capital and non-current assets.

**AC 302. INTERMEDIATE ACCOUNTING (3)**

Continuation of AC 301 with concentrated study of activities in fixed assets, long-term debt and corporate capital. Intensive treatment of analytical processes.

**AC 305. MANAGERIAL ACCOUNTING (3)**

PR: AC 202. The utilization of accounting information by management is costs, budgeting, tax reporting, research, auditing and other analyses..

**AC 323. GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING (3)**

PR: AC 202. Procedures for fund accounting. Preparation and administration of budgets, compiling and using significant reports.

**AC 401. ADVANCED ACCOUNTING (3)**

PR: AC 302. Special problems of accounting in partnerships, sales procedures, and fiduciaries.

**AC 402. ADVANCED ACCOUNTING (3)**

PR: AC 302. Continued study of special problems, including consolidations, foreign branches and subsidiaries, governmental units, and actuarial science.

**AC 411. FEDERAL TAXES (3)**

PR: AC 202. Detailed theory and practice in federal income, estate and gift taxation with emphasis on income taxation of individuals. Code and regulations.

**AC 412. FEDERAL TAXES (3)**

PR: AC 411. Theory and practice of taxation of partnerships and corporations. The revenue system, tax savings and problem research.

**AC 421. COST ACCOUNTING (3)**

PR: AC 202. Principles and practices of process, job-lot and standard cost accounting and their relation to budgetary control.

**AC 423. AUDITING (3)**

PR: AC 302. Principles and procedures of internal and public auditing. The ethics, responsibilities, standards and reports of professional auditing.

**AC 425. BUDGETING (3)**

PR: AC 421. The development of budgets and their relation to expense and cost control, including the use of standard cost as a budgetary tool.

**AC 431. CONTROLLERSHIP (3)**

PR: CI. The theory and practice of the functions, techniques and problems of the financial officers of business organizations.

**AC 433. C.P.A. REVIEW (3)**

PR: CI. Offered evening only. A coaching course for students of professional accountancy with comprehensive study of C.P.A. examination problems.

## **ANTHROPOLOGY**

Instructional staff: S. Messing, chairman; J. Adams.

**AN 201. INTRODUCTION TO ANTHROPOLOGY (3)**

The study of man as a biological, social and cultural being.

**AN 301. PERSONALITY AND CULTURE (3)**

A study of the effect of cultural institutions on the formation of personality and of the ways in which such personality is, in turn, expressed in cultural institutions.

**AN 303. AFRO-ASIA (3)**

The ethnology of the Afro-Asian tribal societies. Emphasis is placed on present neolithic cultures.

**AN 305. OCEANIA (3)**

The ethnology of the native culture of the Pacific.

**AN 307. THE INDIANS OF NORTH AMERICA (3)**

The ethnology of the North American Indians.

**AN 309. MIDDLE AND SOUTH AMERICA (3)**

The ethnology of the native cultures of Middle and South America, with emphasis on the high civilizations (Maya, Inca and Aztec) and present Indian populations.

**AN 321. ARCHAEOLOGY (3)**

The methods and aims of archaeology and a survey of world pre-history.

**AN 331. ETHNOLOGY (3)**

The methods and aims of ethnology, and a survey of the histories and distribution of the folk cultures of the world.

**AN 361. THE LITTLE COMMUNITY (3)**

A general consideration of the little community in various societies, emphasizing the several conceptual frameworks through which it may be viewed.

**AN 481. INDIVIDUAL RESEARCH (1-3)**

PR: CI. Individual instruction covering field techniques in obtaining relevant data from informants. Topics will vary to suit student needs.

**AN 491. SENIOR SEMINAR (3)**

PR: CI. Reading and analysis of major contributions to anthropological thought viewed in historical perspective. Application of anthropology to problems in underdeveloped areas.

**ART**

Instructional staff: H. Covington, chairman; W. Christian, E. Cox, W. Houk, C. Fager, R. Gelinas, J. Kronsoble.

**AR 101. VISUAL FUNDAMENTALS (3)**

Introduction to problems in drawing techniques and media.

**AR 102. VISUAL FUNDAMENTALS (3)**

PR: AR 101 or CI. Introduction to problems primarily in two-dimensional design.

**AR 110. STUDIO TECHNIQUES (2)**

An introductory studio course for the student who does not intend to major in art.

**AR 201. VISUAL FUNDAMENTALS (2)**

PR: AR 101 and AR 102. Further exploration of drawing techniques and media.

**AR 202. VISUAL FUNDAMENTALS (2)**

PR: AR 102 or CI. Further exploration of two and three-dimensional design.

**AR 271. LETTERING (3)**

Basic problems in the design and execution of lettering in the fundamental Roman and sans-serif letter forms.

**AR 301. ANCIENT AND CLASSICAL ART (3)**

The art of Egypt, Mesopotamian Valley, Greece and Rome.

**AR 303. MEDIEVAL AND RENAISSANCE ART (3)**

Early Christian, Romanesque and Gothic art in Europe, Byzantine and Italian, Northern Renaissance and Baroque.

The following four courses are introductions to specialized problems in the various media. Special stress placed upon techniques and materials.

**AR 311. PAINTING TECHNIQUES (3)**

PR: AR 202 or CI.

**AR 321. SCULPTURE TECHNIQUES (3)**

PR: AR 202 or CI.

**AR 331. CERAMIC TECHNIQUES (3)**

PR: AR 202 or CI.

**AR 341. GRAPHIC TECHNIQUES (3)**

PR: AR 202 or CI.

**AR 373. JEWELRY AND CRAFTS (3)**

Introductory course in the design and execution of jewelry and craft objects.

**AR 401. 19th AND 20th CENTURY ART (3)**

European art from neo-classicism to contemporary.

**AR 403. ORIENTAL ART (3)**

The art of India, China, and Japan.

**AR 411. PAINTING (3)**

PR: AR 311. May be repeated. Advanced problems in the various painting techniques. Emphasis on individual creative expression.

**AR 421. SCULPTURE (3)**

PR: AR 321. May be repeated. Advanced problems in the various techniques of sculpture. Emphasis on individual creative expression.

**AR 431. CERAMICS (3)**

PR: AR 331. May be repeated. Advanced problems in the various ceramic techniques, including throwing and glaze calculation.

**AR 441. GRAPHICS (3)**

PR: AR 341. May be repeated. Advanced problems in the various graphic techniques. Emphasis on individual creative expression.

**AR 481. DIRECTED STUDIES IN ART HISTORY (2-6)**

Individual study.

## **ASTRONOMY**

Instructional staff: H. Eichhorn-von Wurmb, chairman; F. Agens, J. Carr, J. H. Robinson, D. Rose.

**AS 201. INTRODUCTORY ASTRONOMY (4)**

PR: Proficiency tests in mathematics and science. Aspects of the sky, the earth's motion and time-keeping, the moon, eclipses, astronomical instruments, motions and physical features of planets, comets and satellites. lec-lab.

**AS 202. INTRODUCTORY ASTRONOMY (4)**

PR: AS 201. The stars, stellar atmospheres and interiors, interstellar matter, the local and exterior galaxies, cosmology. lec-lab.

**AS 311. INTRODUCTION TO ASTROPHYSICS (4)**

PR: AS 202, MA 204, PH 221 or 215. CR: MA 205. Laws of radiation,

spectrum formation, stellar atmospheres and interiors, radiative transfer, stellar models and evolution.

**AS 321. MATHEMATICAL ASTRONOMY (4)**

PR: AS 202, MA 204, PH 221 or 215. CR: MA 205. Spherical trigonometry; astronomical coordinate systems; refraction, aberration, precession; derivation of Kepler's laws; orbits of planets, comets, and binary stars.

**AS 331. PRACTICAL ASTRONOMY AND ASTRONOMICAL INSTRUMENTS (4)**

PR: AS 202, MA 204, PH 221 or 215. CR: MA 205. Elementary celestial navigation; time, longitude and latitude determination; principles of geodesy; astronomical photography; use of astronomical instruments. lec-lab.

**AS 341. GALACTIC AND EXTRAGALACTIC STRUCTURE (4)**

PR: AS 202, MA 205, PH 221 or 215. CR: MA 301. Contents, structure, and dynamics of the Milky Way system; types, composition and distribution of external galaxies; systems and clusters of galaxies; cosmological theories.

**AS 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior or advanced junior standing and CI. Participation in professional research with a view to publication of results.

**AS 483. SELECTED TOPICS IN ASTRONOMY (1-3)**

PR: Senior or advanced junior standing and CI. Intensive coverage of spacial topics to suit needs of advanced students.

**AS 491. ASTRONOMY SEMINAR (1)**

PR: Senior or advanced junior standing and CI. May be repeated once.

## BASIC STUDIES

Instructional staff: **American Idea:** C. Arnade, P. Distasio, O. Futch, D. Harkness, S. Hayward, H. Robertson, M. Waite, R. Warner, P. Wright. **Behavioral Science:** H. Aseltine, C. Engert, M. Fisher, B. Flanagan, L. Foutz, M. Hardy, M. Hopkins, L. Malpass, H. Natunewicz, S. Saxon, J. Tallis. **Biological Sciences:** T. Helvey, E. Martin, G. Nelson, J. Ray, G. Robinson. **Functional English:** M. Adams, G. Beauchamp, W. Garrett, S. Hall, J. Iorio, T. Mitchell, R. O'Hara, L. O'Hare, J. Parker, J. Parrish, H. Pomerantz, W. Reader, J. Ruddle, V. Valentine. **Functional Foreign Languages:** M. Artzybushev, C. de la Menardiere, M. Karklins, C. Micarelli, V. Milani, P. Porter, W. Price, L. Sand, J. Tatum. **Functional Mathematics:** W. J. Davis, W. Ford, L. Luckenbach, D. Rose, N. Smith, W. Williams. **Humanities:** J. Adams, D. Battenfeld, H. Gowen, T. Hoffman, H. Juergensen, H. Kiefer, E. MacKay, R. Peizer, E. Stanton, A. Watkins, W. Wilkes. **Physical Science:** F. Agens, R. Berkley, J. Boulware, C. Clark, F. Dudley, J. Robinson.

**CB 101-102. FUNCTIONAL ENGLISH (3, 3)**

Instruction and practice in the skills of writing, reading, speaking, and listening. Reading of books concerning man's relationship to society and to the natural world.

**CB 103-104. BEHAVIORAL SCIENCE (3, 3)**

Draws on information from behavioral sciences (human biology, psychol-

ogy, anthropology, sociology and philosophy) to demonstrate how human behavior develops and means by which personal, social and ethical problems are dealt with.

**CB 105-106. PROBLEMS IN BIOLOGICAL SCIENCE (3, 3)**

The use of information and principles from botany, zoology and physiology to teach students the basic operations of biological systems and the application of critical thinking to scientific problems.

**CB 107-108. PROBLEMS IN PHYSICAL SCIENCE (3, 3)**

Study of selected topics from astronomy, chemistry, geology, physics. Designed to provide an understanding of some basic principles and phenomena, and to develop ability to use methods of scientific inquiry in investigating problems.

**CB 109-110. FUNCTIONAL MATHEMATICS (3, 3)**

Designed as a terminal course for general cultural purposes, as a foundation for further study of mathematics and science and as a preparatory course for prospective elementary school teachers.

**CB 111-120, CB 211-220. FUNCTIONAL FOREIGN LANGUAGES (3 each)**

**FIRST YEAR (I)**

CB 111-112  
CB 113-114  
CB 115-116  
CB 117-118  
CB 119-120  
CB 121-122

FRENCH  
GERMAN  
RUSSIAN  
SPANISH  
ITALIAN  
PORTUGUESE

**SECOND YEAR (II)**

CB 211-212  
CB 213-214  
CB 215-216  
CB 217-218  
CB 219-220

CB 111 to 122 FUNCTIONAL FOREIGN LANGUAGES I (3 each) initiate development of language skills at the elementary level, combining basic patterns of language and grammar with an introduction to the foreign culture.

CB 211 to 220 FUNCTIONAL FOREIGN LANGUAGES II (3 each) continue development of language skills at the intermediate level, including grammatical framework of the language and beginning study of foreign literature in the original.

**CB 201-202. THE AMERICAN IDEA (3, 3)**

Uses history, political science, sociology and economics to focus on major ideas characterizing American society and on our relations with other nations and international problems of today.

**CB 203-204. THE HUMANITIES (3, 3)**

PR: CB 101-102. Analysis of works of visual arts, music, literature and philosophy. Inter-relationships between arts and literatures and cultural conditions in significant periods. Workshops for creative experience.

**CB 301-302. THE UNIVERSE OF MAN (3, 3)**

A search for the universals of human life today: the nature of man, the

## **98 BOTANY**

world community, human needs and values, available instruments of science and technology, and the limiting facts and forces.

### **CB 303-304. THE SCIENCE OF BEHAVIOR (3, 3)**

A comprehensive analysis and evaluation of man's behavior. Emphasis on understanding of mechanisms involved in individual and social behavior, along with consideration of social and ethical problems related to means for controlling behavior.

### **CB 305-306. SCIENCE AND HUMAN LIFE (3, 3)**

PR: CB 106, CB 108 or CI. An investigation of the nature of science and its impact on the world.

### **CB 307-308. HUMANITIES AND HUMANE VALUES (3, 3)**

See HU 307-308.

### **CB 395. OVERSEAS STUDY (1-6)**

A program of individual or group research in a foreign country. Selection of the student, his preparation for the study, and subsequent evaluation to be supervised by a faculty committee.

### **CB 401. SENIOR SEMINAR: FREEDOM AND RESPONSIBILITY (3)**

Required of all seniors. Contemporary issues affecting social and personal values. Visiting lecturers, readings and discussions interrelating the behavioral, natural and social sciences and the humanities. Designed to focus the University education upon contemporary problems.

## **BOTANY**

Instructional staff: R. Long, chairman; J. Betz, O. Lakela, K. Norstog, J. Ray.

### **BO 202. PLANT KINGDOM (4)**

PR: BZ 201. The plant divisions, their morphology, physiology and interrelationships, with emphasis upon evolutionary development. lec-lab.

### **BO 312. SYSTEMATIC BOTANY (4)**

PR: BZ 201 or CI. Identification and classification of the more interesting vascular plants of Florida; angiosperm evolution; principles of taxonomy. Conducted largely in the field.

### **BO 318. MYCOLOGY (4)**

PR: BO 202. Taxonomy, morphology and physiology of fungi with special emphasis on yeasts and molds; antibiosis; industrial fermentations. lec-lab.

### **BO 319. PLANT ANATOMY (4)**

PR: BO 202. Comparative studies of tissue and organ systems of fossil and present day vascular plants. Functional and phylogenetic aspects stressed. lec-lab.

### **BO 321. PLANT PHYSIOLOGY (4)**

PR: BO 202, CH 331-332 or CH 303. Fundamental activities of plants:

absorption, translocation, transpiration, metabolism, growth and related phenomena. lec-lab.

**BO 346. PLANT ECOLOGY (2)**

PR: BZ 345. Field and laboratory studies of Florida plant communities in relation to climatic, physiographic, edaphic and biotic factors. Lab only.

**BO 451. BACTERIAL PHYSIOLOGY (4)**

PR: BZ 351, CH 331-332 or CI. Bacterial structure, growth, death, metabolism and genetic systems. Laboratory emphasis on quantitative and chemical methods for study of bacteria. Three lectures, two 2-hour lab periods per week.

**BO 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior standing and CI. Individual investigations with faculty supervision.

**BO 483. SELECTED TOPICS IN BOTANY AND BACTERIOLOGY (1-3)**

PR: CI. Each topic is a program in directed study under supervision of a faculty member.

**BO 491. SEMINAR IN BOTANY (1)**

PR: Senior or advanced junior standing and CI. May be repeated once.

## **INTERDISCIPLINARY BOTANY-ZOOLOGY**

**BZ. 201. FUNDAMENTALS OF BIOLOGY (4)**

PR: Proficiency tests in mathematics and science. Emphasis on fundamental properties of plant and animal life. lec-lab.

**BZ 316. CYTOLOGY AND MICROTECHNIQUE (4)**

PR: BO 202 or ZO 202. Structure and function of cytoplasmic and nuclear components of cells; fixation, embedding, sectioning and staining techniques; preparation of a microscopic collection suitable for teaching purposes.

**BZ 331. GENETICS (4)**

PR: BO 202 or ZO 202. Principles of Mendelian, biochemical and evolutionary genetics. lec-lab.

**BZ 345. PRINCIPLES OF ECOLOGY (3)**

PR: BO 202 or ZO 202. Organisms and their relationships to the environment; biogeography.

**BZ 351. INTRODUCTION TO MICROBIOLOGY (4)**

PR: BZ 201. Introduction to the biology of microorganisms. Structure and physiology of bacteria, algae, viruses, rickettsiae, and protozoa. Basic lab methods in bacteriology. lec-lab.

## CHEMISTRY

Instructional staff: P. Maybury, chairman; T. Ashford, M. Barfield, J. Binford, J. Fernandez, L. Monley, T. Owen, T. Solomons, G. Wenzinger, R. Whitaker.

### CH 211. GENERAL CHEMISTRY (4)

PR: Proficiency test in mathematics and science. Fundamentals of chemistry. Gas laws, mass and energy relationships in chemical changes, chemical equilibrium, atomic and molecular structure. lec-lab. and discussion.

### CH 212. GENERAL CHEMISTRY (4)

PR: CH 211 or equivalent. The second half of General Chemistry. lec-lab and discussion.

### CH 303. ORGANIC CHEMISTRY (4)

PR: CH 212. Fundamental organic chemistry principles. One-trimester course for non-chemistry majors. lec-lab.

### CH 304. PHYSICAL CHEMISTRY (4)

PR: CH 212, 321. Fundamental physical chemistry principles. One-trimester course for non-chemistry majors. lec-lab.

### CH 321. QUANTITATIVE ANALYSIS (5)

PR: CH 212. Laboratory procedures and theoretical consideration of factors pertinent to quantitative determinations. lec-lab.

### CH 331. ORGANIC CHEMISTRY (4)

PR: CH 212. Fundamental principles of organic chemistry. lec-lab and discussion.

### CH 332. ORGANIC CHEMISTRY (4)

PR: CH 331 or equivalent. The second half of organic chemistry. lec-lab and discussion.

### CH 341. PHYSICAL CHEMISTRY (4)

PR: CH 321 and MA 204. CR: MA 205, PH 222 or 206. Introduction to quantum theory, atomic and molecular structure, kinetic theory of gases, chemical kinetics. lec-lab.

### CH 342. PHYSICAL CHEMISTRY (4)

PR: CH 321 and MA 204. CR: MA 205, PH 222 or 206. The states of matter, thermodynamics, solutions, colloids, electrochemistry. lec-lab.

### CH 343. PHYSICAL CHEMISTRY (3)

PR: CH 341, 342. Introduction to statistical thermodynamics, solid state and surface and nuclear chemistry. lecture.

### CH 411. ADVANCED INORGANIC CHEMISTRY (3)

PR: CH 341, 342. An advanced theoretical treatment of inorganic compounds. Lecture.

**CH 421. INSTRUMENTAL ANALYSIS (3)**

PR: CH 321, one trimester of physical chemistry. Theory and practice of instrumental methods. lec-lab.

**CH 431. ADVANCED ORGANIC SYNTHESIS (3)**

PR: CH 332. A study of synthetic organic techniques from both the practical and the theoretical point of view. lec-lab.

**CH 432. ORGANIC REACTION MECHANISMS (3)**

PR: CH 332, 341, 342. A study of organic reaction mechanisms emphasizing the interpretation of experimental data. Lecture.

**CH 433. QUALITATIVE ORGANIC ANALYSIS (3)**

PR: CH 332. Identification of organic compounds by functional group reactions and physical properties, lec-lab.

**CH 451. BIOCHEMISTRY (3)**

PR: CH 303 or 332. The chemistry of biologically important substances including carbohydrates, proteins, colloids, enzymes, vitamins, and metabolic intermediates.

**CH 481. INDIVIDUAL RESEARCH (1-3)**

PR: CI.

**CH 483. SELECTED TOPICS IN CHEMISTRY (1-3)**

PR: CH 341, 342. Each topic is a course in directed study under supervision of a faculty member expert in the field. Courses contemplated: Advanced analytical chemistry, theoretical organic chemistry, molecular spectroscopy, and quantum chemistry.

**CH 491. CHEMISTRY SEMINAR (1)**

PR: Senior standing.

**DEVELOPMENTAL MATHEMATICS****DM 001. BASIC CONCEPTS OF ALGEBRA (0)**

The content of this course is high school algebra. It is for the convenience of persons who have not had adequate preparation to handle applications involving simple algebraic manipulations and for people inadequately prepared to enter MA 101.

**DM 002. ANALYTICAL TRIGONOMETRY (0)**

A programmed learning course. The study of the trigonometric functions as functions of real numbers and their application to triangles.

**DEVELOPMENTAL READING****DR 001. DEVELOPMENTAL READING (0)**

Instruction in basic skills of comprehension, purposes, and techniques in accuracy and speed in using different types of reading materials.

## **ECONOMICS**

Instructional staff: W. Benham, R. Burton, G. Brunhild, E. Miller, W. Modrow, R. Neel, R. Pasternak.

### **EC 101. AMERICAN ECONOMIC HISTORY (3)**

Development of the American economy, the evolution of American economic institutions and their impact on the growth and distribution of the national product.

### **EC 201. ECONOMIC PRINCIPLES I (3)**

Economics as a social science; accounting, analytical and policy aspects of national income; and analysis of money and banking system.

### **EC 202. ECONOMIC PRINCIPLES II (3)**

The operation of the market system, international trade policies and theory and an introduction to labor history, unions and the theory of distribution.

### **EC 301. INTERMEDIATE ECONOMY THEORY (3)**

PR: EC 201-202. Advanced analysis of supply and demand as related to competition and monopoly, application of economic theory to management policies.

### **EC 311. LABOR ECONOMICS (3)**

PR: EC 201-202 or CI. History of the trade union movement; economic analysis of trade union philosophies and practices; examination of basic influences affecting labor force, real wages and employment; collective bargaining and labor law.

### **EC 313. COLLECTIVE BARGAINING (3)**

PR: EC 311. The administration of labor-management arguments, mediation and arbitration of industrial disputes and governmental role in collective bargaining.

### **EC 323. INCOME AND MONETARY ANALYSIS (3)**

PR: EC 201-202. An advanced analysis of national income and monetary theory, emphasis on business cycles, income determination and economic growth.

### **EC 331. BUSINESS AND ECONOMIC STATISTICS I (3)**

The collection, presentation, analysis and interpretation of quantitative data as they pertain to business problems and decisions.

### **EC 341. ECONOMICS OF TRANSPORTATION (3)**

PR: EC 201-202. Functions of transportation agencies, rate structure of transportation companies, problems of state and federal regulations and coordination of transportation facilities.

### **EC 343. ECONOMICS OF PUBLIC UTILITIES (3)**

PR: EC 201-202. The economic characteristics of natural monopolies and the economic problems of regulation and public ownership.

**EC 351. INTERNATIONAL ECONOMICS (3)**

PR: EC 201-202. The principles and mechanisms of trade, exchange, balance of payments, comparative costs, effects of trade restrictions and economic growth of underdeveloped areas.

**EC 401. HISTORY OF ECONOMIC THOUGHT (3)**

PR: EC 201-202. An historical survey of the development of economic theory and the main streams of economic thought, including philosophical and value aspects of economic thought.

**EC 405. COMPARATIVE ECONOMIC SYSTEMS (3)**

PR: EC 201. An emphasis on the theoretical and practical differences between economic systems such as capitalism, socialism and communism.

**EC 411. LABOR RELATIONS AND PUBLIC POLICY (3)**

PR: EC 311. Problems resulting from legislative and judicial interpretation of the rights, duties and responsibilities of labor unions and employers; public policy in labor-management negotiations; survey of legislation designed to protect workers.

**EC 423. PUBLIC FINANCE (3)**

PR: EC 323. Economic analysis of government expenditures, taxation, public debt, and fiscal policy.

**EC 431. BUSINESS AND ECONOMIC STATISTICS II (3)**

PR: EC 331. Basic probability distributions, theory of statistical estimation, tests of hypotheses, design of experiments. Introduction to non-parametric statistics.

**EC 433. QUANTITATIVE ECONOMICS (3)**

PR: EC 301 and 323. Quantitative aspects of the main economic concepts and use of quantitative knowledge in testing the validity of economic theory.

**EC 437. BUSINESS-GOVERNMENT RELATIONSHIPS (3)**

PR: EC 201-202. Patterns of regulations such as control of competitive enterprise, cartels and monopolies by the government. Government regulations and economic planning applied to politically determined economic goals.

**EC 451. INTERNATIONAL COMMERCIAL POLICIES (3)**

PR: EC 351. Geographic, social, political and related factors influencing commercial trade policies. Special emphasis on economic consequences of alternative courses of action.

## **EDUCATION**

Instructional staff: J. Agens, L. Anderson, A. Barfield, J. Battle, W. Bott, W. Christian, M. Crickenberger, H. Dean, C. Douglass, G. Eichholz, J. Erickson, L. Hilley, D. Jaeschke, D. Lantz, D. Lichtenberg, L. Lucito, S. Miller, E. Moretz, W. Scrivner, G. Sellers, R. Shannon, G. Sperry, H. Stewart, T. Stovall, R. Urbanek, J. Wade.

**ED 101. INTRODUCTION TO TEACHING (3)**

The people with whom teachers work, the types of tasks they perform

## **104      EDUCATION**

and the challenges they can anticipate. Observation of teaching at several grade levels.

### **ED 205. HUMAN DEVELOPMENT AND LEARNING (3)**

PR: CB 103-104. This course must be taken before a student enrolls in any other required professional education courses as well as for the elementary education major.

### **ED 207. EDUCATIONAL PSYCHOLOGY (3)**

The nature of learning and the application of learning principles to educational procedures.

### **ED 301. SCHOOL HEALTH EDUCATION (3)**

Healthful school living, health services and health instruction through direct and incidental teaching. Recommended for elementary education majors.

### **ED 303. ART AND THE CHILD (3)**

PR: CB 203-204. Art and the intellectual, creative, emotional and aesthetic growth of children.

### **ED 305. MUSIC AND THE CHILD (3)**

PR: CB 203-204. Music fundamentals and music literature.

### **ED 307. HEALTH, PHYSICAL EDUCATION AND THE CHILD (3)**

Motivating factors of play. Knowledge and skill in basic rhythmic activities, games and stunts. Health instruction for the child.

### **ED 309. READING AND THE CHILD (3)**

PR: CB 101-102 and ED 205. Readiness, word recognition (phonetic, visual and contextual analysis) development of word meanings, basic study skills, comprehension abilities and reading interests.

### **ED 311. LANGUAGE ARTS AND THE CHILD (3)**

PR: CB 101-102 and ED 205. Critical examination of speaking, writing, reading and listening experiences of children and ways these skills are developed for individual creative expression.

### **ED 313. LITERATURE AND THE CHILD (3)**

PR: CB 101-102 and ED 205. Appreciation of literature and the art of storytelling.

### **ED 315. ARITHMETIC AND THE CHILD (3)**

PR: CB 109-110. Basic structure of arithmetic. Principles underlying number concepts.

### **ED 317. SCIENCE AND THE CHILD (3)**

PR: CB 105-106 or 107-108. Science as a process of investigation and how scientists go about their work. Selected concepts in physical, biological and earth sciences. Individual and group research projects.

### **ED 319. SOCIAL STUDIES AND THE CHILD (3)**

PR: CB 201-202. Significant concepts in the subjects concerned with

human relationships. Emphasis upon teaching pupils to solve rather than be engulfed by social problems.

**ED 321. INTRODUCTION TO SPECIAL EDUCATION (3)**

PR: ED 205 or PY 101. Study of children with visual, auditory, speech, orthopedic and other organic disabilities as well as those demonstrating intellectual (gifted to retarded) emotional and social behavior deviations.

**ED 322. INTRODUCTION TO MENTAL RETARDATION (3)**

Exploration of the classification, diagnosis, characteristics, and treatment of the mentally retarded.

**ED 323. EDUCATIONAL PROCEDURES FOR THE MENTALLY RETARDED (3)**

PR: ED 322. Special class organization, curriculum adjustments, methods and techniques of teaching the retarded.

**ED 325. EDUCATION OF GIFTED CHILDREN (3)**

Nature and needs of academically talented students with emphasis on curriculum and research findings.

**ED 327. SCHOOL LIBRARY ORGANIZATION AND ADMINISTRATION (3)**

Ordering, accessioning, budgeting, accounting, binding, care of books and circulation.

**ED 329. EDUCATIONAL BROADCASTING (3)**

Potentialities, uses and current developments in educational television. Observation of and participating in, local radio and television broadcasts.

**ED 331. PREPARATION AND PRODUCTION OF INSTRUCTIONAL MATERIALS (3)**

The preparation of a variety of instructional materials using varying techniques, with special emphasis placed on transparencies, films, tapes, and other materials of the newer media.

**ED 379. ART IN THE ELEMENTARY SCHOOL (3)**

PR: AR 202. Art expressions appropriate for elementary school pupils at each grade level.

**ED 401. CURRICULUM AND INSTRUCTION (3)**

PR: ED 205 and admission to teacher education program. Structure and purposes of curriculum organization with special emphasis on the quality of curriculum. Placement registration materials must be completed while student is enrolled in ED 401.

**ED 402. CURRICULUM AND INSTRUCTION (3)**

PR: ED 401 and admission to internship program. Improvement or instructional practices and problems of evaluation in education.

**ED 403. SOCIAL FOUNDATIONS OF EDUCATION (3)**

PR: ED 401 and admission to internship program. The social, economic

and political context within which schools function. Emphasis on the impact of crucial issues on education and the values which provide direction for our schools.

**ED 406. DISTRIBUTIVE EDUCATION PROGRAMS (3)**

Study of the growth, development and implications of vocational education programs as related to Distributive Education.

**ED 407. DISTRIBUTIVE EDUCATION PROGRAMS (3)**

Organization, coordination, issues and trends in high school, adult and junior college distribution programs with emphasis on the Florida program.

**ED 411. AUDIO-VISUAL MATERIALS OF INSTRUCTION (3)**

Theory and practice in operation of multi-sensory aids and equipment.

**ED 415. LIBRARY REFERENCE AND RESEARCH SERVICE (3)**

Organization and administration of a library reference and research department. Materials and procedures of bibliographic research.

**ED 417. LIBRARY CLASSIFICATION AND CATALOGING (3)**

Cataloging library materials; uses of card catalog; forms of name, subject entries, references; consideration of book classification.

**ED 419. MATERIALS CENTER ORGANIZATION  
AND ADMINISTRATION (3)**

PR: ED 327 or approval of instructor. Ordering, accessioning, budgeting, accounting, care of materials and circulation.

**ED 421. BOOKS AND RELATED MATERIALS FOR  
YOUNG PEOPLE (3)**

Critical study of books and related materials for the adolescent.

**ED 425. NEW TRENDS IN TEACHING THE PHYSICAL  
SCIENCES (3)**

Designed for prospective secondary teachers. A course in Physical Science Study Committee Physics, Chemical Education Materials Study and/or Chemical Bond Approach Chemistry, and other new approaches to the teaching of the physical sciences. Work assignments arranged on an individual basis. To be taken prior to ED 459.

**ED 427. NEW TRENDS IN TEACHING BIOLOGY (3)**

Biological Science Curriculum Study for prospective and in-service secondary school teachers. To be taken prior to ED 459.

**\*ED 431. INSTRUMENTAL MUSIC IN THE ELEMETARY  
SCHOOL (3)**

**\*ED 432. INSTRUMENTAL MUSIC IN THE JUNIOR HIGH  
SCHOOL (3)**

**\*ED 433. INSTRUMENTAL MUSIC IN THE SENIOR HIGH  
SCHOOL (3)**

\*ED 435. VOCAL MUSIC IN THE ELEMENTARY SCHOOL (3)

\*ED 437. VOCAL MUSIC IN THE JUNIOR HIGH SCHOOL (3)

\*ED 439. VOCAL MUSIC IN THE SENIOR HIGH SCHOOL (3)

ED 440. TEACHING IN THE ELEMENTARY SCHOOL (3)

The process of teaching the elementary school subjects. This is the only required methods course for prospective elementary teachers.

ED 441-461. TEACHING IN THE SECONDARY SCHOOL:  
(SUBJECT) (3)

PR: ED 205 and 401, and admission to internship program (students certifying in two areas may complete one area prior to internship). Techniques and materials of instruction in one of the following secondary school subjects of the teaching specialization.

441. ART (K-12)

443. BUSINESS EDUCATION

445. DISTRIBUTIVE EDUCATION

447. ENGLISH

451. MATHEMATICS

453. MUSIC-INSTRUMENTAL (K-12)

455. MUSIC-VOCAL (K-12)

457. PHYSICAL EDUCATION (K-12)

459. SCIENCES

461. SOCIAL STUDIES

ED 463. JOURNALISM IN THE SECONDARY SCHOOL (3)

For secondary school journalism teachers and publication advisers.

ED 465. LATIN IN THE SECONDARY SCHOOL (3)

For secondary school Latin teachers.

ED 467. READING IN THE SECONDARY SCHOOL (3)

Developmental reading for the upper grade level junior high school pupils and all grade level senior high school pupils.

ED 475. AMERICAN DEMOCRACY AND PUBLIC EDUCATION (3)

Interdependence of the public school and democracy in the United States and the responsibility of the school in fostering and strengthening basic democratic principles.

ED 477. PRINCIPLES OF LEARNING (3)

Research studies selected on basis of relevance to classroom situation.

\* Each class meets as a performing group. Score reading, conducting, organizational procedures, historical relationships and methods at the appropriate grade levels. Teaching techniques concerning the presentation of elements of theory, general music and literature.

## **108      EDUCATION (GRADUATE)**

### **ED 479. PRINCIPLES OF EDUCATIONAL ADMINISTRATION (3)**

Nature of school administration with an emphasis upon the role of the classroom teacher.

### **ED 481. INDIVIDUAL RESEARCH (3)**

PR: Senior standing and consent of program coordinator.

### **ED 482. PRINCIPLES OF GUIDANCE (3)**

The implications growth and development have for guidance in the home, school and community.

### **ED 483. TESTS AND MEASUREMENTS (3)**

Fundamental descriptive statistics, basic measurement concepts, role of measurement in education, construction of teacher-made tests and interpretation of standardized tests.

### **ED 485. DIRECTED READINGS (3)**

PR: Senior standing and consent of program coordinator.

### **ED 491. PRACTICUM IN SPECIAL EDUCATION (6)**

PR: ED 322, 323, and CI. Practicum and seminar for those majoring in Special Education.

### **ED 498. SENIOR SEMINAR IN EDUCATION (3)**

PR: Senior standing. Synthesis of the teacher candidate's courses in his complete college program and the application of this learning to case studies in both the substantive and procedural areas of knowledge related to school teaching. Taught by instructors of the student's subject-matter and process courses.

### **ED 499. TEACHING INTERNSHIP (6)**

PR: To be admitted to internship program student must complete all general preparation requirements; ED 205 and 401; and at least three-quarters of requirements in teaching specialization. Observation and supervised teaching in elementary or secondary schools. Score of 500 or above on National Teachers Examination required for credit in this course.

## **GRADUATE COURSES ELEMENTARY EDUCATION MAJOR**

### **ED 501. FOUNDATIONS OF EDUCATIONAL RESEARCH (3)**

Intellectual inquiry into the major methods of problem solving and evaluation. Critical analysis of examples of educational research.

### **ED 503. CURRICULUM RESEARCH (3)**

Critical evaluation of current research and curriculum literature. Design and analysis of individual research topics leading to satisfaction of research requirement.

### **ED 505. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (3)**

Selected topics in psychology of human development and learning.

**ED 507. HISTORICAL AND PHILOSOPHICAL  
FOUNDATIONS OF EDUCATION (3)**

Major philosophies of education in historical and cultural context. Special consideration given to sources which are relevant to modern education.

**ED 509. FOUNDATIONS OF MEASUREMENT (3)**

Measurement and statistical theory with appropriate instruments, procedures and sources of information.

**ED 511. NEW TRENDS IN LANGUAGE ARTS INSTRUCTION (3)**

PR: ED 311 and 313. Advanced materials and processes of instruction in elementary school language arts programs.

**ED 513. NEW TRENDS IN READING INSTRUCTION (3)**

PR: ED 309 and teaching experience. Recent research in diagnosing reading problems and the process of qualitative teaching of reading in the elementary grades.

**ED 515. NEW TRENDS IN MATHEMATICS INSTRUCTION (3)**

PR: ED 315 or equivalent. Philosophy, content and process of qualitative instruction in modern mathematics in elementary school programs.

**ED 517. NEW TRENDS IN SCIENCE INSTRUCTION (3)**

PR: ED 317. Development of selected topics in the biological and physical sciences appropriate for teaching in excellent elementary school programs. Analysis of modern curriculum materials used in presenting science as a process of inquiry.

**ED 519. NEW TRENDS IN SOCIAL STUDIES INSTRUCTION (3)**

Crucial concepts drawn from the social sciences. Analysis of the problems approach in social studies education. Students will select an area of independent study on an advanced level.

**ED 521. CREATIVE ARTS INSTRUCTION (3)**

Creative processes in the qualitative teaching of painting, music, dance and drama to elementary school pupils.

**OTHER GRADUATE COURSES**

**ED 583. DIRECTED STUDY IN TEACHING SPECIALIZATION:  
(SUBJECT) (3)**

Extending competencies in the teaching field.

**ED 585. PROGRAMMED INSTRUCTION AND TEACHING  
MACHINES (3)**

Principles for programming in the several academic subjects.

**ED 587. HISTORY OF EDUCATION IN THE UNITED STATES (3)**

Historical background of the present elementary, secondary, and higher educational programs in the United States.

**ED 589. PHILOSOPHY OF EDUCATION (3)**

Fundamental issues in education as interpreted by the eminent philosophers.

**ED 591. SCHOOL CURRICULUM DEVELOPMENT (3)**

A workshop designed for the improvement of the curriculum of an ele-

mentary or secondary school. Each participant works on his teaching specialization area as well as on the total school program. Open only to teachers in service. Complete faculty participation required.

**ED 593. SUBECT SPECIALIZATION PLANNING FOR  
THE ELEMENTARY TEACHER (3)**

Individually planned course in an elementary school subject. Open only to teachers in service. Offered as independent study.

**ED 595. SUBJECT SPECIALIZATION PLANNING FOR  
THE SECONDARY TEACHER (3)**

Individually planned course in a secondary school subject. Open only to teachers in service. Offered as independent study.

## **Education — Physical Instruction**

Instructional staff: R. Bowers, M. Crickenberger, M. Fernandez, R. Heeschen, G. Hertz, L. Hilley, R. Hunter, M. Osborne, S. Prather, R. Wehr, J. Young.

Abbreviations: [C] coeducational; [M] men; [W] women.

**EP 203. PRINCIPLES OF PHYSICAL EDUCATION (2)**

General principles, procedures, historical development and contemporary theories and practices in physical education. [C]

**EP 217. FIRST AID (2)**

Meets American Red Cross certification requirements in standard and advanced First Aid. [C]

**EP 301. ORGANIZATION AND ADMINISTRATION OF  
PHYSICAL EDUCATION (3)**

Policies, standards and procedures pertaining to facility planning, maintenance, purchase of equipment, class organization, evaluation of pupil progress and general supervisory problems. [C]

**EP 321. KINESIOLOGY AND ADAPTED PHYSICAL EDUCATION (3)**

PR: ZO 271. Mechanical and anatomical principles of human movement for motor learning and analysis. Adapting physical educational activities to meet the needs and interests of students with special problems. [C]

**EP 322. ATHLETIC TRAINING (2)**

PR: EP 321. Principles and techniques of conditioning athletes for competition; prevention and care of injuries in physical education and athletic activities. [M]

**EP 331. COACHING AND OFFICIATING FOOTBALL  
AND BASKETBALL (3)**

Theory and practice of the fundamental techniques, organizational problems and strategy involved in coaching football and basketball. [M]

**EP 332. COACHING AND OFFICIATING BASEBALL  
AND TRACK (3)**

Theory and practice of the fundamental techniques, organizational problems and strategy involved in coaching baseball and track. [M]

**EP 333. TEACHING AND OFFICIATING TEAM SPORTS (3)**

Skills, strategy and application of rules; methods of teaching and officiating soccer, track and field, speed ball and field hockey. [W]

**EP 334. TEACHING AND OFFICIATING TEAM SPORTS (3)**

Skills, strategy and application of rules; methods of teaching and officiating basketball, volleyball and softball; the application of practices in physical conditioning. [W]

**EP 341. DANCE COMPOSITION (1)**

PR: EP 120-166 or CI. Workshop in construction of modern dance compositions. Development of experimental movement of studies based upon dynamic, spacial, rhythmic and dramatic aspects of composition. [C]

**EP 342. THEORY AND TEACHING OF MODERN DANCE (2)**

PR: PE 120-166 or CI. Designed to acquaint students with methods and resources for use in teaching dance. Practical experience in presentation of dance techniques and composition work to classes. [C]

**EP 353. TEACHING AND OFFICIATING SWIMMING (2)**

PR: PE 132, 134 or 136. Methods of teaching swimming, diving and life saving. [C]

**EP 354. TEACHING FOLK, SOCIAL AND SQUARE DANCE (2)**

PR: PE 119. Study and analysis of folk, social and square dances with emphasis on teaching. [C]

**EP 357. PHYSICAL EDUCATION ACTIVITIES (2)**

PR: PE 170 and 180. Methods of teaching soccer, speedball, gatorball, volleyball, softball, touch football, wrestling, gymnastics, weight training and special conditioning. [M]

**EP 359. PHYSICAL EDUCATION ACTIVITIES (2)**

PR: PE 170. Methods of teaching tumbling apparatus and special conditioning. [W]

**EP 361. COMMUNITY RECREATION (3)**

Introduction to recreational outlets in the community and the administrative problems confronting recreational playground leaders and directors of community recreational programs. [C]

**EP 451. TEACHING INDIVIDUAL AND DUAL ACTIVITIES (2)**

PR: PE 150, 152, 160 and 168. Methods of teaching tennis, golf, badminton, bowling, handball, archery and recreational activities. [C]

**EP 455. TESTS AND MEASUREMENTS IN  
PHYSICAL EDUCATION (2)**

Practical application and study of administrative techniques and data analysis of tests used to evaluate students, activities and programs. [C]

**EP 460. HEALTH EDUCATION PROJECT (3)**

A practicum in health education through field experiences with official and voluntary health agencies. [C]

**ENGINEERING**

Staff: J. Binford, D. Cooper, G. Cowell, G. Forman, H. Kendall.

Upper division courses in Engineering will be listed in the 1965-66 edition of **Accent on Learning**. See also special bulletin on Engineering.

**EG 141. ENGINEERING GRAPHICS (3)**

Fundamentals, freehand and orthographic drawing and sketching. Graphical and analytical solution of problems dealing with points, lines and planes. Development and intersection of surfaces. Graphical solutions of planes and non-coplanar vector systems.

**EG. 142. ENGINEERING GRAPHICS (3)**

PR: EG 141. Algebraic and geometric problems, empirical equations, functional scales, advanced pictorial and orthographic drawing, sections and conventions, fasteners, limit dimensions, and working drawings.

**EG 261. ENGINEERING MECHANICS-STATICS (3)**

CR: PH 221. Principles of statics, resultants and equilibrium of force systems, introduction to structural mechanics, frictional forces, centroids and moments of inertia.

**EG 262. ENGINEERING MECHANICS-DYNAMICS (3)**

PR: EG 261, MA 204. CR: MA 205. Dynamics of bodies for rectilinear and curvilinear translation, plane motion and rotational motion, mass moments of inertia, impulse and momentum, work and energy.

**ENGLISH**

Instructional staff: J. Parrish, chairman; M. Adams, G. Beauchamp, J. Bentley, W. F. Davis, W. Garrett, S. Hall, E. Henley, W. Hickman, E. Hirshberg, J. Iorio, H. Juergensen, M. MacKay, T. Mitchell, J. Moore, M. Ochshorn, R. O'Hara, J. Parker, W. Reader, J. Ruddie, A. Scroggins, E. Smith, V. Valentine.

Also see Developmental Reading.

**EN 131. READING ACCELERATION (3)**

Designed to change the reading habits and patterns of students from left-to-right progression to down-the-page progression.

**EN 201. MAJOR BRITISH WRITERS TO 1800 (3)**

Selections from Beowulf, The Canterbury Tales, the Faerie Queene, the plays of Elizabethan and Jacobean dramatists in the context of social, religious, economic, political and artistic impulses of the time.

**EN 203. MAJOR BRITISH WRITERS FROM 1800 TO 1912 (3)**

Intellectual and aesthetic trends of the Nineteenth and early Twentieth centuries and their influence on such figures as Wordsworth, Coleridge, Byron, Keats, Tennyson, Browning, Hardy, and others.

**EN 205. MAJOR AMERICAN WRITERS TO 1865 (3)**

A study of the major writers of the colonial, Federal, and romantic periods.

These include, among others, Edwards, Taylor, Franklin, Hawthorne, Poe, Melville, Emerson, Thoreau, and Whitman.

**EN 206. MAJOR AMERICAN WRITERS 1865-1912 (3)**

A study of the major realists and early naturalists. These include, among others, Twain, James, Crane, Dreiser, Norris, London, Wharton, Dickinson, and Robinson.

**EN 207. TWENTIETH CENTURY LITERATURE:  
1912 TO THE PRESENT (3)**

The impact of modern intellectual currents on such American and British writers as Eliot, Pound, Yeats, Thomas, Shaw, O'Neill, Hemingway, Faulkner, Huxley, Woolf, Joyce, Lawrence, and others.

**EN 221. ADVANCED WRITING (3)**

Emphasis upon excellence in the techniques of exposition, description and narration. Practice in the personal essay, critical review and narrative sketch. At least one paper of article length is required.

**EN 315. THE BRITISH NOVEL OF THE  
EIGHTEENTH CENTURY (3)**

The historical development of the British novel; precursors of the novel; critical studies of representative works of such British novelists as Richardson, Fielding, Smollett, Sterne, and the Gothic novelists.

**EN 317. THE BRITISH NOVEL OF THE  
NINETEENTH CENTURY (3)**

A continuation of the development of the British novel; detailed examination of major works of such British novelists as Austen, Scott, Thackeray, Dickens, Trollope, the Brontes, Eliot, Meredith, Hardy, and Butler.

**EN 319. THE BIBLE AS LITERATURE (3)**

Major emphasis on literary types; literary personalities of the Old and New Testaments; and Biblical archetypes of British and American literary classics.

**EN 321. IMAGINATIVE WRITING—POETRY (3)**

Study and exercises in prosody and imagery; written assignments in traditional and contemporary forms; evaluation of student work in individual conferences; selected readings.

**EN 323. IMAGINATIVE WRITING—PROSE (3)**

Study and writing of the short story, essay, and sections of novels. Evaluation of student work in conferences; selected readings.

**EN 331. LITERARY FORMS (3)**

Serves as an introduction to the disciplines of literary study. To attain competence in the field of English studies, students must master the fundamentals of interpretation, analysis, and historical documentation.

**EN 335-336. WORLD LITERATURE (3, 3)**

Classic literature of Eastern and Western cultures, exclusive of English

works, and modern masterpieces of French, German, and Scandinavian writers.

**EN 337. CONTINENTAL NOVEL IN TRANSLATION (3)**

Critical reading, in English translation, of major European novels from the Eighteenth Century to the present. Emphasis upon French and Russian novels of the Nineteenth Century. Relationships between these novels and English literature.

**EN 341. BASIC JOURNALISTIC WRITING (3)**

PR: CI. Introduction to basic journalistic practice, including evaluation of news, organization of stories for mass media, writing styles, and readability formulas.

**EN 343. WRITING FOR MASS COMMUNICATIONS (3)**

PR for Speech majors: SH 241. A preprofessional course in writing for newspapers, magazines, radio, and television. Laboratory experience on campus publications.

**EN 347. NEWSWRITING AND NEWS EDITING (3)**

Study and practice in gathering, writing, and displaying news for the mass media. Includes layout, make-up, editing techniques, ethical problems, and communication law. Lab experience.

**EN 349. MAGAZINE AND FEATURE WRITING (3)**

Upper level course in preparation of articles for newspapers and magazines and a study of magazine editing techniques. Lab experience on campus publications.

**EN 401. CHAUCER AND HIS CONTEMPORARIES (3)**

An introduction to the language through the "Prologue" to *The Canterbury Tales*. Study of the *Book of the Duchess*, a selected number of *Tales*, the *House of Fame*, and *Troilus and Criseyde*.

**EN 403. ENGLISH DRAMATIC LITERATURE TO 1642  
(exclusive of Shakespeare) (3)**

A study of English drama from the liturgical plays to the closing of the theatres in 1642. Representative plays of Lyly, Kyd, Dekker, Beaumont and Fletcher, Ford, Marlowe, and Jonson.

**EN 405. THE PROSE AND POETRY OF THE ENGLISH  
RENAISSANCE (3)**

Emphasis upon leading metaphysical and Cavalier poets and upon prose writers from 1588-1660, with a brief study of major influences and figures from 1500-1588.

**EN 407. MILTON: PROSE AND POETRY (3)**

A thorough examination of *Paradise Lost*, *Paradise Regained*, *Comus*, and the shorter poems. Milton's prose works will also be read.

**EN 411. PLAYS OF SHAKESPEARE (3)**

Twelve comedies, chronicle plays, and tragedies, with attention to the

influences on Shakespeare of classical drama, Renaissance ideas, and other Elizabethan playwrights.

**EN 412. PLAYS OF SHAKESPEARE (3)**

Close reading of plays, with detailed consideration of Shakespeare's language, his dramaturgical development, textual and editorial problems, and secondary criticism.

**EN 413. THE ROMANTIC WRITERS (3)**

Works of the great Romantic poets—Coleridge, Wordsworth, Byron, Shelley, Keats, and Landor.

**EN 415. HISTORY OF THE ENGLISH LANGUAGE (3)**

The evolution of the language from Anglo-Saxon through Middle English to Modern English. Changes in pronunciation and syntax; discussion of the forces which influenced them.

**EN 417. STRUCTURE OF AMERICAN ENGLISH (3)**

PR for Speech majors: SH 203. The phonetics, phonology and morphology of American English. Structural grammar; the application of linguistics to the teaching of English.

**EN 421. BRITISH LITERATURE OF THE AUGUSTAN AGE (3)**

This course covers primarily works of Dryden, Pope, Swift, Hume, Gray, Walpole, Sterne, Johnson, Boswell, and Gibbon, excluding the novel.

**EN 423. BRITISH VICTORIAN LITERATURE (3)**

The literary renaissance in the Victorian Age, 1837-1901, of the comic spirit, the critical essay, personal history, scientific discovery, aesthetics, work of Pre-Raphaelite Brotherhood, and the decadents.

**EN 425. STUDIES IN AMERICAN LITERATURE (3)**

A seminar in a particular movement, group, or genre. Typical subjects are the American novel, American drama, Emerson and his circle, folklore, the influence of Puritanism.

**EN 427. MODERN BRITISH AND AMERICAN POETRY (3)**

An intensive study of selected modern poets, from Hopkins to the present. Considerable individual research and analysis will be required of the student.

**EN 428. MODERN BRITISH AND AMERICAN FICTION (3)**

A critical study of British and American fiction from naturalism to surrealism. The relationship of the novel to thought and culture of the time. Works by Conrad, Lawrence, Joyce, Hemingway, Faulkner, and others.

**EN 431. LITERARY CRITICISM (3)**

Survey of the principles of literary criticism, with intensive practice in applied criticism. Explication and evaluation of fiction, drama and poetry, aiming toward formation of sound literary judgments.

**EN 481. INDIVIDUAL RESEARCH (variable)**

Directed study in special projects. Recommended only when material cannot be studied in scheduled courses.

**EN 491. SENIOR COLLOQUIUM (3)**

PR: Senior standing. Detailed in areas of students' special interests. Emphasis on periods in which students have had little formal training.

**FINANCE**

Instructional staff: W. Benham, W. Modrow, J. McMullan, R. Pasternak, D. Wakefield.

**FI 201. PERSONAL FINANCE (3)**

Non-technical consideration of budgeting, borrowing, insurance, investments, taxes, home ownership, and family financial planning.

**FI 301. PRINCIPLES OF FINANCE (3)**

PR: AC 201-202, EC 201-202. Fundamentals of finance, including sources and uses of short term and long term funds.

**FI 303. PRINCIPLES OF INSURANCE (3)**

Principles of risk insurance and applications to business management and personal affairs; concepts and methods of handling risks; insurance carriers; contracts and underwriting; loss prevention and settlement; government insurance programs.

**FI 305. PRINCIPLES OF REAL ESTATE (3)**

The nature of real property, principles of urban land utilization, classification of property rights, urban development, real property valuation, the real estate market and its functions, and government regulation of real estate practices.

**FI 321. MONEY AND BANKING (3)**

PR: EC 201-202. A theoretical, institutional, and historical discussion of the functioning of the monetary system and its inter-relationship to the economy as a whole. Commercial banks are given special and integrated attention because of their money creating role.

**FI 351. FOREIGN EXCHANGE AND INTERNATIONAL FINANCE (3)**

PR: FI 301 and EC 201-202. The principles of foreign exchange, exchange controls and methods of financing foreign trade and problems associated with finance and monetary transactions.

**FI 411. ADVANCED CORPORATION FINANCE (3)**

PR: FI 301. The problems in financing business enterprise from the viewpoint of business management and the economic system.

**FI 421. PRINCIPLES OF INVESTMENT (3)**

PR: FI 301. Characteristics of government and corporate securities; operations of investment companies and investing institutions; relation of investment policy to money markets and business fluctuations; security price-making forces; preparation of personal investment programs.

**FI 431. FINANCIAL INSTITUTIONS (3)**

PR: FI 301. Private and governmental financial units, their place in

the national economy, relationships to other business and financial institutions and influence upon the supply of and demand for funds.

**FI 489. SPECIAL STUDIES IN FINANCE (3)**

PR: CI. Additional study of a specialized or non-specialized nature for majors. Materials for the course selected and studied in conjunction with the major professor.

## **INTRADIVISIONAL FINE ARTS**

Instructional staff: A. Beecher, J. Clay, T. Hoffman, W. Houk.

**FA 301. HISTORY OF FINE ARTS (3)**

PR: Two courses in art history, theatre arts history, or music history, or CI. An integrated study of cultural periods reflected in works influenced by social, political, economic and philosophic conditions.

**FA 302. HISTORY OF FINE ARTS (3)**

PR: FA 301 or CI. Continuation of FA 301.

**FA 491. SENIOR SEMINAR (3)**

PR: FA 301-302. To aid majors to understand, appraise and perfect their own art and technique through critical and aesthetic judgments of colleagues in other arts. Discussion and critical evaluation.

## **FRENCH**

Instructional staff: M. Artzybushev, A. Cherry, A. Corriere, C. de la Menardiere.

Basic courses listed under Basic Studies.

See also Romance Languages (RL)

**FR 221. TECHNICAL FRENCH (3)**

Primarily for students majoring in science or those desiring help in learning to read texts and research material in a specialized field.

**FR 301. ADVANCED COMPOSITION (3)**

To develop the student's ease in and command of written French and to increase his vocabulary and familiarity with the idiom in free and fixed composition.

**FR 303. ADVANCED CONVERSATION AND PRONUNCIATION (3)**

Designed to develop ease in speaking correct French with attention given to aural comprehension, pronunciation and intonation.

**FR 305. SURVEY OF FRENCH LITERATURE (3)**

Middle Ages, Renaissance and Seventeenth Century.

**FR 306. SURVEY OF FRENCH LITERATURE (3)**

Eighteenth, Nineteenth and Twentieth Centuries.

**FR 421-422. LITERATURE OF THE SEVENTEENTH CENTURY (6)**  
Literary trends in French classicism. Descartes, Pascal, Corneille, Racine, Moliere, La Fontaine.

**FR 431-432. LITERATURE OF THE EIGHTEENTH CENTURY (6)**  
The Age of Enlightenment. The growth of modern thought and criticism. Montesquieu, Diderot, Voltaire, Rousseau, the novel and the theatre.

**FR 441-442. LITERATURE OF THE NINETEENTH CENTURY (6)**  
Romanticism, Realism, Naturalism, the Parnassian and Symbolist schools. Poetry, drama, and the novel.

**FR 451-452. LITERATURE OF THE TWENTIETH CENTURY (6)**  
Proust, Gide, Claudel, Valery, Giraudoux, Sartre, Camus, and others. Poetry, drama, and the novel.

**FR 481. DIRECTED STUDY (3)**  
Specialized individual work in an area not covered by a regular course.

**FR 491. SENIOR SEMINAR (3)**  
Study in depth of a specific writer or literary movement as chosen by the instructor. Individual research required of students.

## GENERAL ADMINISTRATION

Instructional staff: E. Boggs, W. Hodges, R. Mann, C. C. Miller, W. Shannon, D. Wakefield, J. Wharton.

### GA 351. AUTOMATIC DATA PROCESSING (3)

PR: AC 201 or CI. Automatic data processing machines; theory of wiring and use in business; types of business applications and case problems; basic computer concepts.

### GA 361. BUSINESS LAW I (3)

The nature of legal institutions, essentials of a binding contract, remedies granted in event of breach of contract and rights acquired by assignment of contracts.

### GA 362. BUSINESS LAW II (3)

PR: GA 361. Legal problems in marketing of goods, nature of property, sales of personal property, securing of credit granted, nature and use of negotiable instruments.

### GA 371. BUSINESS COMMUNICATIONS (3)

Psychological principles of persuasion in business communication; composition of functional business letters; principles of text, tabular, and graphic presentation in formal business reports.

### GA 451. ELECTRONIC DATA PROCESSING (3)

PR: GA 351. Systems, procedures, and analysis; computer solving as a management tool in business.

**GA 499. SENIOR SEMINAR IN BUSINESS ADMINISTRATION (3)**

PR: Senior standing. Allows students to draw on material from their complete college program and to apply this to case studies, research projects and class discussion. Topics will include business policy, business operations, and the environment of business.

**GEOGRAPHY**

Instructional staff: R. Fuson, chairman; A. Gonzalez

**GE 103. INTRODUCTION TO GEOGRAPHY (5)**

The principles of geography; form and representation of the earth, climates, landforms, water bodies, biotic regions.

**GE 251. WORLD CULTURAL GEOGRAPHY (5)**

The human geography of the earth's primary cultural regions.

**GE 301. RESOURCES OF THE UNITED STATES (3)**

The distribution, exploitation, and conservation of physical and human resources.

**GE 311. POLITICAL GEOGRAPHY (3)**

Geographical foundations of national power; the state viewed from the standpoint of space; the relationship of geographical factors to political development.

**GE 315. ECONOMIC GEOGRAPHY (3)**

The geography of production and distribution; geographical factors underlying the diverse economic activities of man.

**GE 325. GEOGRAPHY OF FLORIDA AND THE CARIBBEAN (2)**

Natural and cultural landscapes of Florida, the Antilles, and the circum-Caribbean region.

**GE 327. GEOGRAPHY OF THE UNITED STATES (3)**

Natural and cultural landscapes and regions of the United States; geographical bases underlying the United States as a world power.

**GE 329. GEOGRAPHY OF EUROPE (3)**

Natural and cultural landscapes of Europe (excluding the USSR); special attention given to the geographical bases of regional groupings (Common Market, NATO, COMECON, and similar structures).

**GE 331. GEOGRAPHY OF THE USSR (3)**

Natural and cultural landscapes and regions of the Soviet Union; geographical bases underlying the USSR as a world power.

**GE 333. GEOGRAPHY OF THE HUMID TROPICS (3)**

Natural and cultural landscapes in the rainforests, monsoon forests, and savannas of the world; human ecology and human occupancy in these areas are emphasized.

**GE 351. WEATHER AND CLIMATE (3)**

PR: GE 103. The principles of meteorology and climatology.

**GE 421. GEOGRAPHY OF POPULATION AND SETTLEMENT (3)**

Demography and settlement types; inter-relationships of human settlements and natural habitats.

**GE 431. URBAN GEOGRAPHY (3)**

Geographic principles of the growth, development, and problems of modern cities; field reconnaissance in local urban areas.

**GE 461. CARTOGRAPHY AND GRAPHICS (3)**

PR: GE 103, 251. Theoretical and applied cartography; other techniques for portraying geographic information.

**GE 481. INDIVIDUAL RESEARCH (1-3)**

PR: GE 103, 251, and arrangement with instructor prior to registration. Topics vary; may be repeated once for credit.

**GE 485. DIRECTED READING (1-3)**

PR: GE 103, 251, and arrangement with instructor prior to registration. Topics vary; may be repeated once for credit.

**GE 491. SENIOR SEMINAR (3)**

PR: CI. The history, philosophy, literature and methodology of geography.

## **GEOLOGY**

Instructional staff: W. Ragan, chairman; W. Taft, J. Boulware.

**GY 201. INTRODUCTION TO GEOLOGY (4)**

PR: Proficiency test in mathematics and science. Study of earth materials and the processes responsible for changing the face of the earth. Examination of minerals and rock specimens, topographic and geologic maps and aerial photographs. Historical geology continues the study. Occasional field trip studies lec-lab.

**GY 202. INTRODUCTION TO HISTORICAL GEOLOGY (4)**

Study of the record of past life and interpretation of the major physical events in the history of the earth. Occasional field trips. lec-lab.

**GY 301. INTRODUCTION TO PALEONTOLOGY (4)**

Paleontology and stratigraphic occurrence of most important invertebrate fossils of the geologic record, lec-lab.

**GY 311. MINERALOGY (3)**

PR: GY 201 and CH 211-212. Introduction to Crystallography. Systematic study of mineral groups and their identification by chemical, physical, and microscope methods. lec-lab.

**GY 312. PETROLOGY (2)**

Systematic study of rock groups, including petrogenesis, composition, structure, and classification using modern petroscopic methods of rock identification, lec-lab.

**GY 331. PRINCIPLES OF STRATIGRAPHY (3)**

PR: GY 202. Principles involving the petrography, tectonic environ-

ment, distribution, correlation, and stratigraphic problems of sedimentary sequences. Occasional field studies.

**GY 333. GEOMORPHOLOGY (3)**

PR: CI. Origin, evolution, and distribution of land forms.

**GY 341. ECONOMIC MINERAL DEPOSITS (3)**

PR or CR: GY 311. Principles involved in the origin, occurrence, recovery and use of mineral resources with emphasis on factors related to Florida deposits. lec-lab.

**GY 351. GROUND WATER GEOLOGY AND DRAINAGE (3)**

PR or CR: GY 201. Geologic factors involved in the occurrence, chemical composition, distribution, recovery and use of surface and subsurface water. Study of Florida factors.

**GY 361. STRUCTURAL GEOLOGY (3)**

PR: GY 202 or equivalent. Application of basic principles of geology, mathematics and physics in solving relationships of strata and interpreting structural features in the earth's crust.

**GY 371. INTRODUCTION TO SOILS (4)**

PR: General Chemistry or equivalent. The origin, geologic development, formation, and nature of soils. Fundamentals of soil science including the physical, chemical and biological factors affecting soil fertility with special application to the soils and ecology of Florida lec-lab.

**GY 381. EARTH SCIENCE (4)**

A selected study of the earth's composition, geologic processes, and earth history, stressing the influence of the geology of Florida upon its economic and cultural resources. lec-lab.

**GY 401. FIELD METHODS (3)**

PR: 10 hours of geology courses. Fundamentals of geology in the field laboratory: compass and plane table mapping, mapping of aerial photos, reconnaissance surveys, interpretation of geologic structures. lec-lab.

**GY 402. MARINE SEDIMENTATION (4)**

PR: GY 311, 331. Geologic factors governing chemical, physical and biological interactions and deposition of marine sediments. Experimental carbonate sedimentation and diagenesis, shoreline erosion and deposition. lec-lab.

**GY 411. MARINE GEOLOGY I (4)**

PR: GY 301 and 402, CH 211 and 212, and CI. Fundamentals of marine geology involving the collection, analysis, and geologic interpretation of marine waters, sediments, and cores. Occasional marine trips required. lec-lab.

**GY 412. MARINE GEOLOGY II (4)**

Continuation of GY 411, but requires written investigative reports and submarine mapping. Occasional marine trips required. lec-lab.

**GY 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior or advanced junior standing, and CI. Individual experimental investigations with faculty supervision. Limit of three credits.

**GY 483. SELECTED TOPICS IN GEOLOGY (1-3)**

PR: Senior or advanced junior standing and CI. Each topic is a course in directed study under supervision of a faculty member. Courses contemplated: Introductory Geological Oceanography, Marine Carbonates, Marine Micropaleontology, Advanced Stratigraphic Paleontology, and Sedimentary Petrology.

**GY 491. GEOLOGY SEMINAR (1)**

PR: Senior or advanced junior standing and CI. Every student majoring in geology is expected to attend these seminars. May be repeated once.

## GERMAN

Instructional Staff: M. Karklins, W. Price, R. Valette, R. Stelzmann.

Basic courses listed under Basic Studies.

**GN 221. TECHNICAL GERMAN (3)**

Primarily for students majoring in science or those desiring help in learning to read texts and research material in a specialized field.

**GN 301-303. ADVANCED COMPOSITION AND CONVERSATION (3,3)**

Intensive study of writing and conversation skills based on readings in German cultural history and drama. Descriptive grammar and syntax.

**GN 305. SURVEY OF GERMAN LITERATURE (3)**

Old High German and Middle High German literature in modern German translation, the literature of Humanism and Barock, the Classical Period.

**GN 306. SURVEY OF GERMAN LITERATURE (3)**

The Romantic Period, Nineteenth and Twentieth centuries.

**GN 413. HISTORY OF GERMAN LANGUAGE (3)**

Development of the language from the Indo-European family: Gothic, Old High German to Middle High German, and East-Middle German.

**GN 421. GOETHE'S FAUST (3)**

Sources, form, content, and literary significance of Urfaust, Faust I and II.

**GN 431. CLASSICAL PERIOD (3)**

Lessing: drama and aesthetic writings. Goethe: novels, novelle, and autobiographical writings; lyrical poems and epics; dramas (except Faust). Schiller: philosophical writings, drama, and poetry.

**GN 432. ROMANTIC PERIOD (3)**

Jenaer circle and the Heidelberger circle, the late Romantic Period, the writers between Classicism and Romanticism.

**GN 441. LITERATURE OF THE 19th CENTURY (3)**

Dramatists: Grillparzer, Grabbe, Büchner, Hebbel. Critics: Heine, Laube, Immermann. Prose writers: Gotthelf, Stifter, Keller, Meyer, Storm, Raabe. Poets: Droste-Hülshoff, Mörike.

**GN 451. LITERATURE OF THE 20th CENTURY (3)**

Dramatists and novelists: Hauptmann, Mann, Jünger, von Hofmannsthal, Hesse, Carossa, Werfel, Kafka, Musil, Brecht. Poets: Rilke, Schroder, Loehrke, Heym, Trakle, Lasker-Schüler, Benn, Aichinger.

**GN 481. DIRECTED STUDY (3)**

Specialized individual work in an area not covered by a regular course.

## **HISTORY**

Instructional staff: R. Heywood, chairman; C. Arnade, O. Futch, W. George, A. Gessman, R. Goldstein, S. Smith, M. Waite.

### **PART I**

**HI 111-112. AMERICAN HISTORY (3, 3)**

A history of the United States with attention given to relevant developments in the Western Hemisphere. 111: European origins to 1865; 112: 1865 to present.

**HI 121-122. HISTORY OF CIVILIZATION (4, 4)**

Chief political, social, economic and cultural developments that have shaped civilization; inter-relationships with the non-Western world. 121: prehistory to 1713; 122: 1713 to present.

**HI 231-232. MODERN EUROPEAN HISTORY (3, 3)**

Basic patterns of modern European history; the rise of the nation-state; economic, social and intellectual developments; traditions and patterns that have shaped European institutions and cultural development. 231: Renaissance to 1815; 232: 1815 to present.

### **PART II**

**HI 241. ENGLISH HISTORY (3)**

The development of English ideas and institutions from the mid-Fourteenth century to the present.

**HI 311. AMERICAN FOREIGN RELATIONS (3)**

The development of principles and problems of American foreign policy, especially in the Twentieth century.

**HI 315. THE CIVIL WAR AND ITS AFTERMATH (3)**

The causes of the War between the States and the factors, forces and atmosphere which produced the reconstruction policy following the war, with continued emphasis on the Negro down to the present.

**HI 317. HISTORY OF FLORIDA (3)**

A history of Florida and the Caribbean. Florida as an area of discovery,

## **124 HISTORY**

colonization and imperial conflict; the emergence of Florida within its regional setting.

### **HI 321. ANCIENT CIVILIZATIONS (3)**

A history of the nations and empires of the ancient Mediterranean and Near East, emphasizing their political, economic and religious institutions and their achievements in philosophy and science.

### **HI 323. MEDIEVAL CIVILIZATION (3)**

The development of European ideas and institutions during the Middle Ages.

### **HI 325. THE RENAISSANCE-REFORMATION 1337-1560 (4)**

Renaissance Italy, early capitalism, economic expansion and overseas discovery, new monarchies, the Italian wars, the Empire of Charles V, the Protestant and Catholic Reformations.

### **HI 331. EUROPE IN THE TWENTIETH CENTURY (3)**

The development of European international relations from the post-World War I period to the present, with concentration on the more recent period.

### **HI 337-338. A HISTORY OF RUSSIA (3, 3)**

An introductory survey of the primary political, social, economic, and cultural institutions of Russia from its pre-history to the present. 337: pre-history to 1917; 338: 1917 to present.

### **HI 351. LATIN AMERICAN HISTORY (3)**

Colonial regimes, independence and the rise of new nations, the technique of government, the Nineteenth century mestizo hemisphere, industrialization, international organization.

### **HI 361. REVOLUTION IN THE MODERN WORLD (3)**

The nature of revolution in modern history, especially the American, French, Russian and more recent revolutions.

### **HI 371. FAR EAST (3)**

A history of the Far East including China, Korea and Japan, from early to modern times.

## **PART III**

### **HI 485. DIRECTED READING (1-3)**

PR: Arrangement with instructor prior to registration. Readings in special topics.

### **HI 487. HISTORIOGRAPHY (3)**

PR: To be taken during senior year. The various schools of historical thought, representative historians, bibliography and an introduction to the problems of philosophy of history.

### **HI 491. SENIOR SEMINAR IN HISTORY (3)**

Introduction to the methods of historical research and writing, bibliography, and directed research in special topics designed to meet the particular needs and interests of the individual student.

## **HUMANITIES**

Instructional staff: J. Adams, D. Battenfeld, H. Gowen, T. Hoffman, H. Juergensen, H. Kiefer, E. MacKay, R. Peizer, E. Stanton, A. Watkins, W. Wilkes.

### **HU 307-308. HUMANITIES AND HUMANE VALUES (3, 3)**

PR: CB 203-204 or CI. Masterpieces of music, visual arts, literatures and philosophy in varying cultural and historical situations.

### **HU 311-312. TWENTIETH CENTURY ARTS AND LETTERS (3, 3)**

PR: CB 203-204 or CI. Developments internationally in the arts, literature and philosophy since 1900. Concentration on two major creative workers in each major art form.

### **HU 313-314. ROMANTIC ARTS AND LETTERS (3, 3)**

PR: CB 203-204 or CI. Origins of Romanticism before 1800; growth through Nineteenth century, European and American; reactions against Romanticism.

### **HU 315-316. THE ENLIGHTENMENT (3, 3)**

PR: CB 203-204 or CI. Analysis of chief arts, literatures and philosophies in the period from 1650 to the end of the Eighteenth century; Rationalism, neo-Classicism and the Baroque.

### **HU 317-318. RENAISSANCE ARTS AND LETTERS (3, 3)**

PR: CB 203-204 or CI. A careful examination, in intellectual and social context, of masterpieces and major artists of the Renaissance (about 1350 to 1650) in Europe and England.

### **HU 321-322. MEDIEVAL ARTS AND LETTERS (3, 3)**

PR: CB 203-204 or CI. The humanities and cultural activities from the Eleventh to the Fourteenth centuries. Influences from Byzantine, Arabian and early Christian sources.

### **HU 323-324. CLASSICAL ARTS AND LETTERS (3, 3)**

PR: CB 203-204 or CI. A careful analysis, in historical context, of masterpieces selected from the arts and letters of ancient Greece and Rome.

### **HU 331-332. HUMANITIES IN THE ORIENT (3, 3)**

PR: CB 203-204 or CI. Painting, literature, music, architecture and related arts of China, India and Japan; influences of Oriental philosophies and social forms; Western and Oriental influences in recent arts.

### **HU 333-334. SELECTED NON-WESTERN HUMANITIES (3, 3)**

PR: CB 203-204 or CI. Materials chosen from arts and literatures of Asia and Africa; varied to serve needs of Area Studies programs in Social Science.

### **HU 335-336. HUMANITIES IN AMERICA (3, 3)**

PR: CB 203-204 or CI. Development of humane arts and values in the Americas, especially the United States; influences from Europe; stress on important individual artists and thinkers.

## 126 ITALIAN, LATIN

### **HU 471. PHILOSOPHY OF THE ARTS (3)**

PR: Senior classification, six credits in 300-level HU courses, and CI. Readings in philosophical approaches to the various arts.

### **HU 491. SELECTED PROBLEMS IN HUMANITIES (3)**

PR: Senior classification, six credits in 300-level HU courses, and CI. Problems in the inter-relationships among the fine arts and the natural, social, and behavioral sciences.

## **ITALIAN**

Instructional staff: M. Artzybushev, C. Micarelli, V. Milani.

Basic courses listed under Basic Studies.

History of Romance Languages listed under Romance Languages.

### **IT 301. ADVANCED ITALIAN COMPOSITION (3)**

To improve the student's ability in writing Italian, to increase his ability in comprehension and use of the grammatical elements. Practice in both free and fixed composition.

### **IT 303. ADVANCED ITALIAN CONVERSATION (3)**

To develop fluency and correctness in spoken Italian.

### **IT 305. SURVEY OF ITALIAN LITERATURE (3)**

From the origins through the Eighteenth century.

### **IT 306. SURVEY OF ITALIAN LITERATURE (3)**

Italian literature of the Nineteenth and Twentieth centuries.

### **IT 411-412. LIFE AND WORKS OF DANTE (6)**

The works of Dante with special emphasis on the Divine Comedy. Special attention to the author's life and times as reflected in his works.

### **IT 441. NINETEENTH CENTURY ITALIAN LITERATURE (3)**

Romanticism, Realism and Naturalism in Italy.

### **IT 443. TWENTIETH CENTURY ITALIAN LITERATURE (3)**

A comprehensive study of the major writers of the century, with special emphasis on D'Annunzio and Pirandello.

### **IT 481. DIRECTED STUDY (3)**

Specialized individual work in an area not covered by a regular course.

### **IT 491. SENIOR SEMINAR (3)**

Study in depth of a specific writer or literary movement, as chosen by the instructor. Individual research required of students.

## **LATIN**

Instructional staff: A. Gessman, chairman.

### **LA 111-112. ELEMENTARY LATIN (3, 3)**

Elements of grammar, practice in Latin composition and translation, readings of selections from simple Latin texts.

**LA 221. INTERMEDIATE LATIN (3)**

Prose: selections from Cicero's speeches and from the letters of Pliny the Younger. Study of more difficult portions of Latin grammar.

**LA 222. INTERMEDIATE LATIN (3)**

Poetry, selections from the Aeneid; thematic, stylistic and formal analysis of the Roman epic and comparison with Homer.

**LA 311. LATIN POETRY (3)**

Selected passages from Catullus, Ovid and Horace read and interpreted. Study of poetic form and metre. Introduction to Graeco-Roman mythology.

**LA 313. LATIN PROSE (3)**

Selected readings from Sallust, Livy, Tacitus and Roman philosophical works. Discussion of Roman historiography and philosophy and the Greek influence on them.

**LA 411. LATIN: ADVANCED GRAMMAR (3)**

The difficult portions of Latin grammar and of the morphological and syntactic structure of Latin. Theory of literature: genres of literary works, style, figures of speech, synonymics, principles of oratory and versification.

**LA 413. LATIN LITERATURE AND BACKGROUNDS (3)**

Fast survey of Greek literature and discussion of Roman dependence on Greek literary topics, concepts, and forms. Survey of Latin literature from Ennius to Augustine. Study of sample texts.

**LA 417. LATINO-ROMANCE LINGUISTICS (3)**

PR: Some knowledge of Latin or a Romance language. Case study of linguistic development of 4,000 years from Proto-Aryan through Latin to modern Romance languages.

**LA 481. DIRECTED STUDY (3)**

Specialized study of linguistic or literary topics depending on student's need and interest.

## LINGUISTICS

Instructional staff: A. Gessman, chairman.

**LI 301. GENERAL LINGUISTICS I (3)**

Generalities about language, speech organs, phonation process; phonology; writing systems; general morphology, syntax, symantics, and stylistics; language types; kinship groups; general dialectology.

**LI 303. GENERAL LINGUISTICS II (3)**

Nature, principles, causes, and documentation of linguistic change, linguistic research methods, history of writing. Change of structural and semantic features. Genealogy of languages, glottogonic theories.

## MANAGEMENT AND PERSONNEL ADMINISTRATION

Instructional staff: R. Dutton, W. Heier, D. Sleeper

### MM 301. PRINCIPLES OF MANAGEMENT (3)

PR: EC 201-202. Presentation and familiarization with the management process and phases of administrative staff and operative management.

### MM 341. PERSONNEL MANAGEMENT (3)

PR: MM 301 and some background in psychology or sociology. Objectives, functions and organization of personnel programs, personnel administration and application of the personnel functions to the business firm.

### MM 343. PERSONNEL TECHNIQUES AND PROBLEMS (3)

PR: MM 341. Practical application of personnel problems and techniques to personnel administration. Preparation of job analysis, job description, job evaluation, wage administration, merit rating, employment tests, personnel form design, technique of the personnel audit.

### MM 371. INDUSTRIAL RELATIONS (3)

PR: MM 341. The impact of trade unionism on industrial relations. Current problems, conflicts and trends; the development of managerial techniques to achieve labor-management cooperation.

### MM 421. PRODUCTION MANAGEMENT (3)

PR: MM 301. Principles of management applied to administration and operating problems in production of goods and services, planning, programming, organizing and controlling volume, quality and cost.

### MM 431. ORGANIZATION BEHAVIOR AND OPERATIONS (3)

PR: MM 301. Organization theory and problems relating to variables with which a manager deals, leadership needs and applications.

### MM 441. WAGE AND SALARY ADMINISTRATION (3)

PR: MM 341. Determination and administration of wage and salary programs with emphasis on managerial policies, techniques and control procedures in solving wage and salary problems. Inter-relationships of job description and evaluation, merit ratings and legislation in programs.

### MM 445. PERSONNEL DEVELOPMENT AND TRAINING (3)

PR: MM 343. The administration of industrial employment, training and development programs, organizational planning, manpower selection, placement and evaluation techniques.

### MM 489. SPECIAL STUDIES IN MANAGEMENT AND PERSONNEL ADMINISTRATION (3)

PR: MM 421 or 441 as appropriate. Additional study of a specialized or non-specialized nature for majors. Materials for the course selected and studied in conjunction with a major professor.

## **MARKETING**

Instructional staff: W. Cunningham, D. Sleeper, D. Wakefield.

### **MK 301. PRINCIPLES OF MARKETING (3)**

PR: EC 201-202. Analysis of markets, product planning, pricing, promotion, and distribution of goods; government regulation of marketing; marketing costs; and competition.

### **MK 311. PROMOTIONAL POLICY (3)**

PR: EC 301 and MK 301. A comparison of economic theory with empirical findings about pricing practices, all related to advertising sales management, promotion and the managerial decision making process.

### **MK 315. DEVELOPMENT OF DISTRIBUTION CHANNELS (3)**

PR: MK 301. An investigation of the development of marketing channels, their selection and policies. Concepts of cities, characteristics of outlets, retail location, market exposure, the interdependency of middlemen and manufacturers, and physical distribution management in relation to channel development.

### **MK 411. MARKET RESEARCH (3)**

PR: EC 331 and MK 301. Research methods and practices used in the marketing process, sources of marketing information, sampling, questionnaire construction, collection, interpretation, and presentation of data, and the relation of market research to managerial decision making.

### **MK 413. CONSUMER BEHAVIOR (3)**

PR: EC 331 and MK 301. Analysis of individual and group motivation and behavior as related to consumption of goods and services; techniques of obtaining and analyzing data; and application to product planning, pricing and promotional policy.

### **MK 415. MARKETING MANAGEMENT (3)**

PR: MK 311 or 315. Integrates and reviews pertinent marketing knowledge acquired in earlier courses. Cases, current readings and class discussion.

### **MK 489. SPECIAL STUDIES IN MARKETING (3)**

PR: MK 301 and CI. Intensive independent research in one specific marketing problem, under the direction of the major professor, progress reported in seminar.

## **MATHEMATICS**

Instructional staff: F. Cleaver, chairman; W. J. Davis, W. Ford, B. Fusaro, L. Luckenbach, G. Michaelides, V. Morrison, J. Reed, D. Rose, R. Roth, W. Williams, F. Zerla.

Basic courses listed under Basic Studies; remedial courses listed under Developmental Mathematics.

### **MA 101. FOUNDATIONS OF UNIVERSITY MATHEMATICS (4)**

PR: Proficiency tests in mathematics and science, two years of secondary

## 130 MATHEMATICS

school algebra, one year of plane geometry. Secondary school trigonometry desirable. Logic and set theory; real numbers and their properties; introduction to analytic geometry.

### MA 145. INTRODUCTORY STATISTICS (3)

PR: Proficiency tests in mathematics and science. Measures of central tendency, dispersion and skewness; probability; testing hypotheses; lines of best fit; measures of correlation; applications.

### MA 203. CALCULUS I (4)

PR: MA 101 or consent of program chairman. Limits and derivatives; applications; conic sections and algebraic curves; the definite integral.

### MA 204. CALCULUS II (4)

PR: MA 203. Transcendental functions; formal integration and applications; basic properties of continuous and differentiable functions; parametric equations; polar coordinates.

### MA 205. CALCULUS III (4)

PR: MA 204. Infinite series; solid analytic geometry; vectors; partial differentiation.

### MA 301. DIFFERENTIAL EQUATIONS (3)

CR: MA 205. Ordinary differential equations; derivative operator; Laplace transform; series solutions; applications.

### MA 305. ADVANCED CALCULUS I (3)

PR: MA 205. Partial differentiation and applications; differential geometry; multiple integrals; line and surface integrals.

### MA 306. ADVANCED CALCULUS II (3)

PR: MA 305. Limits and indeterminate forms; infinite series including Fourier series; improper integrals; Laplace transform.

### MA 309. SET THEORY (2)

PR: MA 203. Relations, functions; order; cardinal numbers; axiom of choice.

### MA 321. LINEAR ALGEBRA (3)

PR: MA 203. Vectors and vector spaces; Euclidean  $n$ -space; determinants; linear transformations and matrices.

### MA 323. SYNTHETIC GEOMETRY (3)

PR: MA 203. Emphasis on axiomatics; advanced Euclidean geometry; elements of projective geometry; non-Euclidean geometries.

### MA 331. VECTOR ANALYSIS (3)

PR: MA 205. The algebra and calculus of vectors; applications; general coordinates; introduction to tensor analysis.

### MA 345. PROBABILITY AND STATISTICS (3)

PR: MA 204. Theorems in probability; mathematical expectation; law of large numbers and applications; fundamental limit theorems.

**MA 347. NUMERICAL ANALYSIS (3)**

PR: MA 205. Interpolation and quadrature; finite differences; numerical solution of algebraic and transcendental equations; numerical solution of differential equations; computer techniques.

**MA 401. PARTIAL DIFFERENTIAL EQUATIONS (3)**

PR: MA 301. First order equations in two independent variables; characteristics; the complete integral; first order linear and quasi-linear equations in independent variables; the Cauchy Theorem.

**MA 413. REAL ANALYSIS I (3)**

PR: MA 205, 309. Continuity; differentiation and derivatives; sequences and series of functions; convergence.

**MA 414. REAL ANALYSIS II (3)**

PR: MA 413. Measure theory and integration.

**MA 421. COMPLEX ANALYSIS I (3)**

PR: MA 205. Complex numbers; analytic functions and mapping; integrals; power series.

**MA 422. COMPLEX ANALYSIS II (3)**

PR: MA 421. Residues and poles; conformal mapping and applications.

**MA 423. ALGEBRA I (3)**

PR: MA 205, 309. Semigroups and groups; rings and fields; modules and ideals; lattices.

**MA 424. ALGEBRA II (3)**

PR: MA 423. Continuation of MA 423.

**MA 431. TOPOLOGY I (3)**

PR: MA 205, 309. Topological spaces; connectedness; compactness; Moore-Smith convergence.

**MA 432. TOPOLOGY II (3)**

PR: MA 431. Product, quotient and metric spaces; embedding.

**MA 483. SELECTED TOPICS (3)**

Studies in modern algebra, functional analysis, mathematics for advanced physics, topological algebra, studies in probability and statistics.

## **MUSIC**

Instructional staff: E. Preodor, chairman; J. Abram, E. Anderson, A. Beecher, M. Enix, L. Eubank, L. Golding, O. Henning, G. Johnson, A. Hegvik, P. Hegvik, T. Hoffman, S. Miller, M. Rearick, G. Sperry, D. Templeton, A. Watkins.

**MU 101. MUSIC THEORY (3)**

Required of music majors. Fundamentals of musicianship approached through aural and visual analysis of musical styles from Gregorian chant through the Renaissance, review of music rudiments, stylistic composition for voices, counterpoint, form, sight-singing and dictation, keyboard techniques.

## **132      MUSIC**

### **MU 102. MUSIC THEORY (3)**

PR: MU 101. Continuation of fundamental approach of MU 101, styles of the Baroque Period, counterpoint, form, diatonic harmony, triads and 7th chords, simple modulation.

### **MU 103. INTRODUCTION TO MUSIC (2)**

For non-music majors. A study of the art of music and its materials, designed to develop an understanding of basic principles of music and a technique for listening to music.

### **MU 105. UNIVERSITY ORCHESTRA (1)**

Description under 109.

### **MU 107. UNIVERSITY BAND (1)**

Description under 109.

### **MU 109. UNIVERSITY CHORUS (1)**

PR: CI. The study, rehearsal and performance of major musical works. Membership open to all University students by audition on a credit or non-credit basis. Non-credit members receive no grade but are required to participate in all scheduled rehearsals and concerts. Credit members will complete a documented written report on a trimester self-study project in addition to the performance requirements and the study of musicological aspects of the literature performed by the group. May be repeated for credit four times.

## **APPLIED MUSIC**

A study of vocal and instrumental technique through historical background, performance and interpretation of music literature. Students are classified according to technical ability and musical background and placed in graded units I through X. Beginning courses include grades I and II; intermediate courses include grades III through VI; advanced courses continue from VII through X and include a recital requirement. Credit toward a degree in a major performance medium begins at Grade III. Lists of graded material for each instrument or voice are available in the Office of the Division of Fine Arts.

Each graded unit meets as a class two hours a week to perform and analyze the literature selected for it and to discuss technique interpretation and style. Private lessons in each graded unit are devoted to the solution of technical and musical problems of the individual student. Each student shall be assigned a trimester study-project pertinent to his applied field. Instruments and practice facilities will be provided for daily use. Courses in applied music may be repeated for credit. Intermediate courses (211-261) meet as a class only one hour a week; the second hour each week is devoted to a four-trimester survey of music history and literature from the time of the ancient Greeks to the present with the objective of forming a historical perspective regarding the development of musical resources and style; bibliographical and biographical materials are stressed.

### **MU 111. BEGINNING STRING INSTRUMENTS (1)**

**MU 121. BEGINNING PIANO (1)**

**MU 123. BEGINNING ORGAN (1)**

**MU 131. BEGINNING VOICE (1)**

**MU 141. BEGINNING WOOD-WIND INSTRUMENTS (1)**

**MU 151. BEGINNING BRASS INSTRUMENTS (1)**

**MU 161. BEGINNING PERCUSSION INSTRUMENTS (1)**

**MU 201. MUSIC THEORY (3)**

PR: MU 102. Continuation of fundamental approach of MU 101-102. Styles of the Classic and Romantic periods; chromatic harmony, larger forms; transposition and instrumentation, score reading; stylistic composition for piano, voices and instrumental combinations.

**MU 202. MUSIC THEORY (3)**

PR: MU 201. Continuation of fundamental approach of MU 201. Twentieth Century styles; serial composition and other contemporary techniques; creative composition for various performance media.

**MU 211. INTERMEDIATE STRING INSTRUMENTS (2)**

**MU 221. INTERMEDIATE PIANO (2)**

**MU 223. INTERMEDIATE ORGAN (2)**

**MU 231. INTERMEDIATE VOICE (2)**

**MU 241. INTERMEDIATE WOOD-WIND INSTRUMENTS (2)**

**MU 251. INTERMEDIATE BRASS INSTRUMENTS (2)**

**MU 261. INTERMEDIATE PERCUSSION INSTRUMENTS (2)**

**MU 301. MUSIC THEORY (3)**

PR: MU 202. Advanced problems in analysis of music of various styles. Emphasis on individual research by students.

**MU 302. MUSIC THEORY (3)**

PR: MU 301. Continuation of MU 301.

**MU 303. CONTEMPORARY MUSIC LITERATURE (3)**

Criticism and analysis of selected musical works of the Twentieth Century.

**MU 377. STRING WORKSHOP (2)**

To prepare music teachers for inaugurating a string instrumental program. Methods, techniques and materials for the organization and execution of heterogeneous string classes will be studied, performed and evaluated.

**MU 405. ORCHESTRA WORKSHOP (2)**

Description under 409.

**MU 407. BAND WORKSHOP (2)**

Description under 409.

**MU 409. CHORUS WORKSHOP (2)**

PR: CI. The study, rehearsal and performance of ensemble literature. Membership open to University students, teachers and secondary school pupils. Those eligible may register for credit. Non-credit members receive no grade but are required to participate in all scheduled classes and concerts.

**MU 411. ADVANCED STRING INSTRUMENTS (2)****MU 421. ADVANCED PIANO (2)****MU 423. ADVANCED ORGAN (2)****MU 425. PIANO MASTER CLASS (2)**

PR: CI. Study and performance of selected piano literature with special emphasis on style, form and technique. Especially designed for teachers, piano majors and talented secondary school pupils. Credit and non-credit students must attend all scheduled class sessions, private lessons and concerts.

**MU 431. ADVANCED VOICE (2)****MU 435. VOICE MASTER CLASS (2)**

PR: CI. Study and performance of selected voice literature with special emphasis on style, form and technique. Especially designed for teachers, voice majors and talented secondary school pupils. Credit and non-credit students must attend all scheduled class sessions, private lessons and concerts.

**MU 441. ADVANCED WOOD-WIND INSTRUMENTS (2)****MU 451. ADVANCED BRASS INSTRUMENTS (2)****MU 461. ADVANCED PERCUSSION INSTRUMENTS (2)****MU 471. STUDIO TEACHING (3)**

PR: CI. Advanced instrumentalists or vocalists planning studio teaching as a career. Emphasis on the organization of materials, literature and techniques.

**MU 481. DIRECTED STUDIES IN MUSIC (1-6)**

PR: MU 202 and permission of chairman of Music Area. Projects and problems in specialized areas of music designed to meet the particular needs and interests of the individual student.

## OFFICE ADMINISTRATION

Instructional staff: C. Miller E. Miller, D. Wakefield, E. Webb.

**OA 141. INTRODUCTORY TYPEWRITING (2)**

For students with no previous instruction in typewriting. Basic skills of typing for personal use, common types of business letters, reports and tabulated materials.

**OA 143. ADVANCED TYPEWRITING (2)**

PR: OA 141 or equivalent. Expands typewriting skills and applications, introduces skill-building procedures.

**OA 251. INTRODUCTORY SHORTHAND (3)**

PR: OA 141. Introduction to basic skills and vocabulary in Gregg Shorthand.

**OA 253. DICTATION AND TRANSCRIPTION (3)**

PR: OA 251 and 143, or equivalent of each. Review of basic skills and vocabulary and emphasis on dictation and transcription skills.

**OA 351. ADVANCED SHORTHAND (3)**

PR: OA 253 and 143, or equivalent of each. Increased dictation speed and the transcription of mailable business correspondence.

**OA 353. OFFICE ADMINISTRATION (3)**

Function of the business office, including planning for office equipment and supplies, actuating office employees, controlling the work of the office and principles of office organization.

**OA 361. BUSINESS MACHINES (2)**

PR: OA 141, or equivalent. Instruction and practice in the use and functions of calculating and secretarial machines in today's business office.

**OA 461. SECRETARIAL PROCEDURES (3)**

PR: OA 351. Development of executive secretarial concepts, instruction and practice in various office duties such as records control, handling mail, arranging itineraries and telephone techniques.

## **PHILOSOPHY**

Instructional staff: M. Hocutt, chairman; D. Hodges.

**PY 201-202. PROBLEMS OF PHILOSOPHY (3, 3)**

An introduction to the major questions of mankind. (What is good? What is real? What is knowledge?) and the different ways of answering these questions.

**PY 203. FUNDAMENTALS OF DEDUCTIVE LOGIC (3)**

Language analysis and classical and modern formal logic, including the logic of classes and propositions.

**PY 204. INTRODUCTION TO SCIENTIFIC METHOD (3)**

Probability, inductive inference, the hypothetico-deductive method, experimentation and selected topics in the philosophy of science.

**PY 301. ETHICS (3)**

The writings of some of the great moral philosophers on the questions "What is good?" and "Can there be a science of good?"

**PY 302. AESTHETICS (3)**

The nature of beauty and fine art with illustrations from the arts.

**PY 303. ANCIENT AND MEDIEVAL PHILOSOPHY (3)**

A survey of philosophy from Thales through the medieval writers.

**PY 304. RENAISSANCE AND MODERN PHILOSOPHY (3)**

A survey of philosophy from the Renaissance through the modern writers.

**PY 305. CONTEMPORARY PHILOSOPHY (3)**

Selected schools of Twentieth century thought such as idealism, positivism, pragmatism, realism, and existentialism.

**PY 307. SOCIAL PHILOSOPHY (3)**

A semantic and logical analysis of rival theories of social order; their philosophical foundations and comparative gaps between their ideological claim and social reality.

**PY 401. SEMINAR IN EPISTEMOLOGY I (3)**

PR: Major in philosophy or psychology and CI. Theory of perception.

**PY 402. SEMINAR IN EPISTEMOLOGY II (3)**

PR: Major in philosophy or psychology and CI. The possibility and conditions of knowledge.

**PY 403. METAPHYSICS/SENIOR SEMINAR I (3)**

PR: Major in philosophy and CI. A consideration of the theory of reality.

**PY 404. METAPHYSICS/SENIOR SEMINAR II (3)**

PR: Major in philosophy and CI. Theology and cosmology.

**PY 405. DIRECTED STUDY (1-3)**

PR: Approval by the instructor of project submitted by the student. For majors in philosophy who want to pursue a personal research interest.

## PHYSICAL EDUCATION

Instructional staff: R. Bowers, M. Fernandez, R. Heeschen, G. Hertz, R. Hunter, M. Osborne, S. Prather, S. Taylor, R. Wehr, J. Young.

See Education for courses in Physical Instruction.

Abbreviations: [C] coeducational; [M] men; [W] women.

**PE 101. FUNCTIONAL PHYSICAL EDUCATION (0)**

Prerequisite to all courses except Beginning Swimming. Stresses importance of optimum fitness for daily living and basic instruction in the appreciation of participation sports. Evaluation of physical fitness and motor abilities.

**PE 102-129. TEAM SPORTS, CONDITIONING, DANCE, RECREATION (0)**

Fundamental experiences in team and group activities. Physical conditioning and self-expression through team competition, rhythmic activities and outdoor education skills.

102 BASKETBALL AND VOLLEYBALL [M] [W]

106 FIELD HOCKEY AND TRACK FIELD [W]

- 112 SOFTBALL AND VOLLEYBALL [M] [W]
- 113 SOCCER AND SPEEDBALL [M] [W]
- 115 SPECIAL CONDITIONING [C]  
Adaptive.
- 116 SPECIAL CONDITIONING [M] [W]  
Required of lower 25th percentile on motor fitness.
- 117 SPECIAL CONDITIONING [M] [W]  
Special interest.
- 119 FOLK AND SQUARE DANCE [C]  
Recommended for elementary education majors.
- 120 MODERN DANCE (INTERMEDIATE-ADVANCED) [C]  
PR: PE 166 or equivalent.
- 121 TAP DANCE [C]
- 122 SOCIAL DANCE [C]
- 123 OUTDOOR EDUCATION [C]
- 124 RECREATIONAL ACTIVITIES [C]
- 125 RIFLERY [C]
- 126 BEGINNING RIDING [C]
- 129 PROFICIENCY (content to be certified by Physical Education Division)

PE 130-149. AQUATIC SPORTS (0)

Essential aquatic skills and knowledges vital to individual and group survival, safety and recreation.

- 130 BEGINNING SWIMMING [C]
- 132 INTERMEDIATE SWIMMING [C]
- 134 ADVANCED SWIMMING [C]
- 136 LIFE SAVING [C]
- 138 SCUBA DIVING [C]
- 140 WATER SAFETY INSTRUCTION [C]
- 142 SYNCHRONIZED SWIMMING [C]
- 144 CANOEING AND SAILING [C]
- 149 PROFICIENCY (content to be certified by Physical Education Division)

PE 150-180. INDIVIDUAL AND DUAL ACTIVITIES (0)

Basic instruction in recreational sports, fundamental sport skills, individual

development and acquisition of dance techniques and skills. Development of desirable levels of strength, endurance, agility, balance and poise.

- 150 ARCHERY [C]
- 152 BADMINTON [C]
- 156 BOWLING [C]
- 158 FENCING [C]
- 160 GOLF [C]
- 164 HANDBALL AND PADDLEBALL [C]
- 166 MODERN DANCE (BEGINNERS) [C]
- 168 TENNIS [C]
- 169 WRESTLING [M]
- 170 GYMNASTICS [C]
- 178 WEIGHT TRAINING [M]
- 179 PROFICIENCY (content to be certified by Physical Education Division)

## **PHYSICS**

Instructional staff: G. Forman, chairman; S. Bloch, K. Chung, R. Clapp, D. M. Cooper, H. Kendall, R. Mitchell, J. Turbeville.

### **PH 205-207. GENERAL PHYSICS (3, 1)**

PR: Proficiency test in mathematics and science. First half of general physics and lab for science students. Must be taken concurrently.

### **PH 206-208. GENERAL PHYSICS (3, 1)**

PR: PH 205-207. Second half of general physics and lab for science students. Must be taken concurrently.

### **PH 215. MATHEMATICAL ANALYSIS OF PROBLEMS IN MECHANICS AND ELECTRICITY (2)**

PR: One year of non-calculus general physics; CR: MA 204. A course designed for physics majors and engineering students who have taken a non-calculus, general physics course. Not open to students who take PH 221 and 222 or equivalent.

### **PH 221-223. GENERAL PHYSICS (4, 1)**

CR: MA 203. First half of general physics and lab for physics majors and engineering students. Must be taken concurrently.

### **PH 222-224. GENERAL PHYSICS (4, 1)**

PR: PH 221-223. Second half of general physics and lab for physics majors and engineering students. Must be taken concurrently.

### **PH 301. MODERN PHYSICS (3)**

PR: PH 206 or 222. Electron dynamics, X-rays, Bohr-Sommerfeld atom and photoelectricity.

**PH 305. THERMODYNAMICS (3)**

PR: MA 205 and either prerequisite PH 222 or corequisite PH 215. Heat, the kinetic theory of gases, the laws of thermodynamics and introduction to statistical mechanics.

**PH 307. PHYSICAL MECHANICS (3)**

CR: MA 205 and either prerequisite PH 222 or corequisite PH 215. Kinematics and dynamics of a particle, of a system of particles and of a solid body.

**PH 311. ELECTRICITY AND MAGNETISM (3)**

PR: MA 205 and either prerequisite PH 222 or corequisite PH 215. Electrostatics and electrokinetics, direct and alternating circuits, magnetic fields and magnetic properties of matter.

**PH 321. ELECTRONICS (3)**

PR: PH 311. Vacuum and gas-discharge tubes and associated circuits, electron dynamics, thermionic emission, space charge phenomena and electronic circuit analysis.

**PH 331. GEOMETRICAL AND PHYSICAL OPTICS (3)**

PR: PH 206 or 222; CR: MA 204. Wave motion, reflection, refraction, dispersion, emission of spectra, interference, diffraction and polarization.

**PH 341. INTERMEDIATE LABORATORY—GENERAL (1)**

CR: Physics course of 300 level or above. Experiments related to various areas of physics.

**PH 342. INTERMEDIATE LABORATORY—GENERAL (1)**

PR: PH 341. Continuation of PH 341.

**PH 401. NUCLEAR PHYSICS (3)**

PR: PH 301 and MA 205. Stable nuclei and isotopes, radio-activity, nuclear reactions, binding energies, fission and fusion.

**PH 411. THEORETICAL PHYSICS (3)**

PR: PH 307 and MA 301. Mathematical analysis of the statics and dynamics of particles and rigid bodies, generalized coordinates and elasticity.

**PH 421. SOLID STATE PHYSICS (3)**

PR: PH 307 and MA 301. Molecular binding, energy bands in solids, electrical, thermal and magnetic properties of solids, semi-conductors.

**PH 431. ELECTRIC AND MAGNETIC FIELDS AND POTENTIALS (3)**

PR: PH 311, MA 301 and CI. Maxwell's equations, electromagnetic waves, vector potential.

**PH 437. QUANTUM MECHANICS (3)**

PR: PH 307, MA 301 and CI. De Broglie's wave equation, Heisenberg's uncertainty principle, Schrödinger's equation and the hydrogen atom.

**PH 441. ADVANCED LABORATORY I (1)**

PR: PH 341. Experiments related to nuclear physics.

**PH 442. ADVANCED LABORATORY II (1)**

PR: PH 341. Experiments related to optical phenomena.

**PH 443. ADVANCED LABORATORY III (1)**

PR: PH 341. Experiments related to electrical concepts.

**PH 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior or advanced junior standing and CI. Individual experimental work under supervision of instructor.

**PH 483. SELECTED TOPICS IN PHYSICS (1-3)**

PR: Senior or advanced junior standing and CI. Each topic is a course in directed study under the supervision of a faculty member. The following courses are contemplated: electromagnetic theory, gaseous electronics, plasma physics, relativity and atomic and molecular structure.

**PH 491. PHYSICS SEMINAR (1)**

PR: Senior or advanced junior standing and CI. May be repeated once.

**POLITICAL SCIENCE**

Instructional staff: F. Horrigan, chairman; R. Cooper, L. Dexter, D. Hodges, A. Kelley, W. Young.

**PS 201. AMERICAN NATIONAL GOVERNMENT (3)**

Basic principles and procedures of the American governmental system with emphasis on current issues and trends.

**PS 203. STATE AND LOCAL GOVERNMENT (3)**

Analysis of the structure and function of state and local governments, of the social and political influences that shape them, and the dynamics of their administrative processes.

**PS 205. INTRODUCTION TO POLITICAL SCIENCE (3)**

PR: PS 201 or CI. A survey of the institutions and processes of government with special emphasis on the scope and methods of political science. Designed primarily for students planning to major in the social sciences.

**PS 311. THE GOVERNMENTS OF EUROPE (3)**

The governments and politics of Great Britain, France, Germany and the Soviet Union.

**PS 319. AMERICAN LEGAL INSTITUTIONS (3)**

Analysis of the nature, sources and functions of law, structure of the United States court system; judicial review; the role of the United States Supreme Court.

**PS 321. CONSTITUTIONAL LAW (3)**

PR: PS 319. The development of the United States government through judicial interpretation of the Constitution. Case study method of analysis.

**PS 323. POLITICAL THEORY (3)**

PR: PS 205 or CI. Basic philosophical conceptions underlying the democratic system based on writings from the Greeks to the present day.

**PS 331. INTERNATIONAL RELATIONS (3)**

Contemporary international affairs, including analysis of politics among nations; control of national foreign policies, sovereignty, nationalism and diplomacy; technology, public opinion and war in international relations.

**PS 333. INTERNATIONAL ORGANIZATION (3)**

The problem of achieving peace through existing international structures, both within and outside the United Nations. The background, achievement and organizational problems of these agencies.

**PS 341. POLITICAL PARTIES AND INTEREST GROUPS (3)**

PR: PS 201 or CI. The development, structure, operation and significance of political parties and interest groups in the American system of government.

**PS 343. POLITICAL BEHAVIOR (3)**

PR: PS 201 or CI. Economic, psychological and social dimensions of political behavior; political participation, leadership and elites; political attitudes; voting behavior and decision-making processes.

**PS 353. URBAN GOVERNMENT (3)**

An introduction to the theory of urbanism; formal and informal structures that govern urban areas; new patterns and policy emphases of urban government.

**PS 361. AMERICAN POLITICAL THOUGHT (3)**

American political thought from the colonial period to the present with emphasis on recent contributions.

**PS 371. FIELD WORK (3)**

Designed for political science majors. Practical participation in a political organization or governmental bureau observing its operation and making a critical analysis in light of political science principles.

**PS 381. GOVERNMENT AND POLITICS OF THE FAR EAST (3)**

Development of political ideas and institutions in Japan and China with emphasis upon nationalism economic development and foreign policy.

**PS 451. PUBLIC ADMINISTRATION (3)**

PR: Upper level standing. An examination of the administrative structure and processes by which public policies are implemented in a democratic society. Designed especially for persons planning on public service.

**PS 461. POLITICS OF THE DEVELOPING AREAS (3)**

PR: Upper level standing. An analysis of the ideologies, governmental structures and political processes of selected nations of the non-Western world.

**PS 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior standing and CI. Investigation of some aspect of political science culminating in the preparation of an original research paper.

**PS 491. SENIOR SEMINAR (3)**

Required of all political science majors. An examination of the content and methods of political science as a social science discipline.

**PSYCHOLOGY**

Instructional staff: P. Givens, chairman; G. Fischer, R. Hartnett, M. Hardy, G. Larimer, D. Long, K. McKittrick, M. Morrow, C. Pinkard, T. Rich, S. Saxon, H. Winthrop.

**PC 101. INTRODUCTION TO PSYCHOLOGY (3)**

PR: Second trimester standing. A survey of major topics in psychology (learning, perception, thinking, intelligence, etc.), and an introduction to methods used in psychological investigation.

**PC 111. APPLIED PSYCHOLOGY (3)**

PR: CB 103 or PC 101. The application of psychological principles and the functions of psychologists in education, government and industry, and clinical practice.

**PC 211-212. EXPERIMENTAL DESIGN AND METHODOLOGY (3, 3)**

PR: PC 101 and SS 201. Major research methods in psychology, application of these to problems of psychology. Experiments on problems in the various areas of psychology. lec-lab.

**PC 231. PSYCHOLOGY OF ADJUSTMENT (3)**

PR: PC 101. Genetic, organic and learned factors involved in the processes of personal adjustment; applications of mental health principles to everyday living.

**PC 311. MEASUREMENT IN PSYCHOLOGY (3)**

PR: SS 201. A consideration of measurement theory and study of tests and other tools of measurement. lec-lab.

**PC 321. PHYSIOLOGICAL PSYCHOLOGY (3)**

PR: PC 212 or CI. Gross neural and physiological components of behavior. Structure and function of the central and peripheral nervous systems as related to emotion, motivation, learning and theory of brain functions.

**PC 323. SENSATION AND PERCEPTION (3)**

PR: PC 101 and 321. Psychophysical factors related to sensory and perceptual phenomena. Basic structure and functions of sense organs and associated neural mechanisms. Relationships to basic perceptual phenomena and consideration of some theories of perception.

**PC 330. PERSONALITY THEORY (3)**

PR: 6 hours in PC courses. Methods and findings of personality theories

and an evaluation of constitutional, biosocial and psychological determinants of personality.

**PC 331. SOCIAL PSYCHOLOGY (3)**

PR: PC 101 or SO 201. (See also SO 331. Credit may not be earned for both.) Behavior of the individual human being as affected by the social and cultural influences of society.

**PC 341. CHILD PSYCHOLOGY (3)**

PR: PC 101 or ED 205. Developmental and psychosocial aspects of childhood, including hereditary, maturational, psychological and social determinants of child behavior.

**PC 343. PSYCHOLOGY OF ADOLESCENCE AND ADULTHOOD (3)**

PR: PC 101 or ED 206. Development through the adolescent and adult years, with emphasis on psychosocial problems of those age groups.

**PC 401. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)**

PR: PC 211 plus 9 hours in PC courses, or CI. The historical roots of modern psychological theories, investigation of the various schools of psychology such as behaviorism, Gestalt psychology, psychoanalysis and phenomenological psychology.

**PC 411. ADVANCED EXPERIMENTAL PSYCHOLOGY (3)**

PR: PC 211-212 and CI. A course wherein students will design, conduct, and report experiments in psychology. The topics of experimentation will vary.

**PC 451. LEARNING PROCESSES (3)**

PR: PC 101; PC 211-212 recommended. The influence of learning on behavior, using principles derived from learning theories. lec-lab.

**PC 481. INDIVIDUAL RESEARCH (1-3)**

May be repeated with a maximum of six hours credit.

PR: Upper division standing and CI. The student plans and conducts an individual research project under the supervision of a staff member.

**PC 485. DIRECTED READING (1-3)**

PR: Upper division standing and CI. A reading program of topics in psychology is conducted with the supervision of a psychology staff member.

**PC 491. SENIOR SEMINAR IN PSYCHOLOGY (3)**

PR: Senior standing and completion of the core program in psychology. Designed to give the advanced undergraduate student an opportunity to integrate concepts within the field of psychology and relate these to other areas of study.

## **ROMANCE LANGUAGES**

Instructional staff: V. Milani.

**RL 417. HISTORY OF ROMANCE LANGUAGES (3)**

A historical treatment of French, Italian and Spanish beginning with an

examination of the Latin base; non-Latin influences; vulgar Latin and its influence; change of forms to the present. This course may be counted toward a major in French, Italian, or Spanish.

## **RUSSIAN**

Instructional staff: M. Artzybushev, M. Karklins, A. Sokolsky.

Basic courses listed under Basic Studies.

### **RN 221. SCIENTIFIC RUSSIAN (3)**

Primarily for students majoring in science or those desiring help in learning to read texts and research material in a specialized field.

### **RN 301. ADVANCED COMPOSITION (3)**

To improve the student's ability in reading and writing Russian; practice in free and fixed composition.

### **RN 303. ADVANCED CONVERSATION AND PRONUNCIATION (3)**

To develop fluency and correctness in spoken Russian.

### **RN 305. SURVEY OF RUSSIAN LITERATURE (3)**

Main currents of Russian literature from the Eleventh century through the Eighteenth century.

### **RN 306. SURVEY OF RUSSIAN LITERATURE (3)**

Main currents of Russian literature of the Nineteenth and Twentieth centuries.

### **RN 415. HISTORY OF THE RUSSIAN LANGUAGE (3)**

Development of Russian literary language; changes within Russian morphology, syntax and phonetics from the time of the earliest writings to the present. Studies from excerpts of various periods.

### **RN 431. EIGHTEENTH CENTURY RUSSIAN LITERATURE (3)**

Study of outstanding authors of the Eighteenth century.

### **RN 441. RUSSIAN DRAMA AND POETRY OF THE NINETEENTH CENTURY (3)**

Study of Russian drama and poetry of the Nineteenth century.

### **RN 451-452. NINETEENTH CENTURY RUSSIAN LITERATURE (6)**

Emphasis on the novel and short story. The major writers from Pushkin to Dostoyevsky. Lectures, reading and analysis of important works.

### **RN 461. RUSSIAN LITERATURE 1880-1917 (3)**

The major authors of the period from Chekhov to Andreyev.

### **RN 463. RUSSIAN SOVIET LITERATURE (3)**

Revolutionary and post-revolutionary Soviet literature including Mayakovsky, Tolstoi, Sholokhov, Fadeev, Simonov and others.

### **RN 481. DIRECTED STUDY (3)**

Specialized individual work in an area not covered by a regular course.

**RN 491. SENIOR SEMINAR: RUSSIAN LITERATURE (3)**

Study in depth of a specific writer or literary movement as chosen by the instructor. Individual research required of students.

**INTERDISCIPLINARY SOCIAL SCIENCES**

Instructional staff: H. Winthrop, chairman; J. Adams, C. Arnade, D. Battenfeld, F. Horrigan, S. Messing, H. Seligsohn, S. Smith, P. Wright, W. Young.

**SS 201. SOCIAL SCIENCE STATISTICS (3)**

Topics selected from the following: measures of central tendency and variability, probability and the normal curve, correlation, curve fitting, scale and index number theory, polling, interview and survey techniques, content analysis.

**SS 311. COMMUNICATION (3)**

The theories, modes and processes of communication, its history as an instrument of social change and its role in human behavior.

**SS 315. PUBLIC OPINION AND PRESSURE MECHANISM (3)**

The content and formation of public opinion, properties of opinions and attitudes and the principles and mechanisms of their formation and change.

**SS 321. HUMAN RELATIONS AND PRODUCTIVITY (3)**

The elements of industrial psychology, organization theory, automation and psychological problems of labor and management, analysis of consumer habits, the influence of changing business practices on psychological problems of mass culture, the use of leisure and social status.

**SS 325. PSYCHOLOGY AND THE SOCIAL ORDER (3)**

Psychological roots of cultural and social ways of life, the quest for personal identity in modern mass society, political and industrial behavior, national character and international conflict.

**SS 341. LATIN AMERICA (3)**

The development of Latin American cultures and peoples emphasizing current problems. Several countries are discussed in detail.

**SS 343. ASIA (3)**

A case study of an Asian region showing its historical and cultural roots and the transformation now occurring in its political, social and international relations.

**SS 345. AFRICA (3)**

A case study of an African region showing its historical and cultural roots and the transformation now occurring in its political, social and international relations.

**SS 347. THE MIDDLE EAST (3)**

A case study of a Middle Eastern region showing its historical and cultural

roots and the transformation now occurring in its political, social and international relations.

**SS 361. COMMUNISM IN THE MODERN WORLD (3)**

Strategy and tactics of world communism, its program and techniques. Nature of the economy and politics of Soviet and Chinese Communism.

**SS 411. SOCIAL ISSUES OF OUR TIME (3)**

An examination of some of the major contemporary social issues, such as freedom versus authority, modern dilemmas for democracy, human problems of an industrial civilization, implications of changing social patterns of Western culture and opportunities for social reconstruction.

**SS 415. COMMUNITY PLANNING (3)**

Theory and practice of planning for the orderly development and growth of communities to achieve optimal utilization of natural and human resources, sociological, geographic, political, psychological, economic, financial and legal aspects of planning.

**SS 449. THE EMERGING NATIONS (3)**

PR: One of the following: SS 341, 343, 345, 347. This course examines the processes and problems involved when a retarded country seeks to develop a modern industrial civilization.

## **SOCIOLOGY**

Instructional staff: D. Allen, chairman; H. Aseltine, L. Dexter, J. Ross, C. Washburne.

**SO 201. INTRODUCTION TO SOCIOLOGY (3)**

The structure and functioning of contemporary society, social institutions and associations, social processes, social change and the relationship of society to the individual.

**SO 211. MARRIAGE AND THE FAMILY (3)**

Structure and function of the modern family. Social, cultural and legal factors related to success and failure in mate selection and marriage.

**SO 221. SOCIAL ORGANIZATION (3)**

PR: SO 201 or CB 104 or CI. Social organization in the broadest sense, including institutions and associations, as well as variations in role and status—emphasizes present American society.

**SO 231. SOCIAL PROBLEMS (3)**

Descriptive and analytical consideration of major social problems affecting individuals and groups in modern industrial societies, with emphasis on American society.

**SO 311. RACIAL AND ETHNIC RELATIONS (3)**

Comparative study of interracial relations, social tensions, attitudes, and modes of adjustment in various areas of the world.

**SO 323. SOCIAL STRATIFICATION (3)**

PR: SO 201 or CB 104 or CI. Social status and social stratification in

the United States and Western European societies. Social class as a factor in behavior. Social mobility.

**SO 331. SOCIAL PSYCHOLOGY (3)**

PR: SO 201 or CB 103 or CI. (See also PC 331. Credit may not be earned for both.) Behavior of the individual human being as affected by social and cultural influences of modern society.

**SO 333. CRIMINOLOGY (3)**

Etiology of criminal behavior. Law and law enforcement. Crime in the United States, penology and crime prevention.

**SO 343. COLLECTIVE BEHAVIOR (3)**

PR: SO 201 or CB 104. A study of the spontaneous development of new forms of group and mass behavior—crowds, social movements and diffuse mass behavior.

**SO 355. URBAN SOCIOLOGY (3)**

PR: SO 201 or CB 104 or CI. The city in modern industrial societies; urban social institutions and processes; sociology in city planning.

**SO 361. SOCIAL INVESTIGATION (3)**

PR: 9 hours of sociology or other social science. Methods and techniques of social research. Design of sociological studies, collection of data, and interpretation of results.

**SO 363. POPULATION POLICY AND ANALYSIS (3)**

Problems of population control; national and worldwide population trends and characteristics.

**SO 403. SOCIAL THOUGHT AND SOCIOLOGICAL THEORY (3)**

PR: SO 201 or CI. Historical development of significant social thought. Consideration of selected systematic theories of sociology.

**SO 441. SOCIAL CHANGE (3)**

PR: SO 201 or CB 104 or CI. Major theories of social and cultural change processes and mechanisms of change in preliterate, modern underdeveloped and advanced industrial societies.

**SO 453. SOCIOLOGY OF RELIGION (3)**

PR: Upper division standing. Types, sources and functions of religious behavior. Religious behavior of individuals and groups in relation to other aspects of personality and culture.

**SO 481. INDIVIDUAL RESEARCH (1-3)**

PR: 12 credits in sociology. Content and method dependent upon interests and competence of the student.

**SO 491. SENIOR SEMINAR (3)**

For seniors majoring in sociology or other social science. Major issues in sociology, stressing theory and research.

## SPANISH

Instructional staff: E. McLean, C. Micarelli, P. Porter, L. Sand, J. Tatum.

Basic courses listed under Basic Studies.

History of Romance Languages listed under Romance Languages.

### **SP 301. ADVANCED SPANISH COMPOSITION AND GRAMMAR (3)**

To improve student's ability in writing Spanish, to increase his accuracy in comprehension and use of the grammatical elements; practice in both free and fixed composition.

### **SP 303. ADVANCED SPANISH CONVERSATION AND PRONUNCIATION (3)**

To develop fluency and correctness in spoken Spanish for non-native speakers.

### **SP 305. SURVEY OF SPANISH LITERATURE (3)**

Main currents of Spanish literature from the Twelfth century through the Eighteenth century.

### **SP 306. SURVEY OF SPANISH LITERATURE (3)**

Main currents of Spanish literature of the Nineteenth and Twentieth centuries.

### **SP 309. COMMERCIAL CORRESPONDENCE (2)**

Forms and techniques of business letter writing in Spanish, with practical studies of commerce between the United States and Latin America.

### **SP 311. LATIN-AMERICAN PERIODICALS (3)**

Politics, economics and literature from readings in current Latin-American periodicals.

### **SP 313-314. SURVEY OF LATIN-AMERICAN LITERATURE (3)**

Literary study with historical, political and cultural background of Latin-America from the Fifteenth century to the present day.

### **SP 401. MIDDLE-AGES AND RENAISSANCE (3)**

Spanish literature from its beginnings through the immediate predecessors of Lope de Vega.

### **SP 423-424. GOLDEN AGE LITERATURE (6)**

Development of major genres of Sixteenth and Seventeenth centuries with emphasis on drama, poetry and picaresque novel.

### **SP 425. CERVANTES (3)**

Life and works of Cervantes including his *Entremeses*, *Novelas*, *Ejemplares* and the structure, content and influence of the *Don Quixote*.

### **SP 441-442. NINETEENTH CENTURY SPANISH LITERATURE (6)**

The Romantic movement, the *Costumbrista*, Realistic and Naturalistic movements.

**SP 445. GENERATION OF 1898 (3)**

Historical background of the period; development of literary genres and analyses of themes treated; specific study of the more important writers.

**SP 451. TWENTIETH CENTURY SPANISH LITERATURE (3)**

Drama, poetry and prose since the generation of 1898.

**SP 481. DIRECTED STUDY (Variable)**

Specialized individual work in an area not covered by a regular course.

**SP 491. SENIOR SEMINAR (3)**

Study in depth of a specific writer or literary movement as chosen by the instructor. Individual research required of students.

## **SPEECH**

Instructional staff: J. Popovich, chairman; G. Beauchamp, W. Brady, M. Lucoff, R. O'Hara, A. Sarett, H. Stelzner, G. Wagner, A. Zaitz.

**SH 161. PARLIAMENTARY SPEAKING (1)**

Principles of parliamentary procedure and practice in conducting and participating in meetings governed by parliamentary rules.

**SH 201. FUNDAMENTALS OF SPEECH (3)**

The nature and basic principles of speech; emphasis on improving speaking and listening skills common to all forms of oral communication through a variety of experiences in public discourse.

**SH 203. VOICE TRAINING AND PHONETICS (3)**

Designed to improve vocal quality and expressiveness, articulation, and pronunciation, and to give instruction and practice in using the International Phonetic Alphabet for speech improvement.

**SH 241. INTRODUCTION TO BROADCASTING (3)**

PR: SH 201 or 203. Introduction to the principles, tools and skills involved in radio and television broadcasting.

**SH 321. FUNDAMENTALS OF ORAL READING (3)**

PR: SH 201 or 203. Designed to develop proficiency in the understanding and oral communication of literary and other written materials.

**SH 343. BROADCAST SPEECH (3)**

PR: SH 203. The development of skills required for effective announcing, acting, newscasting and other speaking before microphone and camera.

**SH 345. THE MASS MEDIA AND SOCIETY (3)**

The mass communication process and the influence of the mass media upon society.

**SH 347. RADIO PRODUCTION AND DIRECTION (3)**

PR: SH 241. Radio production and direction, laboratory and broadcasting experience.

**SH 351. INTRODUCTION TO AUDIOLOGY AND SPEECH  
PATHOLOGY (3)**

PR: SH 203 or CI. The development of speech behavior; the nature, causes and principles of treatment of speech and hearing disorders.

**SH 361. GROUP DISCUSSION AND CONFERENCE METHODS (3)**

PR: SH 201 or CI. Principles and methods of leading and participating in various types of group discussion and conference. Emphasis on reflective thinking and group dynamics.

**SH 363. PUBLIC SPEAKING (3)**

PR: SH 201 or CI. Study of selected public addresses as aids in speaking extemporaneously and from manuscript. The relationship between public speaking and public policy formulation.

**SH 365. PUBLIC DISCUSSION AND DEBATE (3)**

PR: SH 201 or CI. Investigation, evidence, logical argument, and effective organization and presentation of public questions through panel discussions, symposia, forums and debate.

**SH 367. FORMS OF PUBLIC ADDRESS (3)**

PR: SH 363 or 365. An advanced course emphasizing arrangement and style in informative, persuasive and ceremonial public address.

**SH 411. ADVANCED PHONETICS (3)**

PR: SH 203. The theoretical and analytical bases of the recognition, production and transcription of the sounds of English using the International Phonetic Alphabet. Attention to foreign and American regional dialects.

**SH 421. ORAL INTERPRETATION OF POETRY AND DRAMA (3)**

PR: SH 221 or CI. Critical appreciation of poetic and dramatic literature and communication of that appreciation to an audience. The presentation of public programs.

**SH 441. TELEVISION PRODUCTION AND DIRECTION (3)**

PR: SH 241. An introductory course in the techniques of producing and directing television programs.

**SH 442. ADVANCED TELEVISION PRODUCTION  
AND DIRECTION (3)**

PR: SH 441. Intensive study and practice of the techniques of television production and direction with emphasis on both creative and administrative aspects.

**SH 461. ARGUMENTATION AND PERSUASION (3)**

PR: SH 365 or 367. Advanced study of the factors involved in changing the beliefs and behavior of audiences. Rhetorical analysis of public addresses, practice in speech composition and delivery.

**SH 465. HISTORY AND CRITICISM OF PUBLIC ADDRESS (3)**

PR: SH 363 or CI. The principles of rhetorical criticism applied to selected great speeches of Western civilization.

**SH 481. DIRECTED STUDIES (Variable)**

PR: At least junior standing. Directed study in the theory and practice of oral discourse, with attention to the individual student's needs and interests.

**SH 491. SENIOR SEMINAR: PROBLEMS IN ORAL COMMUNICATION (3)**

PR: Senior standing. Exploration of problems in all aspects of speaking and listening. Open to non-majors by consent of the speech faculty. May be repeated once for credit.

**SH 493. LANGUAGE AND SPEECH FOR CHILDREN (3)**

PR: SH 203 or CI. A diagnostic study of language development; the analysis of speech behavior and oral language needs of children; techniques of speech improvement for children.

## **THEATRE ARTS**

Instructional staff: R. Whaley, chairman; J. Clay, M. Moise, P. O'Sullivan, R. Wolff.

**TA 101. INTRODUCTION TO THEATRE ARTS (3)**

Initial work in play analysis, pantomime, acting, scenic design and construction, lighting, costume, make-up, directing and management.

**TA 111. PANTOMIME (3)**

A performance course investigating the nature of stage action: the actor's inner creative state and the physical means by which he expresses himself.

**TA 221. STAGECRAFT (3)**

Basic design practice, color and drafting as applied to stage and television settings. Practical exercises in construction, painting and mounting of scenery, with participation in performance productions.

**TA 311. ACTING (3)**

PR: TA 111. Exercises in external techniques of line reading, timing of speech and movement, song selling and comedy. Analysis and building of stage characters in plays of a selected dramatist.

**TA 312. DIRECTING (3)**

PR: TA 311. Staging the play, including script analysis and breakdown, business, composition, movement, rhythm, rehearsal procedures and general organization. Lecture-lab using illustrative exercises and scene work.

**TA 313. PERFORMANCE PRODUCTION (3)**

PR: TA 311, 312. Actual production work in which members of the class each assist the director of a play for public performance, teamed with a designer from TA 323.

**TA 321. SCENERY AND PROPERTIES (3)**

PR: TA 221. The aesthetics and theories of scenic design with a historical study of the development of the physical theatre and scenery, interior decor and furnishings. Practical design problems.

**TA 322. COSTUME AND LIGHTING (3)**

Aesthetics, design and techniques of stage lighting as applied to scenery and costumes. A history of fashion of the Western world and its interpretation as costume for the stage.

**TA 323. TECHNICAL PRODUCTION (3)**

PR: TA 321, 322. Actual production work in which class members design scenery, costumes, properties and lighting for a one-act play and execute these designs for public performance, teamed with a director from TA 313.

**TA 331. THEATRE LITERATURE OF MYTH AND RITUAL (3)**

Development of dramatic form as it emerged from Greek and Medieval religious rites; concentration on plays of Aeschylus, Sophocles, Euripides, Aristophanes, Menander and the English miracle, mystery and morality plays.

**TA 333. LITERATURE OF THE RENAISSANCE THEATRE (3)**

Historical study of Renaissance drama; readings from the plays of Machiavelli, Goldoni, Lope de Vega, Calderon, Marlowe, Jonson, Corneille, Moliere and Racine.

**TA 335. LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES (3)**

Selected plays from the Eighteenth and Nineteenth centuries including Works of Dryden, Etherege, Wycherley, Congreve, Gay, Goldsmith, Sheridan, Goethe, Schiller, Hugo, Scribe, Tyler and Dunlap.

**TA 337. LITERATURE OF THE MODERN AND CONTEMPORARY THEATRE (3)**

Readings of contemporary American, British and Continental drama from Ibsen to Ionesco.

**TA 351. THEATRE-MANAGEMENT (3)**

A study of commercial, community, and educational theatre operation with special emphasis on box office management, production costs, contracts, publicity, and public relations.

**TA 401. DRAMATIC CRITICISM (3)**

A study of the aesthetics of drama in performance including basic critical writings from Aristotle to the present.

**TA 481. DIRECTED STUDIES (1-6)**

Independent studies in the various areas of Theatre Arts. Application to do work in directed studies must be made, and a course of study with the number of credit hours to be allowed will be assigned prior to registration.

## WORK-STUDY

Coordinating staff: G. Miller, director; D. Colby, B. Neel.

**WS 071. WORK-STUDY FIRST WORK PERIOD (0)**

PR: 24 hours of academic credit, acceptance in Work-Study Cooperative Program.

**WS 171. WORK-STUDY SECOND WORK PERIOD (0)**

PR: WS 071.

**WS 271. WORK-STUDY THIRD WORK PERIOD (0)**

PR: WS 171.

**WS 371. WORK-STUDY FOURTH WORK PERIOD (0)**

PR: WS 271.

**WS 471. WORK-STUDY FIFTH WORK PERIOD (0)**

PR: WS 371.

## **ZOOLOGY**

Instructional staff: J. Krivanek, chairman; C. Cole, F. Friedl, J. Linton, A. Meyerriecks, J. Simon, G. Woolfenden.

Interdisciplinary courses listed under Botany-Zoology.

**ZO 202. ANIMAL KINGDOM (4)**

PR: BZ 201. A phylogenetic survey of the major animal groups and organ systems, accompanied by dissection of selected types. lec-lab.

**ZO 271. HUMAN ANATOMY AND PHYSIOLOGY (4)**

PR: CB 106 or BZ 201. The structure and function of the human body. lec-lab.

**ZO 311. COMPARATIVE VERTEBRATE ANATOMY (4)**

PR: ZO 202. Anatomy of selected vertebrate types emphasizing evolutionary trends. lec-lab.

**ZO 312. COMPARATIVE EMBRYOLOGY (4)**

PR: ZO 202; ZO 311 strongly recommended. A comparative study of developmental processes among selected invertebrates and vertebrates with emphasis on experimental approaches. lec-lab.

**ZO 313. PARASITOLOGY (4)**

PR: ZO 202. Fundamentals of animal parasitology and parasitism; biology of selected animal parasites including those of major importance to man. lec-lab.

**ZO 321. ANIMAL PHYSIOLOGY (4)**

PR: ZO 202, CH 331 or 303. Introduction to physiology and biochemistry of selected invertebrate and vertebrate types. lec-lab.

**ZO 346. ANIMAL ECOLOGY (2)**

PR: BZ 345. Field studies of Florida animal populations applying fundamental ecological principles. lec-lab.

**ZO 411. INVERTEBRATE ZOOLOGY (4)**

PR: CI. The morphology, phylogeny, and natural history of the major invertebrate groups, with emphasis on local forms. Some field work will be required. lec-lab.

**ZO 415. VERTEBRATE ZOOLOGY (4)**

PR: CI. Natural history of the vertebrates. lec-lab.

**ZO 461. ANIMAL BEHAVIOR (4)**

PR: CI. Introduction to principles and practices of comparative animal behavior (ethology). Examples for lectures and laboratories drawn from selected local invertebrate and vertebrate groups. lec-lab.

**ZO 481. INDIVIDUAL RESEARCH (1-3)**

PR: Senior standing, or junior standing with CI. Individual investigations with faculty supervision.

**ZO 483. SELECTED TOPICS IN ZOOLOGY (1-2)**

PR: CI. Each topic is a program in directed study under supervision of a faculty member.

**ZO 491. SEMINAR IN ZOOLOGY (1)**

PR: Senior or advanced junior standing or CI. May be repeated once.

**STATE OF FLORIDA**  
**THE BOARD OF EDUCATION**

FARRIS BRYANT  
Governor

TOM ADAMS  
Secretary of State

JAMES W. KYNES  
Attorney General

J. EDWIN LARSON  
State Treasurer

THOMAS D. BAILEY, Secretary  
State Superintendent of Public Instruction

**THE BOARD OF CONTROL**

BAYA M. HARRISON JR., Chairman  
St. Petersburg

GERT H. W. SCHMIDT, Vice Chairman  
Jacksonville

CHARLES R. FORMAN  
Ft. Lauderdale

JAMES L. KING  
Miami

WAYNE McCALL  
Ocala

JOHN C. PACE  
Pensacola

CHESTER WHITTLE  
Orlando

J. BROWARD CULPEPPER, Executive Director  
Tallahassee

# UNIVERSITY OF SOUTH FLORIDA

## PRESIDENT

John S. Allen

## ACADEMIC AFFAIRS

Dean..... Sidney J. French\*

### THE COLLEGE OF BASIC STUDIES

Dean..... Edwin P. Martin

#### Chairmen of Courses

The American Idea .....	Robert A. Warner
Behavioral Science .....	Leslie F. Malpass
Biological Science .....	James D. Ray
Functional English .....	James A. Parrish
Functional Foreign Languages .....	Charles N. Micarelli
Functional Mathematics .....	Donald C. Rose
The Humanities .....	H. Christian Kiefer
Physical Science .....	Clarence C. Clark

Coordinator of Advising..... Henry M. Robertson

### THE COLLEGE OF BUSINESS ADMINISTRATION

Dean..... Charles N. Millican

Chairman, Accounting..... Louis C. Jurgensen

Coordinator of Advising..... William D. Heier

### THE COLLEGE OF EDUCATION

Dean..... Jean A. Battle

Coordinator of Laboratory Experiences..... Arthur D. Barfield

#### Program Coordinators

Elementary Education .....	Elmo E. Moretz
Graduate Education .....	Harris W. Dean
Professional Education .....	Donald L. Lantz
Secondary Education .....	Thomas F. Stovall

Coordinator of Advising..... Raymond A. Urbanek

### THE COLLEGE OF ENGINEERING

Dean..... Edgar W. Kopp

## THE COLLEGE OF LIBERAL ARTS

Dean ..... Russell M. Cooper

### DIVISION OF FINE ARTS

Director ..... Alvah A. Beecher

#### Program Chairmen

Art ..... Harrison W. Covington  
 Music ..... Edward Preodor  
 Theatre Arts ..... Russell G. Whaley

### DIVISION OF LANGUAGE AND LITERATURE

Director ..... Robert L. Zetler

#### Program Chairmen

Classics and Linguistics ..... Albert M. Gessman  
 English ..... James A. Parrish  
 Journalism ..... Albert T. Scroggins  
 Modern Languages ..... Charles N. Micarelli  
 Philosophy ..... Max O. Hocutt  
 Speech ..... James E. Popovich

### DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Director ..... Theodore A. Ashford

#### Program Chairmen

Astronomy ..... Heinrich K. Eichhorn-von Wurmb  
 Botany ..... Robert W. Long  
 Chemistry ..... Paul C. Maybury  
 Geology ..... Wendell J. Ragan  
 Mathematics ..... Frank L. Cleaver  
 Physics ..... Guy Forman  
 Zoology ..... Jerome O. Krivanek

#### Chairmen, Advising Committees

Engineering ..... Guy Forman  
 Pre-Medical ..... Jerome O. Krivanek  
 Science Teachers ..... Laurence E. Monley

### DIVISION OF SOCIAL SCIENCE

Director ..... William B. Cameron

#### Program Chairmen

Anthropology ..... Simon D. Messing  
 Geography ..... Robert H. Fuson  
 History ..... Robert W. Heywood  
 Interdisciplinary Social Sciences ..... Henry Winthrop  
 Political Science ..... Frederick J. Horrigan  
 Psychology ..... Paul R. Givens  
 Sociology ..... Donald E. Allen

## THE GRADUATE PROGRAM IN ELEMENTARY EDUCATION

Chairman, Graduate Council ..... Harris W. Dean

## THE LIBRARY

Director..... Elliott Hardaway  
Acquisition Librarian..... Gerard B. McCabe  
Catalog Librarian..... Mary Lou Barker  
Reference Librarian..... Louise Ward (acting)  
Special Collections Librarian..... Margaret L. Chapman

## OFFICE OF THE REGISTRAR

Registrar..... Frank H. Spain  
Assistant Registrar, Admissions..... Cecil C. Brooks  
Assistant Registrar, Office Manager..... Ronald L. Keller  
Assistant Registrar, Records..... Merle V. Slater

## WORK-STUDY COOPERATIVE PROGRAM

Director..... George H. Miller

## CONTINUING EDUCATION

Coordinator..... Calvin C. Miller

## EVALUATION SERVICES

Director..... Clifford T. Stewart

## FLORIDA INSTITUTE FOR CONTINUING UNIVERSITY STUDIES

Coordinator..... Calvin C. Miller

## OFFICE OF SPONSORED RESEARCH

Coordinator..... Leslie F. Malpass

## SUMMER SESSIONS

Coordinator..... Jean A. Battle

## INDEPENDENT STUDY

Coordinator..... Paul R. Givens

## ADMINISTRATIVE AFFAIRS

Dean of Administration and

Business Manager..... Robert L. Dennard

Assistant Business Manager..... Andrew C. Rodgers

## AUXILIARY SERVICES

Director..... John P. Goree

## DIVISION OF DATA PROCESSING

Director..... John J. Bushell

## **DIVISION OF EDUCATIONAL RESOURCES**

**Director**.....Gerhard C. Eichholz

## **DIVISION OF FINANCE AND ACCOUNTING**

**Director**.....Joseph Gomez

## **DIVISION OF PERSONNEL SERVICES**

**Director**.....Jack A. Chambers

## **PHYSICAL PLANT DIVISION**

**Director**.....Clyde B. Hill

## **PLANNING AND ANALYSIS**

**Interim Analyst**.....T. Wayne Keene

## **DIVISION OF PROCUREMENT**

**Director**.....Stephen C. McArthur

## **STUDENT AFFAIRS**

**Dean**.....Herbert J. Wunderlich

### **Directors of Divisions**

Dean of Men.....	Charles H. Wildy
Dean of Women .....	Margaret B. Fisher (acting)
Developmental Center.....	Thomas A. Rich
Financial Aids.....	Kermit J. Silverwood
Physical Education and Intramurals.....	Gilman W. Hertz
Student Health Center.....	Robert L. Egolf
Student Organizations .....	Raymond C. King
University Center.....	Duane E. Lake

## **INFORMATION SERVICES**

**Editor**.....John W. Egerton

## **INSTITUTIONAL PLANNING AND ANALYSIS**

**Director**.....Sidney J. French\*

\* On July 1, 1964, Dean French assumes the title of Dean Emeritus and Dr. Harris W. Dean becomes Dean of Academic Affairs.

## ACADEMIC STAFF

All members of the University of South Florida's academic staff, including teaching, research, administrative and professional personnel, are listed below in alphabetical order. The listing includes name, highest degree, institution conferring the degree, and current rank and field as of March, 1964.

- Abram, Jacques, Diploma with Distinction (Julliard School of Music), Professor, Music.
- Adams, John B., Ph.D. (Chicago), Program Chairman and Assistant Professor, Anthropology.
- Adams, Mildred D., Ph.D (Columbia), Assistant Professor, English.
- Agens, Frederic F., M.S. (California), Lecturer, Physical Science.
- Agens, Jeanette F., M.A. (George Washington Univ.), Teaching Assistant, Education.
- Allen, Donald E., Ph.D. (Missouri), Program Chairman and Associate Professor, Sociology.
- Allen, John S., Ph.D (New York Univ.), LL.D., Sc.D. (Hon.), President.
- Anderson, Everett S., M.M. (Illinois Wesleyan Univ.) Professor, Music.
- Anderson, Louis V., M.A. (Peabody), Assistant Professor, Education.
- Arnade, Charles W., Ph.D. (Florida), Professor, American Idea and History.
- Artzybushev, Militza, M.S.-equiv. (Univ. Bocconi, Italy), Instructor, Foreign Languages.
- Aseltine, Herschel E., Ph.D. (Southern Illinois Univ.), Assistant Professor, Behavioral Science and Sociology.
- Ashford, Theodore A., Ph.D. (Chicago), Professor, Chemistry; Director, Division of Natural Science and Mathematics.
- Austin, Martha L., M.Ed. (Miami, Fla.), Clinician, Reading Service; Assistant Professor, Basic Studies.
- Ayala, Faye M., Coordinator of Schedule and Space, Planning and Analysis.
- Barfield, Arthur D., D.Ed. (Virginia), Assistant Professor, Education.
- Barfield, Michael, Ph.D. (Utah), Assistant Professor, Chemistry.
- Barker, Mary Lou, M.S. (Columbia), Head Catalog Librarian, Library.
- Battenfeld, David H., Ph.D. (Stanford), Associate Professor, Humanities.
- Battle, Jean A., Ed.D. (Florida), Dean, College of Education; Coordinator, Summer Sessions.
- Bauer, Walter, Executive Assistant, Data Processing Division.
- Beauchamp, George E., Ph.D. (Northwestern), Associate Professor, English.
- Beecher, Alvah A., M.M. (American Conservatory of Music), L.H.D. (Hon.), Professor, Music; Director, Division of Fine Arts.
- Benham, William D., M.B.A. (Texas), Instructor, Business Administration.
- Bentley, Joseph G., Ph.D. (Ohio State), Assistant Professor, English.
- Berkley, Richard J., M.S. (N. Mex. Inst. of Min. & Tech.), Instructor, Physical Science.

- Betz, John V., Ph.D. (St. Bonaventure Univ.), Assistant Professor, Botany.
- Binford, Jesse S. Jr., Ph.D. (Utah), Associate Professor, Chemistry.
- Bloch, Sylvan C., Ph.D. (Florida State), Assistant Professor, Physics.
- Boggs, E. Jackson, LL.B. (Virginia), Lecturer, Business Administration (part-time).
- Boland, Lillian E., M.A. (Syracuse), Teaching Associate, English (part-time).
- Bott, William K., D.Ed. (Duke), Associate Professor, Education.
- Boulware, Joe W., B.S. (Florida Southern), Lecturer, Physical Science.
- Bower, Donald M., M.S.L.S. (Florida State), Assistant Cataloger, Library.
- Bowers, Richard T., Ed.D. (Peabody), Associate Professor, Physical Education.
- Bradley, Robert V., M.A. (Florida State), Assistant Cataloger, Library.
- Brady, William M., B.S. (Illinois), Radio Coordinator, Educational Resources; Instructor, Liberal Arts.
- Brooks, Cecil C., M.S. (North Carolina State), Assistant Registrar and Director, Admissions.
- Brunhild, Gordon, Ph.D. (Southern California), Associate Professor, Economics.
- Burton, Robert H., M.B.A. (Tulane), Assistant Professor, Economics.
- Bushell, John J., Director, Data Processing Division.
- Cameron, William B., Ph.D. (Wisconsin), Professor, Sociology; Director, Division of Social Science.
- Camp, James R., B.A. (Georgia), Curator of Galleries, Fine Arts Division.
- Carr, Joseph A., B.S.-equiv. (Univ. California, L.A.), Curator, Physics.
- Ceconi, Isabelle F., B.A. (Wells College), Teaching Assistant, English.
- Chambers, Jack A., M.A. (Cincinnati), Director, Personnel Services and Placement.
- Chapman, Margaret L., M.A. (North Carolina), Special Collections Librarian, Library.
- Cherry, R. Adrian, Ph.D. (Kentucky), Assistant Professor, Foreign Languages.
- Christian, Wright W., M.A. (Alabama), Associate Professor, Education.
- Chung, K. Thomas, Ph.D. (Michigan State), Assistant Professor, Physics.
- Clapp, Roger W. Jr., Ph.D. (Virginia), Assistant Professor, Physics.
- Clark, Clarence C., Ph.D. (New York Univ.), Chairman and Professor, Physical Science.
- Clay, Jack D., M.A. (Northwestern), Assistant Professor, Theatre Arts.
- Cleaver, Frank L., Ph.D. (Tulane), Program Chairman and Associate Professor, Mathematics.
- Colby, Donald S., M.S. (Michigan), Coordinator, Placement and Work Study.
- Cole, Charles F., Ph.D. (Cornell), Associate Professor, Zoology.
- Cooper, D. Martin, Ph.D. (Missouri), Associate Professor, Physics.

## 162      ACADEMIC STAFF

- Cooper, Russell M., Ph.D. (Columbia), LL.D (Hon.), Dean College of Liberal Arts.
- Cornell, Richard A., M.S.Ed. (Syracuse), Coordinator, Instructional Materials, Educational Resources; Instructor, Education.
- Corriere, Alex, Ph.D. (North Carolina), Assistant Professor, Foreign Languages.
- Covington, Harrison W., M.F.A. (Florida), Program Charman and Associate Professor, Art.
- Cowell, George J., Ph.D. (Western Reserve), Associate Professor, Engineering Graphics.
- Cox, Ernest L. III, M.F.A. (Cranbrook Academy of Art), Instructor, Art.
- Crickenberger, Margaret E., M.S. (Louisiana State), Assistant Professor, Education.
- Cunningham, William K., M.B.A. (Oklahoma), Assistant Professor, Business Administration.
- Danco, William R., B.S.B.A. (Florida), Lecturer, Business Administration.
- Davis, Warren J. Jr., M.S. (Purdue), Instructor, Mathematics.
- Davis, Wesley F., M.A. (Arkansas), Assistant Professor, English.
- Dean, Harris W., Ed.D. (Illinois), Professor, Education; Chairman, Graduate Council.
- \*Decker, Robert J., Ph.D. (Indiana), Associate Director, Student Affairs.
- DeJarnatt, James R., M.S.L.S. (Emory), Assistant Serials Librarian, Library.
- de la Menardiere, Christian, M.A. (Alabama), instructor, Foreign Languages.
- Dennard, Robert L., B.S. (Florida), C.P.A., Dean of Administration and Business Manager.
- Dexter, Lewis A., Ph.D. (Columbia), Associate Professor, Political Science and Sociology.
- Deyo, William J. Jr., M.B.A. (Harvard), Assistant Professor, Transportation and Accounting.
- Dickerson, Thomas M., M.B.A. (Northwestern), C.P.A., Lecturer, Accounting.
- Distasio, Patrick J., M.A. (Syracuse), Instructor, American Idea.
- Dougherty, Donald H., M.S.L.S. (Illinois), Assistant Reference Librarian, Library.
- Douglass, Carol C., Ed.D. (Columbia), Assistant Professor, Education.
- Dudley, Frank M., Ph.D. (Ohio State), Assistant Professor, Physical Science.
- Dutton, Richard E., Ph.D. (Louisiana State), Assistant Professor, Management.
- Egerton, John W., M.A. (Kentucky), Editor, Information Services.
- Egolf, Robert L., M.D. (Temple), Director, Student Health.
- Eichholz, Gerhard C., Ph.D. (Ohio State), Director, Educational Resources.

- Eichhorn-von Wurmb, Henrich K., Ph.D. (University, Vienna, Austria), Program Chairman and Professor, Astronomy.
- Engert, C. Barth, M.A. (Columbia), Resident Instructor, Student Affairs.
- Enix, Margery A., M.M. (Indiana), Assistant Professor, Music.
- Erickson, Jay W., Ed.D. (Columbia), Assistant Professor, Education.
- Eubank, Lee E., M.M. (Indiana), Instructor, Music.
- Fager, Charles J., M.F.A. (Kansas), Assistant Professor, Fine Arts.
- Fernandez, Jack E., Ph.D. (Florida), Assistant Professor, Chemistry.
- Fernandez, Mercedes M., B.S. (Tampa), Instructor, Physical Education and Intramurals.
- Fischer, Gloria J., Ph.D. (Purdue), Associate Professor, Psychology.
- Fisher, Margaret B., Ph.D. (Columbia), Acting Dean of Women, Student Affairs; Associate Professor, Basic Studies.
- Flanagan, Bruce C., M.S. (Southern Illinois), Assistant Professor, Behavioral Science.
- Ford, William W., M.A. (Miami, O.), Lecturer, Mathematics.
- Forman, Guy, Ph.D. (Kentucky), Program Chairman and Associate Professor, Physics.
- Foutz, Lucile C., Ph.D. (Iowa), Resident Instructor, Student Affairs, Basic Studies.
- French, Sidney J., Ph.D. (Wisconsin), Dean, Academic Affairs; Director, Institutional Planning and Analysis.
- Friedl, Frank E., Ph.D. (Minnesota), Assistant Professor, Zoology.
- Fuentes, Joseph, B.S. (Tampa), Curator, Chemistry.
- Fusaro, Bernard A., Ph.D. (Maryland), Assistant Professor, Mathematics.
- Fuson, Robert H., Ph.D. (Louisiana State), Program Chairman and Associate Professor, Geography.
- Futch, Ovid L., Ph.D. (Emory), Assistant Professor, American Idea.
- Gardner, Margaret G., M.S.L.S. (Kentucky), Librarian, Educational Resources.
- Garrett, William, Ph.D. (Florida), Assistant Professor, English.
- Garrett, William R., B.S.B.A. (Tampa), Lecturer, Business Administration (part-time).
- Geiger, Anita O., M.S. (Florida State), Assistant Special Collections Librarian, Library.
- Gelinas, Robert W., M.A. (Alabama), Assistant Professor, Art.
- George, William B., Ph.D. (Columbia), Assistant Professor, History.
- Gessman, Albert M., Ph.D. (Rudolf Univ., Vienna, Austria), Program Chairman and Associate Professor, Classics and Linguistics.
- Givens, Paul R., Ph.D. (Vanderbilt), Program Chairman and Associate Professor, Psychology; Coordinator, Independent Studies.
- Glover, Jean P., B.S. (Eastern Illinois), Speech Clinician, Speech and Hearing Service (part-time).
- Gold, Robert L., Ph. D. (Iowa), Assistant Professor, History.

## 164      **ACADEMIC STAFF**

- Golding, Lois A., L.M. (McGill Univ., Canada), Assistant Professor, Music.
- Goldstein, Robert A., Ph.D. (Minnesota), Associate Professor, History.
- Gomez, Joseph, B.S.B.A. (Tampa), Director, Finance and Accounting.
- Gonzalez, Alfonso, Ph.D. (Texas), Assistant Professor, Geography.
- Goodson Betty Jo, B.A. (Florida), Teaching Associate, English.
- Goree, John P., B.A. (Southern Methodist), Director, Auxiliary Services.
- Gowen, Howard B., Ph.D. (Florida State), Assistant Professor, Humanities.
- Hall, Sallie J., M.A. (Pennsylvania State), Instructor, English.
- Hancock, C. Ward, B.S. (The Citadel), Executive Assistant, Food Service and Housing.
- Hardaway, Elliott, M.S. (Illinois), Director, Library.
- Hardy, Miles W., Ph.D. (Florida State), Assistant Professor, Behavioral Science.
- Harkness, Donald R., Ph.D. (Minnesota), Associate Professor, American Idea.
- Hartley, Jacquetta W., M.A. (Florida), Teaching Associate, English.
- Hartnett, Rodney T., Ph.D. (Michigan State), Executive Assistant, Evaluation Services; Assistant Professor, Psychology.
- Hathaway, David E., M.Ed. (Springfield College), Executive Assistant, Personnel Services.
- Hayward, Stanley D., M.A. (Columbia), Resident Instructor, Student Affairs, Basic Studies.
- Heeschen, Richard E., M.S. (Florida State), Instructor, Physical Education and Intramurals.
- Hegvik, Arthur T., M.M. (Michigan), Instructor, Music (part-time).
- Hegvik, Patricia S., M.M. (Michigan), Instructor, Music (part-time).
- Heier, William D., M.S. (George Washington Univ.), Assistant Professor Management; Coordinator of Advising, Business Administration.
- Helvey, T. Charles, M.S.-equiv. (Technical Univ., Braunschweig, Germany), Associate Professor, Natural Science and Education.
- Henley, Elton F., Ph.D. (Florida State), Assistant Professor, English.
- \*Herman, Walter J., M.B.A. (Florida), Instructor, Economics and General Business.
- Hertz, Gilman W., P.E.D. (Indiana), Director and Associate Professor, Physical Education and Intramurals.
- Heywood, Robert W., Ph.D. (Illinois), Program Chairman and Associate Professor, History.
- Hickman, William, Ph.D. (Pittsburgh), Assistant Professor, English.
- Hill, Clyde B., B.S.C.E. (Kentucky), Director, Physical Plant.
- Hilley, Lewis M., Ed.D. (Texas), Professor, Education.
- Hirshberg, Edgar W., Ph.D. (Yale), Associate Professor, English.
- Hocutt, Max O., Ph.D. (Yale), Program Chairman and Assistant Professor, Philosophy.
- Hodges, Donald C., Ph.D. (Columbia), Professor, Philosophy.

- Hodges, William T., LL.B. (Florida), Lecturer, Business Administration (part-time).
- Hoffman, Theodore B., Ph.D. (Univ. of the Pacific), Assistant Professor, Humanities.
- Hopkins, Marian S., M.S. (Southern Illinois), Instructor, Behavioral Science.
- Horrigan, Frederick J., Ph.D. (Indiana), Program Chairman and Associate Professor, Political Science.
- Houk, C. Wesley, M.F.A. (Iowa), Assistant Professor, Art.
- Hubbard, Conrad E., M.B.A. (Kentucky), Supervising Accountant, Finance and Accounting.
- Hunter, Richard D., M.A. (Notre Dame), Assistant Professor, Physical Education and Intramurals.
- Iorio, John J., M.A. (Columbia), Assistant Professor, English.
- Jaeschke, Donald P., M.A. (Florida State), Assistant Professor, Education.
- Johnson, Gordon A., Ph.D. (Michigan State), Associate Professor, Music.
- Juergensen, Hans, Ph.D. (Johns Hopkins), Associate Professor, Humanities.
- Jurgensen, Louis C., Ph.D. (Iowa), Chairman and Professor, Accounting.
- Karklins, Milda G., M.A. (Univ. of Latvia), Instructor, Foreign Languages (part-time).
- Keene, T. Wayne, D.Ed. (Florida), Interim Analyst, Planning and Analysis.
- Keller, Ronald L., M.A. (Michigan), Assistant Registrar; Lecturer, Basic Studies.
- Kelley, Anne E., Ph.D. (Florida State), Assistant Professor, Political Science.
- Kendall, Harry W., Ph.D. (Florida), Professor, Physics.
- Kiefer, H. Christian, Ph.D. (Columbia), Program Chairman and Associate Professor, Humanities.
- King, Raymond C., M.A. (Columbia), Director, Student Organizations.
- Kirkpatrick, Jerry D., M.A. (Iowa), Coordinator of News, Information Services.
- Klein, Donna Y., M.S. (Florida State), Assistant Reference Librarian, Library.
- Kopp, Edgar W., M.S. (Georgia Inst. of Tech.), Dean, College of Engineering.
- Krivanek, Jerome O., Ph.D. (Florida), Program Chairman and Associate Professor, Zoology.
- Kronsoble, Jeffery M., M.F.A. (Michigan), Instructor, Art.
- Lake, Duane E., A.B.A. (Minnesota), Director, University Center.
- Lakela, Olga, Ph.D. (Minnesota), Research Associate, Botany (part-time).
- Lantz, Donald L., Ph.D. (Minnesota), Associate Professor, Education; Program Coordinator, Professional Education.
- Larimer, George S., Ph.D. (Utah), Assistant Professor, Psychology.
- Latina, Albert A., M.S. (Florida State), Curator, Biology.
- Lewis, Rodger C., M.A.L.S. (Florida State), Assistant Cataloger, Library.

- Lichtenberg, Donovan R., M.S. (Wisconsin), Assistant Professor, Education.
- Linton, Joe R., Ph.D. (Missouri), Instructor, Zoology.
- Long, David H., Ph.D. (Denver), Assistant Professor, Psychology.
- Long, Robert W., Ph.D. (Indiana), Program Chairman and Associate Professor, Botany.
- Lucito, Leonard J., Ed.D. (Illinois), Associate Professor, Education.
- Luckenbach, Leon R., D.Ed. (Florida), Associate Professor, Mathematics.
- Lucoff, Manny, M.A. (Florida), TV Coordinator, Educational Resources; Instructor, Liberal Arts.
- McArthur, Stephen C., B.S.B.A. (Florida), Director, Procurement Division.
- McCabe, Gerard B., M.A. (Michigan State), Acquisition Librarian, Library.
- McClung, Gene E., M.A. (Hardin-Simmons), C.P.A., Associate Professor, Accounting.
- McKittrick, Keith G., Ph.D. (Cincinnati), Clinical Counselor and Assistant Professor, Developmental Center.
- McLean, Edward F., Ph.D. (Duke), Associate Professor, Foreign Languages.
- McMullan, John F., M.B.A. (Georgia), C.P.A., Assistant Professor, Accounting.
- MacKay, E. Maxine, Ph.D. (Emory), Assistant Professor, Humanities.
- Malpass, Leslie F., Ph.D. (Syracuse), Chairman and Professor, Behavioral Science; Coordinator, Sponsored Research.
- Mann, Robert T., LL.M. (Harvard), Lecturer, Business Administration (part-time).
- Marshall, Phyllis P., M.A. (Marshall College), Program Adviser, University Center.
- Martin, Edwin P., Ph.D. (Kansas), Dean, College of Basic Studies.
- Maybury, Paul C., Ph.D. (Johns Hopkins), Program Chairman and Associate Professor, Chemistry.
- Messing, Simon D., Ph.D. (Pennsylvania), Associate Professor, Anthropology.
- Meyerriecks, Andrew J., Ph.D. (Harvard), Associate Professor, Zoology.
- Micarelli, Charles N., Ph.D. (Boston Univ.), Program Chairman and Associate Professor, Foreign Languages.
- Michaelides, George J., M.A. (Virginia Poly. Inst.), Assistant Professor, Mathematics.
- Milani, Virgil I., Ph.D. (Catholic Univ. of America), Instructor, Foreign Languages.
- Miller, Calvin C., Ed.D. (Florida State), Associate Professor, Business Administration; Coordinator, Continuing Education.
- \*Miller, Ernest E., M.S. (Florida State), Instructor, Business Administration.
- Miller, George H., M.S.J. (Illinois), Director, Work-Study Cooperative Program.
- Miller, Samuel D., Ph.D. (Michigan), Assistant Professor, Music.

- Millican, Charles N., Ph.D. (Florida), Dean, College of Business Administration.
- Mitchell, Richard W., Ph. D. (Texas A & M), Associate Professor, Physics.
- Mitchell, Thomas B., M.A. (Peabody), Instructor, English.
- Modrow, William G., M.S. (Texas A & M), Assistant Professor, Business Administration.
- Monley, Laurence E., Ph.D. (Florida), Associate Professor, Chemistry.
- Moore, Jack B., Ph.D. (North Carolina), Assistant Professor, English.
- Moretz, Elmo E., Ed.D. (Miami, Fla.), Assistant Professor, Education; Program Coordinator, Elementary Education.
- Morrison, Vaughn W., M.S. (Ohio), Instructor, Mathematics.
- Morrow, Mitchel C., M.A. (Florida), Assistant Professor, Psychology.
- Natunewicz, Henry, Ph.D. (Columbia), Assistant Professor, Behavioral Science.
- Neal, Roxy, Planning Coordinator, Physical Plant.
- Neel, Binnie L., B.F.A. (Ohio), Coordinator, Work-Study Cooperative Program.
- Neel, Richard E., Ph.D. (Ohio State), Associate Professor, Economics.
- Nelson, Gid E., Ph.D. (Florida), Associate Professor, Biological Science.
- Norstog, Knut J., Ph.D. (Michigan), Assistant Professor, Botany.
- Ochshorn, Myron G., Ph.D. (New Mexico), Assistant Professor, English.
- O'Hara, Robert C., M.A. (Louisville) Assistant Professor, English.
- O'Hare, Leo H., M.A. (Woodstock College), Lecturer, English (part-time).
- O'Neal, Solon, LL.B. (Florida), Lecturer, Business Administration (part-time).
- Osborne, Murphy M., M.Ed. (North Carolina), Instructor, Physical Education.
- O'Sullivan, Peter B., M.A. (North Carolina), Assistant Professor, Theatre Arts.
- Parker, John W., Ed.D. (Kentucky), Associate Professor, English.
- Parrish, James A., Ph.D (Florida State), Chairman and Professor, English.
- Pasternak, Richard E., Ph.D. (Alabama), Assistant Professor, Economics.
- Payas, Armando, LL.D. (Univ. Havana, Cuba), Teaching Assistant, Foreign Languages.
- Peizer, Raoul N., M.A. (San Francisco State College), Instructor, Humanities.
- Pinkard, Carolyn A., Ph.D. (Florida), Clinical Counselor, Developmental Center; Associate Professor, Behavioral Science.
- Pomerantz, Harris I., M.S. (Syracuse), Coordinator, Speech and Hearing Service; Assistant Professor, Basic Studies.
- Popovich, James E., Ph.D. (Northwestern), Program Chairman and Associate Professor, Speech.
- Porter, Patricia O., M.A. (Middlebury College), Instructor, Foreign Languages.

**168      ACADEMIC STAFF**

- Prather, Sam W., M.S. (Florida State), Assistant Professor, Physical Education.
- Preodor, Edward, M.M. (Eastman School of Music), Program Chairman and Professor, Music.
- Price, William O., M.A. (Rutgers), Instructor, Foreign Languages.
- Ragan, Wendell J., Ph.D. (Missouri), Program Chairman and Associate Professor, Geology.
- Ray, James D. Jr., Ph.D. (Illinois), Chairman and Professor, Biological Science.
- Reader, Willie D., M.A. (Texas), Instructor, English.
- Rearick, Martha N., M.M. (Michigan), Instructor, Music.
- Reed, James H., M.A. (Maryland), Assistant Professor, Mathematics.
- Rey, Frank B.S. (Tampa), Lecturer, Physical Education (part-time).
- Rich, Thomas A. Ph.D. (Florida), Associate Professor, Psychology; Director, Delevopmental Center.
- Richey, Joyce A., B.S. (Kentucky), Coordinator, Personnel Services.
- Robertson, Henry M., M.A. (Minnesota), Assistant Professor, Social Sciences; Coordinator, Student Advising, Basic Studies.
- Robinson, Gerald G., Ph.D. (Minnesota), Assistant Professor, Biological Science.
- Robinson, Jack H., Ed.D. (Harvard), Associate Professor, Physical Science.
- Robison, Dennis E., M.S. (Florida State), Assistant Reference Librarian, Library.
- Rodgers, Andrew C., B.A. (Florida), Assistant Business Manager, Administration and Business Affairs.
- Rose, Donald C., Ph.D. (Kentucky), Chairman and Professor, Mathematics.
- Ross, Jack C., M.S. (George Williams College), Assistant Professor, Sociology.
- Roth, Rodney J., Ph.D. (Duke), Assistant Professor, Mathematics.
- Ruddle, James F., M.A. (Tulsa), Instructor, English.
- Sand, Louise, Ph.D. (North Carolina), Associate Professor, Foreign Languages.
- Sarett, Alma J., Ph.D. (Northwestern), Associate Professor, Speech.
- Saxon, Sue V., Ph.D. (Florida State), Assistant Professor, Behavioral Science.
- Schwartz, Julia L., M.S.L.S. (Western Reserve), Assistant Reference Librarian, Library.
- Scrivner, August W., D.Ed. (Indiana), Associate Professor, Education.
- Scroggins, Albert T. Jr., Ph.D. (Missouri), Program Chairman and Associate Professor, Journalism.
- Seligsohn, Harriet C., B.S. (Pittsburgh), Sr. Technical Assistant, Evaluation Services.
- Sellers, E. Guy Jr., M.Ed. (Florida), Assistant Professor, Education.
- Shannon, Robert L., Ed.D. (Florida State), Associate Professor, Education.

- Shannon, William A. Jr., M.B.A. (Miami, Fla.), Coordinator, Data Processing; Instructor, Business Administration.
- Shook, Andrew W., Ph.D. (New York Univ.), Assistant Professor, Speech.
- Silverwood, Kermit J., M.S. (Oregon), Director, Financial Aid, Student Affairs.
- Simon, Joseph L., Ph.D. (New Hampshire), Instructor, Zoology.
- Slater, Merle V., M.A. (Florida), Assistant Registrar and Director of Records.
- Smith, Elton E., Ph.D. (Syracuse), D.D. (Hon.), Assistant Professor, English.
- Smith, Norman H., Ed.D. (Colorado), Assistant Professor, Mathematics.
- Smith, Samuel B., Ph.D. (Vanderbilt), Assistant Professor, History.
- Sokolsky, Anatole A., LL.D. (Univ. Vitautas the Great, Lithuania), Assistant Professor, Foreign Languages.
- Solomons, T. W. Graham, Ph.D. (Duke), Assistant Professor, Chemistry.
- Spain, Frank H. Jr., Ed.D. (Florida), Registrar.
- Spear, Frank E., M.A. (Iowa), Coordinator of Publications, Information Services.
- Sperry, Gale L., Ph.D. (Minnesota), Associate Professor, Music.
- Stanton, Edgar E. Jr., Ph.D. (Florida State), Professor, Humanities.
- Stelzmann, Rainulf A., Ph.D. (Univ. of Freiburg), Assistant Professor Foreign Languages.
- Stelzner, Herman G., Ph.D. (Illinois), Assistant Professor, Speech.
- Stewart, Clifford T., Ph.D. (Denver), Director, Evaluation Services.
- Stewart, Herbert H., Ed.D. (Columbia), Associate Professor, Education.
- Stewart, William L. Jr., M.S.L.S. (North Carolina), Assistant Acquisition Librarian, Library.
- Stone, Douglas E., Ph.D. (Chicago), Assistant Professor, Education.
- Stovall, Thomas F., Ph.D. (Peabody), Professor, Education; Program Coordinator, Secondary Education.
- Swanson, Mary A., M.A. (Denver), Assistant Cataloger, Library.
- Taft, William H., Ph.D. (Stanford), Assistant Professor, Geology.
- Tallis, Joan E., M.S. (Syracuse), Resident Instructor, Student Affairs, Basic Studies.
- Tatum, James C., M.A. (Tulane), Instructor, Foreign Languages.
- Taylor, Nancy D., M.A. (Florida State), Sr. Technical Assistant, Registrar.
- Taylor, Spafford C., M.A. (Peabody), Instructor, Physical Education and Intramurals.
- Templeton, Donald E., B.Mus.Ed. (Minneapolis College of Music), Instructor, Music.
- Trent, Joseph F., B.S. (U.S. Military Academy), Teaching Associate, English.
- Urbanek, Raymond A., Ed.D. (Kansas), Assistant Professor and Coordinator of Advising, Education.

## 170      **ACADEMIC STAFF**

- Valentine, Virginia W., M.A. (Southern Methodist), Instructor, English.
- \*Valette, Rebecca M., Ph.D. (Colorado), Instructor, Foreign Languages.
- Wade, John F., M.A. (Alabama), Lecturer, Education.
- Wagner, Gerard A., M.A. (Southern Mississippi), Instructor, Speech.
- Waite, Mariella D., Ph.D. (Florida), Assistant Professor, American Idea.
- Wakefield, Donald S., Ed.D. (Tennessee), Assistant Professor, Business Administration.
- Ward, Louise, M.S.L.S. (Emory), Acting Head Reference Librarian, Library.
- Warner, Robert A., Ph.D. (Yale), Chairman and Professor, American Idea.
- Washburne, Chandler, Ph.D. (Michigan State), Associate Professor, Sociology.
- Watkins, Armin J., Mus.D. (Indiana), Associate Professor, Humanities.
- Webb, Ella M., M.S. (Tennessee), Instructor, Business Administration.
- Wehr, Richard W., M.Ed. (Pittsburgh), Assistant Professor, Physical Education.
- Wenzinger, George R., Ph.D. (Rochester), Assistant Professor, Chemistry.
- Whaley, Russell G., B.A. (Yale), Program Chairman and Assistant Professor, Theatre Arts.
- Wharton, James E., LL.B. (Stetson), Lecturer, Business Administration (part-time).
- Whitaker, Robert D., Ph.D. (Florida), Assistant Professor, Chemistry.
- Wildy, Charles H., Ed.D. (Indiana), Dean of Men, Student Affairs; Associates Professor, Basic Studies.
- Wilkes, William L. Jr., Ph.D. (Southern California), Assistant Professor, Humanities.
- Williams, Walter E., M.A. (Miami, O.), Instructor, Mathematics.
- Winthrop, Henry, Ph.D. (George Washington Univ.), Program Chairman and Professor, Interdisciplinary Social Sciences.
- Wolff, Robert W., M.A. (Pennsylvania State), Instructor, Theatre Arts.
- Woolfenden, Glen E., Ph.D. (Florida), Assistant Professor, Zoology.
- Wright, Peter C., M.A. (Columbia), Assistant Professor, American Idea.
- Wunderlich, Herbert J., Ed.D. (Stanford), Dean, Student Affairs.
- Young, JoAnne E., M.Ed. (North Carolina), Assistant Professor, Physical Education and Intramurals.
- Young, William W., M.A. (Florida), Assistant Professor, Political Science.
- \*Zaitz, Anthony W., Ph.D. (Wisconsin), Associate Professor, Speech.
- Zerla, Fredric J., M.A. (Florida State), Assistant Professor, Mathematics.
- Zetler, Robert L., Ph.D. (Pittsburgh), Professor, English; Director, Division of Language and Literature.

\* On leave of absence.

# INDEX

- Absence, Leave of, 20
- Academic Advising, 24
- Academic Features, 25
- Academic Policies, 19
- Academic Programs, 49
- Academic Services, 31
- Academic Staff, 160
- Academic Standing, 19
- Accounting
  - Courses, 92
  - Curriculum, 59
- Accreditation, 7
- Adding Courses, 20
- Administration, University, 156
- Admission
  - College of Business
    - Administration, 57
  - College of Education, 63
  - College of Liberal Arts, 75
  - Division of Natural Sciences, 80
  - Graduate Study, 85, 89
  - University, 13
  - Upper Level, 21
- Advanced Placement, 26, 27
- Advising, Academic, 24
- Afro-Asian Studies, 85
- Alumni Association, 9
- Anthropology, 93
  - Curriculum, 84
- Application
  - for Admission, 16
  - for Degree, 22
  - for Graduate Study, 87
- Architecture, 51
- Area Studies Curriculum, 85
- Art
  - Courses, 94
  - Curricula, 77
- Art Education
  - Requirements, 66
- Astronomy
  - Courses, 95
  - Curriculum, 80
- Athletics, 42, 46
- Audio-Visual Services, 31
- Auditing Courses, 20
- Availability of Courses, 23
- Basic Physical Education, 54
- Basic Studies
  - College of, 53
  - Courses, 96
- Major, 54
- Biology Education Curricula, 69
- Board of Control, 155
- Board of Education, 155
- Bookstore, 40
- Botany
  - Courses, 98
  - Curriculum, 81
- Botany-Zoology Courses, 99
- Broadcasting Curriculum, 79
- Buildings, University, 7
- Business Administration
  - College of, 57
  - Curricula, 59
  - Graduation Requirements, 58-59
- Business Education
  - Curriculum, 60, 67
- Calendar, Academic, 4-5
- Campus, University, 7
- Certification, Teacher, 65
- Change, Notification of, 23
- Change of Major, 22
- Chemistry
  - Courses, 100
  - Curriculum, 81
- Chemistry Education Curricula, 69
- Class Standing, 21
- Classification Code, 21
- Clubs and Organizations, 44
- Conduct, Student, 46
- Counseling, Student, 17
- Course Audits, 20
- Course Descriptions, 91
- Course Prefixes, 91
- Credit by Examination, 26
- Cultural Events, 42
- Curricula
  - Accounting, 59
  - Afro-Asian Studies, 85
  - Anthropology, 84
  - Area Studies, 85
  - Art, 77
  - Art Education, 66
  - Astronomy, 80
  - Audio-Visual Education, 67
  - Bacteriology, 81
  - Basic Studies, 54
  - Biology Education, 69
  - Botany, 81
  - Broadcasting, 79
  - Business Education, 60, 67
  - Chemistry, 81
  - Chemistry Education, 69
  - Distributive Education, 61, 67
  - Economics, 59, 84
  - Engineering, 72
  - English, 78
  - English Education, 67
  - Finance, 60
  - Foreign Language Education, 69
  - French, 78
  - Geography, 84
  - Geology, 81
  - German, 78
  - History, 84
  - Humanities, 54
  - International Studies, 85

## (Curricula, continued)

- Italian, 78
- Journalism Education, 68
- Languages, 78
- Language Education, 69
- Latin, 78
- Latin American Studies, 85
- Library Education, 67
- Management, 60
- Marketing, 60
- Mathematics, 82
- Mathematics Education, 69
- Mentally Retarded, teaching the, 67
- Meteorology, 84
- Music, 77
- Music Education, 66
- Office Administration, 60
- Personnel Administration, 60
- Philosophy, 79
- Physical Education, 66
- Physics, 82
- Physics Education, 69
- Plant Science, 81
- Political Science, 84
- Pre-law, 85
- Pre-Medicine, 82
- Psychology, 84
- Rhetoric and Public Address, 79
- Russian, 78
- Science Education, 69
- Social Science Education, 70
- Sociology, 84
- Spanish, 78
- Speech, 79
- Speech Education, 68
- Theatre Arts, 77
- Visual Arts, 77
- Zoology, 82
- Data Processing, 31
- Degrees
  - Application for, 22
  - Deposit Fee, Student, 34
  - Descriptions, Courses, 91
  - Developmental Center, 37
  - Developmental Mathematics Courses, 101
  - Developmental Reading Course, 101
  - Discipline, Student, 46
  - Disqualification, 20
  - Distributive Education Curriculum, 61, 67
  - Divisions, College of
    - Liberal Arts
    - Fine Arts, 76
    - Language & Literature, 77
    - Natural Sciences, 80
    - Social Sciences, 83
  - Double Major, 22
  - Dress, Student, 46
  - Dropping Courses, 21
  - Economics
    - Courses, 102
    - Curriculum, 59, 84
  - Education
    - College of, 63
    - Curricula, 65
    - Graduation Requirements, 64
    - Education Courses, 103
    - Graduate Courses, 108
  - Educational Resources, 31
  - Elementary Education, Graduate Program, 89
  - Elementary Teacher Requirements, 65, 66
  - Engineering
    - College of, 72
    - Courses, 112
    - Curriculum, 51, 72
  - English
    - Courses, 112
    - Curricula, 78
  - English Education Curricula, 67
  - Enriched Sections, 26
  - Evening Sessions, 15, 50
  - Events, Cultural, 42
  - Examinations, 29
  - Extra-Class Life, 42
  - Extra Credit Loads, 27
  - Faculty, 160
  - Fees, 33
  - Finance
    - Courses, 116
    - Curriculum, 60
  - Financial Aids, 40
  - Fine Arts Courses, intra-divisional, 117
  - Fine Arts, Division of, 76
  - Florida College, 23
  - Florida Residency, 34
  - Food Service, 40
  - Foreign Language Courses (Basic Studies), 97
  - Foreign Language Curricula Education, 69
  - Liberal Arts, 77
  - Foundation, University, 9
  - Fraternal Societies, 45
  - French
    - Courses, 117
    - Curriculum, 78
  - Functional English Course, 96
  - Functional Foreign Language Courses, 97
  - Functional Mathematics Course, 97
  - Functional Physical Education Courses, 136
  - General Administration Courses, 118
  - General Information, 7

- Geography
  - Courses, 119
  - Curriculum, 84
- Geology
  - Courses, 120
  - Curriculum, 81
- German
  - Courses, 122
  - Curriculum, 78
- Goals, University, 9
- Government, Student, 44
- Grades, 29
- Grading System, 29
- Graduate Program in Elementary Education, 66, 89
  - Courses, 108
- Graduate Study, 85
- Graduation with Honors, 23
- Graduation Requirements, 22
  - College of Business Administration, 58-59
  - College of Education, 64
  - College of Liberal Arts, 75
  - University, 22
- Graphic Services, 31
- Health Service, 38
- History
  - Courses, 123
  - Curriculum, 84
- History of the University, 7
- Home Economics, 51
- Honors, 27
  - Convocation, 27
  - Graduation, 23
- Housing, 38
- Humanities
  - Courses, 125
  - Curriculum, 54
- Humanities Course (Basic Studies), 97
- Independent Study, 26
- Instructional Materials Center, 32
- Intercollegiate Athletics, 46
- International Studies
  - Curriculum, 68
- Intramural Sports, 42
- Italian
  - Courses, 126
  - Curriculum, 78
- Journalism Education
  - Curriculum, 68
- Kindergarten Teacher Requirements, 66
- Language Curricula, 78
- Language Education Curricula, 69
- Language Placement, 54
- Languages and Literature
  - Division of, 17
- Latin-American Studies, 85
- Latin
  - Courses, 126
  - Curriculum, 78
- Law, 51 (See also Pre-Law)
- Leave of Absence, 20
- Liberal Arts
  - Admission Requirements, 75
  - College of, 75
  - Graduation Requirements, 75
- Library, 32
- Linguistics Courses, 127
- Loans, 40
- Management
  - Courses, 128
  - Curriculum, 60
- Marketing
  - Courses, 129
  - Curriculum, 60
- Masters Degree, 66
- Mathematics
  - Courses, 129
  - Curricula, 82
- Mathematics Course (Basic Studies), 97
- Mathematics Education
  - Curriculum, 69
- Medicine, 51 (See also Pre-Medicine)
- Meteorology, 84
- Music Arts
  - Curricula, 77
  - Courses, 131
- Music Education Requirements, 66
- Natural Sciences, Division of, 80
  - Division major, 83
- Newspaper, Campus, 44
- Office Administration
  - Courses, 134
  - Curriculum, 60
- Organization, University, 8
- Organizations, Student, 44
- Orientation, Student, 17, 25
- Personnel Administration
  - Courses, 128
- Pharmacy, 51
- Philosophy
  - Courses, 135
  - Curriculum, 79
- Photography, 32
- Physical Education, Basic, 54
- Physical Instruction, Education, 66
- Physical Education Courses
  - Basic, 136
  - Physical Instruction, 110
- Physical Education Teacher Requirements, 66
- Physical Science Course (Basic Studies), 97
- Physics
  - Courses, 138
  - Curriculum, 82
- Physics Education Curricula, 69

- Placement
  - Language Students, 54
  - Graduates, 41
  - Student, 41
- Political Science
  - Courses, 140
  - Curriculum, 84
- Practice Teaching, 64
- Prefixes, Courses, 91
- Pre-Law Curriculum, 85
- Pre-Medicine Curriculum, 82
- Pre-Professional Programs, 51
- Professional Laboratory
  - Experiences, 64
- Professional Physical Education
  - Courses, 110
- Psychology
  - Courses, 142
  - Curriculum, 84
- Publications, Student, 44
- Purposes, University, 9
- Radio Station WUSF, 31
- Reading Service, 37
- Readmission, 20
- Reapplication, 16
- Recreational Sports, 42
- Refund of Fees, 34
- Religious Organizations, 45
- Requirements, Graduation, 22
- Research, 32
- Residence Halls, 39
- Residency, Florida, 34
- Romance Languages Course, 143
- Russian
  - Courses, 144
  - Curriculum, 78
- Scholarships, 40
- Science Education Curriculum, 69
- Secondary Teacher
  - Requirements, 67
- Selective Service, 24
- Service Clubs, 45
- Social Science Education
  - Curricula, 70
- Social Science, divisional major, 84
- Social Sciences Courses
  - (interdisciplinary), 145
- Social Sciences, Division of, 83
- Sociology
  - Courses, 146
  - Curriculum, 84
- Spanish
  - Courses, 148
  - Curriculum, 78
- Special Features, 25
- Special Students, 21
- Speech
  - Courses, 149
  - Curricula, 79
- Speech Education
  - Curriculum, 68
- Speech and Hearing Service, 38
- Sponsored Research, 32
- Sports, Recreational, 42, 46
- Staff, Academic, 160
- Standing, Academic, 19
- Standing, Class, 21
- Student Affairs, 37
- Student Association, 44
- Student Health, 38
- Student Welfare, 37
- Summer Counseling, 17
- Summer Sessions, 49
- Teacher Certification, 65
- Teaching Internship, 64
- Television, 31
- Theatre Arts
  - Courses, 151
  - Curricula, 77
- Transfer Students, 14, 57
- Transient Students, 15
- University Center, 43
- Upper Level, 21
- Veterans, 24
- Visual Arts Curricula, 77
- Waiver, Basic Studies Courses, 53
- Warning, Final, 19
- Withdrawal, 21
- Work-Study Program, 27, 152
- WUSF-FM Radio, 31
- Yearbook, 44
- Zoology-Botany, 99
- Zoology
  - Courses, 153
  - Curriculum, 82

