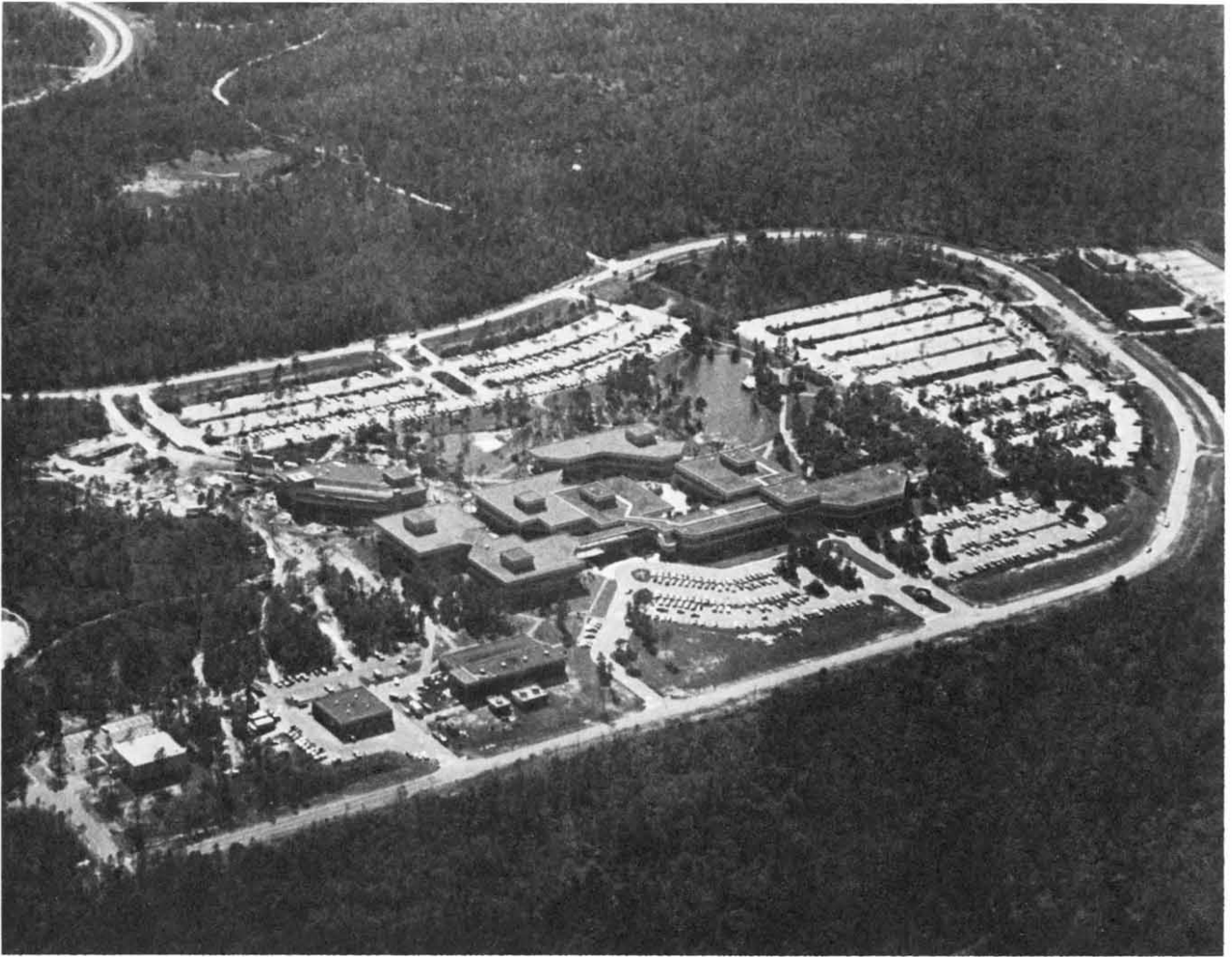


# UNIVERSITY OF NORTH FLORIDA



catalog 1977-78

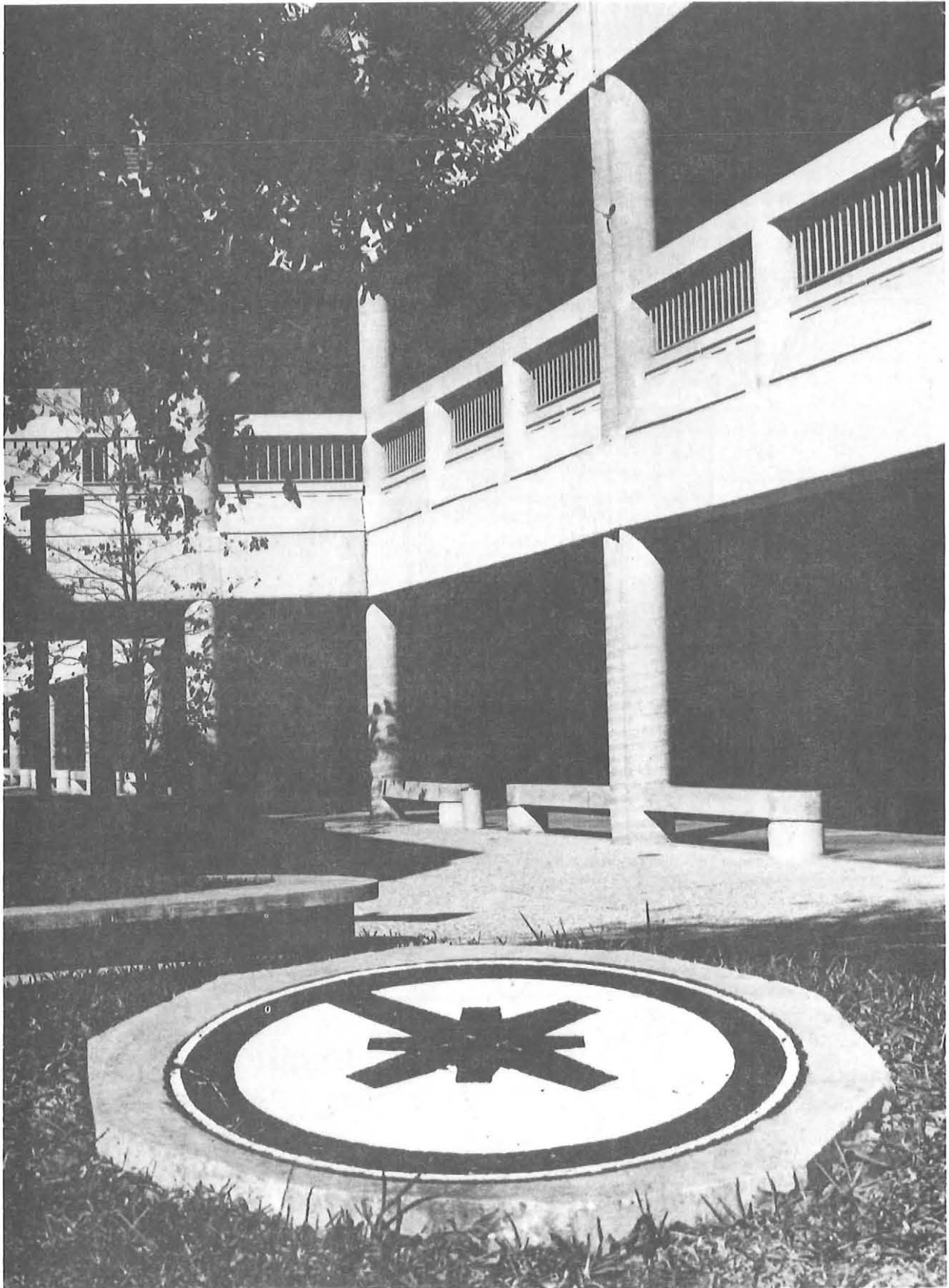


#### **THE SYMBOL OF THE UNIVERSITY OF NORTH FLORIDA**

Two ancient devices—the circle and the compass rose—have been adapted to create a graphic symbol for the University of North Florida. The compass rose, long a direction finding device for mariners, here symbolizes the University's role in providing direction for lives. The placement of the compass rose in the northeast quadrant of the circle describes the new institution's upper level character and its location in northeast Florida. The circle signifies the community which the University is dedicated to serving. The symbol, inspired by the University of North Florida seal, was designed under the direction of President Thomas G. Carpenter.



**Catalog 1977-78**



# ACADEMIC CALENDAR

## 1977-78

### FALL QUARTER 1977-78

The official University Calendar for the Fall will appear in the Schedule of Course Booklet

#### 1977

August 19	Friday, 4 p.m.	.....	Last day to submit APPLICATION for ADMISSION for DEGREE PROGRAM for Fall Quarter*
September 19	Monday	.....	Classes begin
September 23	Friday	.....	College of Education Field Experience APPLICATION due in the Office of Student Field Experience
September 30	Friday	.....	Last day to submit APPLICATION for Student Teaching Winter Quarter 1978 to the Office of Student Field Experience
October 8	Saturday, 8.30 a.m.	.....	Administration of College Level Examination Program Tests (CLEP)
October 15	Saturday, 8:30 a.m.	.....	Administration of Graduate Record Examinations (GRE)
October 28	Friday, 4 p.m.	.....	Last day to apply for March degree
November 11	Friday	.....	Holiday - Veterans Day
November 23	Wednesday	.....	Last day to give test, quiz, or assign a paper for Fall Quarter
November 24-26	Thursday-Saturday	.....	Holiday - Thanksgiving
December 2	Friday	.....	Classes end
December 3, 5-8	Saturday, Monday-Thursday	.....	Final examination period
December 9	Friday, 10 a.m.	.....	All grades due in Student Records Office
December 9	Friday	.....	Close of Fall Quarter

1977						
SEPTEMBER						
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30	31					
NOVEMBER						
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DECEMBER						
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25	26	27	28	29	30	31

\*An individual who delays submitting an Application for Admission until this date may find that it is impossible to supply the required documents in time to permit a decision regarding admission.

# WINTER QUARTER 1977-78

The official University Calendar for the Winter will appear in the Schedule of Course Booklet.

## 1977

December 2  
 Friday, 4 p.m.....Last day to submit APPLICATION  
 for ADMISSION for DEGREE  
 PROGRAM for Winter Quarter\*

## 1978

January 4  
 Wednesday.....Classes begin

January 6  
 Friday.....College of Education Field  
 Experience APPLICATION due in  
 the Office of Student-Field  
 Experience

January 13  
 Friday.....Last day to submit APPLICATION  
 for Student Teaching Spring  
 Quarter 1978 to the Office  
 of Student Field Experience

January 21  
 Saturday, 8:30 a.m.....Administration of College Level  
 Examination Program Tests (CLEP)

February 10  
 Friday, 4 p.m.....Last day to apply for June degree

March 3  
 Friday.....Last day to give test, quiz, or  
 assign a paper for Winter  
 Quarter

March 10  
 Friday.....Classes end

March 11, 13-16  
 Saturday, Monday-Thursday.....Final examination period

March 17  
 Friday, 10 a.m.....All grades due in Student Records Office

March 17  
 Friday.....Close of Winter Quarter

# SPRING QUARTER 1977-78

The official University Calendar for the Spring will appear in the Schedule of Course Booklet

## 1978

February 24  
 Friday, 4 p.m.....Last day to submit APPLICATION  
 for ADMISSION for DEGREE  
 PROGRAM for Spring Quarter\*

March 27  
 Monday.....Classes begin

March 31  
 Friday.....College of Education Field  
 Experience APPLICATION due in  
 the Office of Student Field  
 Experience

April 7  
 Friday.....Last day to submit APPLICATION for  
 Student Teaching Fall Quarter  
 1978 to the Office of Student  
 Field Experience

April 15  
 Saturday, 8:30 a.m.....Administraton of College Level  
 Examination Program Tests (CLEP)

April 22  
 Saturday, 8:30 a.m.....Administration of Graduate Record  
 Examinations (GRE)

1978						
JANUARY						
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JUNE						
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30						

\*An individual who delays submitting an Application for Admission until this date may find that it is impossible to supply the required documents in time to permit a decision regarding admission.

May 5  
Friday, 4 p.m.....Last day to apply for August degree

May 26  
Friday..... Last day to give a test, quiz, or  
assign a paper for Spring Quarter

May 29  
Monday.....Holiday - Memorial Day

June 2  
Friday..... Classes end

June 3, 5-8  
Saturday, Monday-Thursday.....Final examination period

June 9  
Friday, 10 a.m.....All grades due in  
Student Records Office.

June 9  
Friday..... Close of Spring Quarter

June 16  
Friday, 8 p.m.....Commencement Convocation

## SUMMER QUARTER 1977-78

The official University Calendar for the Summer will appear in the Schedule of Course Booklet.

## 1978

May 19  
Friday, 4 p.m.....Last day to submit APPLICATION  
for ADMISSION for DEGREE  
PROGRAM for Summer Quarter\*

June 19  
Monday.....Classes begin

July 4  
Tuesday..... Holiday - Independence Day

July 8  
Saturday, 8:30 a.m.....Administration of College Level  
Examination Program Tests (CLEP)

July 28  
Friday, 4 p.m.....Last day to apply for December degree

August 11  
Friday..... Last day to give a test, quiz, or  
assign a paper for Summer Quarter

August 18  
Friday..... Classes end

August 19, 21-24  
Saturday, Monday-Thursday.....Final Examination period

August 25  
Friday, 10 a.m.....All grades due in Student Records Office

August 25  
Friday..... Close of Summer Quarter

\*An individual who delays submitting an Application for Admission until this date may find that it is impossible to supply the required documents in time to permit a decision regarding admission.

1978						
JULY						
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AUGUST						
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# University Officers and Faculty, 1976–77

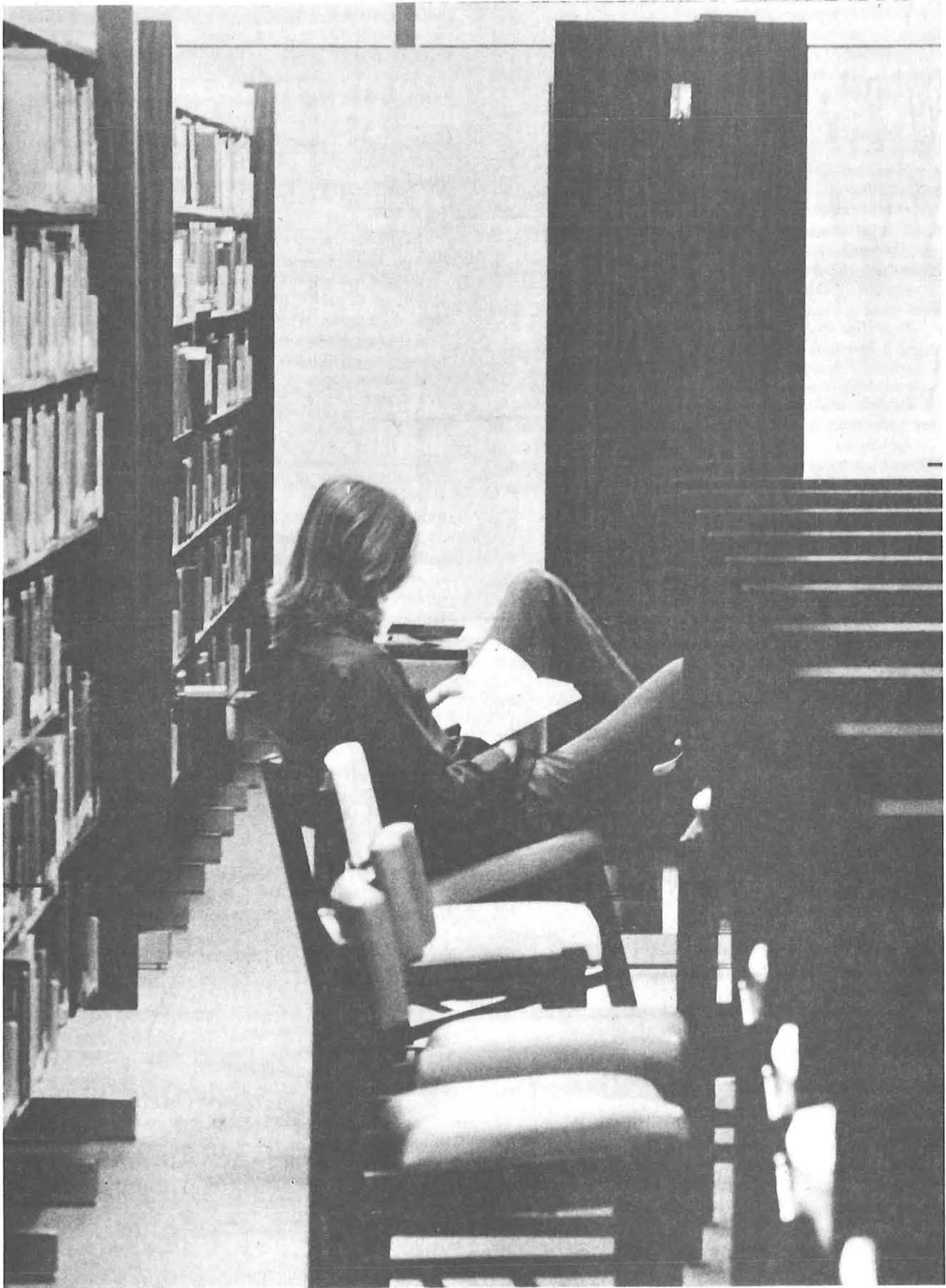
- Thomas Glenn Carpenter, Ph.D.** (University of Florida) *President; Professor of Business Administration*
- Roy Leland Lassiter, Jr., Ph.D.** (University of Florida) *Vice President and Dean of Faculties; Professor of Economics*
- George Wesley Corrick, Ed.D.** (University of Florida) *Vice President of University Relations*
- Jim Carlton Haywood, M.Acc.** (Florida State University) *C.P.A., Vice President for Administrative Affairs*
- Willard Osborne Ash, Ph.D.** (Virginia Polytechnic Institute) *Dean of the College of Arts and Sciences; Professor of Mathematical Sciences.*
- Darwin O. Coy, Ph.D.** (University of Chicago) *Dean of Students; Associate Professor of Natural Sciences*
- Robert Lenton Mitchell, Ph.D.** (Florida State University) *Dean of Continuing Education and Community Services; Associate Professor of Education*
- James Milton Parrish, Ph.D.** (University of North Carolina—Chapel Hill) *Dean of the College of Business Administration; Professor of Business Administration*
- Andrew Adolphus Robinson, Ed.D.** (Columbia University) *Dean of the College of Education; Chairperson of the Department of Administration and Supervision; Professor of Education*
- Ellis Floyd White, Ed.D.** (New York University) *Dean Emeritus of the College of Education; Professor of Education*
- Bernard Michael Andreu, B.S.B.A.** (University of Florida) *University Controller*
- Michael Alexis Anikeeff, Ph.D.** (Ohio State University) *Director of Regional Service Institute; Assistant Professor of Sociology*
- Johnny Lester Arnette, Ed.D.** (University of Florida) *Associate Dean of Students; Associate Professor of Education and Psychology*
- Amanda Asgill, Ph.D.** (University of Toledo) *Director of Student Teaching; Associate Professor of Education*
- Eileen Kay Austin, Ed.D.** (University of Florida) *Director of Nursing Education; Associate Professor of Nursing*
- Edward Grosset Baur, M.B.A.** (Columbia University) *Interim Assistant Professor of Marketing*
- Marianne B. Betkouski, Ph.D.** (University of Texas) *Interim Assistant Professor of Education; Academic and Career Advisor*
- Richard Byron Bizot, Ph.D.** (University of Virginia) *Associate Professor of English; Academic and Career Advisor*
- Arthur John Bloomer, M.M.** (University of Oklahoma) *Assistant Professor of Music*
- Ronald Olan Boatright, Ph.D.** (University of Florida) *Associate Professor of Real Estate*
- Bernadine Johnson Bolden, M.Ed.** (University of North Florida) *Instructor of Education*
- Walter P. Bond, Ph.D.** (University of Georgia) *Assistant Professor of Mathematical Sciences*
- Thomas Dennis Borowy, Ph.D.** (University of Florida) *Assistant Professor of Psychology*
- Ray Douglas Bowman, Ph.D.** (California Institute of Technology) *Assistant Professor of Natural Sciences*
- Carol Ann Boyles, M.Ed.** (University of Florida) *Director of Cooperative Education and Placement; Assistant Professor of Business Administration*
- Randolph Bracy, Jr., Ed.D.** (University of Florida) *Director of Off-Campus Credit Programs; Assistant Professor of Education*
- Eileen Doding Brady, M.S.L.S.** (Florida State University) *Assistant University Librarian*
- Joan Lynne Bray, Ph.D.** (Purdue University) *Assistant Professor of Natural Sciences*
- Iris Grandville Brown, Ed.D.** (University of Tennessee) *Professor of Education*
- William Albert Brown, M.M.** (Indiana University) *Associate Professor of Music*
- John Maurice Browning, Ph.D.** (University of Georgia) *Assistant Professor of Marketing*
- Erich Eli Brumbaugh, Ph.D.** (University of Virginia) *Assistant Professor of Natural Sciences; Academic and Career Advisor*
- Evelyn Vancil Brunson, Ed.D.** (University of Oklahoma) *Associate Professor of Education*
- Curtis Deal Bullock, M.A.** (University of West Florida) *Director of Analytical Studies*
- Barbara J. Bunch, Ph.D.** (St. Louis University) *Assistant Professor of Psychology*
- Sam Byrts, M.A.** (Howard University) *Cooperative Education Coordinator; Instructor of Cooperative Education*
- William Howard Caldwell, Ph.D.** (Rutgers University) *Chairperson of the Department of Mathematical Sciences; Professor of Mathematical Sciences*
- Benjamin Franklin Campbell, M.Ed.** (University of North Florida) *Director of Admissions and Deputy Affirmative Action Officer*
- James S. Cangelosi, Ph.D.** (Louisiana State University) *Associate Professor of Education*

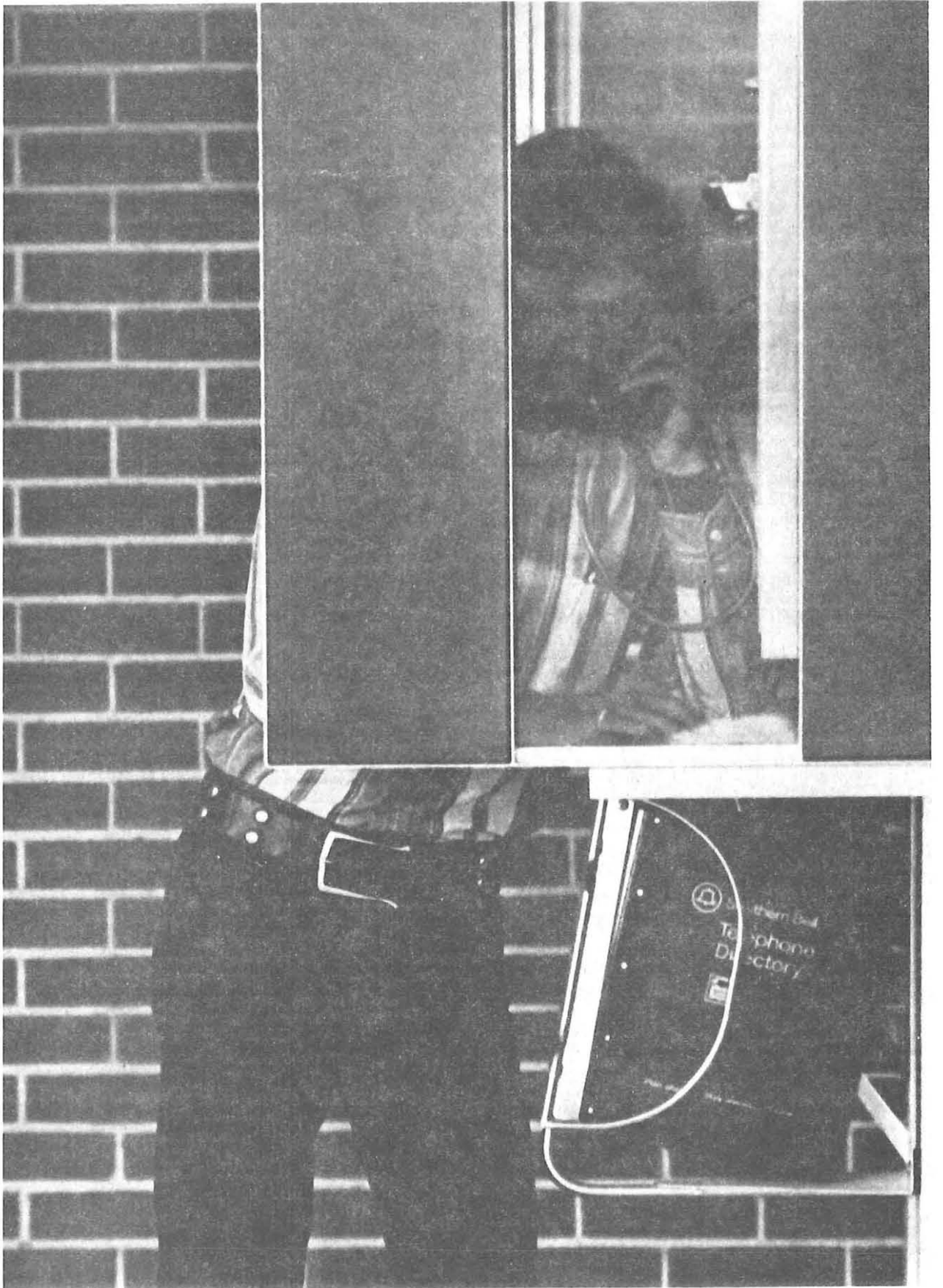


- Travis Arduis Carter, Ed.D.** (University of Florida) *Director of Counseling Services; Associate Professor of Psychology*
- Marcus Lee Casbeer, M.B.A.** (University of North Florida) *Director of Academic Records and Statistics*
- Minor Humphrey Chamblin, Ph.D.** (University of Kentucky) *Assistant Professor of Psychology*
- Charles Frank Charles, M.A.** (Louisiana State University) *Associate Professor of Art*
- William Smith Christenberry, D.B.A.** (University of Tennessee) *P.E., Associate Professor of Transportation and Logistics*
- Yap Siong Chua, Ph.D.** (State University of New York—Stony Brook) *Assistant Professor of Mathematical Sciences*
- Thomas W. Clawson, Ed.D.** (College of William and Mary) *Assistant Professor of Counseling*
- Dale Lothrop Clifford, Ph.D.** (University of Tennessee) *Assistant Professor of History*
- Kathleen Francis Cohen, M.S.L.S.** (Florida State University) *Associate University Librarian; Head of Reference and Documents Departments; Assistant Professor of Library Science*
- Frederick Miller Cole, Ed.D.** (University of Florida) *Assistant Professor of Accounting; Academic and Career Advisor*
- Eddie Lee Collins, M.A.** (Atlanta University) *Assistant Professor of Sociology and Social Welfare; Academic and Career Advisor*
- Barker Dean Corbett, Ph.D.** (University of Florida) *C.P.A., Assistant Professor of Accounting*
- Betty Bowman Crippen, M.Ed.** (University of Georgia) *University Registrar*
- James Benedict Crooks, Ph.D.** (Johns Hopkins University) *Assistant Dean of the College of Arts and Sciences; Chairperson of the Department of History; Professor of History*
- Wayne H. J. Cunningham, M.B.A.** (Pennsylvania State University) *Assistant Professor of Transportation and Logistics*
- Erma Davis Daise, M.L.S.** (Simmons College) *Assistant University Librarian*
- Adam Eugene Darm, Ed.D.** (University of California—Los Angeles) *Chairperson of the Division of Technologies; Professor of Technologies*
- Jane Elizabeth Decker, Ph.D.** (Washington University) *Associate Professor of Political Science*
- Steven M. DeLue, Ph.D.** (University of Washington) *Associate Professor of Political Science; Academic and Career Advisor*
- Carole Lyle DeMort, Ph.D.** (Oregon State University) *Associate Professor of Natural Sciences*
- John Robert Duchek, Ph.D.** (St. Louis University) *Interim Assistant Professor of Natural Sciences*
- John Henry Eaves, Sr., Ed.D.** (University of Florida) *Associate Professor of Education; Academic and Career Advisor*
- Paul Duane Eggen, Ph.D.** (Oregon State University) *Associate Professor of Education*
- Edward David Elgethun, Ph.D.** (Colorado State University) *Associate Professor of Mathematical Sciences*
- Gary R. Fane, Ph.D.** (University of Florida) *C.M.A., Assistant Professor of Accounting*
- Andrew Farkas, M.L.S.** (University of California—Berkeley) *Director of Libraries; Professor of Library Science*
- Betty Mae Flinchum, Ph.D.** (Louisiana State University) *Professor of Education*
- Linda Anderson Foley, Ph.D.** (University of Florida) *Assistant Professor of Psychology*
- Robert Clayton Ford, D.B.A.** (Arizona State University) *Associate Professor of Management*
- Jack Sherrick Funkhouser, M.M.** (George Peabody College) *Director of Instructional Communications*
- Asa Bird Gardiner, Ph.D.** (University of Florida) *Interim Associate Professor of Management*
- Michael Garelik, M.A.** (New School for Social Research) *Assistant Professor of Psychology*
- Martin P. Garris, A.A.** (Florida Junior College) *Director, Police*
- Philip James Gearing, Ph.D.** (Florida State University) *Associate Professor of Education*
- Elizabeth Laseter Gehring, Ed.S.** (University of Florida) *Associate Counseling Psychologist, Counseling Services*
- Richard James Glikes, M.B.A.** (Shippensburg State College) *Colonel, U.S. Army; Professor of Military Science*
- B. Robert Gonzales, Ed.D.** (University of Tennessee) *Professor of Education*
- Donald Knox Graham, M.B.A.** (University of Houston) *Instructor of Transportation and Logistics; Academic and Career Advisor*
- Laurence Burton Green, Ph.D.** (University of Oklahoma) *Professor of Psychology*
- Lynda W. Griffith, M.S.** (University of Southern California) *Instructor of Economics and Education*
- Mary Loftin Grimes, Ph.D.** (University of Florida) *Assistant Professor of Education*
- Bruce Arthur Gutknecht, Ed.D.** (Wayne State University) *Associate Professor of Education*
- Norman Ray Haltiwanger, Jr., A.A.** (Florida Junior College) *Director of University Personnel Relations*
- Clinton Ward Hancock, B.S.** (Citadel) *Director of Administrative Services*
- Sandra Gail Hansford, M.S.** (Florida State University) *Director of the Academic Enrichment and Skills Center*
- Gary Lee Harmon, Ph.D.** (Indiana University) *Chairperson of the Department of Language and Literature; Professor of Literature and English*
- Jack C. Hartje, Ph.D.** (Arizona State University) *Assistant Professor of Psychology*
- Catherine LaVonne Hartman, Ed.D.** (Teachers College—Columbia University) *Associate Professor of Education*
- Edward Augustine Healy, Ph.D.** (University of Connecticut) *Chairperson of the Department of Natural Sciences; Professor of Natural Sciences*
- Thomas Clair Healy, Ph.D.** (University of Maryland) *Associate Professor of Education*
- Cherrill Paul Heaton, Ph.D.** (Florida State University) *Associate Professor of Business Communications and English*
- John Martin Hein, M.S.L.S.** (Wayne State University) *Associate University Librarian; Head of Technical Services*
- William Garland Herrold, Jr., Ed.D.** (Brigham Young University) *Associate Professor of Education*
- John Richard Hirte, M.B.A.** (University of Florida) *C.P.A., Budget Officer; Instructor of Finance*
- Daniel Marcus Hoffman, M.S.** (Florida State University) *Director of Development and Alumni Services*
- Dennis Michael Holt, Ph.D.** (Ohio State University) *Assistant Professor of Education*
- Jay Stanley Huebner, Ph.D.** (University of California—Riverside) *Associate Professor of Natural Sciences*
- Jack Thomas Humphries, Ph.D.** (University of Florida) *Assistant Dean of Faculties; Professor of Natural Sciences and Technologies*
- David Andrew Jacobsen, Ed.D.** (Arizona State University) *Professor of Education*
- Rufus Jefferson, Jr., M.Ed.** (Florida Agricultural and Mechanical University) *Director of Student Financial Aid*
- Kenneth Mackenzie Jennings, Ph.D.** (University of Illinois) *Associate Professor of Management and Industrial Relations*
- Charles Waldo Jones, M.B.A.** (Southern Illinois University) *C.I.U., C.P.C.U., Assistant Professor of Insurance; Academic and Career Advisor*

- Maurice Eugene Jones, M.Ed.** (Florida Agricultural and Mechanical University) *Instructor of Education; Academic and Career Advisor*
- Robert Pepin Jones, III, M.S.L.S.** (Florida State University) *Associate University Librarian; Head of Circulation Department; Reference Librarian*
- Joseph Joseph Joseph, Jr., D.B.A.** (University of Oklahoma) *C.P.A., Assistant Professor of Accounting*
- Donald Paul Kauchak, Ed.D.** (Washington State University) *Assistant Professor of Education; Academic and Career Advisor*
- Joel Kauffman, J.D.** (Brooklyn Law School) *L.L.M. (New York University) C.P.A., Professor of Accounting and Law*
- Donna M. Keenan, Ph.D.** (Florida State University) *Interim Assistant Professor of Education; Academic and Career Advisor*
- Russell Charles Kick, Jr., Ph.D.** (University of Alabama) *C.D.P., Assistant Professor of Accounting*
- Richard deRaismes Kip, Ph.D.** (University of Pennsylvania) *C.L.U., C.P.C.U., Assistant Dean of the College of Business Administration; Chairperson of the Department of Finance, Insurance, and Real Estate; Professor of Banking and Insurance*
- Peter Lewis Kranz, Ph.D.** (Utah State University) *Associate Professor of Psychology*
- Leslie Herbert Krieger, Ph.D.** (Rutgers University) *Professor of Psychology*
- Sundershan Kumar Kuthiala, Ph.D.** (University of Georgia) *Associate Professor of Sociology*
- Paul E. Ladnier, Cert. Adv. Design** (Ringling School of Art) *Instructor of Fine Arts*
- Bruce Thomas Latimer, M.S.L.S.** (Florida State University) *Assistant University Librarian*
- John Joseph Leeson, Ph.D.** (University of Miami—Florida) *Assistant Professor of Mathematical Sciences; Academic and Career Advisor*
- Thomas Michael Leonard, Ph.D.** (American University) *Associate Professor of History; Academic and Career Advisor*
- Leonard Jay Lipkin, Ph.D.** (University of Michigan) *Associate Professor of Mathematical Sciences*
- R. Grann Lloyd, Ph.D.** (New York University) *Chairperson of the Division of Studies in Economics and Business; Professor of Economics*
- Robert Wayne Loftin, Ph.D.** (Florida State University) *Professor of Philosophy*
- Judy Harris Lombana, Ph.D.** (Florida State University) *Associate Professor of Education*
- David Z. Londow, M.A.** (University of Chicago) *Assistant Professor of Political Science*
- Nicholas Lawrence Lund, Ph.D.** (Tulane University) *Chairperson of the Department of Psychology; Associate Professor of Psychology*
- Christine Elfriede Mack, M.A.L.S.** (University of Denver) *Assistant University Librarian*
- Sheila Ann Mangum, M.S.L.S.** (Louisiana State University) *Associate University Librarian; Acting Head, Acquisitions Department*
- Hildreth Hoke McAshan, Ed.D.** (Michigan State University) *Professor of Education*
- Charles A. McCoy, Ph.D.** (Boston University) *Chairperson of the Department of Political Science and Public Administration; Acting Chairperson of the Department of Sociology and Social Welfare; Professor of Political Science*
- Richard J. McDowell, B.A.** (California State University at Fullerton) *Captain U.S. Army; Assistant Professor of Military Science.*
- Robert Brannon McElreath, Ph.D.** (Georgia State University) *Assistant Professor of Finance*
- Frank Sherman McLaughlin, Ph.D.** (University of Florida) *Chairperson of the Department of Management, Marketing, and Business Law; Professor of Management*
- Kenneth Lowell McMillan, M.F.A.** (Cranbrook Academy of Art) *Associate Professor of Art*
- William Charles Merwin, Ed.D.** (University of Georgia) *Chairperson of the Department of Elementary and Secondary Education; Professor of Education*
- Deitra Raverne Micks, J.D.** (Howard University) *Assistant Professor of Law*
- James William Mittelstadt, Ed.D.** (Wayne State University) *Associate Professor of Education*
- Thomas Merton Mongar, Ph.D.** (University of Oregon) *Professor of Political Science*
- Wellington C. Morton, M.Ed.** (Miami University—Ohio) *Assistant Director of Instructional Communications; Assistant Professor of Art*
- Roswell William Munson, Jr., B.Arch** (University of Florida) *University Physical Planning Consultant*
- Jack Robert Netcher; H.S.D.** (Indiana University) *Chairperson of the Department of Health and Physical Education; Professor of Education*
- Henry Alexander Newman, Jr., M.R.E.** (Southern Baptist Theological Seminary) *Director of Public Relations*
- Donald T. Osgood, B.S.B.A.** (The Citadel) *Instructor of Finance, Insurance, and Real Estate*
- Katharine C. Owens, M.S.L.S.** (Florida State University) *Assistant University Librarian*
- Satya Sheel Pachori, Ph.D.** (University of Missouri) *Assistant Professor of Literature*
- Merrill Jay Palmer, D.M.A.** (University of Iowa) *Assistant Professor of Music; Academic and Career Advisor*
- Harvey A. Pearson, M.Litt.** (University of Pittsburgh) *Associate Professor of Industrial Technology; Academic and Career Advisor*
- Dean A. Pease, Ph.D.** (University of New Mexico) *Associate Professor of Education*
- Joseph McGarity Perry, Ph.D.** (Northwestern University) *Chairperson of the Department of Economics; Professor of Economics*
- Robert Charles Pickhardt, D.B.A.** (Indiana University) *Associate Professor of Management*
- Penelope Sue Pollock, M.A.** (West Virginia University) *Director of Credit-Free Program*
- David S. Porter, M.F.A.** (Rochester Institute of Technology) *Associate Professor of Art*
- William C. Queen, Ph.D.** (State University of New York—Stony Brook) *Associate Professor of Mathematical Sciences*
- Ann Bos Radwan, Ph.D.** (University of Pennsylvania) *Assistant Professor of History*
- Christine Elizabeth Rasche, Ph.D.** (Washington University) *Associate Professor of Sociology*
- Richard Henry Reisinger, M.P.H.** (University of Florida) *Assistant Dean of Students for Student Activities; Assistant Professor of Education*
- Ted Reynolds, Ph.D.** (Columbia University) *Assistant Professor of Art*
- William James Roach, M.A.** (University of Georgia) *Associate Professor of Communications and Journalism*
- Kenton Eugene Ross, Ed.D.** (University of California—Los Angeles) *C.P.A., Chairperson of the Department of Accounting; Professor of Accounting*
- Samuel E. Russell, Ed.D.** (University of Pennsylvania) *Chairperson of the Department of Vocational and Technical Education; Professor of Education*
- Lowell Mason Salter, Jr., Ph.D.** (University of Arkansas) *Associate Professor of Marketing*
- Deloris Muldrow Saunders, Ph.D.** (University of Michigan) *Associate Professor of Education*
- Daniel L. Schafer, Ph.D.** (University of Minnesota) *Associate Professor of History*
- Elinor Agnes Scheirer, Ph.D.** (Ohio State University) *Associate Professor of Education; Academic and Career Advisor*

- Robert Warren Schupp, J.D.** (University of Florida) *Assistant Professor of Law; Academic and Career Advisor*
- Lynne Susan Schwab, Ph.D.** (University of Washington) *Assistant Professor of Education*
- Brian E. Schwartz, Ph.D.** (University of Akron) *Assistant Professor of Psychology*
- Joseph E. Sedlak, Ed.D.** (University of Illinois) *Associate Professor of Education*
- Owen C. Sellers, B.S.** (Tennessee Technological University) *Director of Physical Plant Division*
- Carl Jackson Selph, M.Acc.** (Florida State University) *C.P.A., Assistant Professor of Accounting*
- Thomas Stephen Serwatka, Ph.D.** (Kent State University) *Assistant Professor of Education*
- Stephen L. Shapiro, Ph.D.** (University of South Carolina) *Associate Professor of Economics*
- Anne Carter Shore, M.Ed.** (Texas A&M University) *Interim Instructor of Education; Academic and Career Advisor*
- Fred Hardee Simmons, B.S.A.** (University of Florida) *C.D.P., Executive Assistant to the President*
- David Reese Simon, Ph.D.** (Rutgers University) *Assistant Professor of Sociology and Social Welfare; Academic and Career Advisor of Departments of Political Science and Public Administration and Sociology and Social Welfare*
- Roy Singleton, Jr., M.A.** (Atlanta University) *Instructor of Education*
- Robert M. Siudzinski, Ph.D.** (Arizona State University) *Chairperson of the Department of Special Education; Professor of Education*
- William Robert Slaughter, Ph.D.** (Purdue University) *Associate Professor of English*
- Calvin Hayes Smith, Director of University Purchasing**
- Jay Aubra Smith, Jr., D.B.A.** (University of Maryland) *Chairperson of the Department of Transportation and Logistics; Professor of Transportation and Logistics*
- Linda Lockwood Smith, M.L.S.** (University of North Carolina—Chapel Hill) *Associate University Librarian; Head of Cataloging Department*
- Michael P. Smith, Ed.D.** (Ball State University) *Assistant Professor of Education*
- Bette Jean Soldwedel, Ed.D.** (New York University) *LL.D. (Illinois State University) Chairperson of the Division of Studies in Education and Guidance Education; Professor of Education*
- Hendrix Barry Spraggins, Ph.D.** (University of Minnesota) *Interim Assistant Professor of Transportation and Logistics*
- Gerald James Stine, Ph.D.** (University of Delaware) *Professor of Natural Sciences*
- Terry Ray Tabor, Ed.D.** (University of Tennessee) *Associate Professor of Education*
- Victoria Marie Thomas, M.S.L.S.** (University of Kentucky) *Assistant University Librarian*
- Edmond Allen Tilley, Ph.D.** (University of Iowa) *Assistant Professor of English*
- Jack T. Tinsley, Jr., B.S.** (University of West Florida) *Director of University Computer Systems*
- William Holmes Tomlinson, Ph.D.** (American University) *Associate Professor of Management*
- Earle C. Traynham, Jr., Ph.D.** (University of South Carolina) *Associate Professor of Economics*
- Susana Patricia Urbina, Ph.D.** (Fordham University) *Assistant Professor of Psychology; Academic and Career Advisor*
- Royal William VanHorn, Ph.D.** (University of Nebraska) *Assistant Professor of Education*
- Clement John Van Nagel, Ph.D.** (University of Pittsburgh) *Associate Professor of Education*
- Phyllis G. Voss, Ph.D.** (University of Florida) *University Counseling Psychologist, Counseling Services*
- Lester Eugene Walker, Ph.D.** (Oregon State University) *Assistant Professor of Natural Sciences*
- David—Earl—Wegman, M.B.A.** (Northwestern University) *C.P.A., Assistant Professor of Accounting*
- Richard Ronald Weiner, M.Phil.** (Columbia University) *Assistant Professor of Sociology and Social Welfare*
- William Louis Wharton, Ed.D.** (University of Florida) *Associate Dean of Faculties; Associate Professor of Education*
- Richard Eugene White, Ph.D.** (University of Missouri) *Assistant Professor of Finance*
- Andrew Heath Whittle, Jr., Ph.D.** (Florida State University) *Assistant Professor of Education; Academic and Career Advisor*
- Ernest Loyd Wild, B.S.B.A.** (University of Florida) *C.P.A., Internal Auditor, Board of Regents*
- William E. Wilkinson, Ph.D.** (Florida State University) *Assistant Professor of Education; Academic and Career Advisor*
- Carlton Reginald Williams, B.A.** (University of South Florida) *Instructor of Humanities; Academic and Career Advisor*
- Dorothy Payne Williams, M.S.L.S.** (Syracuse University) *Assistant Director of Libraries—Public Services; Associate Professor of Library Science*
- William Joe Wilson, Ph.D.** (Texas A&M University) *Assistant Professor of Mathematical Sciences*
- Charles N. Winton, Ph.D.** (University of North Carolina—Chapel Hill) *Associate Professor of Mathematical Sciences*
- Roger Sterling Wolters, M.A.C.** (University of North Florida) *Interim Instructor of Management; Academic and Career Advisor*
- Janice Amos Wood, Ph.D.** (Florida State University) *Assistant Professor of Education*
- Louis Alan Woods, Ph.D.** (University of North Carolina—Chapel Hill) *Associate Professor of Economics and Geography*
- Stephen I. Woods, B.A.** (Armstrong State College) *Assistant Professor of Sociology*
- Mary Levan Wright, M.S.L.S.** (Florida State University) *Assistant University Librarian*
- Gerson Yessin, Mus.D.** (Florida State University) *Chairperson of the Department of Fine Arts; Professor of Fine Arts*
- Alexander Stuart Young, Ed.S.** (University of Florida) *Cooperative Education Coordinator; Instructor of Cooperative Education*
- Charles William Young, D.B.A.** (Harvard University) *Associate Professor of Finance*
- Noel B. Zabriskie, Ph.D.** (University of Illinois) *Associate Professor of Marketing*





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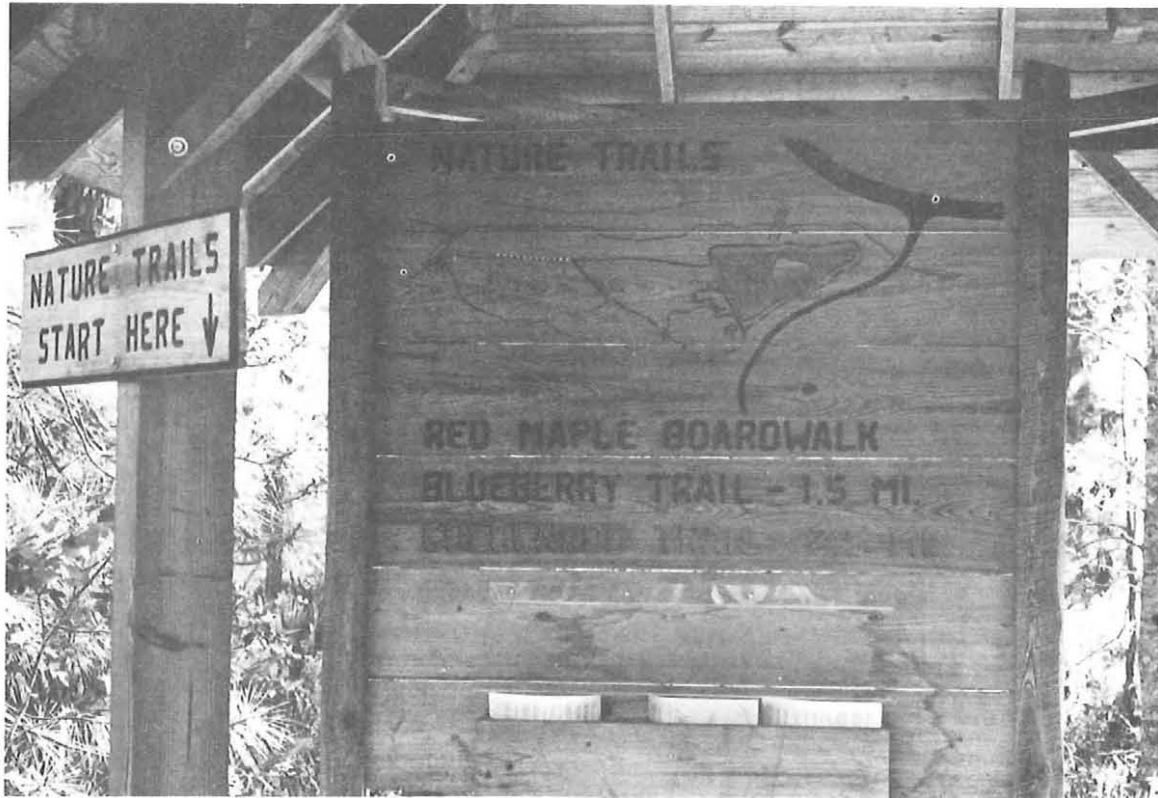
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# General Information

## The University

### Location

The University of North Florida campus is located in southeast Jacksonville. A series of wooded ridges interspersed with small lakes and streams provides a spacious site and an attractive setting for the University.

Easy access is provided to UNF's entrance on St. Johns Bluff Road from Beach Boulevard (U.S. Highway 90) and from U.S. Alternate 1 and Interstate 95 via J. Turner Butler Boulevard. When completed, the Interstate 295 beltway will provide additional access for students commuting from surrounding communities.

### Accreditation

The University is accredited by the Southern Association of Colleges and Schools. Baccalaureate degree programs of the College of Business Administration are accredited by the American Association of Collegiate Schools of Business. The Florida Department of Education has approved the teacher education programs and recognizes credits and degrees earned at UNF as applicable toward teacher certification.

### Program of Distinction

Initially recognized by the Board of Regents in 1972, the UNF Department of Transportation and Logistics was designated as one of four departments within the State University System to specialize in transportation, specifically emphasizing transportation management, logistics, and transportation economics. Industry support, both locally and nationally, has assisted in the development of realistic programs to serve student, industry, and community through cooperative work arrangements, executive exchange, part-

time employment, and full-tuition scholarships. In 1973, the Federal Department of Transportation, through its University Research Program, recognizing the unique program of Transportation and Logistics education offered by the University, awarded the Department a grant of \$45,000 to improve transportation education and management in the United States.

At its October meeting in 1974, the Board of Regents of the State University System designated the UNF Department of Transportation and Logistics as one of five initial "Programs of Distinction" within the nine state universities. As a direct result of the Florida Legislature program emphasis, the "Program of Distinction" allows the Department additional avenues for further development of innovative approaches in transportation education and service to the Florida and national community. Noting that in the areas of commerce and trade and transportation by land, ocean, inland waterways, air, highway, and rail, Jacksonville has an unusual opportunity to provide for uncommon research and service opportunities, the Board of Regents designated the Department of Transportation and Logistics to develop programs to enhance other business-related degree offerings at the University. Furthermore, these programs can provide leadership for the State of Florida in the resolution of transportation problems facing a rapidly urbanizing economy.

### A Brief History

The 1965 Legislature of the State of Florida authorized the establishment of a state university or a branch of an existing state university in Jacksonville. After intensive study, the staff of the Board of Regents of the State University System concluded that the higher educational needs of northeast Florida could best be met by a university offering junior, senior, and graduate level programs.

Subsequent sessions of the Legislature appropriated necessary planning money and construction funds from the sale of bonds. In 1969, a 1,000 acre campus site was donated by the Consolidated City of Jacksonville and area landowners, and in that same year Dr. Thomas G. Carpenter was appointed President of the University of North Florida.

Continued planning led to the development of programs, the selection of the administrative staff, and the appointment of department chairpersons and faculty. The faculty reported for duty during the summer of 1972. On October 2, 1972, classes began for the University's initial student body, some 2,000 strong, who constituted the Charter Class.

## The Campus

Initial buildings in the Phase I construction program consisted of four major structures, including a library, an office building, a combination laboratory/studio building, and a general classroom building. Phase I facilities were constructed in only 10 months under a unique building technique known as "fast track" at a cost of about \$6.5 million.

While Phase I was still under construction, work was begun on Phase II, which consists of space for library expansion, more classrooms, offices, an enlarged bookstore facility, and student activity and food service areas. Phase II, completed during 1974 at a cost of \$5.1 million, approximately doubled the amount of space available. Additional construction is currently underway or planned which will provide the University space for its industrial technology program, more classroom and office facilities, student activities area, and an auditorium and conference area for performance and meeting purposes.

A unique feature of the UNF campus is its system of nature trails. The trail system, roughly 12 miles in length, is in various stages of development and was incorporated as a community recreational resource in the University's earliest land utilization plans. Virtually every type of terrain found in northeast Florida can be traversed along the trails, and a surprising variety of native animal and plant life can be seen. The trails are open to area residents as a community resource, and the University has adopted strict protection policies to ensure the maintenance of an ecologically balanced environment in which flora and fauna can thrive. The UNF campus has been designated as both a bird sanctuary and wildlife preserve.

## Jacksonville

The University of North Florida is fortunate to be located in a community that works hard and plays hard. Jacksonville, a city of over one-half

million people, proudly calls itself "The Bold New City of the South." It is a major center for manufacturing, insurance, and finance. As one of the busiest ports and railroad centers in the Southeast, Jacksonville boasts a thriving transportation industry. Education has become one of the city's most important activities. There are four institutions of higher learning located within its boundaries, two privately controlled and two publicly controlled. The University of North Florida has found Jacksonville to be an extraordinary "living laboratory" for many of its academic programs and works closely with the community on problems and projects of mutual interest and concern.

Jacksonville is a growing center for the arts as well. Its Symphony Orchestra, under the baton of Willis Page, has attracted national attention. The Jacksonville Symphony offers a series of concerts in the modern Civic Auditorium and plays frequently for public school groups in Duval County. Nationally recognized artists often appear with the Symphony, including members of the UNF music faculty.

Three fine and varied museums are located in the city. The Children's Museum and Planetarium makes available to the youngsters of the area exhibits which complement and supplement their classroom experiences. The Jacksonville Art Museum is a busy learning center for artists, both amateur and professional, as well as a site for notable permanent and traveling exhibits. The museum has a wing devoted to one of the finest collections of Oriental porcelains in the nation. The Cummer Gallery of Art includes in its permanent collection art objects from ancient Greece through the Renaissance to modern times. The Cummer Gallery also attracts traveling exhibitions from the finest museums in the world to supplement its permanent collection.

Jacksonville is set in an area rich in Florida history. America's oldest city, St. Augustine, with its handsomely restored old quarter and imposing Castillo de San Marcos, is less than an hour's drive from the city. Minutes from downtown is Fort Caroline, built by the French in 1564, and America's oldest European settlement. Historic Fort Clinch, where English soldiers guarded the southern approaches to the Georgia colony, stands only a few miles north.

Although Jacksonville has a reputation as a working city, its people make vigorous use of their leisure time. The miles of nearby beaches, just minutes away from the UNF campus, offer surfing, swimming, and surf fishing opportunities. The stately St. Johns River and numerous smaller tributaries and streams provide an attractive recreational setting for freshwater sports fishermen, boaters, and water skiers. Some of the South's finest golf courses are found in Jacksonville. Leading professional golfers annually participate in the Greater Jacksonville Open.

For football fans, the Gator Bowl offers pro-

fessional exhibition games, rivalries between national collegiate teams, and high school gridiron action. The Jacksonville Coliseum is a site for basketball contests between noted national collegiate teams. The Jacksonville Suns offer Southern League baseball action at Wolfson Park. For racing enthusiasts, outstanding kennel clubs and auto speedways are nearby.

Within easy driving distance of the University are several of Florida's major natural attractions. Numerous state parks offer swimming, hiking, picnicking, camping, and other outdoor recreational facilities. Famed Silver Springs, located near Ocala, is just 100 miles south, and Walt Disney World, near Orlando, is about a three-hour drive from Jacksonville via the state's modern interstate highway system.

## **Philosophy and Objectives of the University**

The academic programs of the University are founded on the philosophy that the burgeoning knowledge in all fields, the increasing complexity of society and its problems, and the expanding scope and sophistication of studies in all disciplines require a substantive foundation in the traditional arts and sciences. These disciplines provide the basis for an educational process which produces learned individuals. As defined by the University, an educated person is one who: (1) understands and appreciates mankind's cultural heritage; (2) realizes the responsibilities of a human being and citizen; (3) possesses the requisite communication skills; (4) is well grounded in quantitative methodology and the processes of abstraction and problem solving; (5) originates fresh vision and ideas for work and participation in society; (6) appreciates and understands interrelationships among the basic fields of knowledge; and (7) possesses in-depth competency and knowledge in a major area of study.

Such attributes are cultivated through instruction, study, and research in the basic arts and sciences relevant to the student's professional area. They have the effect of stimulating intellectual curiosity and the lifetime pursuit of learning. This approach de-emphasizes specific techniques which are subject to rapid obsolescence. Instead, it provides an integrative vehicle through which the talents, methods, and findings in the basic disciplines can be applied to varied resource, environmental, and social problems, resulting in understanding and solutions. Such an educational experience can be perpetually "relevant," shaping and enhancing the versatility of students, who are then infinitely better prepared to cope with rapid, constant change and to judge between that which is significant and that which is transitory.

Curriculums are designed to contribute to the development of educated people and to empha-

size the concepts and skills which are universally relevant. They provide a meaningful distribution of study in the broad fields of human knowledge and offer flexibility in terms of student interest, ability, and career objectives. Often, increased education leads to changes in career objectives; therefore, UNF curriculums are sufficiently flexible to permit students to conveniently redirect their programs of study. Formal course work is supplemented by numerous opportunities for outside learning experiences through inter-disciplinary work directly related to the problems of contemporary society, intern experiences which are integral components of the formal academic program, and utilization of the community as a "learning laboratory."

As an institution committed to teaching, the University regards supervised instruction as the most important vehicle in the educational process. Classroom instruction is recognized as a blend of numerous components including lecture, discussion, laboratory experiences, use of audio and visual instructional aids, team-teaching, and other related types of pedagogical experiences. Learning experiences acquired outside the classroom include activities such as independent and directed study, internships, work experiences, and research. All supervised instruction is regarded as valid in the collegiate curriculum according to individual student needs, desires, and abilities. Thus, the faculty has the responsibility for stimulating and encouraging activities which contribute to the development of the educated individual. The primary objective is to foster a total educational process emphasizing interrelationships among the past, present, and future, as well as between the theoretical and applied dimensions.

As an upper level institution of the State University System of Florida, the University recognizes the necessity for partnership and cooperation with other institutions in the total educational process. Such a partnership requires close liaison, understanding of mutual objectives and specific roles, and a genuine spirit of cooperation. Each phase of a student's formal education must be viewed as an integral component of this process. The curriculums are planned with recognition of the need to achieve a continuum and are specifically tailored to the community college transfer.

Career planning and academic advisement are considered integral and important parts of the educational process. Therefore, the University has developed a personalized career planning service. The corollary academic advisement program gives personal attention to each student and is directly related to career objectives, abilities, and interests.

Graduate programs are now available in the areas of business, education, counseling, and mathematical sciences. Graduate programs at the

master's level that encompass most of the disciplines within the University's assigned role and scope are now being developed. A research capacity, which may usefully serve the University's geographic area, will result from enhanced faculty capabilities, more extensive facilities, and growing numbers of graduate students in an increasing number of disciplines.

The basic philosophy of the University is appropriate to its continuing education and service functions. Education is a lifetime process. The institution recognizes this and provides opportunities designed to encourage adults to expand their horizons and to increase professional competencies. The faculty, by lending expertise to the area served by the University, assists in solving the basic resource, environmental, and social problems. It is intended that the University family be an important part of the surrounding community, sharing responsibilities, problems, and pride of achievement.

The University of North Florida is committed to serving all segments of the population within the State of Florida, as well as those within its primary geographic area of responsibility. This commitment is reflected in the UNF Affirmative Action/Equal Opportunity Programs, which have been developed to ensure equal access for all citizens to the University community.

The University of North Florida complies both with the philosophy and the practice of equal opportunity for all citizens of academic life and employment as embodied in the Civil Rights Act of 1964, Title IX of the Higher Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Thus it offers educational and employment opportunities to qualified individuals without regard to sex, or cultural, racial, religious, or ethnic group or physical handicap. The Vice President and Dean of Faculties, Dr. Roy L. Lassiter, Jr., is the Coordinator for Affirmative Action, Equal Opportunity, and Non-Discrimination Against Handicapped Persons. Inquiries about UNF's policies and practices in regard to Title VI, Title IX, or Section 504 of the Rehabilitation Act of 1973, may be made to Dr. Lassiter or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., 20201.

## University Organization

Each student who attends the University of North Florida should be familiar with the University's basic organizational structure, since each facet of the institution makes a valuable contribution to the University's educational mission and process.

### The President

The President of the University of North Florida, by virtue of his appointment to the post by the

Board of Regents of the State University System of Florida, is the chief administrator and head of the institution. He is responsible to the Board of Regents for the efficient and economical operation of the University and all of its subdivisions and for adherence to all applicable state laws and regulations, as well as operating policies and procedures set forth by the Board and the executive staff of the State University System. His authority to administer the institution has been delegated to him by the Board, subject to provisions of the law, and he reports to the Board through the Chancellor on matters of systemwide concern and individually on matters of specific concern to the University.

Two offices work as staff extensions of the President's office, the Office of the Executive Assistant to the President and the Office of the Physical Planning Consultant. The Physical Planning Consultant is an architect who is coordinating the University's building program. The Executive Assistant is a consultant to the President on various matters, including management of central space and the Computer Center. The Computer Center provides services to the academic and administrative units of the University. The Director of University Planning and Analysis, whose primary function is institutional research, also is assigned to the President's office.

### Academic Affairs

The Vice President and Dean of Faculties is responsible to the President for the successful planning, programming, and implementation of all academic programs offered by the University through its colleges, division, and continuing education program, as well as for those divisions of the institution which support the academic mission. In addition to the Deans of the three colleges of the University, the Chairperson of the Division of Technologies reports to the Vice President and Dean of Faculties. The other University offices which report to the Vice President and Dean of Faculties include the Office of Student Affairs, headed by the Dean of Students and including the University Counseling Service, the Office of Cooperative Education and Placement, the Office of Student Financial Aid and, through the Associate Dean of Students, the Academic and Career Advisement Program, the Office of Student Enrichment, and the Office of Off-Campus Housing; the Office of the Registrar, headed by the Registrar and including the Records and Registration Office and the Admissions Office; the University Library, headed by the Director of Libraries; and the Instructional Communications Center, headed by the Director of Instructional Communications.

The Vice President and Dean of Faculties is the Affirmative Action/Equal Opportunity Coordinator for the University. Inquiries about UNF's policies and practices in regard to the Civil Rights Act of 1964 or the Equal Opportunity provisions

of the Higher Education Amendments of 1972 may be directed to the Vice President and Dean of Faculties or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201.

### **The Academic Units**

The colleges and divisions comprise the major teaching, research, and public service units. These units are: the College of Arts and Sciences, the College of Business Administration, the College of Education, the Division of Technologies, and the Division of Continuing Education. The College of Arts and Sciences includes the Departments of Fine Arts, History, Language and Literature, Mathematical Sciences, Natural Sciences, Political Science and Public Administration, Psychology, and Sociology and Social Welfare. The College of Business Administration is comprised of the Departments of Accounting; Economics; Finance, Insurance, and Real Estate; Management, Marketing, and Business Law; Transportation and Logistics; and the Division of Studies in Economics and Business. The College of Education consists of the Departments of Administration and Supervision, Elementary and Secondary Education, Health and Physical Education, Special Education, Vocational and Technical Education; and the Division of Studies in Education.

Undergraduate degrees offered by the University are the Bachelor of Arts, the Bachelor of Arts in Education, the Bachelor of Business Administration, the Bachelor of Science in Nursing, and the Bachelor of Technology. The requirements for these degrees are enumerated in the sections dealing with the Colleges, Division, and special programs curricula.

Programs leading to four graduate degrees are offered. The Master of Arts in Mathematical Sciences is offered through the College of Arts and Sciences; the Master of Business Administration degree is offered through the College of Business Administration; and the Master of Education degree is offered in the College of Education. The Master of Arts in Counseling degree is an interdisciplinary program offering four basic options: Counseling and Guidance in Education; Counseling in Community Agencies; Counseling in Psychology; and Personnel and Business Psychology.

**The Division of Continuing Education and Community Services**—On behalf of the University, this area coordinates credit programs conducted at off-campus sites throughout the University's four-county service area, and it sponsors all credit-free continuing education programs offered both on and off-campus. The Division also arranges seminars, workshops, short courses, and other specialty programs upon request from units both within and outside the University.

Technical consultation, data collection and information, applied research and identification

of training needs are available to the community through the Regional Service Institute.

**The Library**—The Library has been developed to provide full support for the academic programs of the University. More than 250,000 volumes of books, periodicals, government documents, and related material are available to faculty, students, and the community in a building of 60,845 net assignable square feet of space with a seating capacity in excess of four hundred. The Library maintains the services common to research libraries: reference, documents, maps and atlases, archives, curriculum materials, audio/visual facilities, and interlibrary loan.

Keeping abreast of current advances in the field of library science, the Library maintains an innovative outlook in its services and procedures. The Library is linked to a computerized data base through the provisions of the Southeastern Library Network (SOLINET). This system, designed to facilitate automated cataloging, will also provide instant access to holdings information of all member libraries. In addition, the Library will continue to participate in the Florida State Library teletype network. The combined advantages of the two networks should provide rapid access to materials not contained in the UNF collection. To complement the networks, the Library is also able to provide custom computer-generated subject bibliographies within most academic disciplines.

**The Instructional Communications Center**—The Center provides and maintains all audio-visual materials and equipment supporting the University's programs. The Center is capable of producing instructional television, audio tapes, slides, and all forms of visual and multi-media materials. In addition the Center maintains a library of A/V materials for use in all instructional programs.

**The Computing Center**—The instructional and research programs of the University are supported by 12 IBM 2741 and 2 IBM 3767 interactive terminals. The terminal lab adjacent to the Computing Center houses the terminals as well as program documentation, user manuals, and key-punch units. The Computing Center provides consultant services and a newsletter, PRINTOUT, to aid users of the computing facilities. Two Data 100 remote job entry stations consisting of an input terminal, a card reader, and a printer for each, complete the computing capacity of the University. All the University's hardware configuration is supported by an IBM 370 model 165 computer located at the University of Florida. This arrangement provides computing capacity far beyond that normally found in a new institution.

## **Administrative Affairs**

The Vice President for Administrative Affairs is responsible to the President for the operation of the University from a business, financial, and budgetary standpoint. Major divisions under ad-

ministrative affairs are the Office of Administrative Services, including Purchasing, Personnel Services, and Auxiliary Enterprises (duplicating services, motor pool, bookstore, and food service); the Office of Physical Facilities, including Engineering, Maintenance and Grounds, Utilities, and Building Services; the Office of Finance and Accounting; the Office of Campus Police; and the Office of Budgeting.

## **Bookstore**

The UNF Bookstore provides an on-campus source for academic supplies and other materials, as well as for certain convenience items, for students, faculty, and staff. Offering a well-rounded line of merchandise, the Bookstore also provides customer services, including check cashing, notary public service, special ordering of books, special event ticket sales, vending machine refunds, typing services, and all graduation paraphernalia. In addition to daytime operation, the Bookstore is open evenings for the convenience of night students.

## **Food Services**

The University of North Florida has two food service facilities. The first is the large snack bar, located near the Bookstore, which serves fast foods and sandwiches. The Boathouse, overlooking the small lake behind the Administration Building, provides quick foods, such as hot and cold sandwiches and other selected snacks. Hours of operation for the two food service facilities vary with demand of users, but all are operated to conform as closely as possible with the normal schedule of classes for the convenience of students and other University personnel.

## **University Advancement**

The Vice President for University Relations is responsible for identifying future educational needs within the scope of the University, conducting studies to assess these needs, and coordinating pre-implementation planning. In addition, he leads and coordinates the efforts of the Office of Public Relations and the Office of Development and Alumni Affairs in the design and operation of a system of activity whose purpose it is to generate awareness, interest, involvement, understanding, and support among the University's constituencies.

The Vice President also serves as executive director of the University of North Florida Foundation, Inc.

## **University of North Florida Foundation, Inc.**

This organization is a non-profit, tax-exempt corporation established and affiliated with the

University to enlist lay support and advice to the University. It is governed by a voluntary board representing leadership from the business, professional, and civic communities of northeast Florida.

A major concern of the Foundation is development of supplementary financial support for the University through voluntary gifts. First priority of the Foundation is unrestricted gifts to be used in the student financial aid program. Established in 1972, the Foundation has raised more than \$200,000 for this purpose through the "Volunteer Alumni" program.

## **UNF Alumni Association**

During the spring of 1976, the University of North Florida Alumni Association was formally created to provide an avenue for alumni input to the University and to provide a vehicle through which UNF alumni can continue their educational and social relationship with the University. The alumni association succeeds the UNF Alumni Advisory Council, an *ad hoc* body formed to coordinate planning and programming which culminated in the creation of the new alumni body. The alumni association will work closely with the advisory council and the board of trustees of the UNF Foundation, Inc., during its formative period and will eventually assume its supportive role on behalf of the University and alumni constituency.

## **Governance**

The legislative powers of the University are vested in a University Senate, a Career Service Association, a Faculty Association, and a Student Government Association. Each of these legislative bodies has exclusive jurisdiction over specific matters of concern. The responsibilities and authority of these bodies are set forth in the University of North Florida Constitution.

## **Rights and Responsibilities of Members of the University Community**

The Legislature of the State of Florida, the Florida Board of Education, and the Board of Regents of the State University System have provided laws, rules, and regulations governing the state universities and the members of these communities. Within the framework of policies set by competent higher authority, and consistent with its view that all members of the University community should participate in the governance process, the University holds the position that the standards of integrity and conduct for all members of the community should be uniform. The University has adopted the Model Bill of Rights and Responsibilities developed by the Carnegie



Commission on Higher Education as the basic statement expressing the spirit of what is expected of members of the University community. This statement is reproduced here because of its importance, although it should be noted that the laws, rules, and regulations of competent higher authority may override portions of the statement.

## The Model Bill of Rights and Responsibilities

*Members of the campus have an obligation to fulfill the responsibilities incumbent upon all citizens, as well as the responsibilities of their particular roles within the academic community. All members share the obligations to respect:*

- *The fundamental rights of others as citizens.*
- *The rights of others based upon the nature of the educational process.*
- *The rights of the institution.*
- *The rights of members to fair and equitable procedures for determining when and upon whom penalties for violation of campus regulations should be imposed.*

**1** *As citizens, members of the campus enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others, as are all citizens.*

- *Among the basic rights are freedom of speech, freedom of press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violence, threats of violence, and personal abuse.*
- *Freedom of press implies the right to freedom from censorship in campus newspapers and other media, and the concomitant obligation to adhere to the canons of responsible journalism.*
- *It should be made clear in writings or broadcasts that editorial opinions are not necessarily those of the institution or its members.*
- *The campus is not a sanctuary from the general law.*
- *The campus does not stand in loco parentis for its members.*
- *Each member of the campus has the right to organize his or her own personal life and behavior, so long as it does not violate the law or agreements voluntarily entered into, and does not interfere with the rights of others or the educational process.*
- *Admission to, employment by, and promotion within the campus shall accord with the provisions against discrimination in the general law.*

**2** *All members of the campus have other responsibilities and rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation. These rights and responsibilities include:*

- *Obligation to respect the freedom to teach, to learn, and to conduct research and publish findings in the spirit of free inquiry.*

*Institutional censorship and individual or group intolerance of the opinions of others are inconsistent with this freedom.*

*Freedom to teach and to learn implies that the teacher has the right to determine the specific content of the course, within the established course definition, and the*

*responsibility not to depart significantly from the area of competence or to divert significant time to material extraneous to the subject matter of the course.*

*Free inquiry implies that (except under conditions of national emergency) no research, the results of which are secret, is to be conducted on the campus.*

- *Obligation not to infringe upon the right of all members of the campus to pursue normal academic and administrative activities, including freedom of movement.*
- *Obligation not to infringe upon the right of all members of the campus to privacy in offices, laboratories, and dormitory rooms and in the keeping of personal papers, confidential records, and effects, subject only to the general law and to conditions voluntarily entered into.*

*Campus records on its members should contain only information which is reasonably related to the educational purposes or safety of the campus.*

- *Obligation not to infringe upon the right of all members of the campus to study unpopular and controversial views on intellectual and public issues.*
- *Right to identify oneself as a member of the campus and a concurrent obligation not to speak or act on behalf of the institution without authorization.*
- *Right to hold public meetings in which members participate, to post notices, and to engage in peaceful, orderly demonstrations.*

*Reasonable and impartially applied rules, designed to reflect the educational purposes of the institution and to protect the safety of the campus, shall be established regulating time, place, and manner of such activities and allocating the use of facilities.*

- *Right to recourse if another member of the campus is negligent or irresponsible in performance of his or her responsibilities, or if another member of the campus represents the work of others as his or her own.*
- *Right to be heard and considered at appropriate levels of the decision-making process about basic policy matters of direct concern.*

*Members of the campus who have a continuing association with the institution and who have substantial authority and security have an especially strong obligation to maintain an environment conducive to respect for the rights of others and fulfillment of academic responsibilities.*

*Tenured faculty should maintain the highest standards in performance of their academic responsibilities.*

*Trustees have a particular responsibility to protect the integrity of the academic process from external and internal attacks; and to prevent the political or financial exploitation of the campus by any individual or group.*

**3** *The institution, and any division or agency which exercises direct or delegated authority for the institution, has rights and responsibilities of its own. The rights and responsibilities of the institution include:*

- *Right and obligation to provide an open forum for members of the campus to present and debate public issues.*
- *Right to prohibit individuals and groups who are not members of the campus from using its name, its finances, and its physical and operating facilities for commercial or political activities.*
- *Right to prohibit members of the campus from using its name, its finances, or its physical and operating facilities for commercial activities.*
- *Right and obligation to provide, for members of the campus, the use of meeting rooms under the rules of the campus, including use for political purposes such as meetings of political clubs; to prohibit use of its rooms by individual members or groups of members on a regular or prolonged basis as free headquarters for political campaigns; and to prohibit use of its name, its finances, and*

its office equipment and supplies for any political purpose at any time.

- Right and obligation not to take a position, as an institution, in electoral politics or on public issues, except on those issues which directly affect its autonomy, the freedom of its members, its financial support; and its academic functions.
- Right and obligation to protect the members of the campus and visitors to it from physical harm, threats of harm, or abuse; its property from damage and unauthorized use; and its academic and administrative processes from interruption.
- Right to require that persons on the campus be willing to identify themselves by name and address, and state what connection, if any, they have with the campus.
- Right to set reasonable standards of conduct in order to safeguard the educational process and to provide for the safety of members of the campus and the institution's property.
- Right to deny pay and academic credit to members of the campus who are on strike\* and the concomitant obligation to accept legal strikes legally conducted without recourse to dismissal of participants.

\* In case of total or partial closures due to strikes, we suggest immediate cessation of pay and academic credit for those directly participating. The campus should not make claim to be the only area of society where strikes are cost-free to their participants. Workers uniformly forgo their pay as they withdraw their services. They are subject to the costs of strikes as well as the potential benefits. Persons on campus can hardly expect the one and only "free ride." A cost-free strike, also, is not an effective means of demonstrating moral conviction.

**4 All members of the campus have a right to fair and equitable procedures which shall determine the validity of charge of violation of campus regulations.**

- The procedures shall be structured so as to facilitate a reliable determination of the truth or falsity of charges, to provide fundamental fairness to the parties, and to be an effective instrument for the maintenance of order.
- All members of the campus have a right to know in advance the range of penalties for violations of campus regulations. Definition of adequate cause for separation from the campus should be clearly formulated and made public.
- Charges of minor infractions of regulations, penalized by small fines or reprimands which do not become part of permanent records, may be handled expeditiously by the appropriate individual or committee. Persons so penalized have the right to appeal.
- In the case of charges of infractions of regulations which may lead to notation in permanent records, or to more serious penalties, such as suspension or expulsion, members of the campus have a right to formal procedures with adequate due process, including the right of appeal.
- Members of the campus charged or convicted of violations under general law may be subject to campus sanctions for the same conduct, in accord with campus policies and procedures, when the conduct is in violation of a campus rule essential to the continuing protection of other members of the campus or to the safeguarding of the educational process.

NOTE: The Model Bill of Rights and Responsibilities is reprinted from *Dissent and Disruptions* by permission of the Carnegie Commission on Higher Education.

## Special Programs

### The Bachelor of Technology Degree

A Bachelor's degree program is offered in Industrial Technology with subspecialties in construction technology and manufacturing technology. Refer to the Division of Technologies section of this Catalog for program details.

### The Bachelor of Science in Nursing Degree

The Bachelor of Science in Nursing degree is designed for the registered nurse who wishes to earn a bachelor's degree in nursing for personal and professional development. Admission to the program is in the fall and spring quarters.

#### Prerequisites for admission:

1. Current licensure as a registered nurse.
2. One of the following:
  - a. The Associate of Arts degree from a Florida public institution.
  - b. The Associate of Science degree in Nursing from a Florida public institution and 45 quarter hours (30 semester hours) of course work from the general education areas.
  - c. A diploma from an approved nursing school/hospital and 45 quarter hours (30 semester hours) of course work from the general education areas.
3. An overall "C" average for all college-level work.
4. An interview with the Coordinator or designated alternate.

The program consists of 90 quarter hours of upper-level work in nursing and related cognates.

#### Nursing core:

NUU 3431	(NUR 300) Nursing as a Profession.	4 hours
NUU 3210	(NUR 301) Nursing Process I.....	4 hours
NUU 3630	(NUR 310) Nursing Research.....	4 hours
NUU 3221C	(NUR 311) Nursing Process II.....	4 hours
NUU 3225C	(NUR 321) Nursing Process III.....	4 hours
NUR 4431C	(NUR 411) Community Practice.....	8 hours
NUR 4943	(NUR 475) Nursing Practicum.....	9 hours
NUR 4930	(NUR 480) Special Topics in Nursing.....	8 hours
		<b>45 credit hours</b>

**Cognates:**

APB 3293	(NAS 308) Pathophysiology.....	5 hours
	(MAN 312) Administrative Management.....	5 hours
DEP 3003	(PSY 305) Human Development.....	5 hours
	Psychology electives.....	5 hours
	Sociology electives.....	10 hours
	Electives.....	15 hours

45 credit hours

**Programs in Criminal Justice**

A new academic program leading to the Bachelor of Arts with a concentration in Criminal Justice is planned to begin in the Fall Quarter, 1977, pending approval from the Board of Regents. Designed to meet the needs of both in-service and pre-service students, this new program will provide opportunities to study both the theoretical and the "real-world" issues involved in understanding crime and crime control in society. For more information regarding this new program, contact the Department of Sociology.

Students interested in beginning work for a degree in this field prior to Fall, 1977, may be interested in a collaborative program currently being offered by the University of North Florida in cooperation with The Florida State University in Tallahassee. Under this unique program, students receive the Bachelor of Science Degree in Criminology from FSU but complete all the required course work on the UNF campus. Students interested in more information about this program should contact the Coordinator of Criminal Justice Programs, Department of Sociology and Social Welfare. All admissions to the program are handled through the Coordinator's office.

This FSU-UNF collaborative program is expected to terminate at the end of the Fall Quarter, 1977, after UNF has initiated its own criminology degree program. At that time students in the cooperative program may either finish the FSU degree on the FSU campus in Tallahassee or transfer into the new UNF program.

**Master of Arts in Counseling Degree**

The Master of Arts in Counseling degree program proposes to develop a professionally qualified counselor, educated and trained with those attitudes, knowledges, skills, and understandings necessary in an interpersonal counseling process—recognizing that such process is not restricted to any one discipline, any one form of human problem, or any one field of human endeavor.

Completion of this program will result in the awarding of a Master of Arts in Counseling. The program provides four basic options from which

the students will select the one that best meets their needs, interests, and employment orientations—these options are:

- Counseling and Guidance in Education
- Counseling in Community Agencies
- Counseling in Psychology
- Personnel and Business Psychology

Students wishing to prepare specifically for doctoral study at another institution will be provided that option upon notifying their advisor of that intention; these students will be required to complete a practicum experience.

**Program of Studies**

The program consists of a minimum of 60 credit hours of classroom, laboratory, and practicum experience. A 25 credit-hour core, common to all counselors, will be combined with a 35 credit-hour student-selected track to provide as much flexibility in individual career development as possible within the 60-hour program.

The following courses represent the core. (Course descriptions appear in the course offerings section of this Catalog.) *The prefixes indicate those disciplines that have joined together to design and staff the course; the first prefix indicates the discipline that has been assigned primary, not exclusive, responsibility.*

- (PSY/SOC 601) Personality Theories and Dynamics: Psycho-Social Influences. 5.
- (PSY/ECG 603) Assessment of Individuals: Theories and Strategies. 5.
- (PSY/ECG 605) Counseling Theories and Processes I. 5.
- (PSY/ECG 606) Counseling Theories and Processes II. 5.
- (ECG/PSY 607) Career Development and Vocational Decision Making: Theories and Strategies. 3.
- (SOC/ECG/MAN/PSY 680) Advanced Interdisciplinary Seminar in Counseling. 2.

For specific information about the individual tracks, including prerequisites for entry into the program, refer to the following College sections of this Catalog:

- Counseling and Guidance in Education, College of Education
- Counseling in Community Agencies, College of Arts and Sciences
- Counseling in Psychology, College of Arts and Sciences
- Personnel and Business Psychology, College of Business Administration

## Ed.S. and Ed.D. Programs

Educational programs leading to the Specialist in Education (Ed.S) and the Doctor of Education (Ed.D.) are offered by the University of Florida in cooperation with the University of North Florida.

Admission requirements for these degrees are the same as they are at the University of Florida. The programs offered are in Curriculum and Instruction and in Educational Administration. Academic work taken at UNF is considered to be residential. However, at least one quarter must be spent at the University of Florida to satisfy residence requirements.

Detailed information may be obtained from the Department of Administration and Supervision, College of Education, University of North Florida. Application to the program may be made with the Admissions Office of UNF.

## Special Studies

In recent years, many new interests with interdisciplinary attributes have developed in higher education. American studies, black studies, environmental studies, criminal justice, and urban studies are examples of such interests. The University provides courses within the basic curriculum which, when taken in appropriate combinations will be recognized by an award or certificate upon completion of the program.

The following guidelines apply to such specialization: (1) the student must complete an established major and (2) the specialization area courses must be selected from offerings available; i.e., specific courses will not necessarily be established or specially offered for the completion of a specialization area.

Also, students who have already completed the baccalaureate degree may register in any of the prescribed courses and receive the award or certificate upon satisfactory completion of the program.

Special Studies currently available at UNF include:

- American Studies
- Black Studies
- Criminal Justice
- Information Systems
- Journalism and Communications
- Library Science
- Public Administration
- Social Welfare

A general description of these programs is found below. Detailed program requirements appear in the College of Arts and Sciences section of this Catalog. Students interested in Special Studies should contact the coordinating department.

## American Studies

American studies is a multi-disciplinary approach to American culture *as a whole* from both historical and contemporary perspectives with a

view always toward the future. It derives its method and content from various disciplines—especially history, literature, sociology, and political science. Focusing on specific cultural problems and topics, it raises the consciousness of its students and demonstrates to them that their ideas, values, roles, and life-styles are conditioned and determined by their culture and are not in themselves natural or inevitable. Students move toward an awareness of cultural patterns through analysis, interpretation, and criticism of those patterns. The program provides students with a body of cultural knowledge and understanding which prepares them for such diverse activities as social work, law, politics, civil service, business, journalism, publishing, advertising, communications, and teaching. The program also prepares students to do graduate work in American studies itself or in any of the participating disciplines. A student may obtain additional information about this program from the Dean of the College of Arts and Sciences.

## Black Studies

The Black Studies program is offered as an enriching experience for students who wish to supplement departmental and college requirements with a focus of concentration on a particular topic. Courses available draw upon a variety of disciplines which explore the multi-faceted nature of Afro-American history and culture. The Black Studies program will enhance a student's ability to understand and relate to multi-cultural groups of Americans and would, therefore, be beneficial to a variety of persons: including teachers, personnel directors, and professionals in the social service fields. A student may apply for the program at the Department of Fine Arts.

## Criminal Justice

Understanding criminal behaviors and the administration of justice in America today is becoming increasingly important in many professions. Teachers, counselors, clinicians, social workers, business personnel, and politicians are only a few of the many professionals who, in the course of their work, may have contact with the criminal justice system.

The program in Criminal Justice is designed to give the student an opportunity to focus on courses selected to enhance an understanding of that system and those individuals. In the final analysis, the program is a statement of minor specialization complementary to the student's major area of study. A student may apply for the program at the Department of Sociology and Social Welfare.

## Information Systems

The program in Information Systems is designed to train students in the day-to-day lan-

guage and techniques used in accounting, management, and economics, particularly in those aspects related to data processing. The program develops the fundamentals of business information systems, the techniques of operations research and statistics, the basics of computer structures, methods of information storage and retrieval, the capability and limitations of existing hardware and software, and programming techniques.

The program may be taken along with any undergraduate major, but is most naturally achieved in conjunction with a major in business administration or mathematical sciences (computer science option). A student may apply for the program at the Department of Mathematical Sciences.

### **Journalism and Communications**

Public administrators, lawyers, educators, social workers, or individuals in business find a knowledge of communications useful and sometimes vital to their careers. This program is thus designed to provide a clear choice of a contextual option to those students in closely-related fields such as political science, sociology, the arts, management, marketing, and education. As a result of experience in this Special Study, the student should have a strong understanding and practical knowledge of the field of communications which is interwoven with virtually all career fields today.

### **Library Science**

Students wishing to develop special research skills or who wish to qualify for certification as a Media Specialist in the State of Florida can elect a minimum of 36 quarter credit hours in library science courses. The program is comprehensive, ranging from courses in Bibliography/Reference Theory to Dewey Classification/Cataloguing to Library Administration. A student may apply for the program either through the Department of Language and Literature or the Director of Libraries.

### **Public Administration**

The program in Public Administration is open to all baccalaureate students enrolled in the University, although it is designed primarily for Arts and Science majors who wish to enhance their work in liberal arts with concentrated study in a practical field of growing economic importance. Approximately one-third of the American labor force currently works directly or indirectly for local, state, and national governments. Public employment has grown so rapidly in recent years that many experts believe that half of the labor force will be working directly or indirectly for government by the year 2000. As public employment has grown, so have demands for spe-

cialized training in public administration. The program in Public Administration seeks to meet such demands. Although no program can guarantee employment, this program permits the combination of a large number of traditional, general-purpose disciplines with practical training in public administration—which should enhance the attractiveness of these general purpose disciplines to public sector employers. A student may apply for the program at the Department of Political Science and Public Administration.

### **Social Welfare**

The Special Program in Social Welfare at UNF is designed to build on the foundation derived from the liberal arts curriculum—the essentials needed to develop an understanding of the total person in the social, economic, and political environments. While this program has been developed along criteria established by the Council on Social Work Education, it does not attempt to certify “social workers.” Rather, it guides the student in examining, in depth, the policies, institutions, practice settings, methods and professions within the broad domain of social welfare. The objective is to facilitate the development of conceptual, analytical, and methodological tools for dealing in the substantive issues of extant and future human welfare. The award of a Certificate in Social Welfare indicates a completion of course work and satisfactory growth in the above skills—as measured and assessed by the faculty of the University of North Florida. A student may apply for the program at the Department of Sociology and Social Welfare.

### **Cooperative Education**

Cooperative Education is a career development program providing learning situations for students through planned and supervised field experiences in a work environment. Two types of programs are offered, the Employment Experience Program and the Academic Practicum Program. A maximum of 15 credits may be earned through cooperative education. For additional information, see the Student Services section of this Catalog.

### **Military Science**

The University of North Florida offers instruction in Military Science as an integral part of its curricula. The Army Reserve Officers Training Corps (ROTC) detachment at the University of Florida provides a staff of officers and enlisted personnel for instruction of cadets and administration of the program. The program is open to both male and female students.

### **Army Advanced Course**

The general objective of the course of instruction is to provide the United States Army with

qualified and highly motivated junior officers. The course provides a basic military education which, in conjunction with other college disciplines, develops individual character and those attributes essential to an officer.

The Army Advanced Course includes six quarters of instruction at the University and six weeks advanced camp spent at a military installation, normally attended by the student during the summer following the junior year. Each student applicant for the Advanced Course must have completed the Army ROTC Basic Course. In lieu of this requirement, a student may elect to attend, at government expense, a basic ROTC summer camp of six weeks duration prior to entering the Advanced Course at the University of North Florida. *Students with prior military service or three years JROTC experience are exempt from either of the above basic course requirements.* Final selection of students for the Advanced Course is made by the President of the University and the Professor of Military Science. Flight (Pilot), Airborne, and Ranger Training are available for selected cadets.

Students are issued regulation Army uniforms which they retain upon graduation and commissioning. While enrolled in the Advanced Course, students receive from the United States Government a daily monetary subsistence allowance totaling \$100 per month which is paid during each academic month. Students are paid travel to and from the six-week summer camps and receive a lump sum payment of approximately \$500. Upon the student's successful completion of the Advanced Course and graduation, the student is commissioned a second lieutenant in the United States Army Reserve in a branch of the Army as determined by a consideration of the individual's choice, academic major, and the needs of the Army. As a result of participation in the program, the student's commitment for active commissioned service ranges from six months to three years.

Outstanding Advanced Course students may be designated "Distinguished Military Students." Upon graduation from the University, such students are designated "Distinguished Military Graduates." A Distinguished Military Student may apply for appointment as second lieutenant in the Regular Army at any time prior to designation as "Distinguished Military Graduate."

### ROTC Scholarship Program

The ROTC Vitalization Act of 1964 provides for college scholarships to ROTC cadets. Scholarships may be awarded for one- or two-year periods. Cadets receiving scholarships are selected on a competitive basis. These grants pay the cost of tuition, books, fees, supplies, and equipment, plus a monthly subsistence of \$100.

### Status of Students Who Have Had Military Training at Other Schools

Students transferring from other college-level institutions with ROTC units are allowed credit for military studies completed at such institutions, up to the amount allowed by the institution from which the transfer is made. A cadet who transfers to another institution where an Army ROTC detachment is located may transfer membership in the Army Advanced Course to that detachment. The eligibility for admission of such students to military science courses at the University of North Florida is determined by the Professor of Military Science.

### Veterans Administration Assistance

All degree programs offered at the University of North Florida are approved by the Florida Department of Education.

### Procedures

Veterans who plan to attend UNF under any of the veterans training laws should contact the Office of Veterans Affairs at UNF. The Office will assist veterans with completing all forms necessary for transferring and initiating educational benefits.

### Certification of School Attendance

The Office of Veterans Affairs certifies school attendance to the appropriate Veterans Administration Office:

	Undergraduate Student	Graduate Student
Full-Time	12 or more hours	10 or more hours
Three-Quarter	9-11	7-9
Half-Time	6-8	5-8
Less than half-time	1-5	1-4

In order to be eligible for benefits, veterans must maintain satisfactory progress required of all UNF students, described in the Academic Policy section of this Catalog, and must also meet the guidelines required by the Veterans Administration. Thus, each veteran must become familiar with all UNF academic policies and must consult the Office of Veterans Affairs for specific information about requirements for benefits.

### Veterans Coordinator

The Office of Veterans Affairs and the Veterans Coordinator are located in the Admissions Office. The Coordinator provides the following services: (1) veterans recruitment; (2) information about academic progress required for certifica-

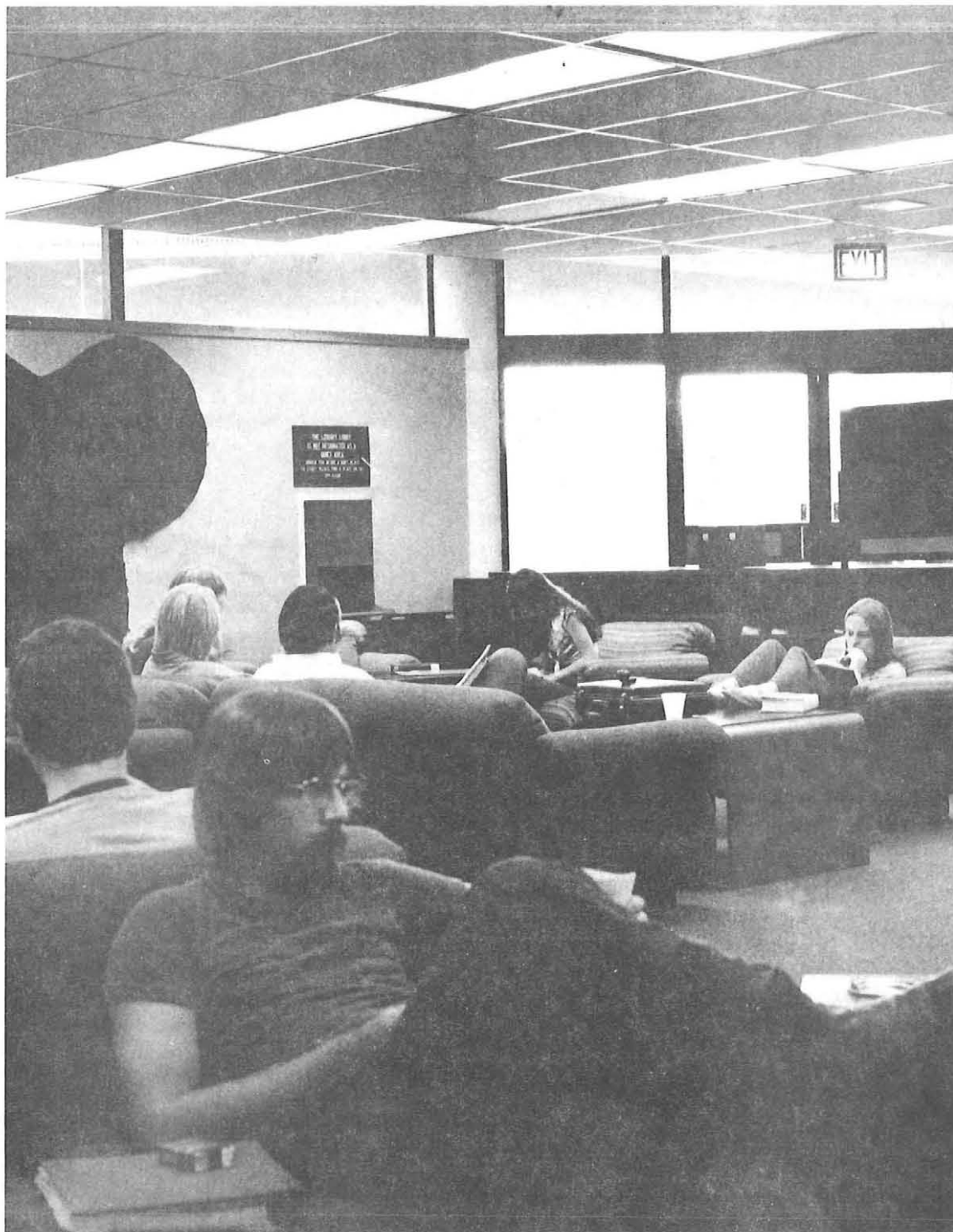
tion; (3) information about special education programs; (4) admissions counseling; and (5) referral information.

The Coordinator is the person to contact when any type of assistance is needed. He is familiar with the services available at UNF and in the community. If he cannot provide the needed

service, he will assist the veterans in locating the person or agency which can be of specific aid.

All veterans are urged to meet the Coordinator and to use the services available.

For information about career advisement and placement services, see the Student Affairs section of this Catalog.



# Academic Policies

The University encourages applications from all qualified individuals regardless of sex, age, or cultural, racial, religious, or ethnic group, or handicap. All qualified applicants will be admitted so long as they possess the academic and technical skills requisite to their selected major and so long as space is available. The Vice President and Dean of Faculties is the Coordinator for Affirmative Action, Equal Opportunity, and Non-Discrimination Against Handicapped Persons. Inquiries about policies and practices may be directed to the Vice President and Dean of Faculties and to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201.

## Admission

### Admission—Undergraduate

The University of North Florida subscribes to the Florida Community College—State University System Articulation Agreement which provides for recognition of the Associate of Arts degree from a Florida public institution as the basic admission credential for upper division study.

All baccalaureate programs offered by the University of North Florida are planned for students who have successfully completed two years of college, including a well-developed program of general education. Admission policies of the University are formulated to assure an admitted student a reasonable opportunity for success in the chosen field of study.

In general the following qualifications are expected of applicants:

1. Satisfactory completion of two years of college (90 quarter hours or 60 semester hours) at an approved\* institution.

\*An approved college or university is one that has candidacy or membership status with the appropriate Regional Accrediting Agency, such as the Southern Association of Colleges and Schools.

2. Achievement of an overall college average of "C" or higher **and** a "C" or higher average and "good standing" status (eligible to return to) at the last college attended.

3. Completion of an approved program of general education. An A.A. degree from a Florida public college or university satisfies the "general education" requirement at UNF. Transcripts of applicants who have not earned an A.A. degree from a Florida public college or university will be reviewed individually to determine whether sufficient work has been completed in communications, social sciences, humanities, natural sciences, and mathematics. The following minimums are required:

Area	Minimum hours required
Freshman English.....	9 quarter hours (6 semester hours)
Humanities.....	9 quarter hours (6 semester hours)
Social Sciences.....	9 quarter hours (6 semester hours)
Natural Sciences.....	9 quarter hours (6 semester hours)
Mathematics.....	4.5 quarter hours (3 semester hours)
Electives from these areas...	13.5 quarter hours (9 semester hours)
<b>Total</b>	<b>54 quarter hours (36 semester hours)</b>

4. Satisfaction of prerequisites, if any, for the program desired. Prerequisites are listed in this Catalog in the appropriate college section.

5. Satisfactory conduct record under policies established by the Board of Regents (Paragraph 6C-6.01 (2) FAC) and Florida law.

Students who graduate with an Associate of Arts degree from a Florida public community college or senior institution and who subsequently attend no other college-level institution meet the



academic qualifications if they have completed the stated prerequisites for the program desired.

In many cases, students holding Associate of Science degrees will also qualify for admission. Associate of Science degree transfer programs have been developed for several UNF majors.

Although planning of the University has emphasized community college graduates, qualified applicants from four-year colleges may also be admitted.

Students who have completed satisfactorily two years of college work but who lack prerequisites or courses in general education may remove these deficiencies in one or more of the following ways:

1. Enrollment in an approved college for the specific courses needed for admission.

2. Attainment of satisfactory scores on the appropriate general or subject matter examinations of the College Level Examination Program (CLEP). For the general examination, the 25th percentile (national sophomore norms) will be considered adequate. Scores on the CLEP subject examinations will be evaluated in relation to the recommendations issued by the American Council on Education. These tests are administered as a service of the Office of Student Affairs.

3. Attainment of satisfactory scores on the appropriate examinations of the Advanced Placement Program.

4. Concurrent registration at the University of North Florida and another recognized institution of higher learning. Normally this option is only open to students whose general education deficiencies do not exceed ten quarter hours.

The following information is required for consideration of an applicant:

1. Application for Admission—The application should be submitted at least one month prior to the beginning of the desired term. This form is common to all institutions in the State University System of Florida and is available at the counseling offices of most Florida community colleges and at the admissions office of any state university in Florida, including the University of North Florida.

2. Application Fee—Payment of \$15.00, preferably by check or money order (not cash), must be attached to the application for admission. This fee is not refundable.

3. Transcripts—An official transcript must be submitted from each college the student has attended, whether or not credits were earned. An official transcript is one that is sent by the registrar of the issuing institution directly to the Director of Admissions, UNF.

The admissions office will acknowledge each application as it arrives, and admissions decisions will be made promptly.

Students whose applications for admission are disapproved may petition for reconsideration. Information about requesting reconsideration may be obtained from the University Registrar.

## Admission—Graduate

Basic requirements for admission to graduate study in the State University System are set by the Florida Board of Regents. These requirements are as follows:

1. A baccalaureate degree from an approved\* college or university.

2. At least one of the following:

- a. A quality point average of 3.00 (B) or higher in the student's upper-level work, normally the 90 quarter hours taken during the last two years of baccalaureate study. (The guide for computation appears in the section of this Catalog which describes the computation of grade point averages.)

- b. A composite score of 1000 or more on the verbal and quantitative sections of the Graduate Record Examinations (GRE). All applicants are urged to submit scores on the GRE for counseling and program planning purposes.

Each graduate program has specific admission requirements which also must be met. Special admission requirements are described below and in the College sections of this Catalog.

The University is authorized to grant a limited number of exceptions to those applicants who do not meet the basic admission requirements of the State University System. Such applicants should initiate a request for special consideration by the Graduate Standards Committee through the administrator of the graduate degree program they wish to pursue. All applicants requesting an exception must submit GRE scores prior to making the request. Additional factors, such as letters of recommendation, post-baccalaureate course work, and professional experience will be considered by the Standards Committee when granting an exception. Students granted an exception will be placed in a 15-hour provisional program appropriate to the graduate degree program which they wish to enter. Continuation as a graduate student will be contingent upon successful completion of the provisional program and any subsequent work.

It must be emphasized that admission to graduate study is granted on an individual basis with a review of the entire academic record of the applicant, including quality of past performance, GRE scores, appropriateness of work taken, and suitable professional experience.

The following information is required of all applicants:

1. Application for Admission—To ensure that all pertinent application materials are received in time, application for admission should

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\* An approved college or university is one that has candidacy or membership status with the appropriate Regional Accrediting Agency, such as the Southern Association of Colleges and Schools.

be initiated at least two months before the registration period for the term in which entry is sought.

2. **Application Fee**—A check or money order (not cash) for \$15.00 must be attached to the application for admission. This fee is not refundable.

3. **Transcripts**—An official transcript must be submitted from each college the student has attended, whether or not credits were earned. An official transcript is one that is sent by the registrar of the issuing institution directly to the Director of Admissions, UNF.

4. The GRE is recommended for all students interested in pursuing a graduate program. It is required for the following groups:

(The Educational Testing Service, Princeton, New Jersey, issues official scores. Thus, scores must be sent direct from ETS to the Director of Admissions.)

a. For students having less than a "B" (3.0) average. The official scores must be submitted prior to request for an exception.

b. For students planning to enter the MBA program.

c. For applicants to the MA in Counseling program, Psychology Track.

Applications for admission and for the GRE are available in the University Registrar's Office. Each application will be acknowledged as soon as it arrives at the admissions office. Once acceptable credentials are received, the total record will be forwarded to the administrator of the graduate degree program in which admission is sought for review and decision. The admissions office will notify the student of the action taken on the application for graduate study.

#### **Special Requirements for Admission to the Master of Arts in Counseling Program**

Entry into the core of the program will be in the Summer and Fall quarters only. For adequate admission consideration, each student's complete application, including transcripts, letters of recommendation, etc., should be available to the Track Admissions Committee at least two months prior to the anticipated entry quarter. Applications received after this time will be processed only if there is space in the program.

1. In addition to the basic University requirements for graduate admission, the following are necessary:

a. A letter written by the student to the appropriate Track Director detailing reasons for seeking admission to this program. Professional career objectives should be emphasized.

b. The student may be required to have a personal interview prior to final admission.

2. **Course Prerequisites to Program Core:**

a. Human Development;

b. Theories of Personality, or Psychology

of Abnormal Behavior, or Personality Dynamics and Effective Behavior, or equivalent;

c. Introduction to Sociology, or Principles of Sociology, or Social Structure and Personality;

d. Social Problems;

e. Elementary Statistics.

The requirements listed above may be satisfied by completing the course work at an approved college-level institution with grades of "C" or above or by earning a satisfactory score on the appropriate College Level Examination Program test or on the appropriate Advanced Placement Program test.

For specific track requirements, each applicant's credentials will be examined by an appropriate admissions committee from the department/division that has the responsibility for the track selected by the student. Students who are not selected may request a review of their qualifications from the dean of the college in which the cognizant department is located. A request for review must be made in writing and contain additional information beyond those data already submitted.

#### **Special Requirements for Admission to Master of Business Administration Programs**

All candidates for the Master of Business Administration degree are required to take the Graduate Record Examinations.

The standard program of the MBA is planned on the assumption that the student will have completed a baccalaureate degree in business administration. However, students who have baccalaureate degrees in fields other than business administration may enter bona fide graduate study upon completing appropriate foundation work as specified by the College of Business Administration.

#### **Special Requirements for Admission to Master of Education Programs**

In addition to the basic requirements for graduate admissions, the following items must be submitted for admission to any Master of Education program:

1. A standard Rank III Florida certificate or its equivalent. (Individuals not holding a Rank III certificate may be admitted to graduate study in certain programs. They will, however, be required to satisfy all requirements for a Rank II certificate prior to graduation.)

2. Three letters of recommendation attesting to academic and professional potential.

3. Evidence of successful teaching or work experience, where such experience is a criterion for certification.

Students who fail to meet the College of Education or departmental requirements for admission may request a review of their qualifications by a departmental review committee and

the Dean of the College. Such requests must be in writing and must include supporting evidence.

### **Special Requirements for Admission to the Ed.S. and Ed.D. Programs**

Information about admission to the University of Florida/University of North Florida cooperative program may be obtained from the Director of Admissions, UNF.

### **Admission—Post-Baccalaureate Students\***

An applicant who has earned a baccalaureate or master's degree from an approved institution may be admitted as a post-baccalaureate student. Post-baccalaureate students are admitted to take courses to extend teacher education certification, to work toward a second baccalaureate degree, or to take courses to extend their areas of competency.

To be eligible to take graduate-level courses, a student must have a post-baccalaureate average of "B" or better. Grades earned in graduate-level courses by post-baccalaureate students will not be computed in the graduate grade point average if the student is subsequently admitted to a graduate program at UNF.

### **Admission—International Students**

Students who have attended colleges outside the United States will be considered for admission on essentially the same academic basis as those who have attended American colleges. The same admissions credentials will be required. A satisfactory score on the Test of English as a Foreign Language will be required of international applicants unless their university-level education has been acquired at an institution where the primary language of instruction is English. In addition, they must present evidence of adequate financial support and a health certificate. For further information, see the preceding section on Admission and the following section on Student Services of this Catalog.

### **Admission—Interinstitutional Transient Students**

#### **Purpose**

The intent of the program is to enable students, studying at either the graduate or undergraduate level, to take advantage of special resources and programs available on another campus but not available at their own institutions, e.g., special course offerings, research op-

portunities, unique laboratories, overseas study programs, and library collections.

#### **Procedure**

1. An interinstitutional transient student, by mutual agreement of the appropriate academic authorities in both the sponsoring and hosting institutions, will receive a waiver of admission requirements and the application fee of the host institution and a guarantee of acceptance of earned resident credits by the sponsoring institution.

2. An interinstitutional transient student must be recommended by the sponsoring academic dean, who will initiate a visiting arrangement with the appropriate dean at the host institution.

3. A student will register at the host institution and will pay tuition and/or registration fees according to fee schedules established at that institution.

#### **Conditions**

1. Each university retains its full right to accept or reject any student who wishes to study under its auspices.

2. Interinstitutional transient students will normally be limited to one term or for the duration of a special program at the university.

### **Admission—Transient Students**

A student in good standing at another approved collegiate institution may be admitted to UNF for one term to complete work to be transferred back to the institution from which the degree is sought.

The following information is required for consideration of an applicant:

1. Application for Admission—The application should be submitted at least one month prior to the registration period for the desired term.

2. Application Fee—Payment of \$15.00 preferably by check or money order (not cash) must be attached to the application. This fee is not refundable.

3. Official evidence of attainment of at least junior-level standing. This evidence can be either a transcript or a letter from the registrar of the last college-level institution attended.

4. An applicant enrolling for course work to be used in a degree program at another college or university should also submit a letter from the academic dean which states the specific course work to be taken at UNF.

### **Admission—Special Students**

Applicants who do not wish admission to work toward a degree at the University may be considered for admission as special students. In addition to submitting the standard application for admission and an official transcript from the

\*In order to be eligible for V.A. benefits, an individual must be admitted formally into a degree or teacher certification program, i.e. non-matriculated post-baccalaureate students are not eligible for V.A. benefits.

last college-level institution attended, the applicant should submit a statement concerning the type of studies to be pursued and the reason for selecting the special status. Evidence of achievement of at least junior-level standing and eligibility to return to the last institution attended must be available in order for an admission decision to be made.

If the applicant feels that admission to any UNF degree program might be sought at a future time, complete credentials should be submitted at the time of initial application.

## Non-Degree Registration\*

Provision has been made to allow an individual to register for a course for which qualified if either the applicant wishes to take only one or two courses at UNF or if the applicant's complete credentials are not on file at the time of initial registration.

A student may, therefore, register for *no more* than two terms in the "Non-Degree" category. Anyone wishing to continue at UNF beyond the second term of registration should consult the Director of Admissions about either admission as a special student or as a degree applicant.

Normally no more than 15 hours may be transferred from a non-degree status to a UNF undergraduate degree program. The transfer of any course to a degree program must be recommended to the University Registrar by the dean or designee of the college which administers the program.

For the non-degree course work transfer policy for graduate programs, see the section of this Catalog entitled Academic Policies—Graduate under the headings Transfer of Credits and Graduate Academic Average.

## Re-Admission

Students in good standing who have not enrolled for two consecutive quarters must file an application for re-admission. This is a one-page form; no application fee is required. One month before a "former" student wishes to enroll, a request for the re-admission application form should be directed to the Student Records Office.

## Academic Policies—General

### Dropping and Adding Courses

Students are urged to exercise care in registration to avoid the necessity of schedule changes after classes have begun. If emergency needs for schedule changes occur during the first week of classes, the student should contact the Student

Records Office immediately. If properly initiated during the first week of classes, approved drops will be processed without entering the course on the student's permanent record. A grade of "F" is assigned as the final grade in a course if the student discontinues attendance without officially dropping the course.

### Withdrawals from Individual Course(s)

If a student finds it necessary to withdraw, the Student Records Office must be notified immediately. It is strongly recommended that a conference be arranged with the student's academic advisor prior to a withdrawal. In order for the student to withdraw and to receive a "W" the Student Records Office must be in receipt of the request to withdraw on or before the date indicated in the official University Calendar.

### Withdrawals from the University

Withdrawals from all courses during a quarter, i.e., withdrawals from the University, must be effected on or before the date indicated in the University Calendar. The procedure is the same as described above in the section entitled Withdrawals from Individual Course(s).

### Partial Credit

If a student officially withdraws from a class, partial credit may be awarded for a course at the option of the instructor based upon the quality of the work completed. A maximum of fifteen quarter hours of credit can be accumulated on a partial credit basis. Should a student who has received partial credit wish to complete the course in a later quarter, enrollment for and completion of the entire course is required. However, the differential in course credits is received at the end of the second course. All students must, nevertheless, complete all requisite and prerequisite courses. To accomplish a partial credit judgment, the professor prepares a statement giving the reason the student is being awarded partial credit, the method of evaluation, the number of credits, and the grade. The department chairperson and the student countersign the document. One copy is kept in the student's major department records, and one copy is forwarded to the Student Records Office.

### Grading Practice and Grade Point Average

#### Grades

Letter grades will be assigned for all courses. The scale of letter grades is as follows:

A—Course requirements completed with excellent quality

B—Course requirements completed with above average quality

\*The non-degree registration status is not approved for V.A. benefits.

C—Course requirements completed with satisfactory quality

D—Course requirements completed with below average quality

F\*—Course requirements not completed satisfactorily

I\*—Incomplete, given to students who *are progressing satisfactorily* and who, for valid reasons determined by the professor, could not complete the work of a course within the quarter. The instructor shall complete an "Assignment of I Grade" form for each student receiving an Incomplete. A copy of this form must be sent to the student and copies must be submitted with the grade rolls. (Forms are available in the Student Records Office.) The "I" will remain on the record until changed by the instructor.

NR—A symbol that is administratively assigned when grades for an entire class are not submitted by the processing deadline. The "NR" will remain on the record until changed by the instructor.

P—Passing grade for the employment experience of the Cooperative Education Program.

W\*—A symbol to indicate that the student has withdrawn from course.

A grade of "F" is assigned as the final grade in a course if the student discontinues attendance without officially notifying the Student Records Office by the date specified in the University Calendar.

### Grade Point Averages

Grade point averages are computed as follows:

4 points are assigned for each hour completed with grade of "A"

3 points for each hour of "B"

2 points for each hour of "C"

1 point for each hour of "D"

0 points for each hour of "F"

When a course is repeated\*\*, each attempt will be recorded and will appear on the transcript; however, only the last grade will be used in computing the grade point average even if it is lower than the first attempt.

### Academic Average

The sum of grade points earned as explained above is divided by the number of hours attempted\*\* (exclusive of hours which have grades of "I," "P," "NR," and "W" assigned, and hours of courses which were subsequently repeated). The resulting quotient is the "grade point average."

### Grade Reporting

At the close of each quarter, the student will be furnished a copy of grades earned.

\*Withdrawals and grades of Incomplete and Failure are not considered satisfactory progress for purposes of veteran certification.

\*\*Veterans and other eligible persons should consult with the Veterans Affairs Coordinator regarding policies for certification of "repeat" courses.

Transcripts will be sent by the Student Records Office only upon receipt of written instruction from the student. Official transcripts will not be provided directly to the student except in a sealed envelope. The document within the envelope is marked "Unofficial if opened prior to delivery."

### Credits

All credits are expressed in quarter hours. All courses taken at UNF are considered residence credit. Procedures for requesting partial credit are explained in the section of this Catalog entitled Partial Credit.

### Course Designations

Courses are identified with an alphabetic and numeric coding system. The alphabetic abbreviation identifies the UNF department and the numbers have the following meaning:

The 300 and 400 series—junior or senior-level courses

The 500 series—beginning graduate-level courses

The 600 series—graduate-level courses

The series 960 through 989—Venture courses. A description of the Venture Program may be found in the section of this Catalog entitled Leonardo da Vinci Venture Studies.

### Release of Student Academic Information

#### Family Educational Rights and Privacy Act:

1. The University has developed a policy regarding record access. A copy of this statement is available in the Office of the Vice President and Dean of Faculties.

a. A student, upon written request, may review his/her own academic record. This review is subject to the guidelines outlined by University policy and provisions of the Act.

b. Students who feel that they have not been accorded the rights provided for under this Act may file complaints with the Vice President and Dean of Faculties and the Department of Health, Education, and Welfare, Washington, D.C.

2. The University subscribes to the policy that a student's academic record is confidential. Therefore, information will be released only upon written instructions from the student and as noted below. Students who do not wish to have information as described below released should notify the Dean of Students.

a. The student's academic records are open for inspection only by the student and those members of the professional

staff of the institution who have responsibility for working with the student.

b. Official academic records submitted from another institution will not be released to the student nor to a third party. These documents are retained in the student's folder.

c. Individual student requests and academic records are available to members of the Academic Standards Committees. Attendance at appeals meetings is therefore, restricted to *bona fide* members of the given committee.

d. Information regarding an individual's attendance dates and degree type(s) and date(s) are considered public information and will be released.

e. Because of the University's commitment to continued improvement of educational services, the Student Records Office will furnish copies of grade reports to the student's previously attended institutions for use in the ongoing programs of research and improvement underway at these institutions. Grade information will also be made available for studies being conducted for the purpose of improving academic quality within public higher education in the State of Florida.

f. Some contractual programs require grade information. Release of such reports is made only after written notification has been sent to the student.

### **Academic Responsibilities of Members of the University Community**

In keeping with the principle of equal rights and responsibilities for all members of the academic community, each member is expected to become familiar with requirements outlined in this Catalog and all official dates as outlined in the University Calendar.

In addition, both instructor and student are responsible for ensuring that all members of the community maintain high standards of integrity.

#### **Class Attendance**

The University has no formal policy delineating the number of classes a student must attend in any given course in order to qualify for full academic course credit. Rather, class participation, and concomitantly, class attendance is a responsibility shared jointly by the instructor and student. While it is the obligation of the instructor to inform the student of the entire range of academic requirements in a course, it is their joint responsibility to fulfill these requirements. Course requirements may be such as to require the physical presence of students at class meetings, laboratory meetings, music sessions, etc.

### **Academic Integrity**

Should any instructor find evidence of cheating, plagiarism, or other inappropriate assistance in work presented by a student, the instructor shall determine and inform the student of the action to be taken. Any student who becomes aware of misconduct related to academic integrity should inform the instructor or other proper authority.

### **Right of Appeal**

All members of the University community are entitled to fair and equitable procedures. Any member feeling that actions of other members are not equitable has the right of appeal through appropriate channels.

Also, a student who feels that a given University policy is resulting in an undue hardship may submit, through the University Registrar, an appeal to the appropriate Academic Appeals Committee.

Members of the community who feel that they have not been accorded rights under the Civil Rights Act of 1964 or Title IX of the Higher Education Amendments of 1972 may submit inquiries to the Vice President and Dean of Faculties and the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., 20201.

### **University Classification**

When students are admitted to the University, they enter a department within one of its academic units: the College of Arts and Sciences, the College of Business Administration, the College of Education, the Division of Technologies, or a program in the field of Nursing. This major designation procedure facilitates advisement and career planning. Upon admission, an individualized program of study is developed for each student. This program of study may be amended to accommodate waivers, substitution, or additional courses. The programs stated in this Catalog show the generally accepted courses necessary for completion of basic requirements for the degree program.

If a student's academic objectives change, an application for change should be submitted to the Student Records Office. If the appropriate academic officer approves the change request, it will be processed for the student's subsequent registration.

Upon recommendation of the faculty and the chairperson of a department, the dean may deny a student's continued registration in the department.

# Academic Policies— Undergraduate

## Transfer of Credits

For undergraduates, transfer credits are considered fully applicable toward graduation unless specifically noted as “non-applicable” when the student’s degree program is planned. Designation of such “non-applicable” courses may be based on the length of time since their completion, lack of relevance to the present degree objective, accreditation status of the institution where earned, or other significant factors. In general, credits earned by correspondence or extension are not transferable in excess of 45 quarter hours, no more than 15 of which may be upper level credits.

## Academic Loads

A normal load for a full-time student is 15 hours. No student may exceed a load of 20 hours without permission of the appropriate Academic Standards Committee.

Students are urged to plan their academic loads with recognition of the constraints on their time and other resources. For example, a student who works at a full-time job should normally limit enrollment to one or two courses. Various types of external assistance (Social Security, Veterans Administration, etc.) programs require certain minimum loads for continuation under the programs.

The University will certify full-time attendance for programs and agencies that do not specify minimums (see paragraph above) for undergraduates enrolled for 12 or more quarter hours in a given term, and for graduates enrolled for 10 or more hours.

## “D” Grades

Courses completed with grades of “D” may be applied toward satisfaction of the gross upper level graduation requirements (90 quarter hours). However, a course completed with a “D” grade will not normally be applicable toward major requirements.

## Venture Courses Grading Practices

Because of the unique nature of the Venture Studies component of the curriculum, and in recognition of its special objectives, the recording of grades for transcript purposes is handled in the following manner.

Professors submit the grades in Venture courses as usual. However, if the grade received is below a “C,” neither the grade nor a record of the course attempted is recorded on a transcript being sent to another institution or agency, unless the

student wishes credit for the “D” grade. In this case, the Student Records Office must be informed by the student by the end of classes that the grade is to be recorded.

All grades received from the instructors are recorded internally and **are considered** in decisions pertaining to grade point averages for re-enrollment, honors, and graduation. However, “D’s” and “F’s” in Venture courses which are subsequently retaken and passed with higher grades may be given special consideration by the dean, chairperson, and advisor when computing grade point averages for purposes of honors, re-enrollment, and graduation.

Venture courses completed with “D” grades that are to be included in the degree program will appear on the student’s transcript.

The computation for referral for graduate study at UNF shall not include Venture course grades of “F.” Grades of “D” will be included only if requested by the student or used in the baccalaureate degree program.

## Dean’s Lists

Candidates for the baccalaureate degree who complete at least 10 hours with a quarterly grade point average of 3.5 or higher are eligible for the quarterly Dean’s List.

## Academic Progress

Undergraduate students who fail to earn a “C” average after having attempted 15 or more quarter hours will be warned of unsatisfactory progress and referred to the appropriate academic advisor. Failure to achieve a cumulative “C” average in the work for which enrolled by the end of the next quarter of enrollment may result in a student’s being denied the opportunity to re-enroll upon the recommendation of the advisor and department chairperson.\*

## Undergraduate Enrollment in Graduate Courses

While graduate-level courses are intended primarily for students admitted to a graduate program, outstanding undergraduate students, i.e., those students not formally admitted to graduate standing, may take graduate-level courses upon approval of the department chairperson of the student’s major and the chairperson of the department offering the course. If applied toward the master’s, such credits are subject to the same limitations as “transfer work” and grades earned on graduate-level courses taken prior to admission to graduate standing are not computed in the gradu-

\* Different standards of progress are required for certifying veterans and other eligible persons. For specific information, eligible persons are urged to contact the Office of Veterans Affairs.

ate grade point average. Graduate level courses cannot be applied toward both the baccalaureate and master's degree.

Fifteen hours is considered the maximum course load for an undergraduate student taking a graduate course.

## **Graduation—Undergraduate Degree Requirements**

Graduation from the University is dependent upon satisfactory completion of the following minimum requirements:

1. Faculty Recommendation. Each candidate must be recommended for the degree by the appropriate college faculty.

2. Total Hours. A total of 180 quarter hours completed for the four-year program.

3. Upper Level Hours. Normally 90 upper-level quarter hours completed. Upper-level courses are those courses designated as junior- or senior-level work by the issuing institution. In certain instances where a student has an excess in total hours and where a satisfactory degree program can be accomplished in less than 90 hours, this requirement may be reduced to 80 hours, upon recommendation of the academic advisor and approval of the department chairperson and dean.

4. Residence Hours. At least 45 quarter hours completed in residence at UNF. Students who transfer two years of lower-level work plus one or more years (i.e., at least 45 quarter hours of courses classified as junior- or senior-level by the issuing institution) may be eligible for a baccalaureate degree after completing a minimum of 45 quarter hours at UNF.

5. Correspondence or Extension Course Work. Normally no more than 45 quarter hours of the total 180 hours may be completed through correspondence or extension course work and no more than 15 quarter hours may be accepted as upper-level work. (Note: All course work completed through the Division of Continuing Education and Community Services at the University of North Florida is considered residence credit.)

6. Academic Average:

a. UNF—A minimum cumulative "C" (2.00) academic average must be earned. The grade point average for the degree is computed on all UNF course work recorded.

b. Transfer—A "C" (2.00) average is also required for transfer credits applied to the degree.

c. Refer to the section of this Catalog entitled Grading Practice and Grade Point Average for information about computing the grade point average.

7. General Education Program. Normally the

general education requirement must be met prior to admission. (Refer to the section of this Catalog entitled Admission—Undergraduate.) However, if the University Academic Standards Committee approves a request from a student to begin a program of study at UNF with a general education deficiency, the requirement must be fulfilled prior to approval for graduation.

8. Prescribed Program. The prescribed program for the degree sought completed. (Refer to the program outline in this Catalog for the major concerned.)

Venture courses completed with "D" grades that are included in the degree program will appear on the student's transcript.

All requirements in this section are stated as minimums and are not meant to limit the academic advisor in planning an appropriate degree program for any student.

## **Honors**

Provided at least 60 quarter hours of course work have been completed at UNF, those students who graduate with UNF grade point averages of 3.5 or higher will qualify for degrees with "distinction," and those who graduate with UNF grade point averages of 3.75 or higher will qualify for degrees with "highest distinction."

## **Second Baccalaureate Degree**

Students who wish to receive a second baccalaureate or two undergraduate degrees simultaneously must complete a minimum of 45 quarter hours credit beyond the requirements for the first baccalaureate degree. Therefore, students who wish to receive two baccalaureate degrees simultaneously must complete at least 135 quarter hours of upper-level work, of which 90 hours must be taken at UNF.

## **Graduation Time Limits**

All students must submit formal graduation applications to the Student Records Office the quarter prior to their anticipated graduation quarter.

All work required for a degree must have been completed and the certification of such completion must be received by the Student Records Office at least 24 hours prior to the scheduled meeting of the college faculty voting on the candidates for degree.

Normally, graduation requirements printed in the Catalog when the student enters the University are those which must be satisfied. However, a student may graduate under the provisions of any UNF Catalog which has been in effect during the student's attendance at the University or a Florida public institution, up to a maximum time limit of six years.



# Academic Policies—Graduate

## Program

Every graduate student must have a planned degree program. The program must consist of a minimum of 45 hours (including thesis, if required) of which at least 25 hours must be at the 600 level.

Except for inter-college (interdisciplinary) programs, each graduate program will be administered through the office of the dean of the college offering that program, either by the dean or appointed designee. In the case of an inter-college program, administration will be through an appointed director.

## “Graduate Student” Definition

A student is considered to be a “graduate student” upon acceptance and enrollment in a graduate or provisional graduate program.

## Graduate Academic Average

The graduate average of a UNF student will be computed over all course work, regardless of the level of the course, taken at UNF as a “graduate student” as defined above. Grades earned while the student is in any status other than graduate, i.e., non-degree, special, post-baccalaureate, will not be calculated in the graduate grade point average.

A maximum of 15 hours of work taken at UNF which is both pre-graduate and post-baccalaureate may be carried into the first 45 hours of a graduate program—such work requires a grade of “B” or better and will not be applied toward the graduate average.

Graduate students are expected to maintain at least a “B” average (3.00) as satisfactory progress toward graduation, and no student may be awarded a master’s degree unless the graduate average is “B” or higher. Those graduate students who fail to maintain a “B” average overall and graduate students receiving grades of “C” in three or more courses will be placed on a “probationary” status. Students who have been placed on either a “probationary” or “provisional” status and who subsequently earn a grade of “C” or below may continue only with the approval of the Graduate Standards Committee.

## Academic Loads

The maximum course load for a full-time graduate student is 15 quarter hours. An exception to this policy will require the written approval of the administrator of the graduate degree program being pursued.

A graduate student is considered to be a full-time student when enrolled for 10 or more hours in a given term.

However, various types of external assistance (Social Security, Veterans Administration, etc.) programs require certain minimum loads for continuation in those programs.

Course loads which exceed 20 hours will require the recommendation of the program administrator and the approval of the Graduate Standards Committee.

## Validation of Credits

Course work completed at UNF or elsewhere more than 5 years prior to the completion of a graduate degree program may not be applied toward that program unless validated.

Course work which has exceeded the limits of applicability toward a graduate degree may be validated for a given graduate degree program by its administrator. This procedure will be accomplished ordinarily by the following process:

1. Specific application for validation of the course work should be made to the administrator of the program involved. The petition should include information pertinent to the course work.
2. The program administrator will review the request and either permit or deny validation. The decision may be accomplished through testing or such other procedures as the program administrator finds appropriate.

## Financial Assistance

A limited number of graduate assistantships and fellowships are available to qualified students who wish to pursue graduate study at the University of North Florida. Fellowships are meritorious awards offered on the basis of demonstrated scholarship. The status of each assistant or fellow is reviewed at the end of each quarter on the basis of performance, both in course work and other assigned duties. Unsatisfactory progress in course work or failure to adequately discharge assigned responsibilities may result in loss of the assistantship or fellowship for ensuing quarters.

Students wishing to apply for assistantships or fellowships should contact the chairperson of the department in which they plan to enroll.

Other assistance is available. Refer to the section of this Catalog entitled Student Financial Aid for information concerning all financial assistance.

## Transfer of Credits

With approval of the program administrator and appropriate college program committee, up to 10 quarter hours of course work may be transferred from another approved institution and applied toward the first 45 hours of the graduate program.

1. The course(s) must have been earned with grade(s) of "B" or above.

2. Course work is subject to the time limits applicable to a graduate degree.

3. The course work may not be applied toward the 25-hour minimum of 600-level work required for all master's degrees.

4. The course(s) must fit the student's planned program.

5. The institution(s) where the courses were completed must be accredited by the Regional Accrediting agency for master's level work.

6. Correspondence courses and courses included in a baccalaureate degree are not applicable toward graduate degrees.

A maximum of 15 hours completed at UNF in a non-degree status may be transferred to a graduate degree program. In order for the course work to be included in a degree program, the appropriate program administrator must recommend to the University Registrar the inclusion of the work.

If as much as 15 hours of non-degree work are transferred to a degree program, no additional hours may be transferred from either UNF or another accredited institution.

## Graduation—Graduate Degree

Graduation from the University with a master's degree is dependent upon satisfactory completion of the following minimum requirements:

1. Faculty Recommendation. Each candidate must be recommended for the degree by the appropriate college faculty.

2. Total Hours. The planned program must contain at least 45 quarter hours.

3. Graduate Course (600-level) Hours. At least 25 hours of course work applied toward a graduate degree must be numbered 600.

4. Residence Hours. Thirty-five hours must be completed at UNF while a graduate student.

5. Time Limit. Courses completed more than 5 years prior to the completion of the graduate degree may not be applied toward that program unless validated. (See the section of this Catalog entitled Validation of Credits.)

6. Credit by Examination. Credits applicable toward a graduate degree may be obtained for a graduate course (600 level) only by enrolling in and successfully completing that course. Since a graduate degree program is more than simply a prescription of courses, no course work credited by process of examination alone may be applied toward a graduate degree.

7. Academic Average. The overall graduate average must be "B" (3.00) or above. (See the section of this Catalog entitled Graduate Academic Average.)

8. Average for 600 Level Courses. The course work numbered 600 applied toward a

graduate degree program must be completed with a "B" (3.00) average.

9. Grades for Other Courses. No course numbered below 500 with a grade of less than "B" may be applied toward a graduate degree program.

10. Minimum Grade. No course with a grade of less than "C" may be applied toward a graduate degree program.

11. Minimum Grade Total. A maximum of three courses with grades of "C" may be applied toward a graduate degree program.

All requirements in this section are stated as minimums and are not meant to limit the program administrator in planning an appropriate degree program for any student.

## Graduation Time Limits

All students must submit a formal graduation application to the Student Records Office the quarter prior to their anticipated graduation quarter.

All work required for a degree must have been completed and the certification of such completion received by the Student Records Office at least 24 hours prior to the scheduled meeting of the college faculty voting on the candidates for degree.

## Second Master's Degree

A planned program consisting of a minimum of 35 hours is necessary for a second master's degree. All other graduate policies apply to the second master's program.

## Special Requirements for the Master of Arts in Counseling Degree

### General

Each student admitted to the degree program will be assigned an academic advisor who will assist in planning a tentative schedule of studies. This schedule shall be submitted for review to the Coordinating Committee for the Master of Arts in Counseling. This committee consists of the four track directors. Any variation from the approved degree program shall have *prior* approval from the Coordinating Committee.

### Thesis Option

Any student electing a thesis as part of the degree program shall be assigned to a thesis committee consisting of a chairperson and one faculty member from the specific track plus one faculty member from outside the specific track. This committee shall examine the candidate on the thesis.

## Mid-Point Evaluation

Each student shall be evaluated mid-point in the program by the Retention Committee, consisting of the four track directors. This evaluation will be done during the last six weeks of the quarter in which the student is enrolled for the 32nd hour. Completion of the following courses must be prior to this mid-point evaluation:

Personality Theories and Dynamics: Psycho-Social Influences

Assessment of Individuals: Theories and Strategies

Counseling Theories and Processes I

Recommendations for continuation must be received from the instructor of the completed course, Counseling Theories and Processes I, and the specific track director prior to final approval by the Retention Committee. The record of any student who receives a second grade of "C" or lower, will be referred automatically to the Retention Committee for review of the desirability of the student's continuation.

## Practicum

Students must complete all core course requirements before they will be permitted to enroll in Practicum.

## Major Change

Students who wish to change tracks after initial admission procedures have been completed will be required to reapply at the Student Records Office. No priority for admission to a second track option will be afforded based upon prior admission. Students may not enroll simultaneously in two tracks.

## Time Limits

All requirements for the degree shall be completed within five years of the initiation of the program. Requests for extension must be presented in writing to the Coordinating Committee for the Master of Arts in Counseling degree. A personal interview with the student may be requested.

## Residence Requirements

A minimum of 45 hours must be taken in residence. All credit taken at the University is considered residence study. Any student having once been admitted to the program and then wishing to take credit elsewhere to be applied to the degree program at UNF must have *prior* written approval of the Coordinating Committee.

## Financial Policies

### Tuition Classification

For the purpose of assessing registration and tuition fees, student shall be classified as a "Florida" or "non-Florida" student.

1. A "Florida student" is a person who shall have resided and had domicile in the state of Florida for at least 12 consecutive months immediately preceding the first day of classes of the academic term in which the student enrolls. In determining residency, the university may require evidence such as voter registration, driver's license, automobile registration, location of bank account, rent receipts, or any other relevant materials as evidence that the applicant has maintained continuous residency. If such student is a minor, it shall mean that the parent or parents, or legal guardian of the minor student, shall have resided and had domicile in the state of Florida for the period stated above. "Florida student" classification shall also be construed to include students who hold an Immigration and Naturalization Form I-151, Alien Registration Receipt Card, or Cuban Nationals or Vietnamese Refugees who are considered as Resident Aliens, provided such students meet the residency requirement stated above and comply with subsection 2 below.

a. In applying this policy, a "student" shall mean a person admitted to the institution, or a person allowed to register at the institution on a space available basis.

b. The word "minor" shall mean a person who has not attained the age of 18 years, and whose disabilities of minority have not been removed by reason of marriage or by a court of competent jurisdiction.

c. The word "domicile" for fee paying purposes shall denote a person's true, fixed, and permanent home and place of habitation. It is the place where the applicant lives and remains and to which the individual expects to return when leaving, without intent to establish domicile elsewhere.

d. The word "parent" shall mean a minor's father or mother, or if one parent has custody of a minor applicant, it is the parent having custody (this is construed to be the parent having court assigned financial responsibility for the education of the student); or if there is a guardian or legal custodian of the minor applicant, it shall mean the guardian or legal custodian.

2. In all applications for admission, a Florida applicant, or, if a minor, the parent or legal guardian of the minor applicant, shall make and file with such application a written statement, under oath, that the applicant is a bona fide citizen, resident, and domiciliary of the state of Florida, entitled as such to classification as a "Florida student" under the terms and conditions prescribed for citizens, residents, and domiciliaries of the state of Florida. All claims to "Florida student" classification must be supported by information contained in the application for admission. If such is not the case, the registering authority will deny classification as a "Florida student."

3. A "non-Florida" student is a person not

meeting the requirements of subsection 1 above. A “non-Florida” student or, if a minor, the parent or guardian, after having been a resident and domiciliary of Florida for 12 months, may apply for and be granted reclassification prior to the first day of classes of any subsequent term; provided however, that those students who are non-resident aliens or who are in the United States on a non-immigration visa will not be entitled to reclassification. An application for reclassification as a “Florida student” shall comply with provisions of subsection 2 above. An applicant who has been classified as a “non-Florida” student at time of original enrollment must furnish evidence to the satisfaction of the registering authority that the applicant has remained continuously in the state for the 12 months required to establish residence for tuition purposes. In the absence of such evidence, the applicant shall not be reclassified as a “Florida student.” In addition, the application for reclassification must be accompanied by a certified copy of a declaration of intent to establish legal domicile in the state, which intent must have been filed with the Clerk of the Circuit Court, as provided by Section 222.17, Florida Statutes. If the request for reclassification and the necessary documentation are not received by the registrar prior to the first day of classes in which the student intends to be reclassified, the student will not be reclassified for that term.

4. Unless evidence to the contrary appears, it shall be presumed by the registering authority of the institution at which a student is registering that:

a. The spouse of any person who is classified or is eligible for classification as a “Florida student” is likewise entitled to classification as a “Florida student.” This provision will not apply in the case of students who are non-resident aliens or who are in the United States on a non-immigration visa.

b. If an applicant’s eligibility for classification as a “Florida student” is based on the residency of the spouse, the spouse shall make and file with the application a written statement under oath, that said person is the spouse of the applicant and a bona fide citizen, resident, and domiciliary of the state of Florida, entitled as such to classification as a “Florida student.”

c. No person over the age of 18 years shall be deemed to have gained residence while attending any educational institution in this state as a full-time student, as such status is defined by the Board of Regents, in the absence of a clear demonstration that domicile has been established in the state, as provided under subsection 3 above.

d. Any Florida student who remains in the

state, after the parent, who was previously domiciled in Florida or stationed in Florida on military orders removes from this state, shall be entitled to classification as a “Florida student” so long as attendance at a school or schools in Florida shall be deemed “continuous.” However, such student claiming continuous attendance must have been enrolled at a school or schools in Florida as a full-time student, as such term is defined by the Board of Regents, for a normal academic year in each calendar year, or the appropriate portion or portions of such years, since the beginning of the period for which continuous attendance is claimed. Such student need not attend summer sessions or other such intersession beyond the normal academic year in order to render attendance “continuous.”

5. Appeal from a determination denying “Florida student” status to any applicant may be initiated by the filing of an action in court in the judicial district in which the institution is located.

6. Any student granted status as a “Florida student,” which status is based on a sworn statement which is false shall, upon determination of such falsity, be subject to such disciplinary sanctions as may be imposed by the president of the university. Such sanctions may include permanent expulsion from the State University System or any lesser penalty.

7. Special Categories — The following categories shall be treated as Florida residents for tuition purposes:

a. A member of the Armed Services of the United States who is stationed in Florida on active duty pursuant to military orders, the spouse and dependent students, as defined by Section 151(e) (1) (2) (3) and (4) of the Internal Revenue Code of 1954, shall be eligible for “Florida student” classification.

b. A veteran of the Armed Forces of the United States of America who is retired with 20 or more years of active military service, including the spouse and dependent students of such veteran’s immediate family, as defined by Section 151 (e) (1) (2) (3) and (4) of the Internal Revenue Code of 1954, which veteran is in Florida at time of retirement or moves to Florida within one year following retirement and files intent to make Florida the permanent home.

c. A full-time public elementary, secondary, or junior college faculty member under current teaching contract in the state of Florida.

d. A full-time Faculty, Administrative and Professional, or Career Service employee

of the State University System including the spouse and dependent students of the employee's immediate family, as defined by Section 151 (e) (1) (2) (3) and (4) of the Internal Revenue Code of 1954.

e. A student certified by the respective state for participation in the Academic Common Market Program of the Southern Regional Education Board who is enrolled in a program approved by the Florida Board of Regents.

f. Dependent students of a Florida resident living in the Panama Canal Zone whose parent has maintained Florida residency status and who have not established residence elsewhere. A dependent student shall be as defined by Section 151 of the Internal Revenue Code of 1954.

All students who do not qualify as Florida students under this policy or who do not provide appropriate documentation concerning residency will be classified as non-Florida students for tuition purposes.

### Statement of Costs

The following schedule of registration fees, tuition fees, and other special fees shall apply where appropriate to all students at the University of North Florida. Required fees are established by the Board of Regents of the State University System of Florida and the State Legislature of Florida and are subject to change without prior notice. However, the University will make every possible effort to advertise any such changes if and when they occur.

- A. Initial Application Fee (each application—not refundable)..... \$15
- B. In order for a registration to be valid, the following fees must be paid in full for each academic quarter by the dates indicated in the official University Calendar:

	Non- Florida Resident	Non- Florida Resident
1. Registration Fee and Tuition:		
a. Credit hour charge for undergraduate level courses (numbered 300, 400, and 900).....	\$16.50	\$51.50
b. Credit hour charge for graduate level courses (numbered 500 and 600).....	\$22.00	\$62.00
c. Graduate Thesis and Dissertation Fees.....	\$24.00	\$64.00
2. Late Registration Fee (chargeable to any student who fails to register and/or pay within the formal registration period. This fee is also charged when the check is submitted within the time limit but is returned by the bank for any reason).....		\$25
3. Reinstatement Fee.....		\$25
4. Parking Fee (annual charge).....		\$ 5
5. Returned Checks—Service charge.....		\$ 5

For information on personal or incidental expenses which may be encountered by students attending the University of North Florida, refer to

the section of this Catalog entitled Student Services, under the heading Normal Expenses.

### Payment of Fees

In order for a registration to be valid, fees must be paid, by mail or in person, by the date listed in the University Calendar for the appropriate quarter. A copy of the official University Calendar appears in the Quarterly Schedule of Course Booklet. A student is eligible for a refund of fees if a schedule change is accomplished by the date specified in the Calendar and if the course load for the term is reduced.

Registration will be cancelled for any student who has not paid the appropriate fees by the date indicated in the Calendar.

Late payment of fees: Any fees paid after the date listed in the University Calendar for regular fee payment must be accompanied by the additional late fee of \$25.

No registration fees may be accepted and no refund of fees will be made after the dates listed.

### Reinstatement of Registration

Students whose registrations are cancelled may apply for reinstatement by submitting a petition to the Academic Standards Committee. If approval is granted, payment of all delinquent liabilities and payment of a reinstatement fee of \$25.00 will be required before reinstatement is effected. The reinstatement fee shall be in addition to a \$25.00 late registration fee.

### Payment of Accounts Due the University

Charges against students for loss or breakage of University equipment or books, fines, and other charges must be paid within ten days of notification. Failure to comply may result in cancellation of the student's registration and/or the privilege of reregistering, and/or the privilege of having a UNF transcript dispatched.

### Refund of Fees

Students who find it necessary to discontinue their enrollment in one or more courses at the University may be permitted a refund of fees. The issuance of these refunds will be detained for two weeks immediately following the registration period, and the refunds will be made under the following conditions:

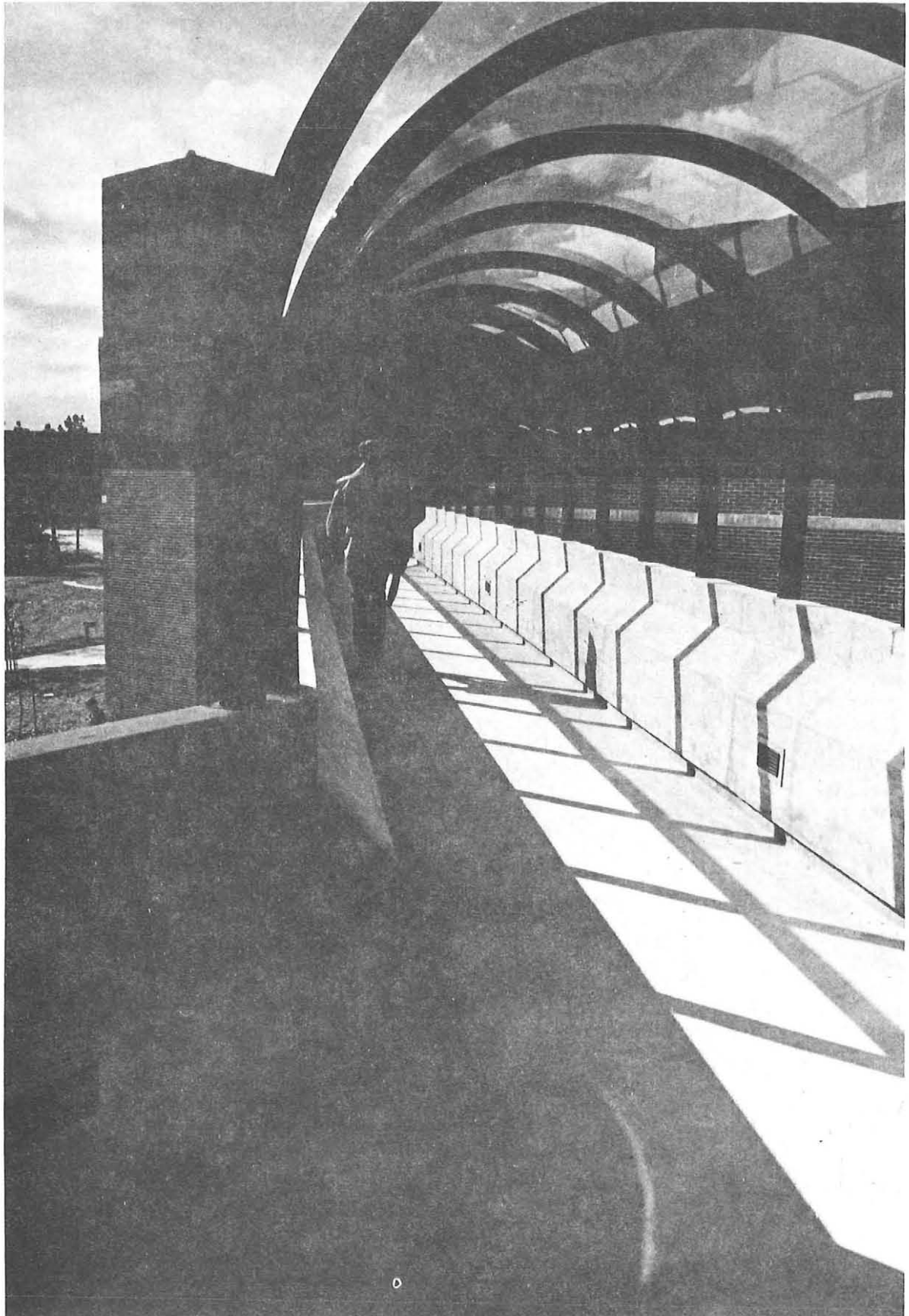
1. A refund will be issued students who reduce their course load at the University during the "Drop and Add" period in any quarter. The refund will be a full refund of all fees remitted for such courses.
2. Cancellation of a student's registration in one or more courses by the University, usually resulting from some pre-existing University Regulations will entitle the student to a full refund of all fees remitted for such courses.

3. No fees will be refunded after the end of the "Drop and Add" period unless the appropriate procedures are followed. To request a refund the student should withdraw from the course(s), present a copy of the withdrawal form to the University Controller, and file with the Controller a petition for refund of fees. No refund will be made unless proper application for the refund has been made and approved by the Committee on Student Fees. Refunds will be approved only for the following reasons:
- a. A student involuntarily called back to duty with the armed forces will be entitled to a refund in the

amount of the registration fees less \$3.55 per credit hour.

- b. The death of a student during the term for which enrolled would permit a refund in the amount of the registration fees less \$3.55 per credit hour.
- c. Incapacitating illness of such duration and severity as to preclude successful completion of the academic program for the term for which enrolled would also permit the student a refund in the amount of the registration fees less \$3.55 per credit hour.





# Student Services



**Darwin O. Coy, *Dean***  
**Johnny Lester Arnette, *Associate Dean***  
**Richard H. Reisinger, *Assistant Dean***

## Student Affairs

The Office of Student Affairs functions as an integral part of the academic organization of the University of North Florida. Programs administered within this office include the Academic and Career Advisement Program, the Financial Aid Program, the Cooperative Education and Placement Programs, the Counseling Program, the Academic Enrichment and Skills Center, the Student Activities Program, and the Child Care Center. Each of its services is designed to assist students in accruing additional benefits during their enrollment at the University of North Florida.

## Academic and Career Advisement

The University recognizes that in higher education academic advisement and career planning are important parts of the total educational process. Many undergraduate students are unaware of the variety of career opportunities available to them. Often academic advisement is based solely on academic considerations, ignoring students' personal objectives. Consequently, the University has developed a personalized career planning program. Each undergraduate is assigned a faculty advisor who is selected on the basis of interest in and ability to relate to students, as well as teaching ability and professional achievements. The advisors receive continuing special training in academic advisement, career planning, and understanding behavior.

The advisor gives students personal attention

and assists them in their exploration of life goals and in their search for career goals; helps students select majors and schedule courses; and is also available for advice on academic and non-academic problems. To supplement the advisors, the University Library maintains a complete collection of career information materials. The career planning service is also available to assist community college students as they make plans to attend a senior institution. To help students in meeting personal needs, the advisor may refer them to other faculty members for specialized help, other University offices, or community agencies in case of needs which cannot be met within the University.

## Student Financial Aid

The student financial aid program at the University of North Florida is committed to serving all students. Its primary purpose is to provide financial assistance for academically qualified students who could not further their education without support. Educational opportunities should not be limited by the financial resources of the students and their families, although the University expects the students and/or their families to make a maximum effort to help with University expenses.

Through its Office of Financial Aid, the University provides a comprehensive student financial aid program in the form of scholarships, grants-in-aid, loans, part-time employment, and Federal financial assistance. Aid is awarded on an equitable and meaningful basis with the student the focus of the program. Every effort is made to be of assistance in resolving personal financial difficulties with the intent of enhancing the student's educational and emotional growth.



Counseling with the student to understand the financial problems, while maintaining a helpful, friendly relationship, is the goal of the staff of the Financial Aid Office.

All inquiries concerning any form of financial assistance should be addressed to the Director of Financial Aid, University of North Florida.

## **Types of Financial Assistance**

### **Supplemental Educational Opportunity Grant Program**

Undergraduates with exceptional financial aid need may be eligible for awards ranging from \$200 to \$1,500, depending on the degree of need. These grants are non-repayable and can cover up to one-half of an applicant's needs.

### **Basic Educational Opportunity Grant Program**

The Basic Educational Opportunity Grant Program is a Federal aid program designed to provide financial assistance to those who need it to attend post-high school educational institutions. Basic grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. The amount of the basic grant is determined on the basis of the student's own and the family's financial resources. The maximum award is \$1,400 per academic year.

### **Florida Student Assistance Grant Program**

The Florida Student Assistance Grant Program was established by the 1972 Session of the Florida Legislature. Grants are awarded to qualified undergraduate students who have exceptional financial need for attendance at accredited colleges, universities, and community/junior colleges in Florida.

Florida Student Assistance Grant Application forms are available at the Student Financial Aid Office. The completed application for a Florida Student Assistance Grant Program should be mailed to Student Financial Aid, Department of Education, Tallahassee, Florida, 32304.

### **National Direct Student Loan Program**

Through a partnership between the University of North Florida and the Federal Government, loans are made available to students who are nationals of the United States and who demonstrate financial need. These loans carry a 3 per cent interest rate, with repayment commencing nine months after graduation.

## **College Work-Study Program**

Contributions from both the Federal Government and the University have established the College Work-Study employment program designed to assist students who would not be able to enroll or continue in college because of lack of funds. Students are paid an hourly rate, and pay periods are bi-weekly. Eligibility is based on financial need, with students from low-income families given preference.

## **Law Enforcement Education Program**

The Omnibus Crime Control and Safe Street Act provides for and encourages "training, education, research, and development for the purpose of improving law enforcement." The LEEP grant provides financial assistance to allow in-service criminal justice personnel to continue their education. The maximum award is equal to the costs of fees and books per academic quarter.

## **Federally Insured Loan Program**

The State of Florida, local banks, savings and loan associations, and credit unions, in cooperation with the Federal Government, administer a student loan program. Students may borrow up to \$2,500 per year under this program; repayment commences no later than 12 months after the borrower completes or terminates the course of study. The minimum repayment shall be \$360 per year. Students interested in this program should contact financial institutions in their home towns and the UNF Financial Aid Office.

## **Institutional Scholarships**

The University of North Florida endeavors to reward outstanding academic achievement while assisting financially deserving students. Largely through the efforts of the University of North Florida Foundation, Inc., limited funds have been made available to fund institutional scholarships. Awards equal the cost of full-time fees per academic quarter for a maximum of six quarters.

An award recipient must (1) be an undergraduate, (2) enroll for and maintain a full-time academic load (at least 15 credit hours), and (3) demonstrate a cumulative grade point average of 3.0 or higher on a 4.0 scale.

Priorities for determining the awards include academic achievement, demonstrated financial need (upon which the award is based), and leadership and development potential. Students with junior standing are given first preference, and students with senior standing are given second preference.

Students who wish to apply for an institutional scholarship must complete the University of North Florida financial aid application and

have on file a report of need analysis (see the Financial Aid Officers for details). The deadline for scholarship application is September 1. All forms may be obtained from the Financial Aid Office. Funds generally are exhausted after the Fall Quarter. Awards are determined on a competitive basis by the Student Financial Aid Committee.

### Emergency Loans

During the academic year a student may be faced with a temporary situation that creates a financial hardship. The University provides Emergency Loan Assistance up to \$300 for full- and part-time students. Funds are loaned at a rate of 8 per cent per annum, prorated for the period of the loan. Funds are repayable within the academic quarter in which they are borrowed. Contact the Office of Student Financial Aid for more information.

### Waiver of Out-of-State Fees

Out-of-state residents may apply for waiver of out-of-state fees amounting each quarter to approximately \$525 for undergraduate students and \$600 for graduate students. Waivers are authorized by the State Legislature and allocated to the University by the Board of Regents. Requests usually far outnumber the waivers allocated.

### Graduate Aid

Graduate students wishing to apply for assistantships or fellowships should write to the chairperson of the department in which they plan to enroll. Depending upon availability of funds and financial need, graduate students may be eligible to participate in the National Direct Student Loan and College Work-Study programs. Interested students should contact the UNF Financial Aid Office.

## Normal Expenses Per Academic Year

The University has developed profiles of average budgets for students in various dependent and independent categories. Each budget, of course, depends upon the individual student.

Students who are in need of financial counseling should specifically request this assistance from the Student Financial Aid Office.

A general outline for financial planning at the University follows. It is suggested that independent students use four quarters or a calendar year for expense projections. Dependent students

should use nine months or three academic quarters.

### Expenses

Tuition/Registration Fees for Florida residents (\$248 undergraduate, \$330 graduate each quarter).....	\$ _____
Books and Supplies (\$50 average per term)..	\$ _____
Housing (Apartment costs range from \$165-\$195; single students are expected to share apartments).....	\$ _____
Food.....	\$ _____
Miscellaneous expenses to include medical/personal.....	\$ _____
Transportation expenses to include automobile or commuter expenses..	\$ _____
TOTAL EXPENSES.....	\$ _____

### Resources

Student Savings.....	\$ _____
Scholarship.....	\$ _____
Parents/Relatives.....	\$ _____
Employment.....	\$ _____
G.I. Bill, Social Security, etc.....	\$ _____
TOTAL RESOURCES.....	\$ _____
YOUR FINANCIAL NEED (Expenses Less Resources).....	\$ _____

## Cooperative Education

Cooperative Education is a career development concept which engages employers in an educational partnership with the University. Students enter this program as an integral part of their education, experiencing a blend of actual on-the-job work with related classroom study, giving them a complete picture of their chosen career. Increased motivation, personal and social development, as well as job placement, are the rewards of cooperative education and, in addition, students may earn as they learn. A maximum of 15 credits may be earned through cooperative education.

Students may choose varied cooperative educational-career programs. *The Employment*

*Experience Program* is a full-time educational experience in which students alternate quarters of full-time study at the University of North Florida with quarters of full-time paid employment in business, industry, government, or human resource agencies. Academic credit may be earned in specific majors depending upon the feasibility and applicability of the work experience to the degree program. This program is administered by the Director of Cooperative Education and Placement.

*The Academic Practicum Program* is usually a part-time experience which may include internships, field experiences and other directed off-campus activities supervised and arranged by the department chairperson. Career internships in health, physical education, and recreation are offered to full-time seniors who desire an internship outside the field of education for 15 hours of academic credit.

*The Experiential Education Program* provides students with paid or unpaid work experiences in areas related to their studies. Class schedules are arranged to leave mornings or afternoons free for these activities.

## Placement Services

Career counseling and information pertaining to job and career placement are available to students and graduates. Students seeking part- or full-time employment while attending the University of North Florida, graduating students, and alumni desiring permanent job placement should register in the Cooperative Education and Placement Office. Graduating students should register for permanent job placement at least three quarters prior to expected date of graduation to prepare for interviews with prospective employers. The services offered in this office are free of charge.

An on-campus interview program provides students the opportunities to meet with employers to discuss employment possibilities in business, industry, education, government, and human resource agencies. Assistance is also given registrants in contacting employers who are not recruiting on campus. Employers are encouraged to list their job needs with this office.

Group seminars are offered weekly to acquaint students with career planning, vocational decision making, and job search skills.

The career information resource library provides materials on career opportunities, graduate schools, employer brochures, and other job search data. The *College Placement Annual*, which lists employers interested in hiring college graduates, is given to registered students.

Occupational tests can be administered to students who desire a clearer picture of their career interests and assistance in making decisions about their academic program.

## Counseling Services

Implicit in the provision of counseling services is the recognition that certain basic personal needs must be met if the individual is to function successfully in a learning situation. All counseling services are designed to help students attain their educational goals. Specific services include self-development training, academic, career, marriage, and personal counseling, as well as aptitude, interest, and personality assessment. Comprehensive services are available to all students in cooperation with the academic and career advisors, faculty, administrative personnel, and community agencies.

## Testing Services

Testing services are available to University students when such services will contribute to educational, vocational, or personal development. Evaluation in the areas of achievement, aptitude, intelligence, interests, and personality is scheduled as needed.

The University of North Florida is designated by Educational Testing Services as a Graduate Record Examinations (GRE) Test Center and as a limited Test Center for the College Level Examination Program (CLEP). Examinations are administered by the Counseling Services Office on dates listed in the official University Calendar.

## Academic Enrichment and Skills Center

The Academic Enrichment and Skills Center provides opportunities for both the overall enrichment of the student and the fulfillment of present academic needs. Working within a relaxed atmosphere of personal interaction, the Academic Enrichment and Skills Center student is provided an opportunity to overcome academic deficiencies and to progress to higher intellectual and personal achievement levels, thus enhancing and enriching the total university experience.

Counseling-related groups, seminars, classes, and mini-workshops are offered in such areas as writing, speech, study skills, assertive rational living, and self-hypnosis. A fully-equipped reading lab offers an opportunity for students to increase their speed and efficiency in reading. Additional services of the Center include GRE review classes, programmed materials, other books

and resources, and qualified tutors who work with students on an individual basis or in small groups.

The Center sponsors UNF Forensics and an Annual Writing Contest. Based upon a philosophy that any student can become a better student, the Center provides services to assure students the opportunity to grow personally and academically.

## Child Care Center

The Child Care Center provides guidance which is appropriate for each child's stage of development.

Only children of fee-paying registered students of the University of North Florida are eligible to use the Center.

The Center will be of service to children from 2 (toilet trained) through 12 years of age.

The Center will normally be open while classes are in session from 9:00 a.m. to 5:00 p.m. and 6:00 p.m. to 10:30 p.m. Monday through Thursday and 9:00 a.m. to 5:00 p.m. on Friday.

The fee schedule and other user information is available through the Director.

## Housing

The Office of Student Activities compiles a comprehensive list of off-campus housing facilities. Upon request, this office will assist students with their housing needs.

## Student Activities Program

The Student Activities Program, coordinated by the Assistant Dean of Students for Student Activities, has a varied content and purpose. Its goals include aiding students to discover interests outside the classroom, to cultivate their ability to lead and to cooperate, to help them find opportunities to serve the University and community, and to develop desirable, constructive personal habits and qualities. Student activities include intramural and extramural athletics, student organizations, social functions, visiting performances, and lectures.

The Office of Student Activities furnishes liaison for student organizations and for organized student social activities and is responsible for all activities.

The Student Activities professional staff confers with individuals wishing to join student organizations, with any group of students planning to organize, with organizations in regard to their programs whenever they need special guidance, and with faculty consultants who work closely with organizations.

## Health Services

The University Health Service is concerned with assisting the student to maintain good health which is indispensable to a successful college career. The health office is staffed by registered nurses during class hours. Care is rendered in emergency services, and in illness; and health counseling, preventive medicine, and health education are provided. For students requiring the services of a physician, physical and mental health referral services are available.

Voluntary group health and accident insurance is offered to all students. Insurance to cover the cost of hospitalization is mandatory for all international students. A blood bank program is available to students and their immediate families.

A health statement is required from each student prior to admission. A tetanus immunization within five years and a tuberculin skin test or chest X-ray within one year are necessary to complete the health statement.

## International Students

After an international student meets admission criteria and submits the proper forms, i.e., health form and financial accountability form, the questions most frequently asked concern the student budget for the academic year. It is currently estimated that it will cost an international student approximately \$6070 for the academic year. This amount includes: matriculation fees—\$2700 graduate; \$2590 undergraduate; housing—\$1020; meals—\$850; medical and dental expenses—\$120; books and supplies—\$200; incidental personal expenses—\$476; and transportation (local)—\$333.

This budget does not include travel to the United States or within the United States while here. International students usually arrive in the United States by air. The cost of travel within the United States varies. Bus and rail transportation are economical. Tickets for these modes of travel are available to foreign students at reduced rates if purchased in their home countries.

The University has no residence units. One-bedroom apartments near the campus average \$165 to \$195 monthly. The University assumes that single students will share an apartment; therefore, the amount indicated (\$1,020) represents only one-half of the cost of an apartment.

No meal contracts are available for on-campus meals. Meals may be purchased at a reasonable rate at campus snack bars. Eating off campus can cost \$5 or more per day. An individual, living where cooking facilities are available, must expect to spend \$60 to \$80 a month to purchase food to be prepared at home.

The activity and service fees include a health care fee. This ensures an emergency service while on campus. No accommodations are provided for students who have serious or prolonged illnesses. For these situations private medical service must be secured. Such private medical service is very expensive in the United States. For protection against the financial hardships of a serious, unexpected medical expense, the international student is required to purchase accident and health insurance. Such insurance should be purchased in the United States to assure adequate medical protection while residing in this country.

The \$200 estimate for books and supplies will include books and cost of supplies in non-technical fields. Slide rules, drawing equipment, typewriters, etc., are not included in this estimate.

Generally, international students indicate

that incidental expenses mount up quickly in the United States. In estimating these expenses, consider the following: laundry, clothing, occasional restaurant meals, postage, recreation, and entertainment. The \$476 estimate does not include the purchase of items such as household equipment or a car. Owning and operating a motor vehicle is costly and insurance is compulsory in the State of Florida. The costs of licensing, maintenance, and gasoline may cause serious financial problems for a person on a student budget.

The local transportation cost represents the average amount required for transportation to and from the University or the operating expense for an automobile to and from the campus only.

Further questions regarding international students at the University of North Florida should be directed to the Office of Student Affairs.



# Division of Continuing Education and Community Services



Robert L. Mitchell, *Dean*

The Division of Continuing Education and Community Services is an integral part of the academic purview of the University of North Florida. Recognizing its role of service to the community, the Division provides opportunities for adults to expand their horizons and increase professional competencies through continuing education. Such opportunities include courses for credit, correspondence study, a Regional Service Institute, and a Credit-Free Program comprised of workshops, short courses, seminars, and conferences.

## The Off-Campus Credit Program

### Courses

The Off-Campus Credit Program provides upper-level and graduate-level courses off campus within the adjacent four-county area, i.e., Clay, Duval, Nassau, and St. Johns Counties. Courses are offered upon request when there is a demonstrated need. While the majority of these courses are selected from the regular degree offerings of the University, specially designed courses may be offered to meet the unique needs of persons within certain professional or occupational groups. For this reason, the Off-Campus Credit Programs offer a wide range of opportunities for the adult student to meet specific educational goals, such as reviewing or completing certification requirements; advancing in chosen profession; completing degree requirements; or fulfilling personal enrichment goals.

Requests for a continuing education credit course should be initiated with the Director of Off-Campus Credit Programs, Division of Continuing Education and Community Services, University of North Florida.

## Registration for Courses

Registration does not imply acceptance into a degree program at UNF. Normally students registering for the first time are required to complete a NON-DEGREE Request to Register form. These forms are available on campus from the Office of Admissions or the Division of Continuing Education and Community Services; or from the Continuing Education Center, 1701 Davis Street, Jacksonville. A student may register for no more than two terms in a non-degree status; therefore, once two terms in a non-degree status have been completed, the student must contact the Office of Admissions for information about procedures to be followed for gaining approval for continued registrations.

Students may register for courses taught at off-campus locations during the first two class meetings or on-campus during regularly scheduled registration periods. If a student is registering for UNF courses off-campus and also on-campus, registration should be completed at the UNF Student Records Office at regularly scheduled registration periods. Fees should be remitted by check or money order payable to the University of North Florida for full amount of the fee by dates specified.

A student is encouraged to apply for admission to a University degree program if the individual is interested in pursuing a degree.

To facilitate the offering of off-campus courses, the University of North Florida has established and will maintain Centers for Continuing Education in locations accessible to concentrated populations.

## PACE

Recently the University has been the prime contractor for the Program for Afloat College

Education at certain Florida Naval installations and aboard Florida-based vessels with locations in Athens, Greece; Bahrain, Saudi Arabia; Barcelona, Spain; Buenos Aires, Argentina; Istanbul, Turkey; Naples, Italy; San Juan, Puerto Rico; and Valetta, Malta.

PACE courses may be utilized only by afloat commands and participation in these courses is limited to personnel assigned to duty on U.S. Naval ships.

For further information, contact the Division of Continuing Education and Community Services.

## **Correspondence Study**

The correspondence study function of continuing education has been assigned to the University of Florida. The University of Florida has the responsibility for representing all state universities and it offers more than 150 college-level courses to interested persons. All correspondence courses are administered from the central office in Gainesville, Florida; however, the UNF Division of Continuing Education and Community Services assists individuals in making initial inquiries.

## **Regional Service Institute**

The Regional Service Institute is a vital component of the Division of Continuing Education and Community Services. The Institute serves as the University's contact for the various publics in northeastern Florida. Emphasis is placed on providing service to governments, volunteer agencies, business and industry, allied health agencies, education, and social action agencies. Services are rendered through: (1) technical consultation; (2) applied research for the solution of problems; (3) development of data-gathering systems and the continuation of the data services; (4) development of assessment and evaluation procedures and systems; and (5) development of training programs.

Community service programs are made available whenever possible through Title I, Higher Education Act of 1965, and other grants. The Institute initiates and provides appropriate management of grant and research requests within the continuing education and community services area. Further information may be obtained by contacting the Director of the Regional Service Institute, Division of Continuing Education and Community Services, UNF.

## **The Credit-Free Program**

### **Program**

The Credit-Free Program provides educational services other than those included in the

academic credit program of the University. A variety of credit-free educational programs (conferences, seminars, workshops, institutes, and short courses) are offered throughout the year. Thus, the traditional ways of meeting the public's increasing demand in its "quest" for learning are expanded. Registration is open to all adults who have a desire for knowledge and an interest in the subject matter.

Credit-Free activities may be initiated through requests from interested individuals or groups and by the academic units of the University. The programs, usually short-term in nature, are intended as a response to a specifically defined need. Short courses to meet various educational needs and interests of individuals are offered on a regularly scheduled basis through the Quest Program. These quality courses place emphasis on professional advancement, personal improvement, and cultural enrichment. Credit-Free Programs are also designed and developed for business and industry, governmental agencies, professional associations, and civic organizations. Professional assistance is available in planning and developing Credit-Free Programs.

Individuals or organizations are invited to present ideas and suggestions for future programs. Those individuals, groups, or organizations desiring the assistance of the University of North Florida in the conduct of Credit-Free Programs should contact the Director of the Credit-Free Program, Division of Continuing Education and Community Services, UNF.

## **Continuing Education Units**

Individuals participating in certain Credit-Free Program activities may be awarded Continuing Education Units (CEU's). The CEU's are based primarily on successful completion of the program. The CEU is neither an alternate means of earning traditional course credit nor a way to transfer credit-free experiences toward degree-seeking goals. The CEU is a device for recognizing and recording participation in learning programs which are meaningful, enhancing, and self-fulfilling; it is also a means to meet the requirements of those organizations and professions which now encourage adults to continue their education. Transcripts of recorded CEU's are available upon request from the Student Records Office.

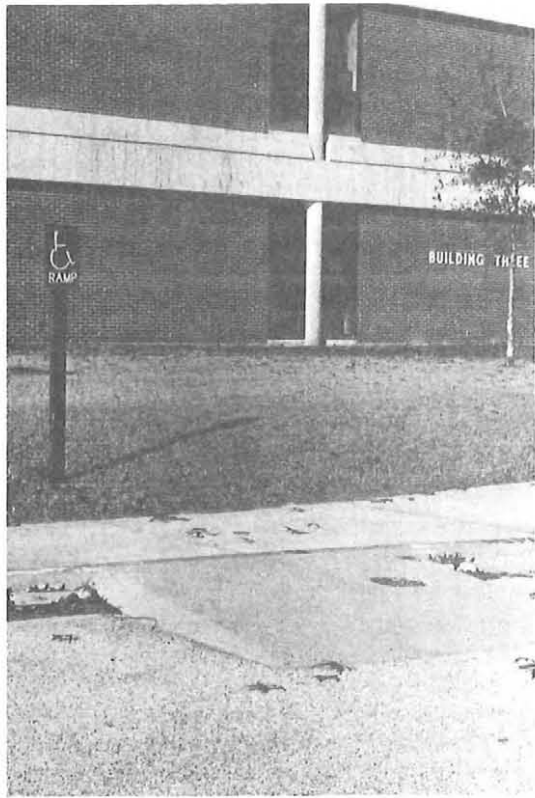
## **Fees**

Credit programs offered through the Division of Continuing Education and Community Services are subject to the same fees as other credit courses of the University.

Credit-Free Programs are typically dependent for funding on sources other than state appropriations; therefore, fees sufficient to support these programs must be charged participants.







# College of Arts and Sciences



**Willard O. Ash**, *Dean*

**James B. Crooks**, *Assistant Dean*

The faculty of the College of Arts and Sciences is committed to a liberal curriculum designed to prepare students for the “meaning” of life as well as for the “means” of life. The challenge is to create an intellectual environment where the teaching and discovery of knowledge take place in such a way that today’s students may develop an intellectual capacity for understanding and meeting the demands of tomorrow’s increasingly complex society.

The College believes that in order for students to understand themselves and their role in society, they must become generalists as well as specialists. It also believes that no one in the history of mankind exemplifies to a higher degree the achievement of both generalist and specialist than does Leonardo da Vinci. Leonardo was an artist who went beyond art. To him there was no dichotomy between art and science. Painter, sculptor, musician, scientist, engineer, city planner, architect, writer—and more—Leonardo ventured from field to field with an excellence that defies belief. Nowhere in man’s experience have the thirst for knowledge, the love of beauty, and the curiosity of science been combined to such a lofty degree in a single intellect. Leonardo’s accomplishments, therefore, provide the motivating inspiration for the College of Arts and Sciences Venture philosophy.

While it is unlikely that any curriculum designed today can claim to anticipate accurately the specific knowledge and methodology required by society a decade or two from now, the student’s best insurance for coping with the future will be the development of a versatile mind, a faith in reason, an appreciation for our cultural heritage, and an understanding of the interdependence of knowledge.

The College offers the student balanced programs in the humanities and the sciences. The fundamental core in each major consists of knowledge so basic to the discipline that it is believed to have the highest survival value for both the student and society. For example, it has been said that if the present corpus of mathematical knowledge were not transmitted from one generation to the next, our technological development would quickly slow, and our society would soon be forced to retreat to lower levels of living. While transmission of core proficiencies is certainly the prime responsibility of the College, it is not the College’s sole responsibility, for the College must also provide a liberal education which involves exposure to new ideas, new ways of thinking about old ideas, and above all, a place where student and professor have the common right to think uncommon thoughts, believe uncommon beliefs, and have the equal right to become unequal.

## The Program

Each program of study in the College of Arts and Sciences consists of three basic components which make up a minimum 90-hour curriculum: major studies, contextual studies, and Venture studies.

## The Major

This component is designed to develop the student’s occupational competence in a specific field. A student’s major consists of at least 35 hours of upper-level work in a basic discipline offered by the College.

## Contextual Studies

These are courses which the student elects as secondary interest to the major and which should

serve to enhance and support the major. For example, calculus would be contextual for a science major. A student may take as many as 20 hours in contextual studies, although this may be reduced if the major exceeds 35 hours; *the departmental requirement for major and contextual studies combined cannot exceed a total of 55 hours of credit.*

## Leonardo da Vinci Venture Studies

The faculty of the College of Arts and Sciences is continually designing new courses, called Venture courses, especially created to help the student satisfy the distribution requirement described below. Venture courses are advanced courses, and build upon the general education already acquired by the student. They assume and require reasoning ability, writing and speaking ability, and an interest in the vital issues of today.

Because many Venture courses are new in approach and focus on some vital issue or phenomenon of today, they are relevant. This means that they are also likely to be innovative in teaching style, in student experience, and in content. The student may read a number of books, articles, essays, newspapers or the like; or may experience films, events, field trips, or visit consultants in a portion of the course. Such experiences contrast with courses that normally use traditional texts. In fact, textbooks normally will not be used in Venture courses.

Venture courses will be constantly evolving, will often be interdisciplinary, with lively dialogue characterizing the mode of the experience. The classroom walls will not inhibit the student and the professor from pursuing their topics, in teams or singly, in the library, at a theatre, on a farm, in a ghetto, on a camping trip, or whatever other living experience is appropriate to the subject of inquiry. Visiting informants and a predominantly nonlecture format will involve the student and professor jointly in a search for truth, meaning, and revelation about a given subject.

Venture courses should extend and expand a student's outlook. In many instances, the courses will deal with thoroughly contemporary subjects, but they will pose enduring questions. They will also extend habits of inquiry and reflection (social, political, psychological, humanistic, scientific, and aesthetic) into areas of interest in which students have little, if any, previous disciplinary experiences. Ideally, the experience in such courses should encourage student and teacher alike, as Henri Bergson said, to "Think as men of action, act as men of thought."

The Venture component is particularly vital to the success of the Arts and Sciences program at the University of North Florida and is the distinctive feature of the College. (For unique grading of Venture courses, see the Venture Courses Grading Practices section of this Catalog.)

## LEONARDO DA VINCI, 1452–1519

*He created the one most beautiful of portraits, the one most beautiful picture, the one most beautiful fresco . . . eager to give his mind to other things, he built the Naviglio Canal, invented diving armor and flying machines, suspected the usefulness of steam, predicted the balloon, manufactured mechanical birds which flew and animals which walked . . . he made a silver lyre and played it exquisitely, studied anatomy and drew admirable myologies, manufactured all of the materials he used, even his varnishes and colors . . . he was distinguished as a military and civil engineer, as a geologist, geographer, and astronomer . . . he rediscovered the principles of the lever and of hydraulics . . . he was a great mathematician and machinist, physiologist and chemist . . . he invented the camera obscura and planned the great works of engineering that have controlled the courses of the Arno and Po . . . he walked beside the sea and understood that the waters were composed of countless molecules, watched the billows in their rhythmical advance and comprehended that light and sound move in waves, looked into the heavens and perceived that the world was not the center of created things, and saw that the universe is held together by the attraction of gravitation . . . long before Bacon he evolved a philosophy, looking to human experiences and to nature for all solution of his doubts.*

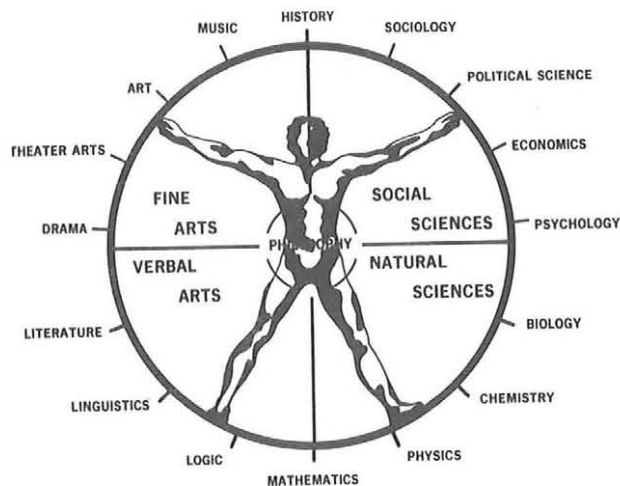
Theophile Gautier

## The Venture Requirement

In encouraging students to broaden their intellectual experience and perspective, the College requires that about one-third of the work be done in fields outside the major area.

Using the circle to represent the College and arranging the basic disciplines around its circumference, the quadrants of the circle may be used to represent the four subdivisions of the College.

To complete the 35-hour distribution or *Venture* requirement, the student chooses at least 30 hours from disciplines outside the major quadrant, taking 10 hours in each of the three quadrants. An additional five hours are chosen by the student from any course, *Venture* or conventional, offered at the upper level. **The only exception to this is that if a *Venture* course is selected from the major quadrant, it may not be a *Venture* course in the student's major discipline.** The student is advised to choose *Venture* courses, and most do, although conventional departmental course offerings for which the student has the



necessary prerequisites are acceptable alternatives. This assures the student an intellectual experience spanning the disciplines and satisfies the College goal of a balanced humanities-science curriculum.

Listed below is a sample of Venture courses previously offered. All Venture courses are not repeated each year, and new ones are constantly evolving while old ones may be discontinued. A more complete listing will be found in the Course Offerings section of this Catalog.

- \_\_\_\_\_ (ART 961) 20th Century Music and Art: "Quo Vadis?"
- \_\_\_\_\_ (ART 966) The Renaissance: Its Life and Art
- \_\_\_\_\_ (ART 967) Video Venture
- \_\_\_\_\_ (MUS 962) Music and The Arts
- \_\_\_\_\_ (HIS 962) Civilization and Its Discontents
- \_\_\_\_\_ (HIS 966) Woman's Role: Past and Present
- \_\_\_\_\_ (HIS 968) Preconceptions and Misconceptions: The Role of Bias in the Interpretation of Past and Present
- \_\_\_\_\_ (LIT 965) The Wonder That is India: Her Arts and Literature
- \_\_\_\_\_ (LIT 968) Man and His Fictions
- \_\_\_\_\_ (MSC 960) Mathematics Humanized
- \_\_\_\_\_ (MSC 961) Excursions into Mathematics
- \_\_\_\_\_ (NAS 970) Genetics and Society
- \_\_\_\_\_ (NAS 971) Bioethics: The Right to Exist
- \_\_\_\_\_ (NAS 976) The Origin of Life
- \_\_\_\_\_ (NAS 985) Science and Pseudoscience: Fad, Fact, and Fancy
- \_\_\_\_\_ (POS 960) The Quality of Life in America
- \_\_\_\_\_ (POS 962) Art and Politics
- \_\_\_\_\_ (POS 980) Politics: Left, Right, and Center
- \_\_\_\_\_ (ECO 960) Economics of Environmental Problems
- \_\_\_\_\_ (ECO 961) Poverty in the United States
- \_\_\_\_\_ (PSY 960) Human Conflict in Black and White
- \_\_\_\_\_ (PSY 961) Human Sexuality
- \_\_\_\_\_ (SOC 960) Womanhood in Modern Society
- \_\_\_\_\_ (SOC 961) Utopias: The Search for Heavens on Earth
- \_\_\_\_\_ (SOC 971) The Quest for Identity

## Departmental Majors

On the following pages, the specific departmental requirements for the majors available Fall 1977 are described for the disciplines:

- Art
- Economics
- History
- Literature (also English)
- Mathematical Sciences—computer science, mathematics, statistics
- Music
- Natural Sciences—biology, chemistry, interdisciplinary
- Political Science
- Psychology
- Sociology

Additional course offerings are also planned in journalism, library science, speech, linguistics, photography, physics, creative writing, philosophy, and Theatre Arts.

## Liberal Studies Degree Program

Students who do not desire to major in a single discipline, either because they seek to experience a broader spectrum of ideas or do not want to be tied to a program designed more appropriately for career-oriented students, may pursue a broader course of study leading to the Bachelor of Arts in Liberal Studies.

This degree program, offered by the College of Arts and Sciences, provides an opportunity for students to design a curriculum tailored to their interests which (a) maintains the academic quality of traditional programs and, yet, (b) provides a latitude of exploration of ideas that does not exist in traditional programs.

The requirements for the Bachelor of Arts degree in Liberal Studies are as follows:

### Distribution Requirement:

Each BLS candidate must take at least 15 hours of approved course work from each of the four discipline-area quadrants as described for Venture studies purposes.

### Thematic Requirement:

Each BLS candidate must take an additional 15 hours of Committee approved course work in support of a liberal studies exposition.

### Liberal Studies Exposition:

Each BLS candidate must complete a 5-to-15 credit project designed in consultation with and approved by the candidate's advisory committee. This project should represent a culmination of the student's program of study and should reflect the composition and direction of that program.

### Electives:

The 0-10 credits remaining in a 90-credit degree program and not included above are elective and may be selected from courses in the University at large, subject only to prerequisite restrictions.

Students interested in this degree program should see the History Department advisor. Applications for acceptance into the Liberal Studies Program are reviewed by the Liberal Studies Committee.

## Summary of Prerequisites by Major

Major	Prerequisite Courses	Number of Terms*
Art.....	Drawing.....	Two
	Design.....	Two
	Art History.....	One
Economics.....	Introductory Economics.....	Two
History.....	History.....	Two
Literature English option.....	Literature.....	Two
	Speech.....	One
	Literature option.....	Literature.....
Communica- tions option.....	Literature.....	One
	Speech.....	One
	Communications, including Survey of Mass Communications.....	Two
Mathematical Sciences.....	Calculus.....	Two
	Approved Math Elective.....	One
Music.....	Music Theory.....	Four
	Applied Music.....	Four
	Ensemble.....	Four
	Music History.....	One
Natural Sciences.....	Calculus.....	Two
	Biology with Lab.....	Two
	Chemistry with Lab.....	Two
	Physics with Lab.....	Two
Political Science.....	Political Science.....	One
	Philosophy (preferably Logic).....	One
Psychology.....	General Psychology.....	One
	Human Biology, Zoology, or General Biology with Lab..	One
	Elementary Statistics.....	One
Sociology.....	Introductory Sociology.....	One

## Department of Economics

Joseph M. Perry, *Professor and Chairperson*

Roy L. Lassiter, Jr., *Professor*

R. Grann Lloyd, *Professor*

Stephen L. Shapiro, *Associate Professor*

Earle C. Traynham, Jr., *Associate Professor*

Louis A. Woods, *Associate Professor*

Lynda W. Griffith, *Instructor*

The program of the Department of Economics is designed to provide students with the tools and concepts necessary to understand our modern economy and to function more effectively as citizens. A major in economics opens the door to graduate study or a wide variety of jobs in business, government, and finance. Economics is particularly appropriate for those students who plan to enter public service or law, whether in the community or at other levels.

\*Students deficient in prerequisites may be admitted to a department after arranging with the department chairperson a program to remove the deficiency.

The program consists of a minimum of 90 hours: a concentration in economics of 35 hours consisting of a common core of 25 hours required of all majors and 10 hours of economics electives; 20 hours of major or contextual studies; and 35 hours of Venture courses.

Core.....	25 hours
Intermediate Macroeconomics.....	5 hours
Intermediate Microeconomics.....	5 hours
Monetary Economics.....	5 hours
Public Finance.....	5 hours
Contemporary Economic Problems and Policy.....	5 hours
Economic Electives .....	10 hours
Major or Contextual .....	20 hours
Venture Studies .....	35 hours
<b>Total</b>	<b>90 hours</b>

It is assumed that students choosing a major in economics will already have completed two terms of introductory economics at an accredited community college or four-year institution. Students not meeting the prerequisite may be admitted to the department after arranging with the department chairperson a program which removes the deficiencies.

*Electives available to economics majors are:*

American Economic History  
European Economic History  
Labor Economics  
Business and Economic Statistics  
Analysis of Urban Systems  
Economic Geography  
Location Theory  
International Economics  
Economic Development  
Government and Business  
Contemporary Economic Problems and  
Policy  
Directed Individual Study

A major in economics is also offered through the College of Business Administration, leading to a BBA degree. (See the College of Business Administration section of this Catalog.)

## Department of Fine Arts

Gerson Yessin, *Professor and Chairperson*

William A. Brown, *Associate Professor*

Charles F. Charles, *Associate Professor*

Kenneth L. McMillan, *Associate Professor*

David S. Porter, *Associate Professor*

Arthur J. Bloomer, *Assistant Professor*

Wellington C. Morton, *Assistant Professor*

Merrill J. Palmer, *Assistant Professor and  
Advisor*

Ted Reynolds, *Assistant Professor*

Paul E. Ladnier, *Instructor*

The Department of Fine Arts has a three-fold mission. First, to serve the entire University student population as an experiential source in the fine arts. This experience may take the form of an

applied course which enables students to feel firsthand the stimulation of individual creativity or a Venture course in which they expand their scope of intellectual and cultural activity by seeing, hearing, and reacting to the arts. Or, it may be of an informal nature—a concert, an art show, or a theatre production.

Secondly, the department offers a quality program for the fine arts majors which will prepare them for the teaching profession, for graduate studies, for other career fields, or for an enriching avocation. This training will include both the traditional concepts of the arts as well as the relevant aspects of the contemporary facets of each discipline. Cooperative and internship programs will be available in some fields of the arts, such as commercial art, music teaching, and music performance, which will offer practical experience in a professional situation.

Lastly, the University carries with it a responsibility to the community as the one place where the arts can flourish regardless of their commercial value. Because we are an urban school, and derive our stimulation, our students, and our moral support largely from the community we serve, we have a special mission to pursue in offering to our citizens an additional source of cultural activity.

## Art

The major in art leads to the B.A. degree with options either in general art or graphic design. Students may concentrate in painting, drawing, ceramics, art history, or graphic design. Applicants should have had previously two terms each of design and drawing and one term of art history. Anyone not meeting these prerequisites may be admitted to the department after arranging with the department chairperson a program of studies which removes the deficiencies. Entering students should present an art portfolio as an aid to program planning.

Art majors in the College of Arts and Sciences must earn at least a 2.5 average in their art courses. No grade below "C" in major courses will apply toward graduation.

All art majors are required to take a 15-hour core:

### Core

Art History.....	10 hours
Advanced Drawing.....	5 hours
Senior Portfolio.....	0 hours
<b>Total</b>	<b>15 hours</b>

*In addition to the above core, 40 hours in major and contextual courses and 35 hours in Venture courses are required.*

*For graphic design students, the 40 hours in*

*major and contextual courses will consist of the following:*

ART 3234C (ART 312) Graphic Design.....	5 hours
ADV 3003 (ART 314) Layout/Production....	5 hours
ADT 3600C (ART 319) Photography, Black and White.....	5 hours
ART 4255C (ART 416) Illustration.....	5 hours
Four from the following.....	20 hours
ART 4270C (ART 414) Editorial and Package Design	
ART 4272C (ART 415) TV and Film Graphics	
ART 4601C (ART 466) Art Photography	
MAR 3023 (*MAR 321) Principles of Marketing	
ART 3253C (ART 315) Rendering Techniques	
ADV 3200 (ART 317) Advertising Design	
ART 4943 (ART 475) Graphics Practicum	
ART 4604C (ART 467) Advanced Photography	
ART 4955C (ART 471) Graphic Design Portfolio	
<b>Total</b>	<b>40 hours</b>

*Students registered in the College of Arts and Sciences and working toward Florida certification to teach with art (general option) as their area of concentration, would plan their program as follows:*

Art History.....	10 hours
Commercial Art.....	5 hours
Crafts.....	5 hours
Advanced Drawing.....	5 hours
Painting.....	5 hours
Ceramics.....	5 hours
Senior Portfolio.....	0 hours
Art Electives.....	10 hours
<b>Subtotal</b>	<b>45 hours</b>
Education Certification Requirements.....	45 hours
Venture Studies.....	35 hours
<b>Total</b>	<b>125 hours</b>

*Students registered in the College of Education and working toward certification in art (general option) would take the following art courses:*

Art History.....	10 hours
Commercial Art.....	5 hours
Crafts.....	5 hours
Advanced Drawing.....	5 hours
Painting.....	5 hours
Ceramics.....	5 hours
Senior Portfolio.....	0 hours
Art Electives.....	10 hours
<b>Subtotal</b>	<b>45 hours</b>
Professional Education.....	50 hours
<b>Total</b>	<b>95 hours</b>

*Students registered in the College of Education and working toward Florida certification to teach with art (graphic design option) as their area of concentration, would plan their program as follows:*

Art History and Advanced Drawing.....	15 hours
Graphic design program as listed.....	40 hours
Professional Education.....	50 hours
<b>Total</b>	<b>105 hours</b>

## Music

The music major leads to the B.A. degree. Students should have had previously two years

\*Prerequisites to be waived for art majors.

each of theory, including eartraining, sightsinging, and keyboard harmony; applied music; ensemble; and one term of music history. Voice and organ majors should have had one and two years of piano, respectively. Students not meeting these prerequisites may be admitted to the department after arranging with the department chairperson a program of studies which removes the deficiencies. Entering students will be given placement tests in applied music and theory as an aid to program planning.

Music and Music Education majors must earn at least a "C" in major courses in order for these courses to count toward graduation. Students enrolled for 12 hours or more must take ensemble and applied music each quarter. All music and music education majors must pass a piano proficiency exam.

All majors are required to take a 37-hour core:  
**Core**

Music History.....	15 hours
Applied Music.....	12 hours
Form and Analysis.....	5 hours
Ensemble (chorus, band, or orchestra).....	5 hours
Recital and Research.....	0 hours

*In addition to the above core, 12 hours in applied music, 6 hours in major and contextual courses, and 35 hours in Venture studies are required. At least 90 hours are required for the total program.*

*Students registered in the College of Arts and Sciences, and working toward Florida certification to teach music, would plan their program as follows:*

Core.....	37 hours
Choral Conducting and Literature.....	10 hours
	<b>Subtotal 47 hours</b>
Education Certification Requirements.....	45 hours
Venture Studies.....	35 hours
	<b>Total 127 hours</b>

*Students registered in the College of Education and working toward certification in music:*

The curriculum in music education is offered jointly by the Department of Fine Arts and the Department of Elementary and Secondary Education for the preparation of teachers of general classroom, instrumental, and choral music. Voice and instrumental majors must pass a piano proficiency examination before enrolling for student teaching. Graduates of the program receive the Bachelor of Arts in Education degree and are eligible for the Florida Rank III Certificate, valid for teaching music grades one through twelve.

Students interested in music education should refer to the curriculum outlined below and consult with an advisor in the Department of Elementary and Secondary Education.

Core.....	37 hours
Choral Conducting and Literature.....	10 hours
	<b>Subtotal 47 hours</b>
Professional Education (see College of Education section of this Catalog).....	50 hours
	<b>Total 97 hours</b>

## Theatre Arts

The theatre arts courses are designed to suggest to students the personal and social learning experiences which may be found in the theatre. These courses also explore the various performing and technical arts and skills of the producing theatre. At the present time no major in theatre arts is offered.

## Department of History

**James B. Crooks**, *Professor and Chairperson*  
**Thomas M. Leonard**, *Associate Professor and  
Advisor*

**Daniel L. Schafer**, *Associate Professor*  
**Dale L. Clifford**, *Assistant Professor*  
**Ann B. Radwan**, *Assistant Professor*

The study of history involves an understanding and appreciation of our cultural heritage, whether ancient or modern, eastern or western, humanistic or technological. It seeks to appreciate the values of our global civilization in its many parts. The study of history stresses the importance of the historical perspective for understanding contemporary social, political, technological, and economic problems. In the words of Woodrow Wilson, "A nation which does not know what it was yesterday, does not know what it is today, nor what it is trying to do."

History depends upon the skills of communication. Knowledge learned and understanding reached has limited value unless it can be conveyed by word or picture, sight or sound. In addition, studying history enables students to develop their creative and analytical powers, to learn the methodology of the discipline, to apply insights from other fields of thought, and to develop an in-depth understanding of a particular historical area.

History as a discipline is also committed to the liberal arts as the basic core of human knowledge. It contributes to the development of the individual's intellectual skills in preparation for employment. In addition it sees the importance of encouraging the creative and flexible thinking necessary to live in tomorrow's world of continuing change. Finally, history seeks to light that spark of curiosity that will motivate students to pursue independent learning after college. It is essential in the last decades of the twentieth century that students appreciate the certainty of continuing change, develop the intellectual skills to respond to that change, and maintain a value system enabling them to understand the world and involve themselves in it.

The department's goal is to graduate a liberally educated person who can view the world with a historical perspective, who appreciates the traditions of various cultures, who understands the role of change and continuity, and who has interests encompassing the humanities and the social sciences, the fine arts, and the natural sciences. The history graduate should leave the University of North Florida with the ability to evaluate the world critically and with an understanding that education is a never-ending process.

Two college-level history courses are prerequisites for admission to the history major. The major consists of a minimum of 40 hours in history with at least 10 hours at the 400-level or above.

All majors will take a 20-hour core as part of the required 40 hours.

## Core

The Craft of History.....	5 hours
U.S. History.....	5 hours
European History.....	5 hours
Asian or African History.....	5 hours

Any 300-level or 400-level course in U.S., European, Asian, or African history will fulfill the distribution requirement of the Core. The purpose of the requirement is to ensure that students have the opportunity to make cross-cultural comparisons.

To graduate, history majors must earn at least a "C" in each course of a 40-hour major.

In addition to the major, a student will take at least 35 hours in the Venture program. Up to 15 hours may be taken in contextual studies such as literature, political science, sociology, library science, American studies, or statistics.

History majors may also participate in programs in information systems, criminal justice, social welfare, American studies, and black studies.

*Students registering in the College of Arts and Sciences who are working toward Florida certification for secondary school teaching in history should plan their programs as follows:*

History major.....	40 hours
Education major.....	45 hours
Distribution required.....	30 hours
<b>Total</b>	<b>115 hours</b>

## Department of Language and Literature

Gary L. Harmon, *Professor and Chairperson*

Richard B. Bizot, *Associate Professor and Advisor*

Cherrill P. Heaton, *Associate Professor*

William J. Roach, *Associate Professor*

William R. Slaughter, *Associate Professor*

Satya S. Pachori, *Assistant Professor*

E. Allen Tilley, *Assistant Professor*

Literature. Communications. Language. These three course clusters circumscribe a major

that offers three concentrations: **English**, for those planning to certify for teaching in the secondary schools; **literature**, for College of Arts and Sciences students interested in studying literature in depth; and **literature-communications**, for those who wish to split their interests between preparing for work in communications and for a broad understanding of the literature and symbology of printed language.

The curriculum includes courses in American, English, and world literature; creative and expository writing; linguistics; Spanish\*; speech; and journalism. These studies are united by several central concerns: the spirit of critical inquiry, the accumulation of knowledge about our literary and linguistic heritage, the exploration of timeless human issues, and the effort to synthesize disparate information and ideas about human culture.

Words. Images. Symbols. Myths. These means of communicating provide the bases for study that involve the student in the experience of literature and languages. The intertwined abilities of imputing meaning to literature and of expressing our thoughts and vision clearly to others describe the direction of the educational quest in this department.

*Graduates in this department enter many professions: journalism, teaching, law, politics, writing, advertising, social work, diplomacy, and many others. Combined with other studies, strength in language or literature lends firm support to professions which prize cultural sophistication and the ability to express oneself well. Renowned television or film writers, actors, football coaches, magazine editors, or company presidents—as well as articulate and interesting legislators, sales people, or technicians—distinguish the alumni of these disciplines.*

## Associated Programs

Other allied programs are now available to the department majors. American studies, black studies, journalism and communications, and library science are Special Studies (see Special Studies section of this Catalog) which mesh with the study of literature, language, or communications.

## General Policies

Courses in freshman English, humanities, or communications do not count as literature prerequisites since these are basic to all majors. If a student should come to UNF without the prerequisite courses, these can be taken here or elsewhere in addition to the required 90 quarter hours for graduation. To arrange for this, the student must consult with the department chairperson or advisor. Student needs and problems are taken into account in making this arrangement.

\*Spanish to be offered, pending appropriate approvals.



Also, a departmental policy is in effect for D's received in the major portion of a student's program. Major students in the Department of Language and Literature must have "C's" or above in the number of hours required for the major, with the right to petition the department for an exception to this policy if a "D" is earned.

## Literature and English

The literature concentration consists of 40 hours in literature, 15 in contextual studies, 10 in fine arts, 10 in the social sciences, 10 in natural sciences and/or mathematics, and 5 elective hours. The English concentration is for students who wish to certify for teaching and consists of 35 hours in literature, 5 hours of American English, and 5 hours of writing prose, the remainder of the program to be designed with the student's advisor. **In addition to two literature courses as pre-requisites**, all students concentrating in literature or English must complete the following courses:

### Core

ENG 4815 (LIT 401) Approaches to Literary Interpretation..... 5 hours

*In addition, majors must complete at least one course from each of the following groups (English majors must take two from each group):*

#### American Writing:

AML 3106 (LIT 316)  
Emerson through Crane } ..... 5-10 hours  
AML 3112 (LIT 317)  
Dreiser through Jones }

#### British Writing:

ENL 3016 (LIT 325)  
Beowulf through Defoe } ..... 5-10 hours  
ENL 3022 (LIT 326)  
Fielding through Wilde }  
ENL 3431 (LIT 327)  
Conrad through Beckett }

*If any of the above courses were taken elsewhere before coming to UNF and if they are counted as prerequisites, the student selects another appropriate literature course.*

*In addition to the literature courses, English majors must take one course from each of the following groups:*

A. LIN 4011 (LIT 410) American English..... 5 hours  
B. ENC 3424 (COM 304) Writing Prose..... 5 hours  
JOU 3101 (COM 317) Advanced Journalistic Writing (only for English majors who plan to certify for teaching journalism)

English majors who also seek Florida certification for teaching journalism in grades 7-12 need to take **three** courses in journalism for a minimum of 15 hours.

*Majors select their remaining courses from the following:*

### Literary Modes

CRW 3160 (LIT 336) Writer's Workshop  
ENG 3302 (LIT 345) The Novel  
ENG 3402 (LIT 350) Drama  
ENG 3717 (LIT 355) Poetry  
ENG 3234 (LIT 360) Short Fiction

### Seminars in Literary History

LIT 3232 (LIT 371) Masterworks of World Literature  
LIT 3334 (LIT 372) Black American Literature  
ENG 3151 (LIT 373) Literature of Popular American Culture  
LIT 3327 (LIT 374) Literature of the East

### Special Topics in Literature

LIT 4272 (LIT 425) Myth in Literature  
LIT 4256 (LIT 430) Medieval Literature  
ENG 4321 (LIT 435) Studies in the English Renaissance  
ENG 4313 (LIT 440) The English Novel  
ENL 4412 (LIT 446) Studies in Victorian Literature  
ENG 4746 (LIT 450) American Poetry  
AML 4300 (LIT 459) American Literary Motifs  
ENG 4906 (LIT 490-499) Independent Study  
AMS 4935 (LIT 480) American Studies Seminar  
ENG 4933 (LIT 481-489) Seminar in Literature, Writing, or Linguistics  
\_\_\_\_\_ (LIT 381-389) Special Topics in Literature  
CAW 3160 (LIT 336) Writer's Workshop  
\_\_\_\_\_ (LIT 580) Topics in Literature (Graduate)

## Literature—Communications

The concentration consists of 25 hours in literature and 30 hours in communications. Prerequisites include one literature course (excluding humanities, freshman English), one speech course, a survey of mass communications, and one other mass communications course or their equivalent. Recommended additional freshman-sophomore work includes: Introduction to Photography, Writing for Broadcast Media, Broadcast Announcing, Law and Ethics in Journalism.

### Core

JOU 3101 (COM 317) Advanced Journalistic Writing..... 5 hours  
JOU 3200 (COM 330) Editing and Layout.. 5 hours  
ENG 4815 (LIT 401) Approaches to Literary Interpretation..... 5 hours  
AML 3112 (LIT 317) American Literature: Dreiser-Jones..... 5 hours  
English Literature elective..... 5 hours

Depending on a student's aims, the remainder of the program is to be selected from these:

RTV 3300 (COM 340) Broadcast Journalism  
\_\_\_\_\_ (COM 341) Writing for Radio and Television  
\_\_\_\_\_ (COM 350) Public Affairs Reporting  
SPC 3441 (COM 365) Small Group Communication  
JOU 3302 (COM 351) Writing Editorials, Columns, and Critical Reviews  
JOU 3300 (COM 352) Magazine Feature Writing  
JOU 4411L (COM 417) Newspaper Workshop  
JOU 4600 (COM 419) Photojournalism  
\_\_\_\_\_ (COM 440) Principles of Public Relations  
\_\_\_\_\_ (COM 441) Publicity Writing  
JOU 4108 (COM 450) Depth and Investigative Reporting  
MMC 4602 (COM 460) Mass Media and Society in America  
MMC 4945 (COM 475) Internship  
MMC 4930 (COM 480-489) Seminar  
MMC 4905 (COM 490-499) Independent Study  
MMC 5935 (COM 580) Topics in Communications

## Library Science

Andrew Farkas, *Professor*  
 Dorothy P. Williams, *Associate Professor*  
 Kathleen F. Cohen, *Assistant Professor*

The library science courses are all electives. Only LIS 301 and LIS 306 have course prerequisites. The program is designed to satisfy the State of Florida certification requirements for Media Specialists and to enable interested students to develop research skills. No independent major in the field of library science is offered.

## Department of Mathematical Sciences

William H. Caldwell, *Professor and Chairperson*  
 Willard O. Ash, *Professor*  
 Edward D. Elgethun, *Associate Professor*  
 Leonard J. Lipkin, *Associate Professor*  
 William C. Queen, *Associate Professor*  
 Charles N. Winton, *Associate Professor*  
 Walter P. Bond, *Assistant Professor*  
 Yap S. Chua, *Assistant Professor*  
 John J. Leeson, *Assistant Professor and Advisor*  
 William J. Wilson, *Assistant Professor*

Mathematics, statistics, and computer science provide powerful tools for a constantly expanding variety of problems. There is hardly a field to which these intrinsically related sciences have not been applied, often providing capabilities that would have seemed fantastic only a few years ago. At the University of North Florida, mathematics, statistics, and computer science are united in the Department of Mathematical Sciences. This provides the student with an integrated approach to these areas, and at the same time, permits pursuit of a BA degree with concentration in any one of the three basic disciplines represented.

Differential calculus, integral calculus, and one other *non-precalculus* mathematics course (multivariable calculus, differential equations, linear algebra, elementary probability and statistics, to name a few possibilities) are prerequisites to the upper-level program. Students not meeting the prerequisite may be admitted to the major program after arranging with the department chairperson a program which removes the deficiencies.

It should be noted that a student may not receive degree credit for a course taken at UNF if the equivalent of that course was used as one of the student's major-prerequisite courses. A mathematical science major not having the equivalent of MSC 303 (multivariable calculus course) as a prerequisite will be strongly encouraged to include such a course among the contextual courses in the UNF degree program. It is further recommended that prospective mathematical science majors elect strong science options in their freshman and sophomore degree programs.

All mathematical science majors, regardless of program option selected, are required to take the following 20-hour interdisciplinary core:

### Core

MAA 3201	(MSC 310) Intermediate Analysis.....	5 hours
MAS 3103	(MSC 320) Linear Algebra.....	5 hours
COC 3040	(MSC 330) Introduction to Computer Science.....	5 hours
STA 3321	(MSC 340) Probability and Statistics.....	5 hours

In addition to the core, the student must select a program option within the mathematical sciences. The overall program must contain at least 40 hours of mathematical science courses and satisfy departmental requirements for the option selected. At least 35 hours of mathematical science courses (including the core) must be completed with grades of "C" or better, and an overall average of "C" in major and contextual work is required for graduation.

Specific course requirements for the options are available from the department upon request.

Examples of programs within the options are:

### Mathematics (Sample Program)

Core.....		20 hours
MAA 4211	(MSC 411) Advanced Analysis I	5 hours
MAA 4212	(MSC 412) Advanced Analysis II	5 hours
MAA 4402	(MSC 415) Complex Analysis....	5 hours
MAS 4311	(MSC 421) Algebraic Structures.	5 hours
MTG 4302	(MSC 425) Elementary Topology	5 hours
Major or Contextual.....		10 hours
	<b>Subtotal</b>	<b>35 hours</b>
Venture studies.....		35 hours
	<b>Total</b>	<b>90 hours</b>

### Computer Science (Sample Program)

Core.....		20 hours
COP 3400	(MSC 331) Computers and Programming.....	5 hours
MAD 3104	(MSC 333) Introduction to Discrete Structures.....	5 hours
MAC 3417	(MSC 335) Numerical Calculus	5 hours
COP 4640	(MSC 433) Programming Languages.....	5 hours
CDA 4101	(MSC 435) Computer Organization.....	5 hours
Major or Contextual.....		10 hours
	<b>Subtotal</b>	<b>35 hours</b>
Venture studies.....		35 hours
	<b>Total</b>	<b>90 hours</b>

### Statistics (Sample Program)

Core.....		20 hours
MAA 4211	(MSC 411) Advanced Analysis I	5 hours
MAA 4402	(MSC 415) Complex Analysis....	5 hours
STA 4322	(MSC 440) Statistical Theory I..	5 hours
STA 4202	(MSC 445) Design of Experiments.....	5 hours
STA 4222	(MSC 447) Design of Sample Surveys.....	5 hours
Major or Contextual.....		10 hours
	<b>Subtotal</b>	<b>35 hours</b>
Venture studies.....		35 hours
	<b>Total</b>	<b>90 hours</b>

Each student will plan the specific courses to be included in the major program in consultation with the department advisor.

*Students registered in the College of Arts and Sciences and working toward Florida certification for secondary school teaching with mathematics as their area of concentration should plan their program as follows:*

<b>Core</b> .....	<b>20 hours</b>
<b>Four secondary school-related MSC courses, for example:</b>	
MAD 3104 (MSC 333) Introduction to Discrete Structures.....	5 hours
MTG 3212 (MSC 351) Modern Geometry.....	5 hours
MAS 3203 (MSC 361) Number Theory.....	5 hours
MAA 4402 (MSC 415) Complex Analysis....	5 hours
<b>Subtotal</b>	<b>20 hours</b>
<b>Education Certification Requirements and Venture studies</b> .....	<b>65 hours</b>
<b>Total</b>	<b>105 hours</b>

## Master of Arts in Mathematical Sciences

In accord with the philosophy of the undergraduate Mathematical Sciences program, the degree program leading to a Master of Arts in Mathematical Sciences is interdisciplinary in nature, emphasizing the interrelationships among the disciplines represented. In addition to involving the student in topics from each of mathematics, computer science, and statistics, the program requires that each student select an area of concentration from one of these disciplines. The principal goals of the program are to provide the graduate with an understanding of the utility of the mathematical sciences and to present the theory needed to make those applications meaningful.

### Program

The program consists of 50 hours of study in the mathematical sciences. The 30 credit core listed below forms a foundation for every student's program. Particularly well prepared students may be permitted to substitute more advanced courses from the appropriate area in place of some core courses.

The remaining 20 credits are selected by the student in consultation with the department and provide concentration in one of the three basic mathematical sciences. For some students, a thesis may be included in these 20 credits (a thesis may account for no more than 5 credits). In certain instances, graduate courses in disciplines outside the mathematical sciences area may be substituted for as many as 10 of these 20 credits. Upon completion of the program of study, each candidate is given a comprehensive departmental examination.

## Core Courses

Computer Science	
——— (MSC 630) Algorithms	
——— (MSC 631) Software Systems	
Mathematics	
——— (MSC 618) Numerical Linear Algebra	
——— (MSC 620) Theory of Computation	
Statistics	
——— (MSC 643) Statistical Methods I	
——— (MSC 660) Probability	

## Admission

In addition to satisfying general University criteria for admission into a graduate program, students wishing to enter the Mathematical Sciences Master's degree program must have the equivalent of the undergraduate mathematical sciences degree program at the University of North Florida. Otherwise qualified students not satisfying this condition may be admitted in a probationary status after arranging with the department chairperson for a program which will remove the deficiencies.

## Department of Natural Sciences

**Edward A. Healy**, *Professor and Chairperson*

**Jack T. Humphries**, *Professor*

**Gerald J. Stine**, *Professor*

**Darwin O. Coy**, *Associate Professor*

**Carole L. DeMort**, *Associate Professor*

**Jay S. Huebner**, *Associate Professor*

**Ray D. Bowman**, *Assistant Professor*

**Joan L. Bray**, *Assistant Professor*

**Erich E. Brumbaugh**, *Assistant Professor and Advisor*

**John R. Duchek**, *Interim Assistant Professor*

**Lester E. Walker**, *Assistant Professor*

In the post-World War II era, scientific knowledge has not only expanded phenomenally but many new scientific disciplines have emerged. Most of the latter, such as biophysics, the oceanographic sciences, and the environmental sciences are largely interdisciplinary in nature. Sensitive to these recent developments, the University has consolidated its science programs into a single Department of Natural Sciences.

The primary goal of the department is to assist students in becoming intellectually literate, socially conscious human beings who are also knowledgeable and competent baccalaureate scientists. Concentration programs available to the natural sciences major are designed to provide students the opportunity:

- a. To prepare for further study in professional schools, such as medicine, dentistry, or veterinary medicine; or
- b. To pursue professional careers in biology, chemistry, or any of a large number of interdisciplinary sciences through industry employment, government service, secondary school teaching, or graduate study.

Three concentration programs are available to the natural sciences major. All have as prerequisites for admission the successful completion of two terms of calculus and two terms of introductory courses with laboratory in each of three areas: biology, chemistry, and physics. Students not meeting these prerequisites may be admitted to the department after arranging with the department chairperson a program of studies which removes the deficiencies.

All natural sciences majors are required to take a 32-hour common core of courses which are basic to understanding interrelationships among the sciences:

### Core

Organic Chemistry.....	12 hours
Thermodynamics.....	5 hours
Modern Physics.....	5 hours
Molecular and Cell Biology.....	5 hours
Genetics.....	5 hours

Beyond the common core, 25 hours in major and contextual studies and 35 hours in Venture courses are required.

The available concentration programs are:

### Biology

Core.....	32 hours
Developmental Biology.....	5 hours
Organismal Biology.....	5 hours
Environmental Biology.....	5 hours
Major or Contextual electives.....	10 hours
<b>Subtotal</b>	<b>25 hours</b>
Venture courses.....	35 hours
<b>Total</b>	<b>92 hours</b>

### Chemistry

Core.....	32 hours
Inorganic Chemistry.....	5 hours
The States of Matter and Chemical Kinetics.....	5 hours
Modern Analytical Chemistry.....	5 hours
Two courses from among the following:	
Advanced Organic Chemistry	} .....
Mechanisms of Chemical Reactions	
Biochemistry	
Molecular Quantum Chemistry	
<b>Subtotal</b>	<b>25 hours</b>
Venture courses.....	35 hours
<b>Total</b>	<b>92 hours</b>

### Interdisciplinary

Core.....	32 hours
Natural Sciences and/or Contextual electives.....	25 hours
Venture courses.....	35 hours
<b>Total</b>	<b>92 hours</b>

Students registered in the College of Education and working toward certification will complete the common core and major and contextual requirements in one of the options listed above

but will complete the remainder of their program as prescribed by the College of Education.

Students may register in the College of Arts and Sciences and work toward certification for secondary school teaching in the natural sciences. Because of the interdisciplinary nature of the natural sciences program, however, students will plan their programs in consultation with the chairperson of the Department of Natural Sciences and the chairperson of the Department of Secondary Education.

For graduation, natural sciences majors in both the College of Arts and Sciences and the College of Education must earn at least an overall "C" average in upper division natural science courses.

Students with specific career or graduate school intentions are strongly encouraged to take appropriate courses in addition to the degree requirements from the Departments of Natural Sciences, Mathematical Sciences, and Economics and from the College of Business Administration. Particularly fitting examples from mathematical sciences offerings are statistics, computer programming, and differential equations.

Electives available to natural sciences majors in the major and contextual areas will include:

Biochemistry	Electronics for Scientists
Biophysics	Nuclear Physics
Physiology	Seminar in Selected Topics
Microbiology	Mathematical Sciences—any course for which the student has the necessary prerequisites.
Marine Biology	
Virology	
Human Genetics	
Mechanisms of Chemical Reactions	

### Philosophy

Robert W. Loftin, Professor

Philosophy is the only field of human endeavor in which no unquestioned presuppositions are allowed. This in part accounts for the excitement and the difficulty of the philosophical enterprise. The philosophy courses offered are designed to introduce the student to some of the great philosophical problems of our time, not necessarily the technical ones, but the ones which bear directly on our lives. No major in philosophy is offered at the present time.

### Department of Political Science and Public Administration

Charles A. McCoy, Professor and Chairperson

Thomas M. Mongar, Professor

Jane E. Decker, Associate Professor

Steven M. DeLue, Associate Professor and Advisor

David Z. Londow, Assistant Professor

The political science major should help students achieve two goals. The first is mastery of the

moral, intellectual, and behavioral skills necessary for effective participation in the democratic process. The second is preparation for careers in politics, administration, public service, teaching, and possibly law.

There are two prerequisites for admission to the program: one course in government and one course in philosophy, preferably logic. In addition, the department recommends that prospective majors take introductory courses in political science, history, economics, or statistics, and have a strong background in English composition before entering the University of North Florida.

**All majors are required to take a 15-hour common core:**

POS 3001	(POS 300) Integrated Political Science
PUP 3717	(POS 311) Production, Power and Politics
	or one of the following:
CPO 3002	(POS 322) Comparative Politics
POT 3003	(POS 326) Political Thought and Action
POS 3705	(POS 330) Scope and Method

In addition to the common core, 40 hours in major and contextual electives and 35 hours in Venture studies are required to complete the 90-hour program. Majors may take up to 15 hours of electives outside the department with permission of the Internship and Directed Study Committee. Career and/or future academic plans should weigh heavily in the choice of electives. The department, through its academic and career advisor, will make every effort to plan each student's program individually around career objectives.

Political science and public administration majors must earn a 2.0 quality point average or better in major courses.

**Core Courses..... 15 hours**

POS 3001	(POS 300) Integrated Political Science.....	5 hours
POS 3705	(POS 330) Scope and Method.....	5 hours
PUP 3717	(POS 311) Production, Power, and Politics	} 5 hours
CPO 3002	(POS 322) Comparative Politics	
POT 3003	(POS 326) Political Thought and Action	

**Major and Contextual Courses..... 40 hours**  
Any political science course

**Venture Courses\* ..... 35 hours**  
**Total 90 hours**

## Department of Psychology

**Nicholas L. Lund, Associate Professor and Chairperson**

**Laurence B. Green, Professor**

**Leslie H. Krieger, Professor**

**Johnny L. Arnette, Associate Professor**

**Travis A. Carter, Associate Professor**

**Peter L. Kranz, Associate Professor**

**Thomas D. Borowy, Assistant Professor**

**Barbara J. Bunch, Assistant Professor**

**Minor H. Chamblin, Assistant Professor**

**Linda A. Foley, Assistant Professor**

**Michael Garelik, Assistant Professor**

**Jack C. Hartje, Assistant Professor**

**Brian E. Schwartz, Assistant Professor**

**Susana P. Urbina, Assistant Professor and Advisor**

The reason for studying psychology is to enrich the individual's appreciation of how scientific knowledge can enhance an understanding of the qualities and character of life so that personal development will be furthered. The discipline of psychology is a means through which personal growth, self-transcendence and a viable value system can be developed. Accordingly, students will be afforded considerable personal flexibility in designing and pursuing their degree program in order to satisfy not only the requirements of the job market or for graduate study but also to fulfill their unique mental, emotional, and social needs.

Successful completion of general psychology, elementary statistics, and, in order of desirability, either human biology, zoology, or general biology with laboratory, is required prior to full admission to the degree program. Students not meeting these prerequisites may be admitted to the degree program after arranging with the department chairperson a procedure that will remove the deficiencies.

Psychology majors in both the College of Arts and Sciences and the College of Education must earn at least a "C" in each psychology course.

The degree program totals 90 hours of study and consists of:

<b>Core.....</b>	<b>20 hours</b>
Human Development.....	5 hours
Psycho-biology.....	5 hours
Learning and Motivation.....	5 hours
Social Psychology.....	5 hours

**Electives..... 15 hours**

\*Political science majors are expected to take two Venture courses in each of three broad fields: fine arts, language and literature, and natural science. Students who wish to risk the regular grading system (i.e. A,B,C,D, and F) are free to substitute regular courses for Venture courses, as long as the Venture distribution is maintained. One Venture course may be taken as a free elective in any quadrant or discipline except the major.

In addition, a major must complete at least 15 hours from the following:

Rehabilitation of Offenders.....	5 hours
Personality Dynamics and Effective Behavior.....	5 hours
Theories of Personality.....	5 hours
Psychology of Abnormal Behavior.....	5 hours
Psychometrics.....	5 hours
Introduction to Counseling.....	5 hours
Theories of Learning for Teachers.....	5 hours
Experimental Psychology/Laboratory.....	5 hours
History and Systems of Psychology.....	5 hours
Social-Psychological Aspects of Management.....	5 hours
Contemporary Problems in Criminal Justice....	5 hours
Advanced Child Psychology.....	5 hours
Advanced Adolescent Psychology.....	5 hours
Practicum in Applied Psychology (majors only)*.....	2-3 hours
Seminar (prerequisite: 20 hour core)*.....	1-5 hours
Directed Study (prerequisite: 20 hour core, majors only)*.....	1-3 hours
<b>Contextual Studies.....</b>	<b>15 hours</b>
(At least 2 courses in same discipline)	
<b>Venture Studies.....</b>	<b>35 hours</b>
<b>Open Elective.....</b>	<b>5 hours</b>
(To be selected from psychology, contextual studies, Venture studies, or Cooperative Education)	
<b>Total</b>	<b>90 hours</b>

Students who wish to work toward Florida certification for secondary school teaching of psychology have two program options:

1. Program for students registered in the College of Arts and Sciences:

Psychology core plus Psychology electives**.....	35 hours
Professional Education***.....	40 hours
Venture Studies****.....	30 hours
<b>Total</b>	<b>105 hours</b>

2. Program for students registered in the College of Education:

Professional Education***.....	40 hours
Psychology core plus Psychology electives**.....	35 hours
Electives (second teaching field urged, not required)***.....	15 hours
<b>Total</b>	<b>90 hours</b>

## Master of Arts in Counseling— Psychology Track

Within the Psychology Track, the following objectives are proposed in addition to those described for the general degree program. (See Special Programs section of this Catalog.)

\*Approval of Chairperson required prior to registration. The maximum number of hours that may be counted as part of the 90-hour degree program are Practicum—5; Seminar—5; Directed Study—5.

\*\*Education majors must meet the same prerequisites established for the psychology major in arts and sciences.

\*\*\*See College of Education section of this Catalog.

\*\*\*\*Five hours of Professional Education courses may count toward the total Venture study requirement of 35 hours.

1. To cultivate development of personal awareness and growth in the practice of the helping relationship with both individuals and groups and to facilitate fulfillment of the remedial, preventive, educative, and other emerging roles of the professional counselor.

2. To increase knowledge and understanding of methods of evaluating individual psychological functions, such as intelligence and personality, with emphasis on their application, validity, and limitations as applied in professional settings.

3. To improve understanding of the dynamic functioning of persons, including normal and abnormal, and to strengthen scientific competency in research design, analysis, and evaluation of existing and future knowledge in psychological counseling.

### Program

The program consists of 60 credit hours of classroom, laboratory, and practicum experience. A 25-credit-hour core, common to all counselors will be combined with a 35-credit-hour student-selected track to provide as much flexibility in individual career development as possible within the 60-hour program. Procedures and prerequisites for admission to the program plus additional specific prerequisites for the Counseling-Psychology Track option are described below:

### Admission

1. To be considered for admission to the Psychology Track, an individual must meet general University graduate admission (see the Graduate Admission section of this Catalog) requirements and must have completed all prerequisite courses.

2. A letter must be written by the student to the appropriate Track Director detailing reasons for seeking admission to this program. Professional career objectives should be emphasized.

3. The student may be required to have a personal interview prior to final admission.

### Course Prerequisites to Program Core:

1. Human Development;
2. Theories of Personality, or Psychology of Abnormal Behavior, or Personality Dynamics and Effective Behavior;
3. Introduction to Sociology, or Principles of Sociology, or Social Structure and Personality;
4. Social Problems;
5. Elementary Statistics.

The above courses must be completed with a grade of not less than "C" from an approved college-level institution. Or an applicant may "test out" by earning a satisfactory score on the appropriate College Level Examination Program (CLEP) tests. (Note: If a student is admitted to a program prior to completion of all prerequisites, grades earned in these courses will be included in the graduate average and the student is subject to

the graduate academic average minimum. See Graduate Policies section of this Catalog.)

### Additional prerequisites for the Psychology

#### Track are:

1. Psychometrics
2. Theories of Personality and Psychology of Abnormal Behavior
3. A letter of recommendation must be sent to the Track Director from each of the following:
  - a. A college-level instructor from whom at least one course has been taken.
  - b. A person, other than a relative, who knows the candidate well and who can recommend the individual as a person for a counseling role.

Each applicant's credentials will be examined by an appropriate admissions committee from the department/division that has the responsibility for the track selected by the student. Students who are not selected may request a review of their qualifications from the dean of the college in which the cognizant department is located. A request for review must be made in writing and contain additional information beyond those data already submitted.

Entry into the core of the program will be in the Summer and Fall quarters only. For adequate admission consideration, each student's complete application, including transcripts, letters of reference, etc., should be available to the Psychology Track Admissions Committee no later than April 15 for the Summer quarter or June 1 for the Fall quarter. Any application received after the deadline will be processed only if there is space in the program.

#### Advisement

1. Each student admitted to the degree program will be assigned an academic advisor who will assist the student in planning a tentative course of studies. This schedule shall be submitted for review to the Coordinating Committee for the Master of Arts in Counseling degree. The Committee consists of the four Track Directors. Any variation from the approved degree program shall have **prior** approval from the Coordinating Committee.

2. Required Practicum consists of a *minimum* of 6 hours on-site per week for each hour of academic credit; i.e., a minimum of 300 contact hours is required for a 5 credit hour practicum. The practicum can be completed in one or two quarters; if in one quarter, PSY 650 must be completed before PSY 675; if in two quarters, PSY 650 may be taken concurrently with the first quarter of PSY 675, but PSY 680 must be taken during the second quarter of PSY 675.

3. Any student electing a thesis as part of the degree program shall be assigned to a thesis committee consisting of a chairperson and one faculty member from outside the specific track.

This committee shall examine the candidate on the thesis.

### Program of Studies\*

#### Core—25 hours

_____	(PSY/SOC 601) Personality Theories and Dynamics: Psycho-Social Influences.....	5 hours
_____	(PSY/ECG 603) Assessment of Individuals: Theories and Strategies.....	5 hours
_____	(PSY/ECG 605) Counseling Theories and Processes I.....	5 hours
_____	(PSY/ECG 606) Counseling Theories and Processes II.....	5 hours
_____	(ECG/PSY 607) Career Development and Vocational Decision Making: Theories and Strategies.....	3 hours
_____	(SOC/ECG/MAN/PSY 680) Advanced Interdisciplinary Seminar in Counseling.....	2 hours
	<b>Total</b>	<b>25 hours</b>

#### Counseling Psychology Track—

##### 35 hours minimum:

##### a. Requirements—25 hours

PSY 6216	(PSY 630) Psychological Research and Evaluation.....	5 hours
CLP 6166	(PSY 640) Advanced Psychodynamics: Psychopathology.....	5 hours
PCO 6408C	(PSY 650) Advanced Counseling I: Theories and Methods.....	5 hours
PCO 6409C	(PSY 651) Advanced Counseling II: Theories and Methods.....	5 hours
PCO 6944	(PSY 675) Practicum.....	5-10 hours
	<b>Minimum Total</b>	<b>25 hours</b>

##### b. Electives—10 hours minimum:

DEV 5108	(PSY 505) Advanced Child Psychology.....	5 hours
DEV 5308	(PSY 506) Advanced Adolescent Psychology.....	5 hours
	(NOTE: For basic program, either DEV 5108 (PSY 505) or DEV 5308 (PSY 506) may be taken; not both)	
CLP 6440	(PSY 615) Individual Intelligence Testing.....	5 hours
CLP 6445	(PSY 616) Individual Personality Testing.....	5 hours
CYP 6078	(PSY 660) Community Psychology.....	5 hours
PCO 6939	(PSY 685) Seminar: Studies in Counseling Psychology.....	5 hours
PSY 6908	(PSY 690-697) Directed Individual Study.....	1-5 hours
PSY 6971	(PSY 698-699) Thesis.....	5-10 hours
	<b>Minimum Total</b>	<b>10 hours</b>

\*Please refer to the Academic Policies—Graduate section of this Catalog.

## Department of Sociology and Social Welfare

Charles A. McCoy, *Acting Chairperson*  
 S. K. Kuthiala, *Associate Professor*  
 Christine E. Rasche, *Associate Professor*  
 Michael A. Anikeeff, *Assistant Professor*  
 Eddie L. Collins, *Assistant Professor and Advisor*  
 David R. Simon, *Assistant Professor and Advisor*  
 Richard R. Weiner, *Assistant Professor*  
 Stephen I. Woods, *Assistant Professor*

Sociology is an empirically-oriented social science discipline concerned with the development of systematically organized knowledge about human groups, committees, social institutions, and societies. It focuses upon social interaction as its basic unit of observation. The sociology major is designed to provide the student with the basis for a broad liberal arts education and to equip one with the conceptual, theoretical, and methodological tools necessary to pursue a career in a social service occupation or as a professional sociologist, following a program of graduate studies. Sociology is frequently pursued by students who desire greater understanding and insight into the systems and processes of society which bear upon them in their everyday lives, so that they might make some relevant contribution to their society and to the individuals in the society.

The major program leading to a Bachelor of Arts degree in sociology is designed to combine a broad range of courses with a central core of those subjects which provide a basic integrating framework. The completion of a course in introductory sociology is a prerequisite for entry into the program. Completion of introductory courses in the other social sciences, psychology, political science, history, and economics, is recommended. Elementary Statistics, MSC 306, or its equivalent as determined by the Department of Mathematical Sciences, is a requirement for all majors.

Persons majoring in sociology must achieve a grade of "C" or better in the core courses, and have a grade point average of 2.0 or better in major elective courses.

*The program for the Bachelor of Arts degree in sociology is as follows:*

Core.....	15 hours
SOC 3000 (SOC 310) Principles of Sociology..	5 hours
SOC 3500 (SOC 341) Research Methods.....	5 hours
SOC 4610 (SOC 471) Sociological Theory.....	5 hours
<b>Major Electives in Sociology</b> (See Catalog course listings).....	20-25 hours
<b>Contextual Studies</b> .....	15-20 hours
<b>Venture Studies</b> .....	35 hours
<b>Total</b>	<b>90 hours</b>

*Students who wish to work toward Florida certification for secondary school teaching of sociology have two program options:*

1. Program for students registered in the College of Arts and Sciences:

Sociology core plus sociology electives.....	35 hours
Professional Education.....	35 hours
Venture Studies.....	35 hours
<b>Total</b>	<b>105 hours</b>

2. Program for students registered in the College of Education:

Professional Education.....	35 hours
Sociology core plus sociology electives.....	35 hours
Electives (second teaching field urged, not required).....	20 hours
<b>Total</b>	<b>90 hours</b>

## Master of Arts in Counseling—Community Agencies Track

This degree program proposes to develop a professionally qualified counselor, educated and trained with those attitudes, knowledges, skills, and understandings necessary for success in an interpersonal counseling process. Such a process is not restricted to any one discipline, any one form of human problem, or any one field of human endeavor.

Completion of this program will result in the awarding of the degree Master of Arts in Counseling.

### Program

The program consists of 60 credit hours of classroom, laboratory, and practicum experience. A 25-credit-hour core, common to all counselors, will be combined with a 35-credit-hour student-selected track to provide as much flexibility in individual career development as possible within the 60-hour program.

### Admission

To be considered for admission to the Community Agencies Track, an individual must meet general University graduate admission requirements and must have completed the prerequisite courses. (See the Graduate Admission section of this Catalog.)

### Course Prerequisites to Program Core:

1. Human Development;
2. Theories of Personality, or Psychology of Abnormal Behavior, or Personality Dynamics and Effective Behavior;
3. Principles of Sociology or Social Structure and Personality;
4. Social Problems;
5. Elementary Statistics.

The above courses must be completed with a



grade of not less than "C" from an approved college-level institution. Or an applicant may "test out" by earning a satisfactory score on the appropriate College Level Examination Program (CLEP) examination. (Note: If a student is admitted to a program prior to completion of all prerequisites, grades earned in these courses will be included in the graduate average and the student is subject to the graduate academic average minimum. See Graduate Policies section of this Catalog.)

Each applicant's credentials will be examined by an appropriate admissions committee from the department. Students who are not selected may request a review of their qualifications from the Dean of the College of Arts and Sciences. A request for review must be made in writing and contain additional information beyond those data already submitted. Further appeal may be made to the Academic Standards Committee.

### Advisement

1. Each student admitted to the degree program will be assigned an academic advisor who will assist the student in planning a tentative course of studies. This schedule shall be submitted for review to the Coordinating Committee for the Master of Arts in Counseling. The Committee consists of the four Track Directors. Any variation from the approved degree program shall have **prior** approval from the Coordinating Committee.

2. Any student electing a thesis as part of the degree program shall be assigned to a Thesis Committee consisting of a chairperson and one faculty member from outside the specific Track. This committee shall examine the candidate on the thesis.

### The interdisciplinary core courses in the program are:

- \_\_\_\_\_ (PSY/SOC 601) Personality Theories and Dynamics: Psycho-Social Influences
- \_\_\_\_\_ (PSY/ECG 603) Assessment of Individuals: Theories and Strategies
- \_\_\_\_\_ (PSY/ECG 605) Counseling Theories and Processes I
- \_\_\_\_\_ (PSY/ECG 606) Counseling Theories and Processes II
- \_\_\_\_\_ (ECG/PSY 607) Career Development and Vocational Decision Making: Theories and Strategies
- \_\_\_\_\_ (SOC/ECG/MAN/PSY 680) Advanced Interdisciplinary Seminar in Counseling.

### The required courses in the Counseling in Community Agencies Track are:

- SOC 6269 (SOC 610) Social Policy and Administration
- SOC 6302 (SOC 612) The Institutional Environment
- SOC 6748 (SOC 614) Analysis of Subcultural Perspectives
- SOC 6932 (SOC 675) Practicum

### Elective courses in the Track are:

- SOC 4251 (SOC 421) Mental Health in the Urban Community
- SOC 4432 (SOC 451) Social Movements and Social Change
- MAF 5105 (SOC 572) Family Dynamics  
(SOC 685) Seminar: Special Studies in Community Agencies
- SOC 6909 (SOC 690) Directed Individual Study (Permission of Track Director)

## Special Studies

Information regarding admission to and specific requirements for each of the Special Studies programs are listed below. For additional information, students should contact the program coordinators. (See Special Studies descriptions in the General Information section of this Catalog.)

## American Studies

The program in American Studies requires a minimum of 30 hours at the upper level in American studies core, major, contextual, or Venture courses in American subjects.

This minimum of 30 hours may be distributed as follows:

1. Ten hours in American studies core courses: Introduction to American Studies, AMS 380, taken in the junior year and American Studies Seminar, AMS 480, taken in the senior year. The purpose of the Introduction to American Studies will be to acquaint students with the method and content of American studies. American Studies Seminar will encourage students to integrate the materials they have gathered in major, contextual, and Venture courses in American subjects. This integration will assume the form either of a project—based on a field experience, for example—or of a research paper.

2. Twenty hours in a combination of major, contextual, and Venture courses in American subjects.

## Black Studies

1. The student must present 30 quarter hours course credit in black studies within the following distribution:

- a. **Required Core Courses:** 10 quarter hours from the following:

- AMH 3571 (HIS 303) Afro-American History to 1865
- AMH 3572 (HIS 304) Afro-American History since 1865
- AFH 3100 (HIS 341) Africa before Colonization
- AFH 3200 (HIS 342) Africa since Colonization

**b. Electives:** 20 quarter hours from the following:

- \_\_\_\_\_ (ART 963) Africa: Art-Mythology (Venture course)
- \_\_\_\_\_ (ART 974) Afro-American Art (Venture course)
- AMH 4578 (HIS 407) Selected Afro-American Topics
- AFH 4930 (HIS 441) Selected Topics in African History
- \_\_\_\_\_ (HIS 967) Contemporary Race Relations (Venture course)
- \_\_\_\_\_ (HIS 983) Africa Through Novels and Films (Venture course)
- LIT 3334 (LIT 372) Black American Literature
- \_\_\_\_\_ (LIT 969) Dues, Blues, and Langston Hughes (Venture course)
- \_\_\_\_\_ (MUS 963) Black Music . . . Is It? (Venture course)
- \_\_\_\_\_ (PSY 960) Human Conflict in Black and White (Venture course)
- SOC 3745 (SOC 331) Racial and Cultural Minorities

**c. Courses listed below may be included in the 20 quarter hour elective component (b.) upon approval of the program faculty:**

- \_\_\_\_\_ (ECO 961) Poverty in the United States (Venture course)
- \_\_\_\_\_ (ECO 966) Radical Economics (Venture course)
- AMH 3400 (HIS 307) History of the South
- AMH 4170 (HIS 404) Civil War and Reconstruction
- CPO 3002 (POS 322) Comparative Politics
- SOC 3410 (SOC 361) Social Stratification
- SOC 3310 (SOC 372) Urban Systems
- SOC 4463 (SOC 431) Modernization in Developing Nations
- \_\_\_\_\_ (SOC 970) The Urban Scene (Venture course)
- \_\_\_\_\_ (SWL 475) Community Agency Practicum (475) Student Teaching (see item no. 4)
- (490) Credit for Directed Individual Study may be included in the 20 quarter hours elective component upon approval of the program faculty.

2. All candidates must present grades of "C" or better for all black studies course work.

3. Five to ten quarter hours credit will be allowed for students in teacher training programs who intern in multi-ethnic classrooms and who demonstrate application of black studies course materials in their practice teaching. The Director of Student Teaching for the College of Education will review all applications for the award of certificate credit for student teaching.

## Criminal Justice

The program in criminal justice requires 25 hours of upper-division work at UNF as specified from the following three areas:

1. Law—CCJ 3280 (BUL 310) Criminal Justice (required course)
2. Psychology (student selects two courses)
  - CCJ 3340 (PSY 330) Rehabilitation of Offenders
  - SOP 3004 (PSY 335) Social Psychology
  - PCO 4734 (PSY 405) Personality Dynamics
  - SOP 4755 (PSY 465) Contemporary Problems in Criminal Justice
3. Sociology (student selects two courses)
  - SOC 3105 (SOC 312) Deviance and Social Control
  - SOC 3020 (SOC 351) Social Problems
  - SOC 4150 (SOC 412) Criminology

To obtain the Certificate, students who have completed the requirements must formally submit a letter of request to the Director of the Program, accompanied by a transcript which shows that the course work has been completed satisfactorily.

For information concerning financial assistance for in-service (not pre-service) criminal justice officers, refer to the Financial Aid section of this Catalog. Students interested in careers in criminal justice, but who are not currently employed by a criminal justice agency, may apply for financial assistance under general University programs.

## Information Systems

### Prerequisites

As prerequisites to the program, each student must complete or have completed course work in the following areas:

1. Principles of Accounting (2 semesters) or \_\_\_\_\_ (ACC 960)\*
  2. Mathematics for Business MAC 3223 (MSC 305) or equivalent
  3. Elementary Statistics\*\*
  4. APL and COBOL programming COP 3150 (MSC 304) and COP 3200 (MSC 307) or equivalent
- It is recommended that prior to enrollment at UNF, students who wish to qualify for this program take course work in principles of accounting, college algebra, and elementary statistics.

### Requirements

All students who wish to qualify for the program in Information Systems must include the following courses in their programs:

- CAP 3001 (MSC 338,339) Computers and Information Technology
- 3002 (ACC 421) Accounting and Financial Information Systems
- \_\_\_\_\_ (MAN 444) Introduction to Management Science
- QMB 4600

\*Students entering the College of Business Administration must complete principles of accounting (at the community college or elsewhere). Other students may meet the accounting requirements for this program by completing ACC 960 at UNF.

\*\*Elementary Statistics (MSC 306) is available at UNF.

## Options

In addition, each student must select one of the two concentrations indicated below:

### a. Organizational

COC 3305	(MSC 300)* Data Processing for Business Applications
_____	(MAN 312) Administrative Management
_____	(MAN 422) Organization Theory

For purposes of this program, \_\_\_\_\_ (MAN 422) will be waived for students receiving a Bachelor of Business Administration degree.

### b. Technological

COC 3040	(MSC 330) Introduction to Computer Science
COP 3400	(MSC 331) Computers and Programming

One of the following:

COP 4640	(MSC 433) Programming Languages
CDA 4101	(MSC 435) Computer Organization
COP 4610	(MSC 437) Systems Programming

## Journalism and Communications

The Special Study of Journalism and Communications consists of one prerequisite and 32-35 hours of course work in Communications:

**Prerequisite:** One course in speech

**Required**..... 17-20 hours

JOU 3101	(COM 317) Advanced Journalistic Writing
JOU 3200	(COM 330) Editing and Layout
MMC 4602	(COM 460) Mass Media and Society in America
JOU 4411L	(COM 417) Newspaper Workshop (2 hours)
or	
MMC 4945	(COM 475) Internship (3-5 Hours)

**Electives**..... 15 hours

RTV 3300	(COM 340) Broadcast Journalism
or	
JOU 4600	(COM 419) Photojournalism
	One advanced writing course
or	
	One advanced graphics course
or	
	Principles of Public Relations
or	
	Advanced course in field of interest

## Library Science

The requirements for the State Certificate as a Media Specialist are simply the successful (C's or better) completion of at least 36 hours of library science. The following may be used to satisfy the requirements:

LIS 3600	(LIS 300) Introduction to Bibliography/Reference Theory
LIS 3601	(LIS 301) Introduction to Bibliography/Reference—Practice
LIS 3731	(LIS 303) Dewey Classification/Cataloging

LIS 3570	(LIS 304) Young Adult Resources
LIS 3301	(LIS 305) Audio-Visual Services in Libraries
LIS 3422	(LIS 306) Library Administration
LIS 4931	(LIS 480) Special Topics in Library Science
LIS 4906	(LIS 490) Directed Independent Study
LIS 5930	(LIS 580) Topics in Library Science

## Public Administration

The Special Program in Public Administration requires completion of STA 3023 (MSC 306), Elementary Statistics, and 30 hours of upper-level work, primarily in the field of public administration.

Prescribed courses for the program in Public Administration include:

PAD 4003	(POS 460) Public Administration.....	5 hours
PAD 4223	(POS 462) Budgetary Process.....	5 hours
ECO 4504	(ECO 402) Public Finance.....	5 hours
PAD 4803	(POS 464) Municipal Administration.....	5 hours
PAD 4603	(POS 466) Administrative Law..	5 hours
POS 4941	(POS 475) Public Service Internship.....	5 hours
	<b>Total</b>	<b>30 hours</b>

A 3.0 quality point average in these prescribed courses is required.

Some students may be required to take 15 hours beyond the regular University degree requirement of 90 hours in order to meet the program requirements, depending on the requirements of their major program.

## Social Welfare

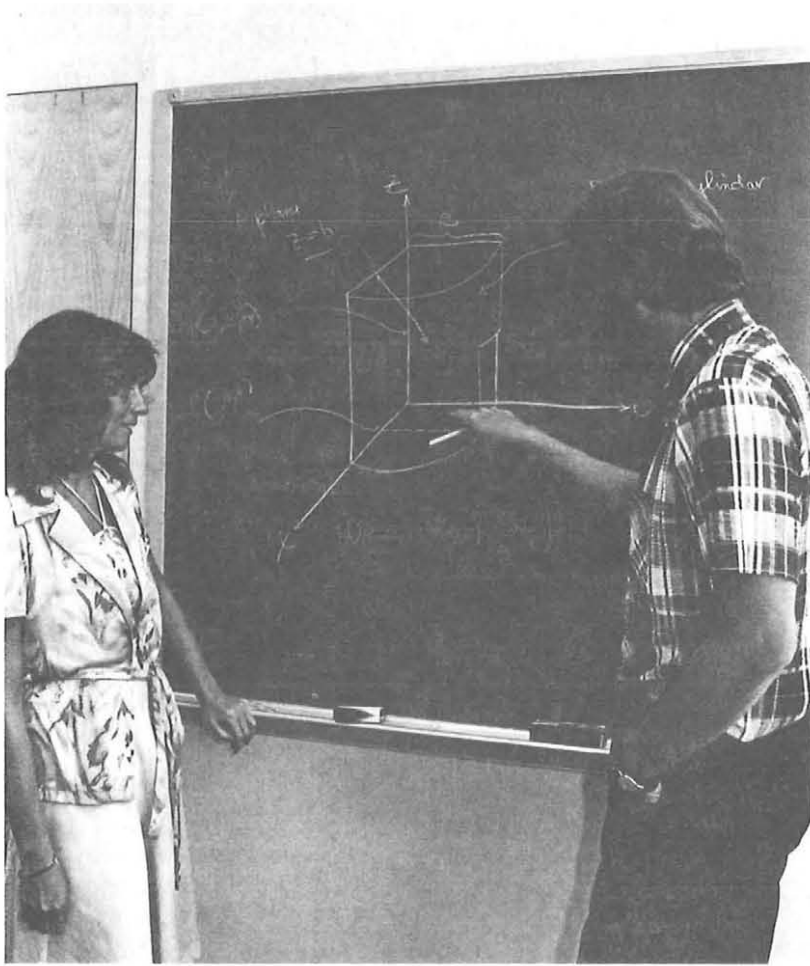
A Special Program in Social Welfare is offered primarily for those students majoring in sociology or related disciplines. Those desiring a Certificate in Social Welfare should arrange a course of study in conjunction with the Coordinator of the SPSW and the appropriate departmental advisor. The following core courses are required:

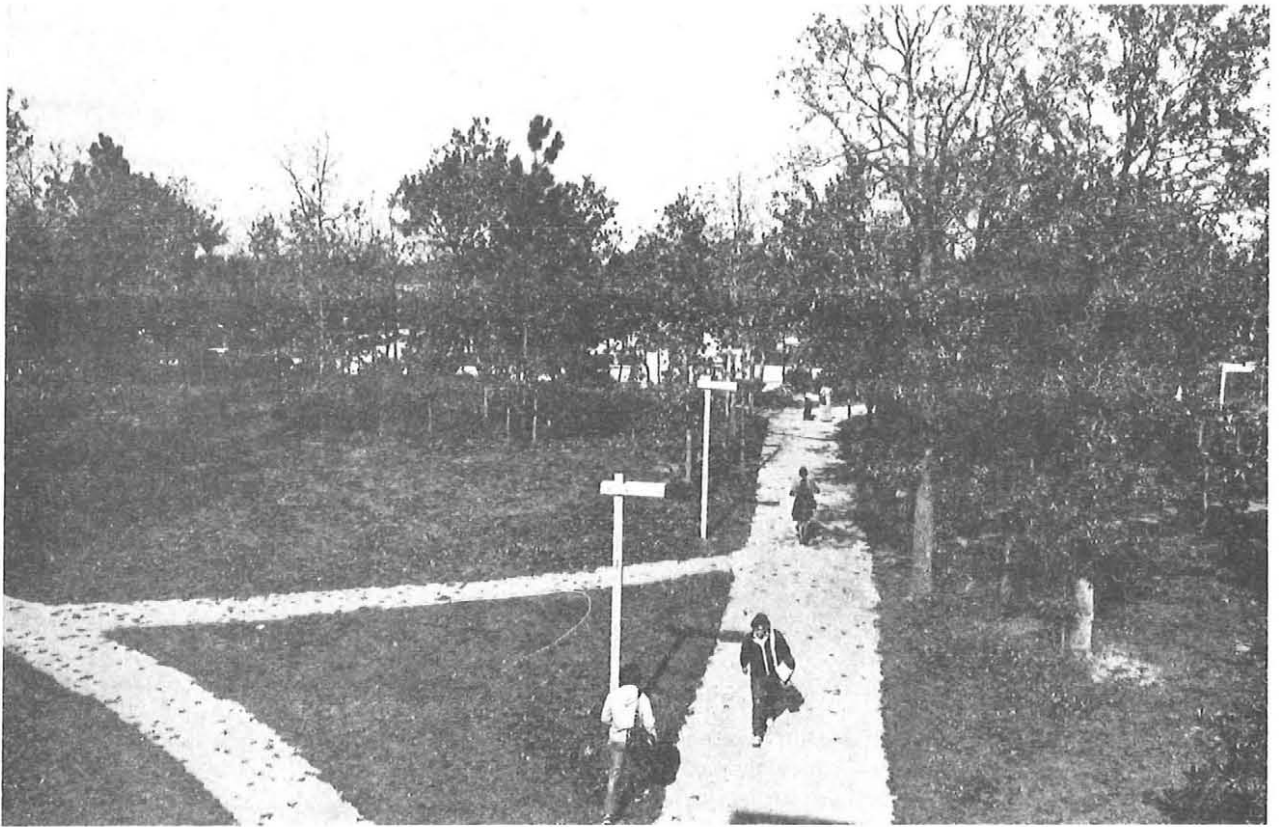
_____	Social Welfare Institutions.....	5 hours
_____	Social Work as a Profession.....	5 hours
_____	Community Agency Practicum..	10 hours

In addition, students working toward a Certificate in Social Welfare must include in their programs three courses from the following six specialized areas: (1) Mental Health; (2) Aging; (3) Human Development; (4) Administration; (5) Corrections; (6) Family.

Completion of the Special Program in Social Welfare is not the same as certification by the Council on Social Work Education or the National Association of Social Workers.

\*Can also be satisfied by MSC 330.





# College of Business Administration



James M. Parrish, *Dean*  
Richard deR. Kip, *Assistant Dean*

The major objective of the College of Business Administration is to educate men and women for positions of responsibility in private and public business and professions and to enable them to advance rapidly both in their careers and in their appreciation of the values and obligations of life in a free society. Achievement of this objective requires a program of studies and a learning environment which emphasize the future. In order to cope with the future, the managers of tomorrow must be skilled in recognizing and directing change. This in turn demands that management education be a process, a life-long process, not a project.

The College of Business Administration of the University of North Florida, therefore, welcomes its role as *supervisor* of a critical time segment of this education-for-life process for aspiring junior and senior undergraduate business students and for those starting formal graduate study in business. It also serves as *coordinator and colleague* with the community colleges, doctorate-level universities, and numerous business firms and government agencies which help shape segments of the process.

The curriculum is structured and a faculty has been assembled to implement the above roles with maximum effectiveness. The basic course content aims at professionalism and stresses analytical ability and principles rather than existing current or past techniques. The use of several methods of instruction, both within the classroom and outside the classroom, is encouraged and rewarded. The use of the University Library and the modern audio-visual center is central to all major areas.

This "process" philosophy quite naturally leads to the recognition of the educational value

of properly supervised work experience. The College encourages creative means of integrating these "work values" into the formal educational process. At least four such methods are currently known and explicitly included in the programs of the College as follows:

1. Cooperative Education—an educational plan which integrates classroom experience and practical work experience in industrial, business, government, or service-type work situations. The work experience constitutes a regular and essential element in the educative process and some minimum amount (in our case at least three quarters) of work experience and minimum standards of performance are included in the requirements for graduation as a co-op student.

2. The use of a student or a group of students together with appropriate faculty and selected business executives as a team to accomplish a specific study, to develop a "living case," or actually to perform a particular management task for a firm. The College shall implement these types of activities through the Division of Business and Economic Studies and through courses, such as, Special Studies in Accounting, which are available in each functional area.

3. The College of Business Administration strives for flexibility in order to bring the maximum in educational values to the working adult. That is, programs at both the bachelor's and master's level are designed to accommodate the student who wishes to take a reduced credit load each term and thereby require extra quarters to achieve graduation while earning a portion of the educational expenses by regular employment.

4. Through the Continuing Education Division, and in cooperation with various business and trade associations, the College expects to engage in a broad range of seminars, short courses, and executive development programs designed to help graduates continue the process of learning,

as well as to serve the community at large by providing the opportunity for practicing managers to polish old skills and learn new ones.

In seeking its goals, the College holds that coordination of the broad educational process requires careful articulation, primarily with neighboring community colleges, of the first two years of formal college education undertaken by our potential students, as well as considerable interface with the College of Arts and Sciences and the College of Education. Thus, over the usual four-year time span, about half the program will be in general subjects, and almost a full year will be spent in acquiring a common body of knowledge and corollary skills in business and administration, including the environment for business. Though opportunity for advanced work in most of the subject areas is offered, only a reasonable degree and type of specialization is compatible with the College's "process" objectives.

A special indication of the College's success in meeting its goals and educational service commitments to the community was the award made to the Department of Transportation and Logistics as one of the first five of the State University System's "Programs of Distinction." As a result of the program emphasis concept of the Legislature, the Board of Regents selected programs which would assist in building an unexcelled State University System of higher education consisting of distinguished state universities which will collectively provide the citizens of Florida with educational opportunities in all disciplines at all levels. At the inception of the University, the Board of Regents designated the Department of Transportation and Logistics of the College as the academic unit in the Florida State University System which would carry the responsibility for developing programs of transportation and logistics to serve the Florida community. The "Program of Distinction" is most appropriate because of the special environment of the Jacksonville area and the unique emphasis placed on transportation education by the University of North Florida.

To summarize, the College depends upon the community colleges for general educational background and some basic preparation in accounting, economics, and related subjects and upon the innovative and exciting Venture courses of the UNF College of Arts and Sciences for further education for living.

With the help of a well-developed corps of academic and career advisors, the student will choose a path through a program aimed at experiences of a managerial nature with a general management point of view, striving to produce or to increase creativity and understanding of cause and effect relationships. Courses with this emphasis stress the behavioral and quantitative sciences as these relate to decision-making problems in organizations.

The College of Business Administration adheres to the standard admission policy of the Uni-

versity, described in the Admissions section of this Catalog, and recommends some specific prerequisite background. These prerequisites, together with a general outline of all requirements for graduation, are detailed below.

## Bachelor of Business Administration Curriculum

<b>I. Recommended Community College Curriculum.....</b>		<b>90 hours</b>
General Education, General Electives, and Prerequisites		
<b>A. Required Prerequisites*</b>		
1. Principles of Accounting.....	8-10 hours	
2. Principles of Economics.....	8-10 hours	
3. College Algebra.....	4-5 hours	
<b>B. Recommended Prerequisites**</b>		
1. Elementary Statistics.....	4-5 hours	
2. Business Law.....	4-5 hours	
<b>II. Upper Level Requirements.....</b>		<b>90 hours</b>
<b>A. Common Body of Knowledge in Business.....</b>		
38-40 hours		
1. Financial Management.....	5 hours	
2. Principles of Marketing.....	5 hours	
3. Production Marketing, and Logistics Management.....	5 hours	
4. Administrative Management.....	5 hours	
5. Data Processing for Business Applications.....	5 hours	
6. Course in Policy Determination.....	4-5 hours	
7. Course in economics at 300 or higher level.....	4-5 hours	
8. Social-Psychological Aspects of Management.....	5 hours	
<b>B. Area of Concentration.....</b>		
20-30 hours		
<b>C. Business elective (300 level or higher).....</b>		
5 hours		
<b>D. Specified Non-Business.....</b>		
10 hours		
1. Mathematics for Business and Social Sciences.....		
5 hours		
2. Fine Arts Venture course.....		
5 hours		
<b>E. General Electives.....</b>		
5-17 hours		
<b>III. Total Minimum Requirements for a Degree.....</b>		<b>180 hours</b>

## Department of Accounting

**Kenton E. Ross, Professor and Chairperson**

**Joel Kauffman, Professor**

**Frederick M. Cole, Assistant Professor and Advisor**

**B. Dean Corbett, Assistant Professor**

**Gary R. Fane, Assistant Professor**

**Joseph J. Joseph, Jr., Assistant Professor**

**Russell C. Kick, Jr., Assistant Professor**

**C. Jackson Selph, Assistant Professor**

**David E. Wegman, Assistant Professor**

The Department of Accounting is founded upon the belief that accounting is a management tool whether practiced by public accountants, management accountants, or by governmental accountants. Accounting functions as the language of business in numerous ways, serving as a tool with many purposes. At the University of North

\*These courses will not be offered at the University of North Florida and must be taken at the community college.

\*\*Course work in these areas will be available at UNF. If requirements not completed at the community college, they must be satisfied at UNF.

Florida, accounting will be taught from the viewpoint of the problems it is intended to help solve. Consequently, decision-making implications will receive a high priority. The program in the Department of Accounting is designed to allow the student to pursue a variety of objectives.

While these objectives have some common paths, there is a point where they diverge. For instance, public accountants need more emphasis in the concepts and standards of auditing and financial reporting. On the other hand, management accountants serving as controllers, treasurers, and other financial executives need more concentration in the use of accounting data for predicting future costs and income as well as for evaluative purposes. Governmental accountants need additional emphasis in special accounting methods for non-profit organizations. The accounting program at UNF is intended to provide students with these three alternatives.

Regardless of choice, students will be expected to demonstrate a sound liberal education so that their accounting studies can be seen in the perspective of the broader purposes of the organization that employs them, of society's economic, social and cultural institutions, and of their own life goals.

**A. Prerequisites for College of Business Administration:**

1. AA Degree or equivalent from an approved institution.
2. Principles of Accounting I and II..... 9 hours  
Principles of Economics I and II..... 9 hours  
College Algebra..... 4 hours
3. Students are encouraged to take two of the following three courses in the lower division. These courses are: elementary statistics, principles of management, and business law. Courses not taken in the lower division must be included among courses listed in the sequence below. Although these courses may be taken in the lower division, the total number of 90 quarter hours in the upper division must still be met. A course taken in place of these courses can be either a major elective or an elective.

**B. Requirements to earn the Bachelor of Business Administration with a major in Accounting:**

1. **Required** of all Accounting majors:
  - \_\_\_\_\_ (ACC 304) Intermediate Accounting I..... 5
  - \_\_\_\_\_ (ACC 305) Intermediate Accounting II..... 5
  - \_\_\_\_\_ (ACC 402) Cost Accounting..... 5
  - Sub total 15**
2. **Major Electives** (any three of the following):
  - ACC 3501 (ACC 307) Federal Income Tax.. 5
  - ACC 3861 (ACC 340) Fund Accounting..... 5
  - ACC 4201 (ACC 405) Advanced Accounting..... 5
  - \_\_\_\_\_ (ACC 421) Accounting and Financial Information Systems..... 5
  - \_\_\_\_\_ (ACC 449) Controllership..... 5
  - ACC 4601 (ACC 450) Auditing..... 5
  - \_\_\_\_\_ (ACC 489) Accounting Theory... 5
  - Sub total 15**

**3. Core** (Required of all College of Business Administration Majors):

FIN 3483	(FIN 311) Financial Management.....	5
_____	(MAN 312) Administrative Management.....	5
MAN 4720	(MAN 452) Business Policy.....	5
MAR 3023	(MAR 321) Principles of Marketing.....	5
COC 3305	(MSC 300) Data Processing for Business Applications.....	5
MAC 3233	(MSC 305) Math for Business and Social Sciences.....	5
STA 3023	(MSC 306) Elementary Statistics.....	5
_____	(PSY 455) Social-Psychological Aspects of Management.....	5
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5
	<b>Sub total 45</b>	

**4. Contextual\*** (Required of Accounting majors, but *not* necessarily for all College of Business Administration students).

BUL 3121	(BUL 320) Business Law I.....	5
ECO 3203	(ECO 301) Intermediate Macroeconomics.....	5
QMB 4600	(MAN 444) Introduction to Management Science.....	5
	<b>Sub total 15</b>	
	<b>Total Quarter Hours 90</b>	

**C. Typical sequence of courses of study to earn the Bachelor of Business Administration with a major in Accounting.**

M=Major	C=Core	E=Elective	ME=Major Elective	X=Contextual		
					<b>Year I</b>	<b>First Quarter</b>
M	_____				(ACC 304) Intermediate Accounting I.....	5
C	FIN 3483				(FIN 311) Financial Management....	5
C	COC 3305				(MSC 300) Data Processing for Business Applications.....	5 15
					<b>Second Quarter</b>	
M	_____				(ACC 305) Intermediate Accounting II.....	5
C	_____				(MAN 312) Administrative Management.....	5
C	MAC 3233				(MSC 305) Math for Business and Social Sciences.....	5 15
					<b>Third Quarter</b>	
M	_____				(ACC 402) Cost Accounting.....	5
C	MAR 3023				(MAR 321) Principles of Marketing..	5
C	STA 3023				(MSC 306) Elementary Statistics.....	5 15
					<b>Fourth Quarter</b>	
ME	_____				(ACC 000) Accounting Elective.....	5
X	BUL 3121				(BUL 320) Business Law I.....	5
X	ECO 3203				(ECO 301) Intermediate Macroeconomics.....	5 15
					<b>Fifth Quarter</b>	
ME	_____				(ACC 000) Accounting Elective.....	5
C	TRA 3222				(TRL 352) Production, Marketing, and Logistics Management.....	5
C	_____				(PSY 455) Social-Psychological Aspects of Management.....	5 15
					<b>Sixth Quarter</b>	
ME	_____				(ACC 000) Accounting Elective.....	5
X	QMB 4600				(MAN 444) Introduction to Management Science.....	5
C	MAN 4720				(MAN 452) Business Policy.....	5 15
					<b>Total Upper Division.....</b>	<b>90</b>
					<b>Total Lower Division.....</b>	<b>90</b>
					<b>Total for BBA Degree.....</b>	<b>180</b>

\* Substitutions may be made in this group by students who already have the necessary background. Approval of the faculty advisor and department chairperson is required.



## Department of Economics

Joseph M. Perry, *Professor and Chairperson*  
 Roy L. Lassiter, Jr., *Professor*  
 R. Grann Lloyd, *Professor*  
 Stephen L. Shapiro, *Associate Professor*  
 Earle C. Traynham, Jr., *Associate Professor*  
 Louis A. Woods, *Associate Professor*  
 Lynda W. Griffith, *Instructor*

The program of the Department of Economics is designed to provide students with the tools and concepts necessary to understand our modern economy, to function more effectively as citizens, and to make sound decisions. A major in economics opens the door to a wide variety of jobs in business, government, finance, and the professions. Economics is particularly useful for those students who plan to enter public service or law, whether in the community or at other levels, or who plan to go on to graduate study.

The requirements for a major in economics include:

ECO 3203	(ECO 301) Intermediate Macroeconomics
ECO 3101	(ECO 302) Intermediate Microeconomics
ECO 4223	(ECO 401) Monetary Economics
ECO 4504	(ECO 402) Public Finance

In addition to the major, students specializing in economics will meet a part of the "Common Body of Knowledge" requirement by taking an elective course in economics at the junior level or higher and the course Business Policy. Courses in economic geography are offered as an integral part of the economics program and may be taken as electives in the concentration.

Additional electives in contextual fields such as management, marketing, finance, transportation, political science, public administration, mathematical sciences, sociology, or history will be chosen by the student in consultation with the advisor.

A suggested two-year program in economics is given below. Individual students may deviate slightly from this program, depending on their previous academic preparation.

### Year 1

FIN 3483	(FIN 311) Financial Management	5 hours
MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
ECO 3203	(ECO 301) Intermediate Macroeconomics.....	5 hours
ECO 3101	(ECO 302) Intermediate Microeconomics.....	5 hours
ECO 4223	(ECO 401) Monetary Economics	5 hours
_____	(MAN 312) Administrative Management.....	5 hours
COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
	<b>Total</b>	<b>45 hours</b>

### Year 2

_____	(PSY 455) Social Psychological Aspects of Management.....	5 hours
ECO 4504	(ECO 402) Public Finance.....	5 hours
MAN 4720	(MAN 452) Business Policy.....	5 hours
	Electives in Economics.....	10 hours
	Business (contextual) electives.....	10 hours
	Venture Studies electives.....	10 hours
	<b>Total</b>	<b>45 hours</b>

A separate program in economics leading to the Bachelor of Arts degree is offered in the College of Arts and Sciences. See the section of this Catalog which deals with the College of Arts and Sciences.

## Department of Finance, Insurance, and Real Estate

Richard deR. Kip, *Professor and Chairperson*  
 Ronald O. Boatright, *Associate Professor*  
 Charles W. Young, *Associate Professor*  
 Charles W. Jones, *Assistant Professor and Advisor*  
 Robert B. McElreath, *Assistant Professor*  
 Richard E. White, *Assistant Professor*  
 J. Richard Hirte, *Instructor*  
 Donald T. Osgood, *Instructor*

### The Major in Finance

The major in finance is designed to develop an understanding of the financial aspects of the contemporary economy, the operation of financial institutions, and the financial management of business operations. The program offers two primary focuses. Option one emphasizes the institutional organization of the money and capital markets and stresses the importance of monetary and fiscal policies on the supply and demand for capital. The objective of this option is to prepare students for management careers in financial institutions.

Option two emphasizes financial management of the firm and focuses on financial analysis, planning, control, and formulation, and implementation of corporate financial strategy. The objective of this option is to prepare students for careers as financial managers of corporations or other profit or non-profit businesses.

The selection of courses for the major in finance should be arranged by the student with the academic advisor in conformance with the general requirements outlined below.

The requirements for a major in finance are:

1. Twenty hours in Finance from:

FIN 3303	(FIN 310) Financial Institutions
FIN 3324	(FIN 320) Banking
FIN 4504	(FIN 400) Investments
_____	(FIN 401) Securities Analysis and Portfolio Management
_____	(FIN 411) Financial Management II
FIN 4934	(FIN 480) Seminar in Finance

2. Management QMB 4600 (MAN 444).

3. Ten hours of contextual studies, i.e., courses in the College of Business Administration but not in Finance, from:

ECO 4223	(ECO 401) Monetary Economics	
_____	(ECO _____) Elective	
_____	(ACC 402) Cost Accounting	
_____	(ACC 499) Controllership	

The following two-year programs at UNF are recommended for finance majors. Adjustments can be made by the student's advisor to meet individual needs.

### Option One

#### Year 1

MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
FIN 3483	(FIN 311) Financial Management	5 hours
_____	(MAN 312) Administrative Management.....	5 hours
COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
FIN 3303	(FIN 310) Financial Institutions.	5 hours
FIN 3324	(FIN 320) Banking.....	5 hours
Elective*		5 hours
	<b>Total</b>	<b>45 hours</b>

#### Year 2

QMB 4600	(MAN 444) Introduction to Management Science.....	5 hours
MAN 4720	(MAN 452) Business Policy.....	5 hours
_____	(PSY 455) Social-Psychological Aspects of Management.....	5 hours
FIN 4504	(FIN 400) Investments.....	5 hours
_____	(FIN 401) Securities Analysis and Portfolio.....	5 hours
	or	
FIN 4934	(FIN 480) Seminar in Finance....	5 hours
ECO 4223	(ECO 401) Monetary Economics.....	5 hours
Electives*		15 hours
	<b>Total</b>	<b>45 hours</b>

### Option Two

#### Year 1

MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
FIN 3483	(FIN 311) Financial Management.....	5 hours
_____	(MAN 312) Administrative Management.....	5 hours
COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
FIN 3303	(FIN 310) Financial Institutions.	5 hours
_____	(ACC 402) Cost Accounting.....	5 hours
Elective*		5 hours
	<b>Total</b>	<b>45 hours</b>

### Year 2

QMB 4600	(MAN 444) Introduction to Management Science.....	5 hours
MAN 4720	(MAN 452) Business Policy.....	5 hours
_____	(PSY 455) Social-Psychological Aspects of Management.....	5 hours
FIN 4504	(FIN 400) Investments.....	5 hours
_____	(FIN 411) Financial Management II.....	5 hours
FIN 3324	(FIN 320) Banking	
	or	
_____	(FIN 401) Securities Analysis and Portfolio Management	5 hours
_____	(ACC 449) Controllership.....	5 hours
Electives.....		10 hours
	<b>Total</b>	<b>45 hours</b>

### The Major in Insurance

Decisions, both business and personal, are made under conditions of uncertainty. This is another way of saying that life is fraught with risk. The study of risk or uncertainty and the means developed by our society to cope with it is important to management personnel. The objective of the insurance curriculum is not only to introduce the student to the subject of risk and the effect of risk on business and society, but also to present the principles, practices, and problems of insurance.

The courses offered are an excellent starting point for students who plan to seek careers in the insurance business. For a student interested in the sales and management areas of insurance, a proper selection of courses will aid in preparation for the examinations leading to the nationally recognized designations of Chartered Life Underwriter (C.L.U.) and Chartered Property Casualty Underwriter (C.P.C.U.). As an example, a student taking RMI 3015 (INS 310), RMI 4210 (INS 421), RMI 4225 (INS 422), RMI 4020 (INS 423) would be prepared to sit for Parts I and II of the C.P.C.U. examinations.

The requirements for a major in insurance are:

1. Twenty-five hours in insurance, including RMI 3015 (INS 310), RMI 3105 (INS 320), RMI 4210 (INS 421), are required of all students.

2. Ten hours of contextual studies; i.e., courses in the College of Business Administration not offered in insurance. One course must be in economics and another in either finance, management, marketing, or real estate.

The following two-year program at UNF is recommended for insurance majors, recognizing that specific student needs may require variations.

\*Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of electives.

### Year 1

MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
FIN 3483	(FIN 311) Financial Management	5 hours
————	(MAN 312) Administrative Management.....	5 hours
COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
RMI 3015	(INS 310) Risk Management.....	5 hours
RMI 3105	(INS 320) Life and Health Insurance.....	5 hours
RMI 4210	(INS 421) Property Insurance.....	5 hours
	<b>Total</b>	<b>45 hours</b>

### Year 2

MAN 4720	(MAN 452) Business Policy.....	5 hours
————	(PSY 455) Social-Psychological Aspects of Management.....	5 hours
————	Economics course.....	5 hours
RMI 4135	(INS 410) Employee Benefit Plans	} 5 hours
	or	
RMI 4805	(INS 415) Estate Planning	
	or	
RMI 4225	(INS 422) Liability Insurance	} 5 hours
RMI 4020	(INS 423) Analysis of Insurance Functions	
	or	
RMI 4931	(INS 480) Seminar in Insurance Course in Finance, Management, Marketing or Real Estate.....	5 hours
	Fine Arts Elective.....	5 hours
	Language or Literature Elective.....	5 hours
	Elective*.....	5 hours
	<b>Total</b>	<b>45 hours</b>

## The Major in Real Estate and Urban Land Economics

Real property comprises over two thirds of the national wealth and is a major source of private, corporate, and social investment. The efficient use of these scarce resources is of great import to the well-being of society. The curriculum is designed to prepare students for careers in real estate and urban land economics by providing a comprehensive and intensive educational background in the economic, institutional, and functional aspects of land utilization and development.

The requirements for a major in Real Estate and Urban Land Economics are 25 quarter hours in the subject matter. The student should take the following courses:

REE 3040 (REU 310), REE 3300 (REU 311), REE 3700 (REU 320) and two from the following: REE 3140 (REU 330), REE 4305 (REU 440), REE 4730 (REU 450), REE 4800 (REU 460). In addition, the student should take ten quarter hours of contextual studies, i.e., courses in the College of Business Administration but not in real estate.

\* Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of electives.

One course should be in urban economics; another course should be selected from business law or accounting.

The following two-year program at UNF is recommended for Real Estate and Urban Land Economics majors, recognizing that specific student needs may require deviations.

### Year 1

MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
————	(MAN 312) Administrative Management.....	5 hours
FIN 3483	(FIN 311) Financial Management	5 hours
COC 3305	(MSC 300) Data Processing for Business Application.....	5 hours
MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
REE 3040	(REU 310) Real Estate Principles and Practices I.....	5 hours
REE 3300	(REU 311) Real Estate Principles and Practices II.....	5 hours
REE 3700	(REU 320) Urban Land Use Planning.....	5 hours
	Contextual Elective in Economics:	
————	(ECO 360)	
————	(ECO 361)	
————	(ECO 362)	
ECO 3411	(ECO 372)	
ECP 4613	(ECO 465)	
	<b>Total</b>	<b>45 hours</b>

### Year 2

TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
————	(PSY 455) Social-Psychological Aspects of Management.....	5 hours
	Two of the following:	
REE 3140	(REU 330) The Valuation of Real Property	} 10 hours
REE 4305	(REU 440) Real Estate: Finance and Investment Analysis	
REE 4730	(REU 450) Feasibility Analysis and Land Development	
REE 4800	(REU 460) Brokerage and Management of Real Property	
MAN 4720	(MAN 452) Business Policy.....	5 hours
BUL 3202	(BUL 342) Real Estate Law	} 5 hours
	or	
ACC 3501	(ACC 307) Federal Income Tax	
	Electives*.....	15 hours
	<b>Total</b>	<b>45 hours</b>

\* Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of electives.

# Department of Management, Marketing, and Business Law

Frank S. McLaughlin, *Professor and Chairperson*

Thomas G. Carpenter, *Professor*

Joel Kauffman, *Professor*

James M. Parrish, *Professor*

Robert C. Ford, *Associate Professor*

Asa B. Gardiner, *Interim Associate Professor*

Kenneth M. Jennings, *Associate Professor*

Robert C. Pickhardt, *Associate Professor*

Lowell M. Salter, Jr., *Associate Professor*

William H. Tomlinson, *Associate Professor*

Noel B. Zabriskie, *Associate Professor*

Edward G. Baur, *Interim Assistant Professor*

John M. Browning, *Assistant Professor*

Deitra R. Micks, *Assistant Professor*

Robert W. Schupp, *Assistant Professor and  
Advisor*

Roger S. Wolters, *Interim Instructor and  
Advisor*

## The Major in Management

The management major is designed for students interested in the fields of business, manufacturing, and other types of organizational management. The curriculum has been developed to include a combination of business, technical, behavioral, and Venture courses in order to prepare the student for employment in a business or other social organization. Flexibility is allowed so that students have some discretion in orienting their programs toward career and degree objectives.

Students who choose management as their area of concentration must satisfy all requirements for the BBA degree. As a part of the BBA degree program, these students must satisfy the management major requirement and a contextual studies requirement. A maximum of 30 hours of course work in management, excluding courses required of all BBA candidates, will be counted toward satisfying degree requirements.

The requirements for a major in management are:

### 1. The following courses in the major:

_____	(MAN 422) Organization Theory	5 hours
MAN 4720	(MAN 452) Business Policy.....	5 hours
MAN 4724	(MAN 442) Administrative Decision Making or	} 5 hours
QMB 4600	(MAN 444) Introduction to Management Science	
Ten additional hours selected from 400-level management courses.....		10 hours
<b>Total</b>		<b>25 hours</b>

### 2. The following contextual courses:

Five hours in economics.....	5 hours
Fifteen additional hours selected from course work in the College of Business Administration or courses in other colleges approved as management contextual courses* .....	15 hours
<b>Total 20 hours</b>	

Students are encouraged to work closely with their advisors in selecting major and contextual courses which are appropriate to their career and degree objectives. The following are examples of how students may select their major and contextual electives in order to meet particular objectives.

### Business Management

_____	(MAN 412) Personnel Management;
_____	(ACC 402) Cost Accounting;
ECP 3703	(ECO 303) Managerial Economics;
Plus 5 hours of management electives and 10 hours of contextual electives.	

### Personnel Management and Managerial Psychology

_____	(MAN 412) Personnel Management;
_____	(MAN 416) Labor Relations;
_____	(ACC 402) Cost Accounting;
ECP 3203	(ECO 330) Labor Economics;
PSY 4304	(PSY 415) Psychometrics.

### Special Studies in Information Systems

Students who wish to combine a management major with the Special Studies in Information Systems (see Special Studies sections of this Catalog) should select:

QMB 4600	(MAN 444) Introduction to Management Science;
ECO 3411	(ECO 372) Business and Economic Sta- tistics;
_____	(ACC 421) Accounting and Financial In- formation Systems;
CAP 3001 and CAP 3002 (MSC 338 and 339) Computers and Information Technology;	
And two 2-hour computer language courses.	

The following two-year program at UNF is recommended, recognizing that specific student needs may require variations.

### Year 1

COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
_____	(MAN 312) Administrative Management.....	5 hours
FIN 3483	(FIN 311) Financial Management	5 hours
_____	(MAN 422) Organization Theory	5 hours
Contextual electives* .....		10 hours
<b>Total</b>		<b>45 hours</b>

\* Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of electives.

**Year 2**

MAN 4724 (MAN 442) Administrative Decision Making	} 5 hours
or	
QMB 4600 (MAN 444) Introduction to Management Science.....	} 5 hours
MAN 4720 (MAN 452) Business Policy.....	
———— (PSY 455) Social-Psychological Aspects of Management.....	5 hours
Management electives.....	10 hours
Economics elective.....	5 hours
Non-business elective.....	5 hours
Contextual elective.....	5 hours
Free elective.....	5 hours
<b>Total</b>	<b>45 hours</b>

**The Major in Marketing**

The marketing major is designed for students interested in the marketing of consumer and industrial goods. The curriculum has been developed to include course work in the principles and foundations of marketing management and in the marketing functions of manufacturers, wholesalers, and retailers. It also includes behavioral, technical, and Venture courses in order to prepare the student for a marketing management career. Flexibility is allowed so that students have some discretion in orienting their program toward career and degree objectives. Students are encouraged to work closely with their advisors in selecting major and contextual courses which are appropriate to their objectives.

Students who choose marketing as their area of concentration must satisfy all requirements for the BBA degree. As a part of these requirements, marketing students must satisfy the marketing concentration requirement and a contextual studies requirement. A maximum of 30 hours of marketing, excluding marketing courses required of all BBA candidates, will be counted toward satisfying degree requirements.

*The requirements for a major in marketing are:*

1. *The following courses in the major:*

———— (MAR 421) Marketing Research and Information.....	5 hours
———— (MAR 435) Consumer Behavior.....	5 hours
———— (MAR 441) Marketing Management: Policies and Programs.....	5 hours
Ten additional hours selected from 400-level marketing courses.....	10 hours
<b>Total</b>	<b>25 hours</b>
2. *The following contextual courses:*

MAN 4720 (MAN 452) Business Policy.....	5 hours
Five hours in economics.....	5 hours
Ten additional hours selected from course work in the College of Business Administration*.....	10 hours
<b>Total</b>	<b>20 hours</b>

\*Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of contextual electives.

*The following two-year program at UNF is recommended, recognizing that specific student needs may require variation.*

**Year 1**

COC 3305 (MSC 300) Data Processing for Business Applications.....	5 hours
MAC 3233 (MSC 305) Mathematics for Business and Social Sciences.....	5 hours
MAR 3033 (MAR 321) Principles of Marketing.....	5 hours
TRA 3222 (TRL 352) Production, Marketing, and Logistics Management.....	5 hours
———— (MAN 312) Administrative Management.....	5 hours
———— (FIN 311) Financial Management.....	5 hours
———— (MAR 421) Marketing Research and Information.....	5 hours
Contextual electives*.....	10 hours
<b>Total</b>	<b>45 hours</b>

**Year 2**

MAN 4720 (MAN 452) Business Policy.....	5 hours
———— (MAR 435) Consumer Behavior.....	5 hours
———— (MAR 441) Marketing Management: Policies and Programs.....	5 hours
———— (PSY 455) Social-Psychological Aspects of Management.....	5 hours
Marketing electives.....	10 hours
Economics elective.....	5 hours
Non-business elective.....	5 hours
Free electives.....	5 hours
<b>Total</b>	<b>45 hours</b>

**Business Law**

Courses in business law are provided to support other disciplines in the University. These courses are designed to increase the student's knowledge in areas such as legal environment of business, personal law, legal justice, as well as the traditional business law. There is no degree program in business law.

**Department of Transportation and Logistics**

Jay A. Smith, Jr., *Professor and Chairperson*  
 William S. Christenberry, *Associate Professor*  
 Wayne H. J. Cunningham, *Assistant Professor*  
 Hendrix B. Spraggins, *Interim Assistant Professor*  
 Donald K. Graham, *Instructor and Advisor*

A State University System "Program of Distinction," see pages 1 and 61 of this Catalog.

Logistics is the systems management of the physical flow of goods from initial procurement to final distribution. Transportation is a part of

\*Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of electives.

that system as well as a part of economics relating to public policy and mobility.

The purpose of the program is to educate students in transportation and logistics terminology, theories, and techniques in order that they may:

1. Identify the integrative and systemic aspects of transportation and logistics as related to the functional activities of the firm, suppliers, customers, and the public;

2. Design, control, and evaluate transportation and logistics systems; and

3. Apply analytical tools and decision-making techniques to transportation and logistics problems.

Both the private and public sectors of an economy offer exciting positions to persons pursuing the transportation and logistics course of study. Career opportunities in public service include: urban planning, mass transit, carrier regulation, economic analysis, and the management of public transport facilities. The private sector offers challenging assignments in carrier operations and management, traffic management, inventory control, warehousing, scheduling, and distribution analysis.

The general requirements for a major in transportation are:

1. The general requirements of the College of Business Administration.

2. The following courses in the major:

_____	(TRL 353) Transportation Economics.....	5 hours
TRA 3202	(TRL 354) Logistics Systems Design and Control.....	5 hours
TRA 4280	(TRL 451) Applied Logistics Management	} 5 hours
	or	
TRA 4400	(TRL 455) Applied Carrier Management	
	Two elective courses from TRL offerings.....	10 hours
	<b>Total</b>	<b>25 hours</b>

3. The following contextual courses:

	Other business or economics electives not from TRL group.....	15 hours
	<b>Total</b>	<b>15 hours</b>

The following two-year program at UNF is recommended, realizing that specific student needs may require variations:

#### Year 1

MAR 3023	(MAR 321) Principles of Marketing.....	5 hours
TRA 3222	(TRL 352) Production, Marketing, and Logistics Management.....	5 hours
MAC 3233	(MSC 305) Mathematics for Business and Social Sciences.	5 hours
_____	(TRL 353) Transportation Economics.....	5 hours
_____	(MAN 312) Administrative Management.....	5 hours
FIN 3483	(FIN 311) Financial Management	5 hours
COC 3305	(MSC 300) Data Processing for Business Applications.....	5 hours
	Elective from TRL.....	5 hours
	Elective from contextual segment*.....	5 hours
	<b>Total</b>	<b>45 hour</b>

#### Year 2

_____	(PSY 455) Social-Psychological Aspects of Management.....	5 hours
TRA 3202	(TRL 354) Logistics Systems Design and Control.....	5 hours
TRA 4280	(TRL 451) Applied Logistics Management	} 5 hours
	or	
TRA 4400	(TRL 455) Applied Carrier Management	
MAN 4720	(MAN 452) Business Policy.....	5 hours
	Elective from TRL.....	5 hours
	Electives from contextual segment*.....	10 hours
	Venture electives.....	10 hours
	<b>Total</b>	<b>45 hours</b>

## Division of Studies in Economics and Business

R. Grann Lloyd, *Professor and Chairperson*

Lowell M. Salter, Jr., *Associate Professor*

Carol A. Boyles, *Assistant Professor*

The College of Business Administration acknowledges its commitment to research by sponsoring the Division of Studies in Economics and Business. The division serves as a research focal point for the College. More specifically, the division encourages and facilitates individual, group, and interdisciplinary research of faculty and students within the College of Business Administration and promotes and coordinates the research activity of the College of Business Administration with other University faculties, government, and the business community.

\*Students who have not taken the equivalent of Business Law and/or Elementary Statistics prior to enrolling at UNF must complete these courses in lieu of contextual electives.

# Graduate Programs

## The Master of Arts in Counseling— Personnel and Business Psychology Track

The Master of Arts in Counseling (MAC) program is an interdisciplinary program (staffed by the College of Arts and Sciences, College of Education, and College of Business Administration) designed to train persons working in the helping professions. It recognizes that there are certain skills and knowledge content areas common to all and incorporates these areas into a common set of core requirements for all persons pursuing the MAC degree. A second part of the program is designed to provide the student with knowledge and experience specific to career goals. Students choose concentrations, or tracks, in Personnel and Business Psychology, Counseling and Guidance in Education, Counseling in Community Agencies, or Counseling Psychology. Admission requirements and other University policies concerning the program are described in detail in the sections of this Catalog dealing with Graduate Admissions and Policies.

The Personnel and Business Psychology Track is planned primarily to train professional managers working in the areas of personnel management, organizational development, and industrial counseling. Specific objectives for the Track are: (1) to build an awareness of the role of psychology in business and to develop in the students an awareness of their roles in the function of management; (2) to further enhance skills related to working with people in organizations; and (3) to develop advanced understanding of human problems involved in personnel management and/or labor relations.

The MAC curriculum is divided into four parts, including prerequisite course work and advanced course work in counseling and in personnel and business psychology.

### Course Prerequisites to Program Core\*

1. Human Development;
2. Theories of Personality, or Psychology of Abnormal Behavior, or Personality Dynamics and Effective Behavior;
3. Introduction to Sociology, or Principles of Sociology or Social Structure and Personality;
4. Social Problems;
5. Elementary Statistics.

The above courses must be completed with a grade of not less than "C" from an approved college-level institution. Or an applicant may "test out" by earning a satisfactory score on the appropriate College Level Examination Program (CLEP) test. (Note: If a student is admitted to a

\*Prerequisite course work can be taken as part of an undergraduate degree. The student who has not satisfied prerequisite course work may enroll for these courses at the University of North Florida.

program prior to completion of all prerequisites, grades earned in these courses will be included in the graduate average and the student is subject to the graduate academic average minimum. See Graduate Policies section of this Catalog.)

### The Counseling Core

- \_\_\_\_\_ (PSY/SOC 601) Personality Theory and Dynamics
- \_\_\_\_\_ (PSY/ECG 603) Assessment of Individuals
- \_\_\_\_\_ (PSY/ECG 605) Counseling Theories and Processes I
- \_\_\_\_\_ (PSY/ECG 606) Counseling Theories and Processes II
- \_\_\_\_\_ (ECG/PSY 607) Career Development and Vocational Decision Making
- \_\_\_\_\_ (SOC/ECG/MAN/PSY 680) Advanced Interdisciplinary Seminar in Counseling

### Prerequisites to the Personnel and Business Psychology Track

- Basic Accounting\*\*
- Introduction to Economics Analysis\*\*
- Organizational Management
- Psychometrics

### Track Requirements

- PSY 6216 (PSY 630) Psychological Research
- \_\_\_\_\_ (MAN 416) or MAN 6409 (MAN 616) Labor Relations
- \_\_\_\_\_ (MAN 412) Personnel Management
- \_\_\_\_\_ (MAN 684) Advanced Topics in Personnel Relations
- MAN 6940 (MAN 675) Practicum in Personnel and Business Psychology
- Ten hours of Track electives

## The Master of Business Administration Degree Program

### The MBA Degree—General

The Master of Business Administration program is designed to develop an understanding of the scientific method as applied to business. It seeks to develop the skills that are needed for successful careers as managers of business enterprises.

The program is designed to bring a breadth of background into focus in terms of business policy formulation. The important concept is that the business executive needs the broad perspective in order to bring into view all relevant facets bearing on a policy decision. Such breadth is a basic essential in the character of the graduate program.

The objectives are realized by emphasizing policy formulation and the interrelationships of business subjects. The program involves an exposure to tool areas, intensive work in certain functional business areas, and training in the principles of decision making. The MBA program is divided into two parts. One part is devoted to basic introduction to both the tool and functional

\*\*If both prerequisites are lacking, one may be used as a Track elective.

areas. The other part brings in the integrative and policy formulation aspects.

### Part I

Part I of the MBA curriculum consists of a set of subjects that are considered by the College of Business Administration faculty as foundation for regular graduate study in business. The credit hours of this component amount to 30 hours.

#### *Foundation Subject Matter Areas include:*

- Principles of Accounting
- Principles of Economics
- Law and Business Environment
- Management of Production, Marketing, and Logistics
- Behavior and Administration Organization
- Mathematics for Decision Theory

A student whose academic background or business experience indicates satisfactory exposure to the principles in the above subject-matter areas need not take the foundation course(s) at the University of North Florida. A student whose educational or employment experience does not encompass coverage of one or more of the subject-matter areas will be required to take appropriate foundation courses at the University of North Florida or elsewhere. A student who has graduated from an accredited school of business will have been exposed to all the foundation areas and may be admitted to the regular program (Part II).

### Part II

Part II of the MBA program is a 60-hour component. It is comprised of a rather set group of courses with a minimum degree of election permitted the individual student. The courses in this segment develop the student's understanding of the business process at an advanced level and give practice in decision making. The student wishing to devote more attention to any area may do so by the use of the ten hours of electives.

#### *The courses in the program are as follows:*

- \_\_\_\_\_ (ACC 600) Management Accounting
- ECP 6705 (ECO 601) Economics of Business Decisions
- ECO 6416 (ECO 673) Statistics for Business and Economics
- FIN 6425 (FIN 601) Financial Management
- INP 6318 (PSY 655) Psychology of Organizational Behavior
- COM 6133 (COM 674) Business Communications and Information
- MAN 6726 (MAN 654) Advanced Business Policy
- \_\_\_\_\_ (MAR 643) Marketing Management and Institutions
- TRA 6220 (TRL 651) Operations Management

A second course in either managerial accounting or Quantitative Managerial Analysis (MAN 644). (Students concentrating in accounting will select ACC 602 or ACC 603).

Ten hours of electives

## The MBA Degree—Accounting or Finance Concentration

While an MBA program is generally construed to be a broad general management study, it is desirable to recognize that many advanced students have determined their specific career objectives. A large number choose accounting and finance. To meet this need, the College of Business Administration at UNF allows MBA candidates to take elective courses in the areas of management accounting and finance.

These concentrations are for students who have undergraduate degrees in accounting as well as students with non-accounting degrees. Both concentrations provide sufficient depth for students seeking to become more proficient accounting and financial managers in business. The concentrations are not intended to prepare CPA candidates as in the typical MS or MA in Accounting.

### Accounting Concentration

1. \_\_\_\_\_ (ACC 602) Advanced Management Control Systems
2. \_\_\_\_\_ (ACC 603) Information Systems for Management
3. ACC 6511 (ACC 607) Tax Problems in Accounting  
or  
\_\_\_\_\_ (ACC 689) Advanced Accounting Theory

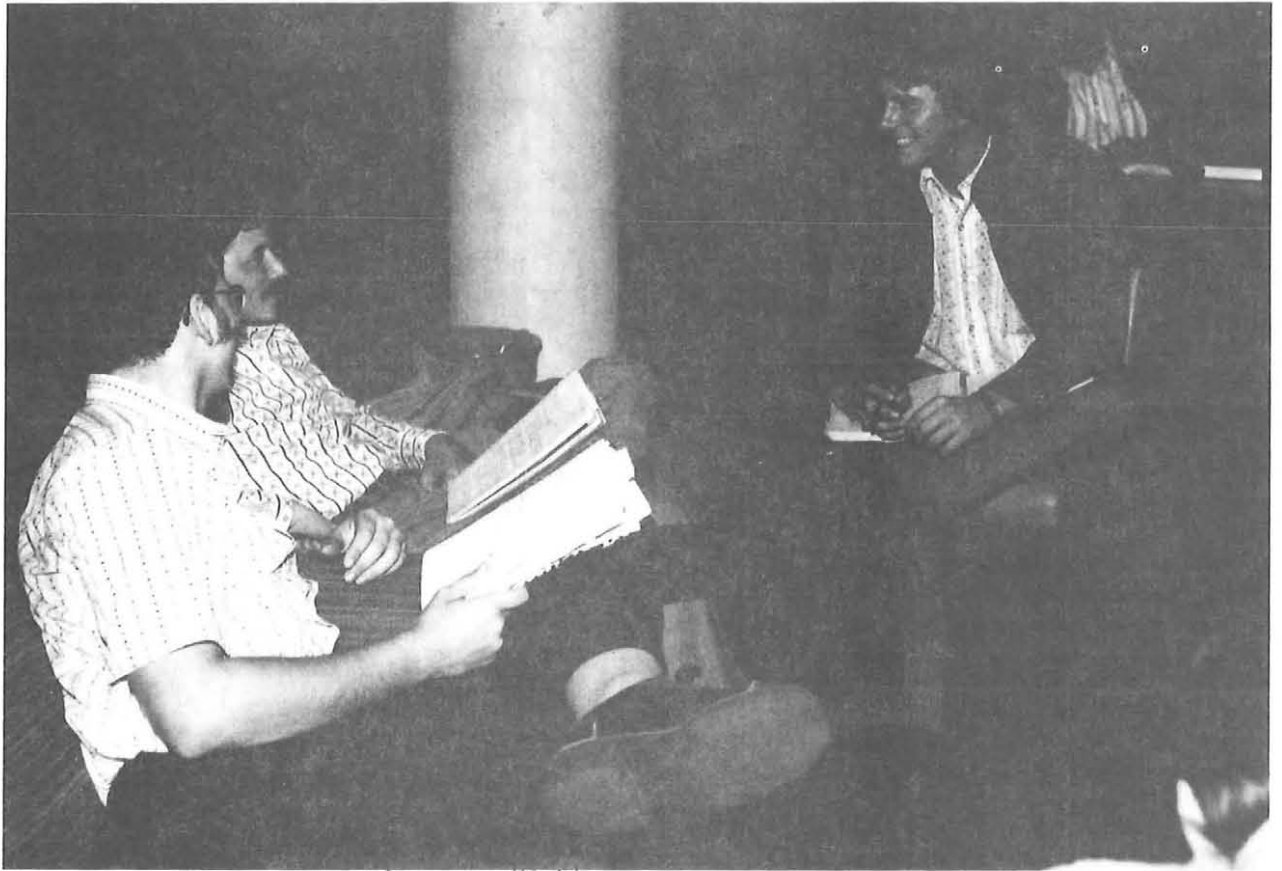
### Finance Concentration

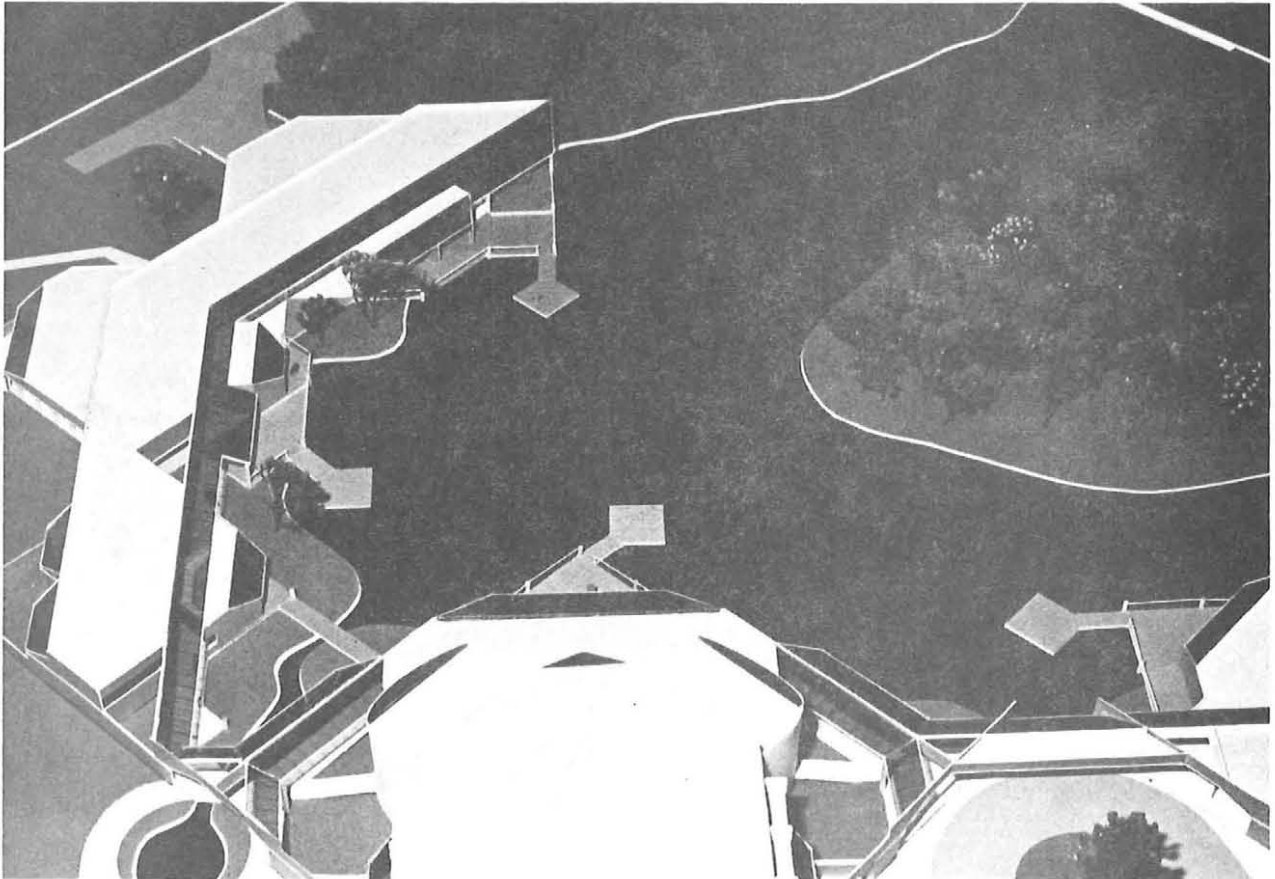
- Corporate Finance
1. FIN 6446 (FIN 615) Management of Financial Resources
  2. FIN 6487 (FIN 616) Management of Financial Instruments
- Institutional Finance
1. FIN 6246 (FIN 600) Structure of the Money and Capital Markets  
or  
FIN 6326 (FIN 610) Banking and Financial Administration  
or  
FIN 6487 (FIN 616) Management of Financial Instruments
  2. FIN 6516 (FIN 620) Investments

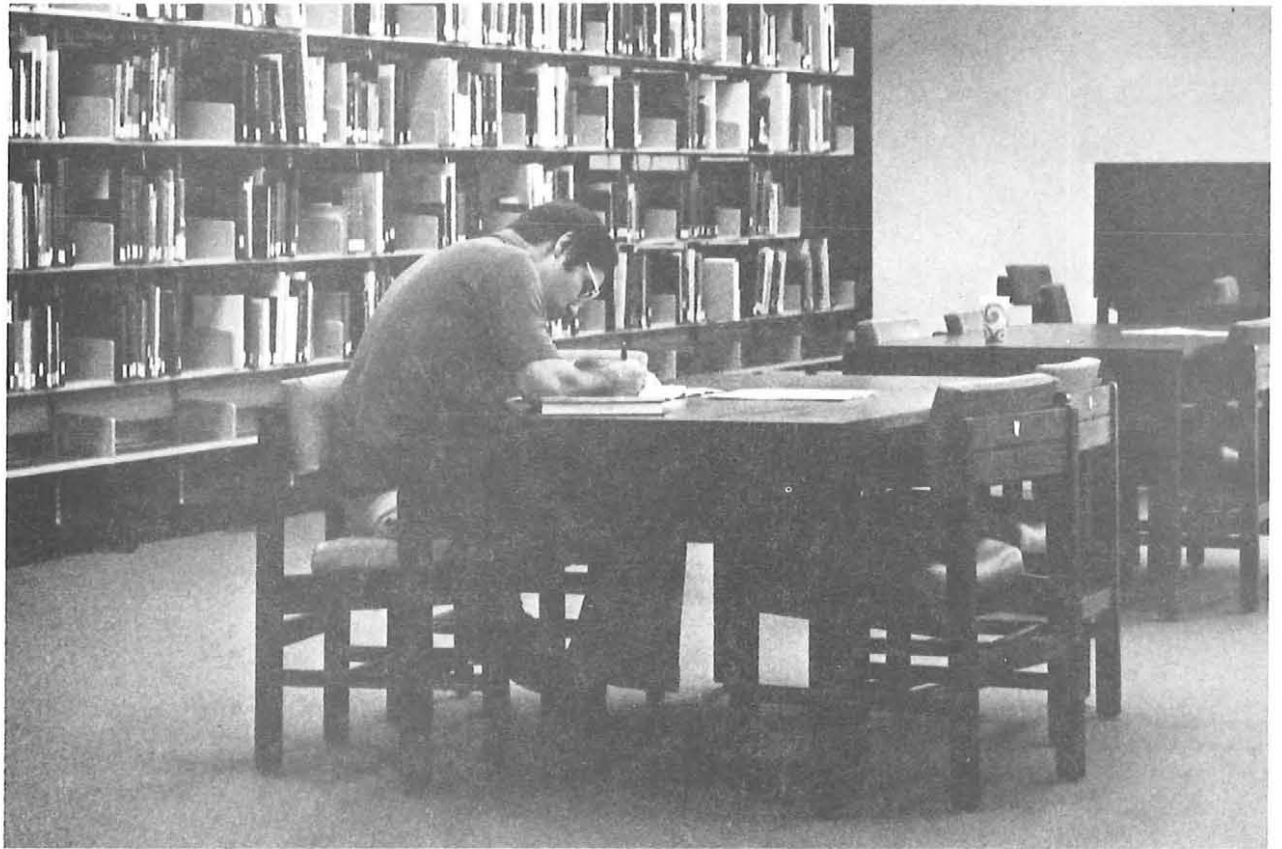
## Additional Graduate Degree Programs

The faculty is currently engaged in determining the needs and requirements for additional masters degree programs.









# College of Education



**Andrew A. Robinson, *Dean***

The College of Education has as its mission the preparation of educational leaders who can systematically design, implement, and continually evaluate and revise instructional programs. The College faculty is dedicated to exemplifying this type of instructional behavior in the teacher education program. Emphasis is placed on special application of theory to practice, using schools and agencies in the University's geographical area as laboratories for learning.

## **The Bachelor of Arts in Education Degree Programs**

The programs leading to the Bachelor of Arts in Education degree have as their primary objective the preparation of educators with broad foundations of observable, measurable competencies that contribute to their personal and professional growth. These competencies should enable the educators to assist learners to realize their full potential in ways which are meaningful and satisfying to the learners and which lead them to effective participation as members of society. Educators must:

1. Utilize a systems approach. This means they continually test and evaluate whether they are accomplishing their instructional goals. They base their educational activities on learning principles which can be supported by research, by feedback evidence from students, and by scholarly consensus. This consensus must be in harmony with the goals of the school and the needs of society.
2. Relate to students in a manner consistent with a democratic philosophy of life.
3. Make an effective, constructive, and rea-

soned contribution to their profession and the society in which they live.

Programs are offered in elementary education, health science, physical education, secondary specializations in selected majors offered through the College of Arts and Sciences, and vocational and technical education.

Although at present there is no undergraduate major offered in special education or guidance education, students who are planning to work toward a graduate degree or who have an interest in working in either of these fields are encouraged to take selected courses in the area of their choice as undergraduate electives. Those who are interested should see their advisor and an advisor in either special education or guidance education.

### **Admission Requirements**

Applicants must meet minimal requirements for admission to undergraduate programs as established by the State University System and the University of North Florida.

All programs presuppose that students will have had one course in psychology and have sufficient academic background to pursue the professional courses provided in the College of Education.

A secondary major must meet any prerequisites listed for the academic specialization in the College of Arts and Sciences.

### **Course Work Requirements**

Requirements for the Bachelor of Arts in Education degree are as follows:

1. Completion of a minimum of 180 quarter hours of which 90 quarter hours must be taken at the upper division level.
2. Completion of the last 45 hours in the degree program in residence at the University of North Florida.

## Transfer of Credit

See section on the Academic Policies section of this Catalog. Students may have course work requirements waived if they already possess the competencies as established by terminal performance criteria for a component. The student receives no credit for such a course and is expected to substitute course work to strengthen another area.

## Teaching Certification

Students who complete undergraduate teacher education programs in the College of Education shall meet academic and experience requirements for the regular Rank III State of Florida teacher's certificate in their specialization.

## Directed Independent Studies

The intent of an independent study is to allow a student to pursue a selected topic in greater depth under the direction of a College of Education faculty member. Regularly offered courses and required courses usually involve classroom interaction and for this reason are not normally offered as independent studies except in unique and/or extreme hardship cases. Students wishing to pursue an independent study or needing additional information should contact the academic advisor or department chairperson.

## Student Teaching

Students seeking a bachelor's degree in the College of Education must complete student teaching as a college requirement unless this requirement is waived by the appropriate College Committee. The student should consult the department for prerequisites. Normally, student teachers are assigned to public schools in the vicinity of the University to make program supervision possible. Placing a student teacher requires advance planning by the College of Education and the public schools. *For this reason, it is the student's responsibility to see that application for student teaching is filed by the second Friday of the quarter prior to the quarter of enrollment for that work.\**

Because of the heavy responsibilities and commitment involved in student teaching, a student normally is not expected to enroll in any additional courses during the quarter in which enrolled for student teaching. Any exceptions to this rule must be initiated through the student's academic advisor and approved by the appropriate college committee.

## Field Experience

Field experience is required to complete some courses. \*\* It is the responsibility of students

taking these courses to apply for field experience placement *during registration each quarter.*

## Summary of Prerequisites by Major

### Undergraduate Majors

Major	Prerequisite Courses	Number of Terms
<b>Elementary Education</b>		
	General Psychology.....	One
	Human Growth/Development.....	One
	Adolescent or Child Psychology....	One
	College Algebra (Intermediate or higher).....	One
	Laboratory Science.....	One
	Art Appreciation or Art Skills.....	One
	Fundamentals of Music or Introduction to Music Theory.....	One
	Developmental Reading <sup>1</sup> .....	One
	See departmental statement on following pages	
<b>Secondary Education</b>		
	General Psychology.....	One
	Human Growth/Development.....	One
	Adolescent Psychology.....	One
	See departmental statement on following pages	
<b>Health and Physical Education:<sup>2</sup></b>		
<b>Health Science</b>		
	Psychology.....	One
	Chemistry (recommended).....	One
	Biology (with laboratory).....	One
	Anatomy and Physiology.....	One
	First Aid.....	One
	Human Relations.....	One
	Nutrition.....	One
	Introduction to Education.....	One
<b>Physical Education</b>		
	Psychology.....	One
	Chemistry (recommended).....	One
	Physics (recommended).....	One
	Anatomy and Physiology.....	One
	Introduction to Physical Education.	
	First Aid.....	One
	Sports Officiating.....	One
	Introduction to Education.....	One
<b>Vocational and Technical Education</b>		
	Psychology.....	One
	College Mathematics.....	One
	Physical Science.....	One
	Related Work Experience.....	Variable Number Months

\*Student Teaching is not offered in the Summer Quarter. Fall Quarter applicants should apply for Student Teaching in the Spring Quarter.

\*\*See catalog description of courses.

<sup>1</sup>An appropriate substitute may be determined by the student's UNF advisor.

<sup>2</sup>A grade of "C" must be obtained in all prerequisites to enter the Department of Health and Physical Education.

## Graduate Majors

Administration and Supervision	Regular Florida Rank III Teaching Certificate or its equivalent Behavioral Sciences Teaching experience
Elementary Education	Graduate (Type 4) Teaching Certificate in Elementary Education Behavioral Sciences Teaching experience
Secondary Education	Graduate (Type 4) Teaching Certificate in appropriate content field Behavioral Sciences Teaching experience
Counseling and Guidance in Education (See statement under Division of Studies in Education on the following pages.)	
Health and Physical Education	Regular Florida Rank III Teaching Certificate or its equivalent Behavioral Sciences Teaching experience
Special Education	Regular Florida Rank III Teaching Certificate or its equivalent
Vocational and Technical Education	Regular Florida Rank III Teaching Certificate or its equivalent

## Department of Elementary and Secondary Education

William C. Merwin, *Professor and Chairperson*  
 David A. Jacobsen, *Professor*  
 Amanda Asgill, *Associate Professor and Director of Student Teaching*  
 James S. Cangelosi, *Associate Professor*  
 John H. Eaves, Sr., *Associate Professor and Advisor*  
 Paul D. Eggen, *Associate Professor*  
 Bruce A. Gutknecht, *Associate Professor*  
 Catherine L. Hartman, *Associate Professor*  
 William G. Herrold, Jr., *Associate Professor*  
 James W. Mittlestadt, *Associate Professor*  
 Deloris M. Saunders, *Associate Professor*  
 Elinor A. Scheirer, *Associate Professor and Advisor*  
 Marianne B. Betkouski, *Interim Assistant Professor and Advisor*  
 Mary L. Grimes, *Assistant Professor*  
 Dennis M. Holt, *Assistant Professor*  
 Donald P. Kauchak, *Assistant Professor and Advisor*  
 Donna M. Keenan, *Interim Assistant Professor and Advisor*  
 Lynne S. Schwab, *Assistant Professor*  
 Michael P. Smith, *Assistant Professor*  
 Royal VanHorn, *Assistant Professor*  
 Janice A. Wood, *Assistant Professor*  
 Bernadine J. Bolden, *Instructor*  
 Linda W. Griffith, *Instructor*  
 Maurice E. Jones, *Instructor and Advisor*  
 Ann C. Shore, *Interim Instructor and Advisor*  
 Roy Singleton, Jr., *Instructor*

The purpose of the undergraduate program in the Department of Elementary and Secondary Education is to carry out the goals of the College of Education as they specifically relate to the preparation of teachers for preschool through the twelfth grade.

The Department has as its objective the development of specified competencies needed for effective classroom performance. Laboratory and field experiences of increasing complexity are required for all courses and are correlated with theoretical components providing opportunity to apply information gathered in the program. Instructional techniques used by Department faculty will be those methods the students are expected to learn.

While the Department has formulated specific lists of prerequisite courses, all students are expected to be able to demonstrate basic skills in communication throughout the program. In addition to this, elementary majors will be expected to demonstrate basic skills in math, science, and social studies in appropriate parts of the program.

Persons seeking certification to teach in secondary school should follow the prescribed admission requirements for the College of Education. In addition to this, they should complete the requirements for a major in the field they choose to teach through the College of Arts and Sciences. Students are urged to confer with their advisor in the College of Education about the selection of a second teaching field which meets the minimum Florida certification requirements.

### Course Requirements—Elementary Majors

*Students are expected to complete their degree program from the following areas:*

#### Broad Professional Preparation

Foundations of Performance-Based Education.....	5 hours
General Methods and Curriculum I.....	5 hours
General Methods and Curriculum II.....	5 hours
Learning Theory.....	5 hours

#### Specialized Academic Areas

Methods courses: Language Arts, Reading I and II, Mathematics, Art, Music, and Motion.....	30 hours
Environmental Studies: Science and Social Studies.....	10 hours
Health, Safety, and Physical Education.....	5 hours

#### Field Experiences

Practicum I: Junior Year.....	5 hours
Practicum II: Internship.....	15 hours

#### Electives

The student is expected to concentrate electives in one area of the elementary curriculum, an appropriate content field, or cognate area.

## Sample Program

### Junior Year

Foundations of Performance-Based Education.....	5 hours
Education.....	5 hours
Learning Theory.....	5 hours
General Methods and Curriculum I.....	5 hours
General Methods and Curriculum II.....	5 hours
Practicum I.....	5 hours
Additional courses selected from the four areas above.....	20 hours

### Senior Year

Courses selected from the four areas above.....	30 hours
Practicum II: Internship.....	15 hours

## Course Requirements—Secondary Majors\*

*Students are expected to complete their degree program from the following areas:*

**Academic concentration** (see academic department requirements)

### Professional education courses

Foundations of Performance-Based Education.....	5 hours
Communicative Processes: Secondary Reading I.....	5 hours
General Methods and Curriculum I.....	5 hours
General Methods and Curriculum II.....	5 hours
Learning Theory.....	5 hours
Special Methods.....	5 hours
Internship.....	15 hours

## Sample Program

### Junior Year

Academic major.....	20 hours
Foundations of Performance-Based Education.....	5 hours
Learning Theory.....	5 hours
General Methods and Curriculum I.....	5 hours
Electives, second teaching field.....	5 hours

### Senior Year

Academic major.....	15-20 hours
General Methods and Curriculum II.....	5 hours
Special Methods.....	5 hours
Internship.....	15 hours
Electives, second teaching field.....	10 hours

## Special Methods Course Prerequisites — Secondary Majors\*\*

### MUSIC

_____	(EDU 461/462***) — Required for all Music Education Majors
EDF 3005	(EDU 300)
EDG 3331	(EDU 301)
EDG 4280	(EDU 411)
_____	(MUP 301)
_____	(MUS 416) (EDU 462 only)

One Music History course  
Five credits of Applied Music  
Two credits of Ensemble

### ART

ARE 4047/4341	(EDU 471/472***)—Required for all Secondary Art Majors
EDF 3005	(EDU 300)
EDG 3331	(EDU 301)
EDG 4280	(EDU 411)
Presentation of Portfolio	
ART 3100C	(ART 313)
ART 3234C	(ART 312)
One History of Art course	

### ENGLISH

_____	(ESE 421***) — Required for all Secondary English Majors
EDF 3005	(EDU 300)
EDG 3331	(EDU 301)
EDG 4280	(EDU 411)

Lower Division requirements include the following:

English Composition <sup>1</sup> .....	two courses
Fundamentals of Speech <sup>2</sup> .....	one course
Developmental Reading <sup>2</sup> .....	one course
Imaginative Writing <sup>2</sup> .....	one course

The following must be completed prior to student teaching:

ENG 4815	(LIT 401)
LIN 4011	(LIT 410)
ENC 3424	(COM 304)

### MATHEMATICS

MAE 4330	(ESE 431***) — Required for all Secondary Math Majors
EDF 3005	(EDU 300)
EDG 3331	(EDU 301)
EDG 4280	(EDU 411)

Four math courses with at least one course in Calculus

### SCIENCE

SCE 4330	(ESE 441***) — Required for all Secondary Science Majors
EDF 3005	(EDU 300)
EDG 3331	(EDU 301)
EDG 4280	(EDU 411)

Three related courses in Biological Science or three related courses in Physical Science. These courses should include laboratory experience.

One additional biological or physical science with laboratory experience.

### SOCIAL STUDIES

SSE 4384	(ESE 451***) — Required for all Secondary Social Studies Majors
EDF 3005	— (EDU 300)
EDG 3331	— (EDU 301)
EDG 4280	— (EDU 411)

HIS 300 will be required of all social science majors who have not taken at least two courses in United States History

Twenty credits of upper level work in major or related field. Required courses for each major include:

History	Psychology
HIS 3060 (HIS 351)	ECO 4009 (ECO 405)
ECO 4009 (ECO 405)	AMH 3040 (HIS 300)
Sociology	Political Science
SOC 3000 (SOC 310)	POS 3001 (POS 300)
ECO 4009 (ECO 405)	AMH 3040 (HIS 300)
AMH 3040 (HIS 300)	ECO 4009 (ECO 405)

\*Students seeking certification in art or music should consult their advisors.

\*\*Secondary Education Majors must also meet the content prerequisites as established by the appropriate department in the College of Arts and Sciences.

\*\*\*A grade of C or better is required of all upper and lower division courses in order to be applicable to the program of study or as a prerequisite.

<sup>1</sup>FJC students are required to take ENG 101/102.

<sup>2</sup>An appropriate substitute may be determined by the student's UNF advisor.

# Department of Health and Physical Education

Jack R. Netcher, *Professor and Chairperson*  
 Iris G. Brown, *Professor*  
 Betty M. Flinchum, *Professor*  
 Dean A. Pease, *Associate Professor*  
 Terry R. Tabor, *Associate Professor*  
 Richard H. Reisinger, *Assistant Professor*  
 A. Heath Whittle, Jr., *Assistant Professor and Advisor*

Teachers in health science and physical education are much more than dispensers of information. They are concerned about human beings, and their hopes, aspirations, and dreams—for now and in the future—for themselves, their families, their communities, and the whole society. An institutional system promises to free the teachers from the conditioned role of information-purveyor and thus permit them to go about the real goal of education—that of humanizing individuals.

The task then is to provide all students enrolled in health science and physical education the education an exceptional teacher provides for a few.

The Bachelor of Arts in Education degree offered by the Department of Health and Physical Education is designed for those students planning to teach or to function as administrators, performers, researchers, or workers in community agencies.

*The student will have an opportunity to select one of two majors:*

## 1. Health science major

A specialization minimum of 43 hours must be taken in the field of health science and biological science.

## 2. Physical education major

A specialization minimum of 55 hours must be taken in the field of physical education.

*The student will also have an opportunity to select one of two options for each major:*

### 1. Teaching option

Emphasis on teaching in schools. This option leads to a Regular Florida Rank III Teaching Certificate.

### 2. Community service option

Emphasis on health or physical education careers other than teaching. This option does not lead to teacher certification but rather to employment in related areas in the community.

*Professional education courses required of all students who select the teaching option are as follows.<sup>1</sup>*

Communicative Processes: Secondary	
Reading I.....	5 hours
General Methods and Curriculum I.....	5 hours
General Methods and Curriculum II.....	5 hours
Human Development.....	5 hours
Special Methods.....	5 hours
Internship.....	15 hours

## Sample Program in Health Science<sup>2</sup>

### Junior Year<sup>3</sup>

Communicative Processes: Secondary	
Reading I.....	5 hours
General Methods and Curriculum I.....	5 hours
Human Development.....	5 hours
Health: Issues, Trends, and Problems.....	5 hours
Community Health Organization.....	5 hours
Public Health Education.....	5 hours
First Aid Lab.....	3 hours
Natural Sciences <sup>4</sup> .....	15 hours

### Senior Year

General Methods and Curriculum II.....	5 hours
Special Methods in Health Science.....	5 hours
Organization and Administration of Health Education.....	5 hours
Social Psychology.....	5 hours
Electives <sup>5</sup> .....	10 hours
Internship.....	15 hours

## Sample Program in Physical Education<sup>2</sup>

### Junior Year<sup>3</sup>

Communicative Processes: Secondary	
Reading I.....	5 hours
General Methods and Curriculum I.....	5 hours
General Methods and Curriculum II.....	5 hours
Human Development.....	5 hours
Scope of Physical Education.....	5 hours
Kinesiology.....	5 hours
Health and Movement Education in the Elementary School.....	5 hours
Applied Kinesthesis Laboratory I.....	5 hours
Physiology of Exercise.....	5 hours

### Senior Year

Special Methods in Physical Education.....	5 hours
Measurement and Evaluation Laboratory.....	5 hours
Adapted Physical Education.....	5 hours
Recreation for Leisure.....	5 hours
Organization and Management Skills in Physical Education.....	5 hours
Applied Kinesthesis Laboratory II.....	5 hours
Internship.....	15 hours

<sup>1</sup>Students who select the community service option may substitute certain courses for professional education courses after consultation and approval by their advisor.  
<sup>2</sup>See specific course description for required prerequisites.

<sup>3</sup>It is required that a student enter the major sequence at UNF Fall or Winter Quarters only.

<sup>4</sup>Required: NAS 328 Organismal Biology; NAS 335 Microbiology; and either NAS 438 Human Genetics (teaching option only) or NAS 330 Environmental Biology (community service option only).

<sup>5</sup>Select two courses from the following: Health and Movement Education in the Elementary School (recommended); Individual Study and Research; Personality Dynamics and Effective Behavior; Human Genetics (community service options only) or Environmental Biology (teaching option only).



# Department of Vocational and Technical Education

Samuel E. Russell, *Professor and Chairperson*  
 Johnny L. Arnette, *Associate Professor*  
 Evelyn V. Brunson, *Associate Professor*  
 Philip J. Gearing, *Associate Professor*  
 William E. Wilkinson, *Assistant Professor and Advisor*

This department has as its main objective the development of educators in vocational, technical, and adult education. It is especially responsible for planning and implementing functional programs in vocational, technical, and adult education for leaders in the field.

The Department of Vocational and Technical Education offers professional training and the coordinating services necessary to provide the professional and technical experiences required by both pre-service and in-service teachers.

The program offered by this department leads to the Bachelor of Arts in Education degree and provides for fulfilling the State of Florida requirements for teacher certification with a major in business education, distributive education, or industrial education.

Satisfactory completion of the general education requirements for the Associate of Arts degree, or its equivalent, is necessary before entering this program. (See University admissions information for alternative ways of meeting this requirement, including taking the CLEP examinations.) Students are advised to include a laboratory course in the physical sciences in their program. They must also present evidence of satisfactory completion of vocational or technical training in the occupational area in which they plan to teach. Students with the Associate of Science degree may enter this program upon completion of general education requirements and the recommendation of their community-junior college.

## The Program

<b>Professional Preparation</b> (required of all students).....	25 hours
EDF 3005 (EDU 300) Foundations of Performance-Based Education.....	5 hours
EDG 3331 (EDU 301) General Methods and Curriculum I.....	5 hours
EDG 4280 (EDU 411) General Methods and Curriculum II.....	5 hours
DEP 3003 (PSY 305) Human Development.....	5 hours
RED 3333 (ESE 322) Reading Methods I for Secondary Teachers.....	5 hours

## Business Education

**Electives: College of Arts and Sciences** (selected in consultation with advisor)..... 10-15 hours

<b>Major Concentration</b> (selected from the following courses and approved by the advisor).....	25 hours
EVT 3087 (EVO 306) Principles of Vocational Education	
BTE 3366 (EVO 318) Business Communications	
EVT 3063 (EVO 325) Teaching Shorthand, Dictation, and Transcription	
EVT 3061 (EVO 326) Principles of Office Procedures	
BTE 4068 (EVO 418) Principles of Business Education	
BTE 4361 (EVO 419) Methods and Materials for Teaching Business	
BTE 4269 (EVO 423) Organization and Coordination of Cooperative Business Education	
<b>Electives</b> .....	5-10 hours
<b>Student Teaching</b> .....	15 hours
<b>Total</b>	<b>90 hours</b>

## Distributive Education

<b>Electives: College of Arts and Sciences</b> (selected in consultation with advisor).....	10-15 hours
<b>Major Concentration</b> (selected from the following courses and approved by the advisor).....	20 hours
EVT 4085 (EVO 415) Organization and Coordination of Cooperative Education	
EVT 4377 (EVO 416) Teaching Distributive Education	
EVT 3087 (EVO 306) Principles of Vocational Education	
EVT 4764 (EVO 406) Testing and Evaluation	
<b>Contextual Courses</b>	
Marketing and management electives selected in consultation with advisor.....	15 hours
<b>Elective</b> .....	5 hours
<b>Student Teaching</b> .....	15 hours
<b>Total</b>	<b>90 hours</b>

Students who do not have two years of approved work experience will take BTE 4949 (EVO 476), 5-10 quarter hours.

## Industrial Education

<b>Electives: College of Arts and Sciences</b> .....	10-15 hours
<b>Major Concentration</b> (selected from the following courses and approved by the advisor).....	25 hours
EVT 3087 (EVO 306) Principles of Vocational Education	
EVT 3383 (EVO 307) Utilization of Vocational Teaching Aids	
EVT 3269 (EVO 309) Organization of Instruction	
EVT 3806 (EVO 315) Vocational Laboratory Organization	
EVT 3380 (EVO 316) Teaching Vocational-Industrial Subjects	
EVT 4370 (EVO 400) Occupational Safety and Health	
EVT 4764 (EVO 406) Testing and Evaluation	

<b>Minor Concentration</b> (such as <b>Adult Education</b> , should be selected early in consultation with advisor).....	10 hours
<b>Elective</b> .....	5 hours
<b>Student Teaching</b> .....	15 hours
<b>Total</b>	<b>90 hours</b>

The recommended program for Standard Rank III certification is five quarter hours from each of the following areas:

- Area a — EVT 3087 (EVO 306)
- Area b — EVT 3082 (EVO 305), EVT 3383 (EVO 307), EVT 3269 (EVO 309), EVT 4764 (EVO 406)
- Area c — EVT 3806 (EVO 315), EVT 3380 (EVO 316)

and five to ten additional quarter hours in any approved vocational course, along with five to ten

quarter hours in general education course(s). The minimum credit required is 30 quarter hours.

Programs for the Standard Rank II certificate are flexible and are developed in consultation with an advisor.

## Division of Studies in Education

**Bette J. Soldwedel**, *Professor and Chairperson*

**Judy Harris Lombana**, *Associate Professor*

**Randolph Bracy, Jr.**, *Assistant Professor*

**Thomas W. Clawson**, *Assistant Professor*

Within the College of Education, the Division of Studies in Education serves as the focal point for the development of research and the initiation of new programs designed to advance the practice of education as a profession. The division specifically provides for (1) directed study, seminars, and programs required to implement collaborative efforts of the College of Education with other colleges and divisions within the University; (2) liaison between the College of Education and other institutions, agencies, and the public to promote innovative and effective interdisciplinary efforts to achieve improved delivery of educational services; and (3) initiation and encouragement of opportunities for faculty from a broad spectrum of professional backgrounds to participate when appropriate in interdisciplinary studies of the College of Education.

## MA in Counseling—Counseling and Guidance in Education

The Division of Studies in Education also serves as the College of Education unit responsible for the Counseling and Guidance in Education Track of the MA in Counseling degree program. (See Special Programs section of this Catalog for description of the MA in Counseling degree program.)

In addition to the overall objectives of the interdisciplinary degree program, the Counseling and Guidance in Education Track is designed to (1) prepare skilled practitioners competent to assist students with their educational, vocational, and personal/social development; (2) prepare counseling and guidance personnel equipped to serve as effective resources to teachers, parents, and community groups concerned with the educational progress of youth; (3) prepare educators who are competent to correlate the interdisciplinary foundations of counseling and guidance services with the application of tools and techniques necessary to assist students in their educational planning and vocational decision making.

## Guidance Certification Program

The College has a state-approved guidance certification program, open to students who have

or are working toward a master's degree in another field of education and who will be eligible, upon completion, for a Florida Rank II teaching certificate. Students in this program complete a minimum of 35 quarter hours in the Counseling and Guidance in Education Track.

## Core

### Common Competencies in Counseling..... 25 hours

Personality Theories and Dynamics.....	5 hours
Assessment of Individuals.....	5 hours
Counseling Theories and Processes I.....	5 hours
Counseling Theories and Processes II.....	5 hours
Career Development and Vocational Decision Making.....	3 hours
Advanced Interdisciplinary Seminar in Counseling.....	2 hours

## Track

### Professional Competencies (including Practicum) 35 hours

Introduction to Guidance.....	3 hours
Organization and Administration of Student Services.....	5 hours
Learning Theory and Guidance Practice.....	5 hours
Group Methods in Counseling and Guidance Appraisal Procedures in Counseling and Guidance.....	5 hours
Career Guidance Resources.....	5 hours
Internship in Counseling and Guidance.....	5-10 hours
Practicum in Counseling.....	5-10 hours
Seminar: Contemporary Problems and Issues....	2 hours
Seminar: Consultation Skills.....	3 hours
Directed Individual Study.....	1-5 hours
Individual Studies in Education.....	1-5 hours

## The Master of Education Degree Programs

The programs leading to the Master of Education degree have as their primary objective the preparation of educators with demonstrated competencies. Intermediate and terminal performance objectives are established for the competencies listed under each course title. When a student achieves these specified performance objectives, the course requirements are considered satisfied.

Programs are offered in administration and supervision, elementary education, health and physical education, secondary education (art, economics, English, history, mathematics, music, science, and psychology), special education, and vocational and technical education.

## Component Cores

Each program consists of a minimum of 50 hours selected from each of three component cores.

## Core I

### Common Professional Competencies

Advanced Educational Psychology and  
General Educational Competencies..... 10-20 hours

Modular, individualized components covering identified general competencies in the areas of foundations, inter-personal and group processes, evaluation, research, curriculum and instructional techniques.

## Core II

Specialized Professional Competencies (to be selected with assistance of advisors)..... 10-20 hours

## Core III

Supportive Cognate Areas (to be selected with assistance of advisors)..... 10-25 hours

Each student will be expected to demonstrate satisfactory performance in all elements of the common component, Core I. Those students who demonstrate the specified level of competency in one or more of the areas represented in Core I may have those segments waived and substitute work which will meet their needs.

Although minimum requirements for the degree programs have been established for Core II and Core III, actual requirements differ in each of the departments. Wherever possible, flexibility has been maintained. Individual programs of study are developed in terms of the student's pre-assessed competency level and career goal.

## Directed Independent Studies

The purpose of an independent study is to allow a student to pursue a selected topic in greater depth under the direction of a College of Education faculty member. Regularly offered courses and required courses usually involve classroom interaction and for this reason are not normally offered as independent studies except in unique and/or extreme hardship cases. Students wishing to pursue an independent study or needing additional information should contact their academic advisors or department chairperson.

## Academic Advisement

Upon admission to the program, a student will be assigned an academic advisor by the department chairperson. It will be the responsibility of this advisor:

1. To form a master's committee with the student's cooperation. This committee will include two other professors representing various fields in the student's area of interest who will advise the student as needed. The committee will be approved by the chairperson of the department and the Dean of the College of Education.

2. To formulate a tentative program of studies with input from the student and other committee members. This program shall be submitted to the chairperson of the department for approval.

3. To coordinate and manage with other members of the advisory committee, the final

assessment of the student for completion of the program and to report such results to (a) the department chairperson, (b) the Dean of the College of Education, and (c) the University Registrar.

If a member should withdraw from the committee, the major advisor shall appoint another member, with the approval of the chairperson of the department and the Dean of the College of Education. If the major advisor should withdraw, the chairperson of the department shall appoint a replacement who shall then be approved by the Dean of the College of Education.

## Course Work Requirement

A minimum of 50 hours must be included in the planned graduate program. No less than 60 percent of the total graduate hours must be at the 600 level. At least one-half of the work must be taken in the College of Education.

## Lapsed Time

All requirements for the degree must be completed within five years of the initiation of the program.

## Transfer of Credit

Acceptance of transferred credit for the master's degree is left to the discretion of the department chairperson with the approval of the Dean of the College of Education. No more than ten hours may be accepted. Such work must have been completed at an institution which offers a master's degree and which is accredited by the regional accrediting association and/or approved by the Florida Department of Education for graduate level teacher training.

## Residence Requirement

All study at the University will be considered residence study because of the institution's urban setting and population.

## Assessment Procedures for Program Completion

1. Final assessment should be in terms of the stated terminal objectives of the program.

2. Students who fail to achieve terminal performance criteria in any one of the three core areas may ask for a re-examination after a time lapse of at least one quarter. Re-examination becomes possible when students present evidence that they have made efforts to remediate areas of deficiency, i.e., completion of appropriate course work, individual programmed modules, or mediated instruction.

## Teaching Certification

Upon completion of the program, a student must have met academic and teaching experience

requirements for a standard Rank II Florida teacher's certificate.

## The Specialist in Education and Doctor in Education Degrees

Information about the program in Curriculum and Instruction and/or the program in Educational Administration may be obtained from the Department of Administration and Supervision, UNF.

## Department of Educational Administration and Supervision—Graduate

**Andrew A. Robinson**, *Professor and Chairperson*  
**H. H. McAshan**, *Professor*  
**Ellis F. White**, *Professor*  
**Thomas C. Healy**, *Associate Professor*  
**Robert L. Mitchell**, *Associate Professor*  
**William L. Wharton**, *Associate Professor*

The program for the Master of Education degree in the area of educational administration and supervision is designed to produce leaders in the use of a systems approach in the planning, implementing, and evaluation of educational programs including learner-oriented and non-learner-oriented operations. Leadership at the building level is emphasized; however, experience in the program will assist individuals to perform effectively in other administrative and supervisory assignments.

Florida certification in administration requires three years teaching experience.

The program consists of at least 50 quarter hours from three components and allows opportunities for at least two major concentrations: elementary school administration and supervision and secondary school administration and supervision.

## Sample Degree Program—Elementary Administration and Supervision

### Core I

**Common Professional Competencies**..... 10-20 hours  
Advanced Educational Psychology *or* Learning  
Theory and Guidance Practice..... 5 hours  
General Education Competencies\*..... 5-10 hours  
Contemporary Methods: Curriculum  
and Teaching..... 5 hours

### Core II

**Specialized Professional Competencies**.... at least 20 hours  
Introduction to Educational Administration.... 5 hours  
Elementary School Administration..... 5 hours  
Supervision of Instruction..... 5 hours  
Electives\*

### Core III

**Supportive Cognate Areas**..... at least 10 hours  
The Elementary School Program..... 5 hours  
Electives\*

**Total Minimum 50 hours**

## Sample Degree Program—Secondary School Administration and Supervision

### Core I

**Common Professional Competencies**..... 10-20 hours  
Advanced Educational Psychology *or* Learning  
Theory and Guidance Practice..... 5 hours  
General Education Competencies\*..... 5-10 hours  
Contemporary Methods: Curriculum  
and Teaching..... 5 hours

### Core II

**Specialized Professional Competencies**.... at least 20 hours  
Introduction to Educational Administration.... 5 hours  
Secondary School Administration..... 5 hours  
Supervision of Instruction..... 5 hours  
Electives\*

### Core III

**Supportive Cognate Areas**..... at least 10 hours  
The Secondary School Program..... 5 hours  
Electives\*

**Total Minimum 50 hours**

Each student will be provided individualized program counseling. Options may be arranged under this organization such as the addition of vocational education to a degree program or the expansion of a program to a general (grade 1 through 12) competency.

## Department of Elementary and Secondary Education—Graduate

**William C. Merwin**, *Professor and Chairperson*

The program for the Master of Education in elementary and secondary education is designed to provide higher order competencies needed for personal and professional growth. This goal is achieved through a performance-based program emphasizing individualized instruction, the use of innovative materials, and the application of theoretical concepts in laboratory and clinical experiences.

## Master of Education in Elementary Education

A minimum of 50 hours must be selected from the following three areas:

\*To be selected in consultation with advisor.

### Core I

#### Common Professional Competencies:

Courses selected from advanced educational psychology and general education competencies..... 10-20 hours

### Core II

#### Specialized Professional Competencies:

Courses selected from those designated as elementary education courses (EEL)..... 10-20 hours

### Core III

#### Supportive Cognate Areas:

Electives from supportive fields or a second field of specialization..... 10-20 hours

## Master of Education in Secondary Area of Specialization

A minimum of 50 quarter hours must be selected from the following three areas:

### Core I

#### Common Professional Competencies:

Courses selected from Advanced Educational Psychology and General Educational Competencies..... 10-20 hours

### Core II

#### Specialized Professional Competencies:

Courses selected from those designated as secondary education courses (ESE) in conference with an advisor..... 10-20 hours

### Core III

#### Supportive Cognate Areas\*:

Courses selected in conference with an advisor from the student's field of concentration..... minimum of 15 hours

## Department of Health and Physical Education—Graduate

Jack R. Netcher, *Professor and Chairperson*

The Master of Education degree program in this department offers courses that emphasize the two curriculum areas of health science and physical education. Taken from these perspectives, the courses are applied to the individual's career role in a functional relationship.

The program is based on the principles of applied education, and it is designed to serve the needs of the students in the environs of the University by (1) providing individualized, varied,

\*A Performance Examination for M.Ed. Music candidates will be administered to graduate students enrolled in the M.Ed. in Music program during their first quarter of graduate study. The purpose of the examination is to provide the faculty with information regarding each student's performance background in order to ensure that performance standards expected of a graduate student are met. Deficiencies may be removed through additional course work in applied music.

The Performance Examination will consist of a ten or fifteen minute performance test in which the candidate must demonstrate competency in a major area of applied music. The candidate may choose the selections to be performed from memory before a faculty committee. The test must be scheduled by the candidate through the Fine Arts Department Chairperson. The Performance Examination will usually take place during the final examination work of each quarter.

and functional training and re-training courses in the emerging careers which are related to health science and physical education; (2) preparing teachers to perform with increased efficiency in administrative and/or master teacher roles; (3) providing short-term courses and institutes or mini-conferences in areas of the proposed curriculum when requested; and (4) preparing persons for employment in community service careers which are related to health science and physical education.

## Master of Education in Health and Physical Education

A minimum of 50 hours must be selected from the following three areas:

### Core I

Common Professional Competencies..... 20 hours  
General Educational Competencies

### Core II

Specialized Professional Competencies..... 10-25 hours  
Courses selected from those designated as Health Science (HEN) and Physical Education (PHE) courses

### Core III

Supportive Cognate Areas..... 5-25 hours  
Electives from supportive fields or a second field of specialization

## Department of Special Education—Graduate

Robert M. Siudzinski, *Professor and Chairperson*  
B. Robert Gonzales, *Professor*  
Clement J. Van Nagel, *Associate Professor*  
Thomas S. Serwatka, *Assistant Professor*

The program for the Master of Education degree in special education prepares graduate personnel whose major responsibility is the training and education of children with academic, developmental, or social adjustment problems that prevent them from profiting from "regular" educational programming.

While the major resource will be the special class within the public school, attention will be paid to equipping the special education student to work in other settings as well. To meet this objective, special programs will be offered enabling students to gain needed competencies in working with regular classroom teachers, community agencies, residential schools, and parents of exceptional children.

## Master of Education in Special Education

The program consists of a minimum of 50 quarter hours emphasizing a non-categorical ap-

proach and allows students to follow an individualized, competency-based sequence that will result in the achievement of Rank II certification in the areas of mental retardation, learning disabilities, emotional disturbances, or hearing disabilities.

### Core I

**Common Professional Competencies**..... 5-15 hours  
 Courses selected from advanced educational psychology and general education courses

### Core II

**Specialized Professional Competencies**..... 15-30 hours  
 Courses selected from those designated as special education courses in conference with an advisor

### Core III

**Supportive Cognate Areas**..... 0-15 hours  
 Courses selected in conference with an advisor from the student's field of specialization.

dustrial education. Other paths may be approved for vocational teachers with appropriate undergraduate majors.

### Core I

**Common Professional Competencies**  
 Advanced Educational Psychology..... 5 hours  
 (Selected in consultation with advisor)  
 (EDU 601) EDG 6356 (EDU 602),  
 EDG 6357 (EDU 603) General  
 Educational Competencies..... 5-15 hours

### Core II

**Specialized Professional Competencies**  
 EVT 5800 (EVO 505) History and  
 Philosophy of Career  
 Education..... 5 hours  
 EVT 6161 (EVO 602) Curriculum  
 Development in Vocational  
 Education..... 5 hours  
 ESE 6215 (ESE 610) Secondary School  
 Curriculum ..... 5 hours  
 EVT 6930 (EVO 680) Seminar in  
 Vocational-Technical  
 Education..... 5 hours

### Core III

**Supportive Related or Cognate Areas**  
 (1) Business Education Path Electives..... 10-20 hours  
 or  
 (2) Distributive Education Path Electives... 10-20 hours  
 or  
 (3) Industrial Education Path Electives..... 10-20 hours  
**Total, regardless of path 50 hours**

An expanded Master of Education path is available for business education teachers who need a greater concentration in business education than is provided in the regular program, as follows:

### Core I

————— Advanced Educational  
 Psychology..... 5 hours  
 EDG 6335 (EDU 604) Contemporary  
 Methods—Curriculum and  
 Teaching..... 5 hours

### Core II

EVT 5800 (EVO 505) History and  
 Philosophy of Career  
 Education..... 5 hours  
 ————— Business Education (courses  
 selected with major advisor)... 25 hours  
 EVT 6930 (EVO 680) Seminar in  
 Vocational-Technical  
 Education..... 5 hours

### Core III

————— (EDU 613) Supervision of Pre-  
 service Teachers..... 5 hours

## Department of Vocational and Technical Education—Graduate

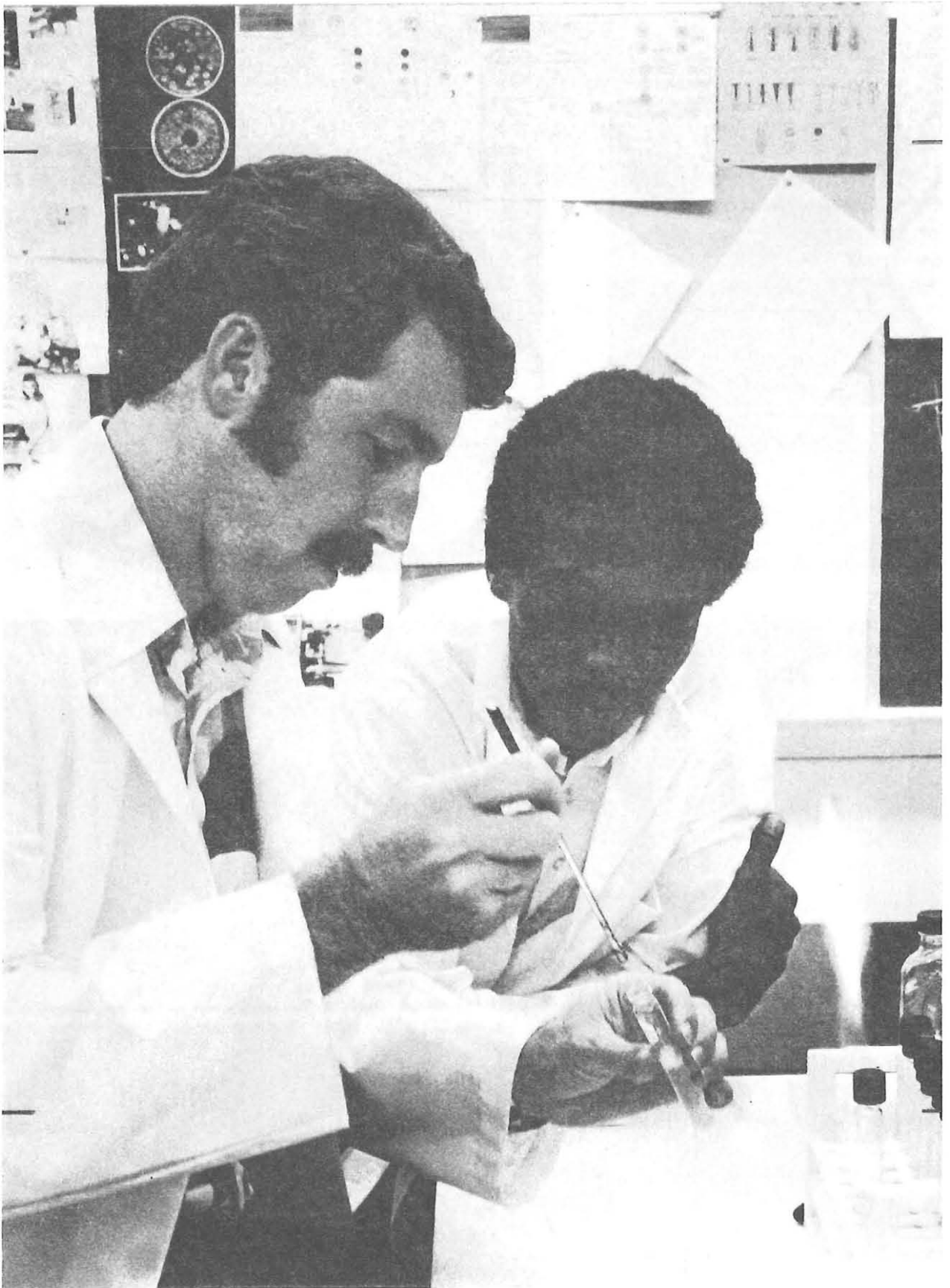
Samuel E. Russell, *Professor and Chairperson*

The program for the Master of Education in vocational education is designed to extend and improve the professional competencies of teachers and administrative and supervisory personnel in vocational and technical education. This goal is achieved through a flexible program in vocational education which is supported by a common performance-based professional competencies program emphasizing individualized instruction, the use of innovative materials, and the application of theoretical concepts in laboratory experiences.

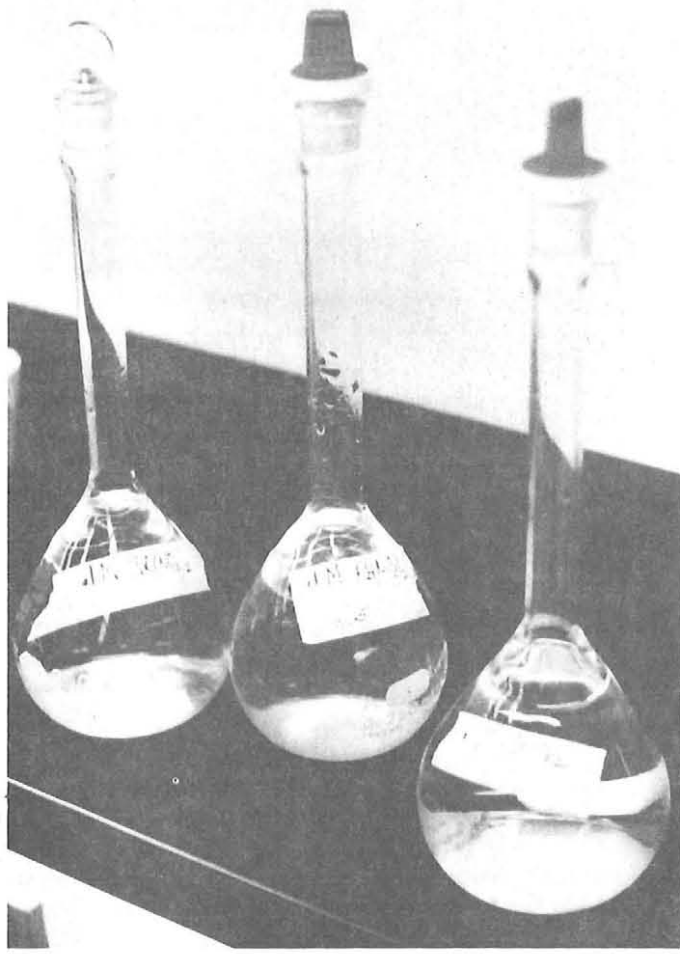
This program consists of a minimum of 50 quarter hours from three cores. Core I consists of professional competencies required of all students and carries 20 quarter hours of credit. Core II, which carries a minimum of 20 quarter hours of credit, consists of specialized professional competencies. Core III is intended to provide the student with opportunities to explore supportive related or cognate fields.

Currently, the program has three paths leading to the master's degree. These paths are business education, distributive education, and in-









# Division of Technologies



**Adam E. Darm**, *Professor and Chairperson*  
**Jack T. Humphries**, *Professor*  
**Harvey A. Pearson**, *Associate Professor and Advisor*

Students who have completed sufficient college-level work, who have had sufficient industrial experience, and who clearly demonstrate an aptitude for high-level technical work with related administrative responsibility in industry will be admitted to the program in industrial technology.

The following student groups will be served by this program:

1. Associate degree or transfer students from two-year community colleges or four-year institutions who desire to earn a baccalaureate degree in a technological field
2. Students who desire a change of objective from other career curricula
3. Personnel currently employed who desire additional education and/or the Bachelor of Technology degree

Upon completion of the four-year degree, usually in one of the areas of specialization, the technologist will be able to plan, organize, coordinate, direct, and resolve technical problems within proven scientific and engineering principles in the utilization of employees, materials, and equipment in the fabrication of products and structures.

Typically, each specialization prepares the graduate for the following activities:

**Construction Technology**—Persons completing the prescribed program will be qualified to do expediting, coordination, inspection, specification and proposal writing, facilities planning and development, project management and associated work in construction industries.

**Manufacturing Technology**—Persons completing the prescribed program will be qualified to do

tooling, methods, facilities planning and development, specification and proposal writing, quality control, liaison and management aspects of production in manufacturing industries.

## Advisory Council

The Advisory Council for the Division of Technologies is composed of leaders actively engaged in areas of technology. The Council continually provides information and guidance about industrial developments in methods, materials, and techniques so that the program reflects the best of current practices.

## Admission

The student's academic program may be individualized based on background in education, work experience, and career goals. Hence, a student's program may consist of courses from other University curricula as well as within the Division of Technologies. Students are advised to contact the Division for an individual evaluation of their backgrounds before filing for admission to the University.

The minimum requirements for admission into the Industrial Technology program are no fewer than 32 quarter hours (21 semester hours) of course work in the general education areas and an overall "B" (3.0) grade point average in a technology curriculum. A maximum of 36 quarter hours (24 semester) of technical course work is transferable regardless of major. The minimum University general education requirements must be met before graduation. In addition to the standard general education requirements, the Industrial Technology student must have a foundation in physics, chemistry, and mathematics through beginning calculus.

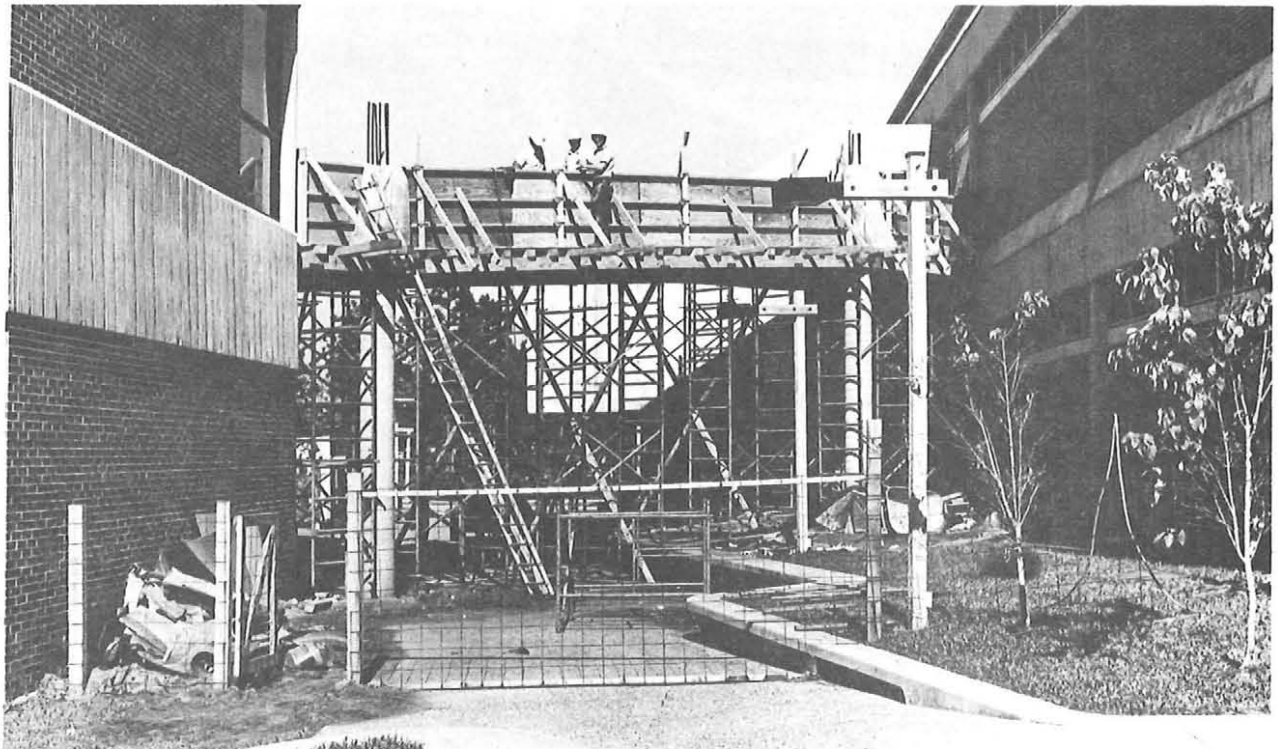
# The Program

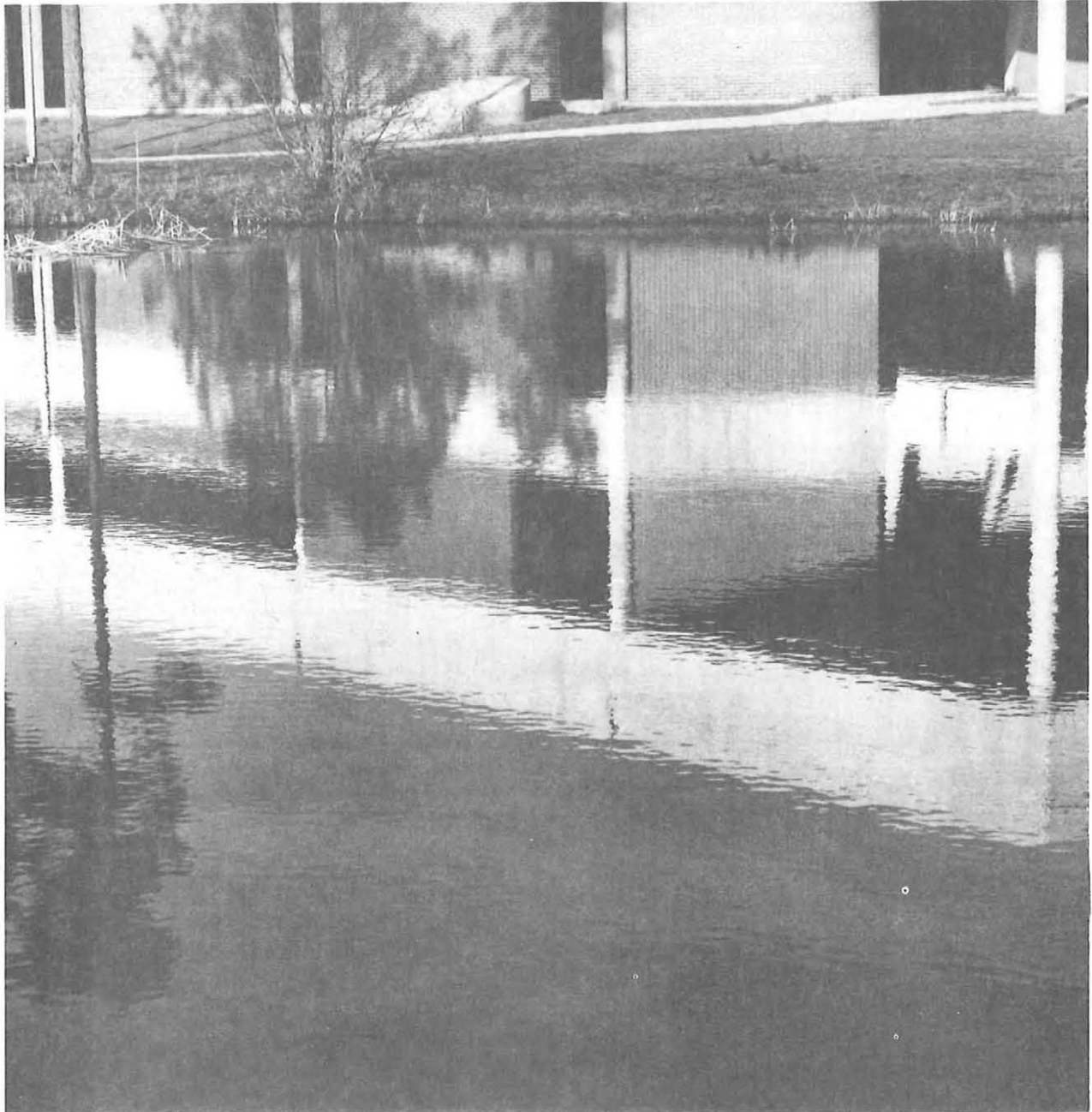
<b>Business Studies.....</b>		<b>25 hours</b>
— (ACC 960) Application of Accounting Information.....	5 hours	
BUL 3121 (BUL 320) Business Law I.....	5 hours	
QMB 4600 (MAN 416) Labor Relations.....	5 hours	
MAR 3023 (MAN 444) Introduction to Management Science.....	5 hours	
(MAR 321) Principles of Marketing.....	5 hours	
<b>Non-Technical Studies.....</b>		<b>10 hours</b>
— (PSY 455) Social-Psychological Aspects of Management.....	5 hours	
ECP 3703 (ECO 303) Managerial Economics.....	5 hours	
<b>Core.....</b>		<b>25 hours</b>
ETM 3826 (ITE 301) Materials of Industry..	5 hours	
ETI 3638 (ITE 307) Loss Prevention Control.....	5 hours	
ETI 3681 (ITE 309) Industrial Supervision.....	5 hours	
ETE 3540 (ITE 302) Industrial Electricity...	5 hours	
ETI 4630 (ITE 403) Industrial Proposals....	5 hours	
<b>Construction Option.....</b>		<b>26 hours</b>
BCN 3610C (ITE 320) Construction Cost Estimating.....	5 hours	
BCN 3560C (ITE 322) Functional Systems in Buildings.....	3 hours	
BCN 4752C (ITE 420) Site Analysis and Development.....	5 hours	
BCN 4561C (ITE 422) Mechanical Systems in Buildings.....	3 hours	
BCN 4220 (ITE 460) Construction Methods.....	5 hours	
BCN 4712 (ITE 474) Managing Building Construction Projects.....	5 hours	

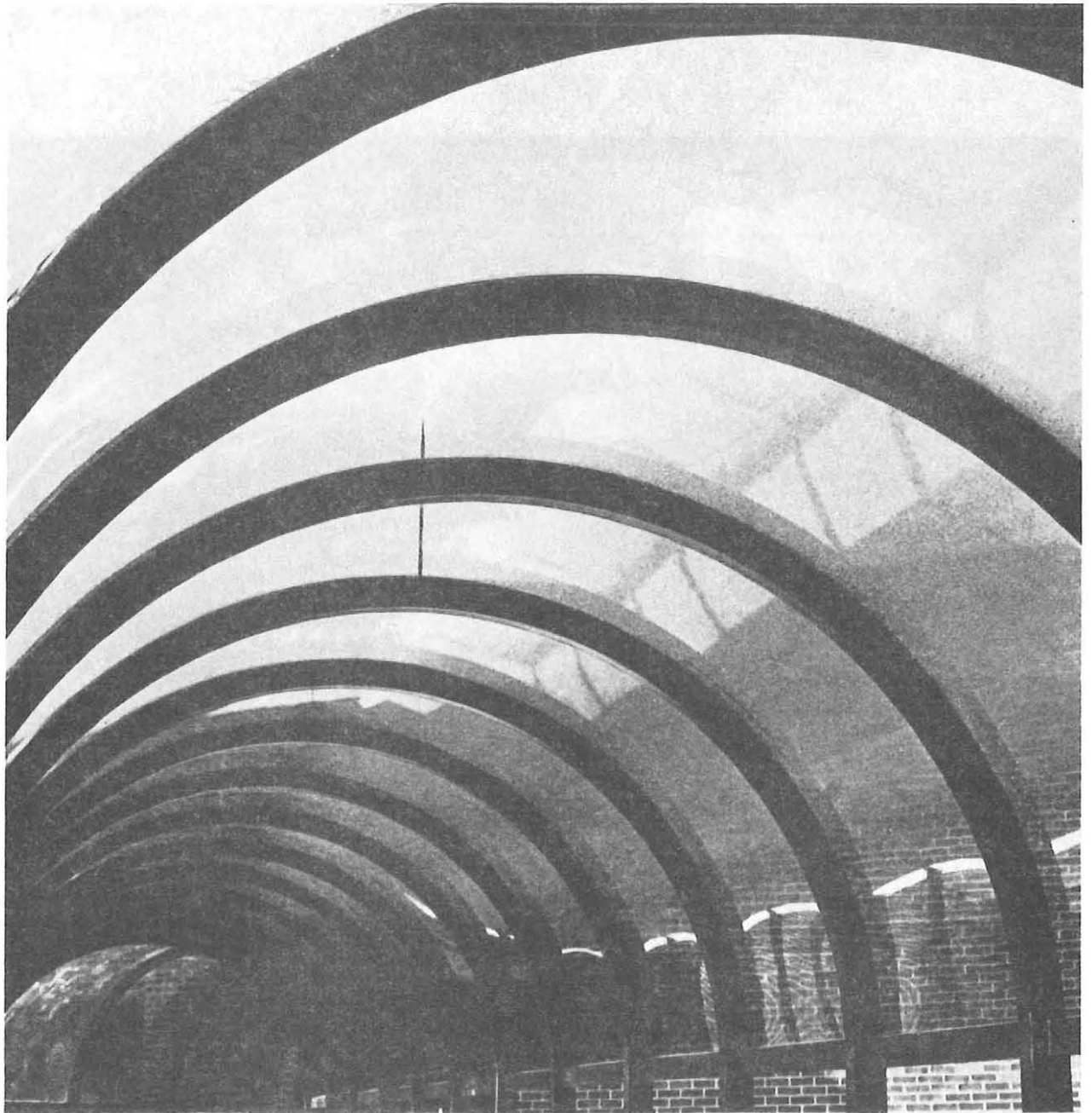
<b>Manufacturing Option.....</b>		<b>29 hours</b>
ETI 3421 (ITE 330) Processes of Industry..	5 hours	
ETM 3801 (ITE 332) Industrial Metallurgy..	3 hours	
ETM 3803 (ITE 334) Welding Metallurgy...	3 hours	
ETI 3661 (ITE 336) Plant Layout and Planning.....	3 hours	
ETI 4142 (ITE 430) Quality Assurance.....	5 hours	
ETI 4611 (ITE 470) Production Analysis and Control.....	5 hours	
ETI 4603 (ITE 472) Production Technology.....	5 hours	
<b>Electives.....</b>		<b>1-10 hours</b>
ETI 4905 (ITE 490) Directed Independent Study in Technology.....	1-5 hours	
ETI 4921 (ITE 480) Seminars in Technology.....	3-5 hours	
	<b>Total</b>	<b>95 hours</b>

## Field Work

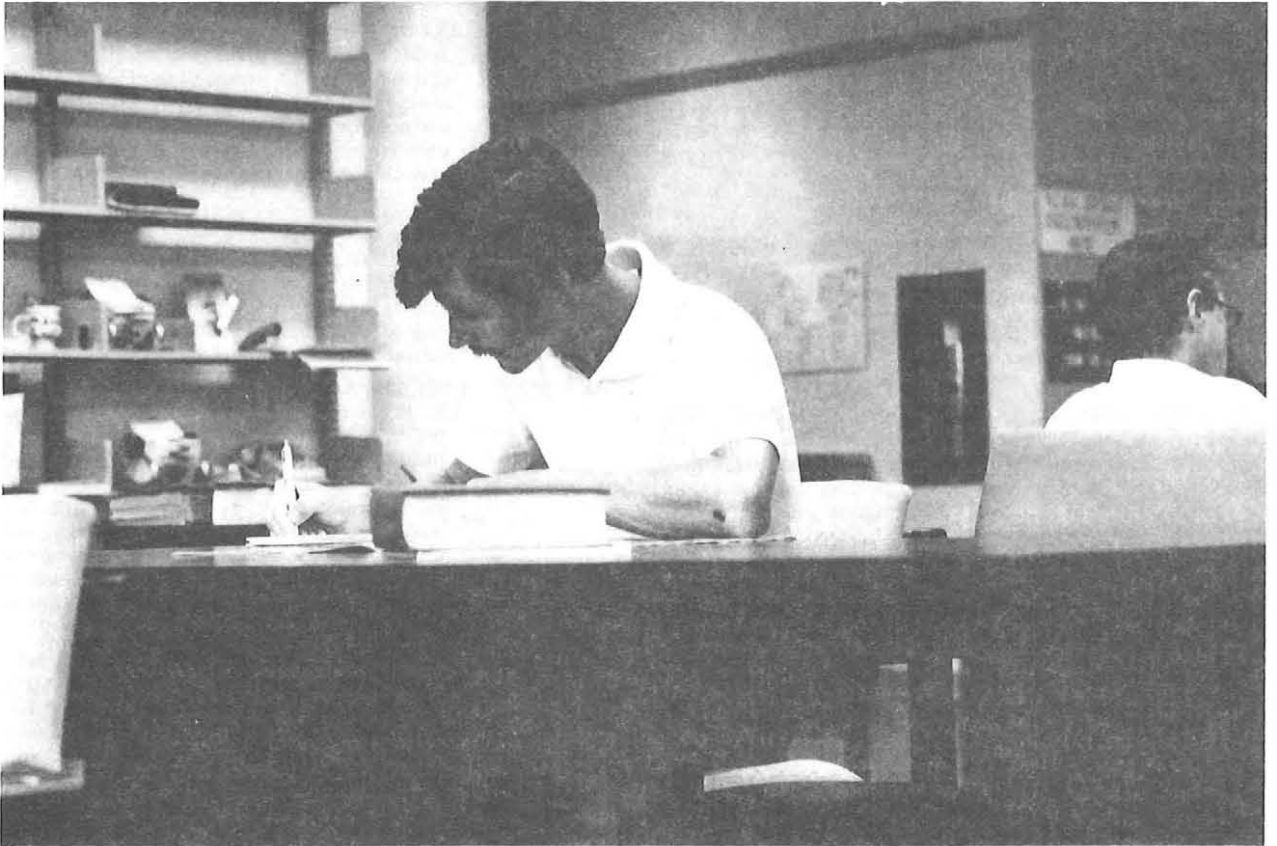
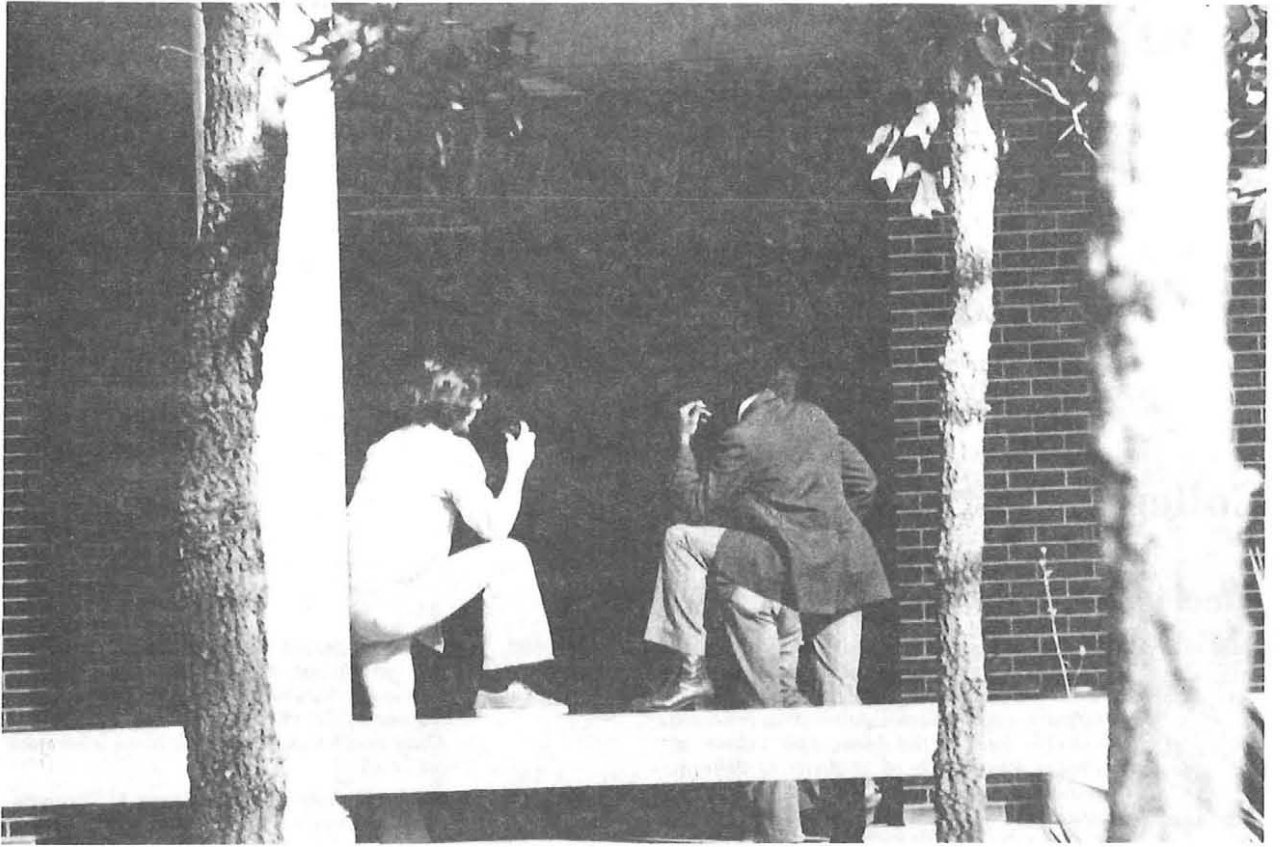
The Industrial Technology student must be or have been employed by industry or an approved governmental agency in a position equivalent to technician level or above. The employment must be equivalent to a minimum of 480 hours of employment. This field work experience is a graduation requirement and must be certified and approved by the faculty of the Division of Technologies. Field work may be fulfilled through the University's Cooperative Education program or through an internship program within the Division.











# Course Offerings\*

## College of Arts and Sciences

### American Studies

- AMS 3031** (AMS 380) **Seminar: Introduction to American Studies.** 5; Introduces the methods and contents of American studies. Analyzes, interprets, and criticizes patterns in American culture. Relates the ideas and values, attitudes and beliefs of students to their determining cultural forces.
- AMS 4935** (AMS 480) **American Studies Seminar.** 5; Prereq: AMS 3031 (AMS 380). Integrates the American studies program. Focusing on specific cultural problems and topics, and culminating in a project based on field experience, a major research paper, or some comparable creative or scientific effort. (Can count toward major programs in literature and history.)

### Art

Two courses in design and two courses in drawing at the college level are prerequisite to all studio art courses.

- ART 3930** (ART 301-303) **Special Assignments.** 5 each; Laboratory or research assignments individually specified according to portfolio review and/or deficiencies found in prerequisite course requirements. May not be counted toward requirements for an art degree. Ten laboratory hours per week.
- ART 3234C** (ART 312) **Graphic Design (Commercial Art).** 5; The philosophy, economics, and problems involved in designing for communication. A basic course demonstrating the tools and techniques of the designer, relating the experience and education necessary for advertising and graphic design. Six laboratory hours and two lecture hours per week.
- ART 3100C** (ART 313) **Crafts.** 5; General art orientation in creative workshop methods and procedures involving materials, design and form as applicable to craft activities. Six laboratory and two lecture hours per week. May be taken for a maximum of 10 credits.
- ADV 3003** (ART 314) **Layout and Production.** 5; Layout and production of mechanical artwork for printing processes, including layout mechanics and skills, photostating and typography. Three hours lecture and four hours laboratory per week.
- ART 3253C** (ART 315) **Rendering Techniques.** 5; The materials, techniques, and methods used in advertising and graphic design; figure indication and the preparation of roughs and comprehensives for visual presentation. Ten laboratory hours per week.
- ADV 3200** (ART 317) **Advertising Design.** 5; The problems of designing graphic material to sell products and services. The preparation of roughs and comps and their presentation. The effective use of illustration typography and photography. Three lecture hours and seven hours laboratory per week.
- ART 3600C** (ART 319) **Photography, Black and White.** 5; Laboratory procedures, methods, and materials in the use of the camera; technical darkroom and creative applications for individual expression and commercial potential in photography. A 35mm or 120 roll-type camera is required. Ten laboratory hours per week.
- ART 3320C** (ART 331) **Advanced Drawing.** 5; The objective is to increase the individual's visual experience and technical skill in the drawing process and to heighten personal awareness and understanding of structure and space relationships. The class will draw from the nude figure, using a large format, vine charcoal, Conte and wet or dry brush techniques. Six laboratory hours and two lecture hours per week. May be taken for a maximum of 20 credits.
- ART 3400C** (ART 342) **Graphics Printing.** 5; The materials, processes, and techniques relevant to creative reproduction of art for multiple distribution and aesthetic expression. Ten laboratory hours per week. May be taken for a maximum of 20 credits.

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\*At the time of the printing of this Catalog, the Statewide Course Numbering System had not been completed. The State Number was included if available; a dash was used to indicate that the UNF number designation had not been finalized.



- ART 3530C** (ART 351) **Painting**. 5; The objective is to increase the individual's awareness of the material and creative processes in painting while developing personal goals, aesthetic sensitivity and the ability to express, through form, significant involvement in visual structures and color-space relationships. Six laboratory hours and two lecture hours per week. May be taken for a maximum of 20 credits.
- ART 3710C** (ART 361) **Sculpture**. 5; The transformation of material substances into three-dimensional elements of expressive form with art techniques reflecting individual commitment and awareness of current concerns and personal values. Six laboratory hours and two lecture hours per week. May be taken for a maximum of 20 credits.
- ART 3118C** (ART 371) **Ceramics**. 5; Multilevel course in handbuilding, wheelthrowing, glazing and firing procedures to increase technical proficiency and sensitivity in the design process and to translate personal expression and aesthetic values into art form. Six hours laboratory and two hours lecture per week. May be taken for a maximum of 20 credits.
- ART 3930** (ART 380-389) **Special Topics**. v. 2-5 each.
- ARH 4170** (ART 401) **Classical Greek and Roman Art**. 5; Pre-Hellenic Greece. Geometric and archaic art. The Severe style. The Golden Age of Pericles. Late Classical and Hellenistic art. Etruscan and Roman Republican art. The Roman Empire. Christianity's effect on late Roman forms. The Byzantine Empire.
- ARH 4200** (ART 402) **Medieval Art**. 5; Beginnings of Medieval art in Early Christian and Byzantine forms. Barbarian art. The Carolingian and Ottonian Renaissances. Romanesque churches and manuscripts. The invention and dispersion of Gothic art.
- ARH 4301** (ART 403) **Renaissance Art**. 5; Proto-Renaissance aspects of Italian Gothic art. The beginnings and development of the Renaissance in Italy. Mannerism. Venetian art. El Greco, Durer and the German Renaissance. French and Flemish artists. Elizabethan England.
- ARH 4315** (ART 404) **Michelangelo**. 5; Prereq: ARH 4301 (ART 403) or equivalent. Study of Michelangelo's sculpture, painting, drawing and architecture in the context of his time. His poetry and letters will be used to explore various ideas inherent in his work.
- ARH 4355** (ART 405) **Baroque Art**. 5; The origins of Baroque art in Italy, Bernini, and St. Peter's Valazquez, Rubens, and Flemish art. Rembrandt and the Dutch masters. Classical 17th century French art. The England of Sir Christopher Wren. Rococo art.
- ARH 4410** (ART 406) **Modern Art**. 5; The revival styles of the 19th century. Realism and Impressionism. Post-Impressionism and Art Nouveau. Picasso's various stylistic experiments. Surrealism, Expressionism, Abstract art.
- ARH 4454** (ART 407) **Picasso and Cubism**. 5; Prereq: ARH 4410 (ART 406) or equivalent. The invention and development of Cubism, Picasso's experiments in Expressionism, Classicism, Surrealism. His collages and sculptures. Collaboration with Braque. Rivalry with Matisse. Other Cubists in Europe and America. "Guernica" and Picasso's late works.
- ARH 4470** (ART 408) **Contemporary Art**. 5; Study of experiments in Abstract art in the 20th century. Surrealism's impact on American artists. The New York school and Abstract Expressionism. Pop art in England and America. Op art. Minimal art. Varieties of contemporary approaches to art.
- ART 4270C** (ART 414) **Editorial and Package Design**. 5; The layout of materials for books, magazines, and annual reports. Design graphics relating to three-dimensional surface and the problems of materials and production. Ten laboratory hours per week.
- ART 4272C** (ART 415) **TV and Film Graphics**. 5; Materials, processes, and techniques for TV and film production using a variety of approaches in both media. Ten laboratory hours per week.
- ART 4255C** (ART 416) **Illustration**. 5; Illustration art techniques relevant to product and reproduction process as well as personal creativity in developing and mastering pictorial form for a variety of advertising media. Ten laboratory hours per week.
- ART 4601C** (ART 466) **Art Photography**. 5; Advanced techniques in black and white and in color. Assignments in photo illustration and the use of photography as a subjective means of expression and communication; its application as an art form and use in cultural documentation. Ten hours of laboratory per week. May be taken for a maximum of 10 credits.
- ART 4604C** (ART 467) **Advanced Photography**. 5; Prereq: ART 3600C (ART 319) and ART 4601C (ART 466) or equivalent. Provides the opportunity for continued development in photography through individually assigned problems. Work may be done in black and white or color. Ten laboratory hours per week. May be taken for a maximum of 10 credits.
- ART 4965C** (ART 470) **Senior Portfolio**. 0; Prereq: Senior standing. An outgoing portfolio, representative of the student's work, will be assembled by the student with the guidance and approval of the art faculty.
- ART 4955C** (ART 471) **Graphic Design Portfolio**. 5; Prereq: Senior status, Graphic design student. A course to be taken in the senior year. Individually assigned problems to help in the completion of a graphic design portfolio for presentation to prospective employers. Replaces ART 4965C (ART 470), Senior Portfolio.
- ART 4943** (ART 475) **Graphics Practicum**. 5; Field work in the profession as applicable to the student's competency for and the availability of an appropriate assignment in a specific area of commercial graphics.
- ART 4935** (ART 480-489) **Seminars**. v. 1-5 each; A maximum of 15 credits may be accumulated in seminars.
- ART 4905** (ART 490-499) **Directed Individual Studies**. v. 1-5 each; A maximum of 15 credits may be accumulated in directed individual studies.
- ART 5930C** (ART 580) **Special Topics In Art**. v. 1-5; Prereq: Consent of instructor. Introductory graduate-level course in art. May be repeated for credit.
- (ART 960-989) **Venture Courses**. 5 each; For sample course descriptions, see Venture Studies section of this Catalog.

## Communications

- ENC 3424** (COM 304) **Writing Prose**. 5; Writing of various kinds, such as speculation, reports, documented articles, or criticism, with emphasis on persuasion as the object. Prospective teachers give attention to the psychology of helping others to write well.

- JOU 3101** (COM 317) **Advanced Journalistic Writing.** 5; Prereq: Typing ability. Instruction and practice in news writing, primarily for newspaper readerships, news standards, visits to communication media; reporting activities and basic processes of news production.
- JOU 3200** (COM 330) **Editing and Layout.** 5; Study and laboratory work in newspapers and their readerships, news evaluation, and news placement. Editing and rewriting of copy for publication; typography and layout; ethical standards for journalists. Newspaper visits, planning and critiquing sessions. Four hours lecture, four hours lab.
- (COM 340) **Broadcast Journalism.** 5; Prereq: Consent of instructor. Survey of the practices of radio and television. Projects in writing and announcing of news, features, entertainment, and commercials. Radio and TV station visits. Visiting consultants. May be repeated once, but not for major credit.
- (COM 341) **Writing for Radio and Television.** 5; Prereq: — (COM 340) or consent of instructor. Study and practice of writing news, scripts, and commercials for radio and TV. Stress will be on news and completion of scripts for newscasts, including voice-over film writing for documentaries, and special segments, including sports and criticism.
- (COM 350) **Public Affairs Reporting.** 5; Prereq: JOU 3101 (COM 317) or consent of instructor. Instruction and practice in reporting and writing public affairs news. Interrelating coverage of government, courts, police, poverty, housing, education—basic elements in public affairs. Stress on municipal government. Some team reporting.
- JOU 3302** (COM 351) **Writing Editorials, Columns, and Critical Reviews.** 5; Prereq: JOU 3101 (COM 317) or consent of instructor. Instruction and practice in persuasive or opinion writing through the writing of editorials, columns, and critical reviews. Study of these writings in print and broadcast media.
- JOU 3300** (COM 352) **Magazine Feature Writing.** 5; Prereq: Typing ability. Researching, writing, and marketing articles to magazines. Students will select a variety of topics and appropriate magazine markets and will attempt to sell to those markets. Class critiques and tutorial arrangements.
- SPC 3441** (COM 365) **Small Group Communication.** 5; Prereq: One speech course or equivalent. Human behavior and interaction in the small group communication setting. Analysis of oral and non-verbal aspects of small group communication. Ample practice in speaking, as group leader and participant. Not a “group therapy” course.
- JOU 4411L** (COM 417) **Newspaper Workshop.** v. 2 credits for the first quarter and 3 credits next two quarters of enrollment, for a maximum of 8 credits. Making of news assignments, conducting staff meetings for carrying out managerial, editorial, and advertising functions of University newspaper. Tutorially with newspaper faculty editor and general manager.
- JOU 4600** (COM 419) **Photojournalism.** 5; Prereq: ART 319 or equivalent competence and COM 317. Camera reporting and feature photography; practice in telling a story with pictures for the mass media; ethical practices in photographic use and publication. Student supplies own camera and materials.
- (COM 440) **Principles of Public Relations.** 5; Survey of principles, policies, and practice of public relations, focusing on planning, publics, techniques, and agencies utilizing public relations. Individual or team projects involving actual public relations projects.
- (COM 441) **Publicity Writing.** 5; Prereq: COM 440 or consent of instructor. Survey and practice in techniques of publicity writing in public relations. Layout of actual publicity campaign and preparation of variety of publicity materials, including both print and broadcast. Preparation of information kit. Stress on actual usages with cooperating agencies.
- JOU 4108** (COM 450) **Depth and Investigative Reporting.** 5; Prereq: Consent of instructor. Study, research, reporting, and writing in depth on current topics, involving the use of depth and investigative reporting, humanistic writing, and team reporting. Stress on individual projects and tutorial arrangements.
- MMC 4602** (COM 460) **Mass Media and Society in America.** 5; The mass media process, its effects on individuals and groups. Ethical, social, political, and aesthetic implications in influencing and directing behavior. Introduction to theories and critiques of mass media, including those by McLuhan, Reisman, Katz, Wolfe, Schramm, or Lazarsfeld.
- MMC 4945** (COM 475) **Internship.** v. 3-5; Prereq: Senior standing and consent of instructor and department chairperson. Work and study “on the job” with a communications organization-media, such as radio, television, newspaper, or magazine; public relations or advertising. Minimum of 20 hours per week required under a cooperating professional.
- MMC 4930** (COM 480-489) **Seminar.** v. 3-5 each; Prereq: Consent of instructor and department chairperson. May be repeated for a maximum of ten credits.
- MMC 4905** (COM 490-499) **Independent Study.** v. 3-5 each; Prereq: Consent of instructor and department chairperson.
- MMC 5935** (COM 580) **Topics in Communications.** v. 3-5; Prereq: Graduate standing or consent of instructor. Study and report on current topics or problems in communications. May be repeated for a maximum of 15 credits.
- COM 6133** (COM 674) **Business Communications and Information.** 5; Prereq: Graduate standing. Written and oral methods of communicating business information in an orderly, objective, skillful, forceful manner. Case studies, textbook readings, communications theory, lectures, and class discussions. Aimed specifically at present and future needs of MBA candidates.
- (COM 960-989) **Venture Studies.** 5 each; For sample course description, see Venture Studies section of this Catalog.

## Economics

Economics courses are listed in the College of Business Administration course description section.

## History

- AMH 3040** (HIS 300) **The Texture of American History.** 5; A one quarter survey of significant themes in American history from colonization through independence, westward expansion, Civil War, industrialization, urbanization, depression, mass culture, world wars, and the Cold War.

- AMH 3571 (HIS 303) **Afro-American History to 1865.** 5; Examines the main themes of Afro-American history beginning with the African backgrounds and the slave trade, to Emancipation.
- AMH 3572 (HIS 304) **Afro-American History Since 1865.** 5; Examines the struggle of black Americans for freedom and dignity from the Civil War to the present.
- AMH 3460 (HIS 305) **American Urban History.** 5; Examines the genesis and growth of urban America from colonial village to megalopolis, offering an historical perspective on present conditions.
- AMH 3400 (HIS 307) **History of the South.** 5; An examination of the most distinctive cultural region of the United States; its origins, change, and character, and its relationship to both Florida and the nation.
- AMH 3511 (HIS 308) **U.S. Diplomatic History.** 5; The development of the United States into an international power in the 20th century. Emphasis will be placed upon interpretations of major events from the Spanish-American War, to the two world wars, and the origins of the cold war.
- EUH 3214 (HIS 310) **Europe: From Medieval to Modern Times.** 5; Examines the texture of European history from the Renaissance to the French Revolution.
- EUH 3201 (HIS 311) **Modern Europe.** 5; Examines the texture of European history from the French Revolution to the present.
- EUH 3451 (HIS 315) **France Since 1789.** 5. Examines political, social, economic, and cultural aspects of French history since the Revolution. Offered in alternate years.
- EUH 3462 (HIS 317) **Modern Germany.** 5; A history of modern Germany from 1815 to the present, concentrating on the period from unification under Bismarck to the divided present-day Germany. Offered in alternate years.
- WOH 3350 (HIS 320) **Introduction to the Third World.** 5; A study of recent historical experiences of Afro-Asian nations. The course will examine colonial rule, independence, state formation, economic development, and the emergence of Afro-Asian solidarity.
- ASH 3010 (HIS 321) **Asia: The Great Traditions.** 5; Surveys 3,000 years of Chinese, Japanese, and Indian history before the coming of western influences.
- ASH 3020 (HIS 322) **Modern Asia.** 5; China, Japan, and India as influenced by the West.
- LAH 3301 (HIS 331) **Latin America.** 5; An examination of recent Latin American history. Special emphasis will be placed upon the roles of the church, landowner, military, middle sector, and peasant in the modernizing societies of selected countries.
- AFH 3100 (HIS 341) **Africa before Colonization.** 5; An overview of African history, examining such problems as the nature of ethnicity, the process of state formation, African institutions, patterns of migration and cultural diffusion, the slave trade, and resistance to European colonization.
- AFH 3200 (HIS 342) **Africa Since Colonization.** 5; Examines the impact of European colonial systems upon African civilization, the rise of African nationalism, the problems of independence, armed liberation struggles, and the racial regimes of South Africa.
- HIS 3060 (HIS 351) **The Craft of History.** 5; An examination of the nature of history and the many ways of interpreting it, as well as the application of historical methods of research and interpretation to specific historical problems.
- HIS 3462 (HIS 361) **Technology and Society.** 5; The historical relationship between technological and social change encompassing its impact upon industrial development, the labor force, institutions, social and political theory.
- AMS 3031 (HIS 380) **Seminar: Introduction to American Studies.** 5; See AMS 3031 (AMS 380).
- HIS 3932 (HIS 381-389) **Selected Topics.** 5 each.
- AMH 4130 (HIS 402) **The American Revolution.** 5; Examines origins, course and impact of the Revolution upon American society beginning with the Seven Years (French and Indian) War through the Ratification of the Constitution.
- AMH 4150 (HIS 403) **The Jefferson-Jackson Eras.** 5; A study of the Jeffersonian period, the War of 1812, and the rise of nationalism through the Jacksonian years in American history.
- AMH 4170 (HIS 404) **Civil War/Reconstruction.** 5; Examines the economic, political, social and moral origins of the war, the course of the conflict, and the meaning and impact of Reconstruction.
- AMH 4202 (HIS 406) **The U.S. Since World War I.** 5; Examines the social, political, economic, technological and cultural forces and events that have shaped American history since World War I.
- AMH 4578 (HIS 407) **Selected Afro-American Topics.** 5; May be repeated once.
- EUH 4242 (HIS 413) **Europe Since 1917.** 5; Examines the development of today's Europe.
- EUH 4211 (HIS 414) **Europe in Crisis, 1560-1660.** 5; An examination of the underlying social, economic, political, and religious crises in Europe during the late sixteenth and seventeenth centuries studied within the framework of differing national circumstances.
- ASH 4930 (HIS 421) **Selected Topics in Asian History.** 5; May be repeated once.
- AFH 4930 (HIS 441) **Selected Topics in African History.** 5; May be repeated once.
- AMS 4935 (HIS 480) **American Studies Seminar.** 5; See AMS 4935 (AMS 480).
- HIS 4936 (HIS 481-489) **Seminars.** 5 each.
- HIS 4906 (HIS 490-499) **Directed Individual Study.** v. 2-5 each; Prereq: Written consent of the instructor.
- HIS 5930 (HIS 580-589) **Special Topics in History.** 5 each; Prereq: Consent of instructor. May be repeated for credit.
- (HIS 960-989) **Venture Studies.** 5 each; For sample course description, see Venture Studies section of this Catalog.

## Library Science

The following courses are designed as electives; there will be no major offered in the field of library science at this time.

- LIS 3600 (LIS 300) **Introduction to Bibliography/Reference Theory.** 5; Brief introduction to general library practices; detailed discussion of approximately 225 frequently used reference works and bibliographic tools. Practice problems to develop skills in using reference material.

- LIS 3601** (LIS 301) **Introduction to Bibliography/Reference-Practice.** 2; Prereq: LIS 3600 (LIS 300). Three hours of practical work will be assigned each week in the Library's Reference Department; the student's performance will be supervised, evaluated, and graded by the Reference staff.
- LIS 3501** (LIS 302) **Introduction to Library Materials/Acquisitions.** 5; Discussion of objectives, principles, and methods in selecting, evaluating, and acquiring books, periodicals, and non-book type material.
- LIS 3731** (LIS 303) **Dewey Classification/Cataloging.** 5; Theory, principles, practices, and techniques of organizing library materials and making them accessible to users, through the application of the Dewey Decimal Classification System, Sears List of Subject Headings, and the Anglo American Cataloging Rules.
- LIS 3570** (LIS 304) **Young Adult Resources.** 5; Principles and techniques of library work with young people. Emphasis is placed on selecting and evaluating materials and developing reading interest.
- LIS 3301** (LIS 305) **Audio-Visual Services in Libraries.** 5; Lecture-demonstrations and applied laboratory sessions in which all phases of A/V production and utilization are reviewed and evaluated including budgeting, acquisitions, sources of supply, cataloging, circulation, maintenance, and program development. Designed for librarians; open to others by permission of instructor.
- LIS 3422** (LIS 306) **Library Administration.** 5; Prereq: 10 credits in library science at the undergraduate or graduate level. The administrative principles and functions of school, public, and college/university librarianship taught cooperatively by librarians with experience in the respective areas.
- LIS 3272** (LIS 307) **Research Methods in the Library.** 3; Detailed instruction in bibliographic research techniques, covering approximately 125 reference sources and bibliographic aids, and concluding with instruction in the construction of a research paper. Not applicable toward state certification for media specialist.
- (LIS 308) **Data Processing for Business Applications.** 5; A first course in data processing, designed to introduce fundamental concepts of computer technology and languages. An overview of computer programming in the language the student selects from the offerings for the term. Same as MSC 300.
- LIS 4264** (LIS 470) **Business Reference Sources.** 2; The student will learn how to find financial ratios, industry trends, business histories, etc., through the use of business services, government statistics, and approximately 100 reference sources and bibliographic aids in the fields of business, such as accounting, economics, marketing, insurance, etc.
- LIS 4625** (LIS 471) **Education Reference Sources.** 2; Instruction in how to find research done in the education field through the use of the Education Resources Information Center system *Education Index*, *Current Index to Journals in Education*, and approximately 100 other reference sources and bibliographic aids.
- LIS 4931** (LIS 480) **Special Topics in Library Science.** v. 1-5; Prereq: Permission of instructor and department chairperson. Topics of importance in the study of library science.
- LIS 4905** (LIS 490) **Directed Independent Study.** v. 1-5; Prereq: A demonstrated ability to perform directed independent study and consent of instructor and department chairperson. This course is designed to meet the need and interest of the student wishing to explore practical or theoretical areas in the field of librarianship not specifically covered by any of the established courses currently in this Catalog.
- LIS 5934** (LIS 580) **Topics in Library Science.** v. 1-5; Prereq: Consent of instructor and department chairperson. Topics of importance in library science.

## Literature

- AML 3106** (LIT 316) **American Literature: Emerson Through Crane.** 5; Ideas, myths, and literary developments of American culture and personality through study of writers such as Thoreau, Fuller, Hawthorne, Melville, Douglass, Chopin, Twain, Dunbar, or James.
- AML 3112** (LIT 317) **American Literature: Dreiser Through Jones.** 5; Ideas, myths, and literary developments of American culture and personality. Such writers as Cather, Pound, Hemingway, Wright, Miller, Hughes, Ginsberg, Cleaver, Mailer, or Sexton considered.
- ENL 3016** (LIT 325) **English Literature: Beowulf Through Defoe.** 5; Exploration of cultural and literary dimensions of writers such as Kyd, Malory, Shakespeare, Donne, Bunyan, or Farquhar in genres developed in both print and oral traditions.
- ENL 3022** (LIT 326) **English Literature: Fielding Through Wilde.** 5; Study and discussion of cultural and literary dimensions of writers such as Richardson, Pope, Cowper, Wordsworth, Byron, Scott, Dickens, Arnold, Rossetti, or Thackeray.
- ENL 3431** (LIT 327) **British Literature: Conrad Through Beckett.** 5; Reading, discussion, and writing about cultural and literary dimensions of writers such as Yeats, Joyce, Eliot, Ford, Forster, Lawrence, Auden, or Orwell.
- CRW 3160** (LIT 336) **Writer's Workshop.** 5; Prereq: Consent of instructor. Reading and writing of fiction and/or poetry—sometimes drama—in various forms. Meeting style and frequency vary with purposes to fulfill. Group discussion and criticism of manuscripts. May be repeated for a maximum of ten credits.
- ENG 3302** (LIT 345) **The Novel.** 5; The novel as an art form and as a guide to interpreting the nature of culture, personality, and timeless issues of mankind. Novelists such as Fielding, Conrad, Greene, Spark, Vonnegut, Hawkes, Brautigam, or Kosinski.
- ENG 3402** (LIT 350) **Drama.** 5; Various styles (classic, realistic, absurd, etc.) and types (epic, farce, comedy, etc.) of plays; course often thematically organized. Plays by such writers as Sophocles, Jonson, Shakespeare, Calderon, Moliere, O'Neill, or Pinter. Attendance of plays offered locally.
- ENG 3717** (LIT 355) **Poetry.** 5; Poetry of the world, including such poets as Chaucer, Shakespeare, Blake, Baudelaire, Neruda, Yevtushenko, Whitman, Yeats, Williams, Ginsberg, Sexton. Oral traditions include folk poems and song lyrics, popular and high-art sources.

- ENG 3234 (LIT 360) Short Fiction.** 5; Short fiction interpretation in its various forms (fable, myth, parable, short story, novella, etc.). Possible writers: Aesop, Bible author(s), Poe, James, Dostoevsky, Cortazar, Hemingway, Nin, O'Connor, Asimov, Porter, Butor.
- LIT 3232 (LIT 371) Masterworks of World Literature.** 5; Students select most readings; professor's consent necessary. Heavy class participation, weekly notes, papers. Interpretation of writers such as Homer, Cervantes, Dante, Balzac, Hamsun, Solzhenitsyn, Achebe, Kawabata, or Updike.
- LIT 3334 (LIT 372) Black American Literature.** 5; Poetry, drama, prose, and fiction as significant dimensions of American culture and personality. Studies may include slave narratives, Douglass, Dunbar, Cullen, Brooks, Hughes, McKay, Wright, Ellison, Baldwin, Jones, and Reed.
- ENG 3151 (LIT 373) Literature of Popular American Culture.** 5; Interpretation and cultural exploration of American mass culture from late 1800's to present, including literature of all types, from novels, song lyrics, and plays to film, and film scripts, rock operas, or bestsellers.
- LIT 3327 (LIT 374) Literature of the East.** 5; Interpretive study of drama and fiction of India, China, and Japan, focusing on Oriental mythic, social, and intellectual backgrounds. Includes such writers as Sudraka, Kalidasa, Tagore, Mao Tun, Lusin, Ibase. Students choose own projects and present findings to class.
- LIT 3930 (LIT 381-389) Special Topics in Literature.** v. 1-5 each; Prereq: None unless so designated for the particular offering. Topics of importance in the study of literature. May be initiated by one or more faculty or by students, in consultation with the department chairperson.
- ENG 4815 (LIT 401) Approaches to Literary Interpretation.** 5; Prereq: Three college-level literature courses. Applied criticism of principal modern approaches, including psychological, formalist, mythic, among others. Students read theory and model criticism, practicing interpretation with various genres.
- LIN 4011 (LIT 410) American English.** 5; The nature of American English: Its various manifestations in usage, dialect, and modern grammar form a central focus. Socio- and psycholinguistic concerns introduced; students practice investigation of their own and other language patterns in this linguistic region.
- LIT 4272 (LIT 425) Myth in Literature.** 5; Prereq: Four college-level literature courses. Myth theories and application of archetypal inquiry to individual works and the vision of existence they define. The mythic process and what myth means to us. Myths such as the Golden Age or the Heroic Quest studied in seminar-style process.
- LIT 4256 (LIT 430) Medieval Literature.** 5; Prereq: One English literature course. Medieval culture as expressed through literary works by such authors as Chaucer, Dante, Langland, Gottfried Von Strassburg, Petrarch. Literature interpreted in relation to social and artistic developments of the time.
- ENG 4321 (LIT 435) Studies in the English Renaissance.** 5; Prereq: One English literature course. Poetry, prose, and drama of the period from about 1485 to 1660 against the background of humanism and the Reformation. Social and artistic developments of the period included in study of such writers as Kyd, Wyatt, Gascoigne, Jonson, Shakespeare, Donne, the metaphysicals.
- ENG 4313 (LIT 440) The English Novel.** 5; Prereq: One English literature course. The novel as an art form as key to culture and personality. Novelists such as Fielding, Richardson, Radcliffe, Sterne, Austen, Scott, Dickens, Trollope, Wells, Lawrence, Snow, Wilson.
- ENL 4412 (LIT 446) Studies in Victorian Literature.** 5; Literature and culture of the pre-modern period. May be organized as a major authors course one time, as a theme-based course the next. Such authors as Carlyle, Mill, Ruskin, Arnold, Tennyson, Browning, Rossetti, Swinburne, Wilde.
- ENG 4746 (LIT 450) American Poetry.** 5; Prereq: One course in American culture. Poetry as means of experiencing American culture and personality. Studies include Connecticut Wits, Romantics, Transcendentalists, Imagists, Beats, Projectivists, surrealists, and others. Emphasis on poets since Pound.
- AML 4300 (LIT 459) American Literary Motifs.** 5; Prereq: One course in American culture. Selected motifs occurring in American literature and culture, such as heroic ideal, virgin land, humor, women, captivity and escape, the machine in the garden, etc. American mind and character revealed through use of popular, folk, and high-art literature, and other arts.
- AMS 4935 (LIT 480) American Studies Seminar.** 5; See AMS 4935 (AMS 480).
- ENG 4933 (LIT 481-489) Seminar.** v. 3-5 each; Prereq: Consent of instructor and department chairperson. May be repeated for a maximum of ten credits.
- ENG 4906 (LIT 490-499) Independent Study.** v. 3-5 each; Prereq: Consent of instructor and department chairperson. Tutorials or senior theses handled under this title.
- LIT 5934 (LIT 580) Topics in Literature.** v. 3-5; Prereq: Graduate standing and consent of instructor and department chairperson. May be repeated for a maximum of 15 credits.
- **(LIT 960-989) Venture Studies.** v. 1-5 each; Selected topics which involve literature in connection with other disciplinary techniques and concerns; investigation applies findings to mankind's twentieth century problems; interrelatedness of man's knowledge and methodologies implicit in work and in course design. For sample course description see Venture Studies section of this Catalog.

## Mathematical Sciences

- **(MSC 300) Data Processing for Business Applications.** 5; A first course in data processing, designed to introduce fundamental concepts of computer technology and languages. An overview of computer programming in the language the student selects from the offerings for the term. Same as LIS 308.
- MAC 3411 (MSC 301-302) Introductory Calculus I, II.** 5 each; An intensive two-quarter sequence devoted to the basic ideas of differential and integral calculus. (Cannot be used to satisfy upper-level degree requirements by mathematical or natural science majors.)

MAC 3415	(MSC 303) <b>Multivariable Calculus.</b> 5; Prereq: MAC 3412 (MSC 302). A third course in calculus designed to cover calculus of functions of several variables and topics in sequences and infinite series.	CAP 3001	
COP 3390	(MSC 304) <b>Introduction to Interactive Processing.</b> 2; Prereq: — (MSC 300) or COC 3040 (MSC 330). An intensive course designed to acquaint students with interactive processing techniques. Students write programs in the language being offered.	CAP 3002	(MSC 338-339) <b>Computers and Information Technology I, II.</b> 5 each; Prereq: — (MSC 300) or COC 3040 (MSC 330). Development of information systems from a technological and economic viewpoint. Information structures, hardware/software complexes, communication systems. Remote data entry, data management, data base design. File processing; hardware/software function, configuration, and performance evaluation; JCL.
MAC 3233	(MSC 305) <b>Mathematics for Business and Social Sciences.</b> 5; Systems of linear equations and inequalities. Linear algebra, matrices; elementary topics in differential and integral calculus. (Cannot be used to satisfy upper-level degree requirements by mathematical or natural science majors.)	STA 3321	(MSC 340) <b>Probability and Statistics.</b> 5; Prereq: MAC 3412 (MSC 302). Probability, distributions of random variables, moments. Estimation and hypothesis testing, theory and methods.
STA 3023	(MSC 306) <b>Elementary Statistics.</b> 5; An introduction to probability, statistical distributions, inference, testing of hypotheses, regression, and correlation. (Cannot be used to satisfy upper-level degree requirements by mathematical science majors.)	STA 3163	(MSC 343) <b>Statistical Methods.</b> 5; Prereq: STA 3023 (MSC 306). Methods of applied statistics presented through a series of examples. Computer analysis of statistical data.
COP 3601	(MSC 307) <b>Introduction to Batch Processing.</b> 2; Prereq: — (MSC 300) or COC 3040 (MSC 330). An intensive course designed to acquaint students with batch processing techniques. Students write programs in the language being offered.	MTG 3212	(MSC 351) <b>Modern Geometry.</b> 5; Geometric transformations, Euclidean, elliptic, and hyperbolic geometries.
MAE 3810	(MSC 308) <b>Mathematical Structures.</b> 5; Sets, relations, functions, operations; basic algebraic structures, numeration systems. Primarily for elementary education majors. (Cannot be used to satisfy upper-level degree requirements by mathematical/natural science majors.)	MAS 3203	(MSC 361) <b>Number Theory.</b> 5; An investigation of properties of the integers, including the Euclidean and division algorithms, prime factorization, Diophantine equations, and congruences.
MAA 3201	(MSC 310) <b>Intermediate Analysis.</b> 5; Prereq: MAC 3412 (MSC 302). Sets, set operations, countability. Construction of the real number system. Topology of the real line. Sequences, functions, limits, continuity. Further topics in analysis on the real line.	MAT 3930	(MSC 380-389) <b>Selected Topics in Mathematical Science.</b> v. 2-5 each; Topics selected in accordance with current trends in mathematical sciences.
MAP 3302	(MSC 314) <b>Ordinary Differential Equations.</b> 5; Prereq: MAC 3412 (MSC 302). Linear equations with constant coefficients; first order linear systems, non-linear equations; numerical techniques, boundary value problems.	MAA 4211	
MAS 3103	(MSC 320) <b>Linear Algebra.</b> 5; Vector spaces with a linear transformation approach to matrix theory; diagonalization, canonical forms.	MAA 4212	(MSC 411-412) <b>Advanced Analysis I, II.</b> 5 each; Prereq: MAC 3415 (MSC 303) and MAA 3201 (MSC 310). A two-quarter sequence investigating topics in analysis such as integration, series, differentiation, differentials, Jacobians, and the inverse and implicit function theorems.
COC 3040	(MSC 330) <b>Introduction to Computer Science.</b> 5; Algorithms, programs and computers. Debugging and verification. Data representation, survey of computers, languages, systems, and applications.	MAA 4402	(MSC 415) <b>Complex Analysis.</b> 5; Prereq: MAC 3415 (MSC 303) and MAA 3201 (MSC 310). Analytic functions, contour integration, residue theory, power series, conformal mapping.
COP 3400	(MSC 331) <b>Computers and Programming.</b> 5; Prereq: COC 3040 (MSC 330). Computer structure, machine language, instruction execution, addressing techniques. System and utility programs, programming techniques. Logic design and interpreters.	MAS 4124	(MSC 418) <b>Numerical Methods in Linear Algebra.</b> 5; Prereq: MAS 3103 (MSC 320). An intensive study of numerical aspects of the computer solution of systems of linear equations; evaluation of inverses, and the determination of eigenpairs of linear transformations. Emphasis on direct and iterative procedures, conditioning, and error analysis.
MAD 3104	(MSC 333) <b>Introduction to Discrete Structures.</b> 5; Review of sets, mappings, and relations. Switching theory, combinatorics, elements of the theory of graphs. Boolean algebra and propositional logic.	MAD 4401	(MSC 419) <b>Numerical Methods in Differential Equations.</b> 5; Prereq: MAP 3302 (MSC 314). An intensive treatment of the numerical solution of initial value problems for ordinary differential equations, emphasizing the Runge-Kutta, predictor corrector, and other single-step and multistep algorithms. Stability and error analysis.
MAC 3417	(MSC 335) <b>Numerical Calculus.</b> 5; Prereq: MAC 3412 (MSC 302) and COC 3040 (MSC 330). An introduction to basic numerical algorithms used in scientific computing. Elementary discussion of error; polynomial interpolation with applications to differentia-	MAS 4311	(MSC 421) <b>Algebraic Structures.</b> 5; An introduction to the basic concepts of modern algebra. Groups, rings, and fields.
		MTG 4302	(MSC 425) <b>Elementary Topology.</b> 5; Topological spaces, metric spaces, continuity, and homeomorphisms, connectedness, compactness.
			tion, integration, and differential equations, solutions of systems of equations.

COP 4530	(MSC 431) <b>Data Structures</b> . 5; Prereq: COP 3400 (MSC 331) and MAD 3104 (MSC 333). Representation and organization of information. Lists, trees, linked structures. Storage systems and structures, allocation and collection. Sorting and searching techniques. Data structures in programming languages and generalized data management systems.	610. Banach spaces, Hilbert spaces, linear operators, spectral theory.
COP 4640	(MSC 433) <b>Programming Languages</b> . 5; Prereq: COP 3400 (MSC 331) and MAD 3104 (MSC 333). Survey of existing programming languages. Simple statements, including precedence, prefix, infix, and postfix notation. Global properties of algorithmic languages, including scope, storage allocation, grouping, binding time, subroutines, coroutines, and tasks.	(MSC 614) <b>Ordinary Differential Equations</b> . 5; Prereq: MSC 314 and MSC 411. Existence and uniqueness theorems, properties of solutions of ordinary differential equations, linear and non-linear systems, stability.
CDA 4101	(MSC 435) <b>Computer Organization</b> . 5; Prereq: COP 3400 (MSC 331) and MAD 3104 (MSC 333). Switching circuits, sequential machines; microprogramming, arithmetic and logic unit, memory and channel organization, computer architecture.	(MSC 615) <b>Partial Differential Equations</b> . 5; Prereq: MSC 314 and MSC 411. Linear and non-linear equations of first order, linear equations of higher order, systems of first order equations, Fourier series, Laplace transforms.
COP 4610	(MSC 437) <b>Systems Programming</b> . 5; Prereq: COP 3400 (MSC 331) and MAD 3104 (MSC 333). Machine organization, assemblers, loaders, macroprocessors, compilers, operating systems.	(MSC 618) <b>Numerical Linear Algebra</b> . 5; Prereq: Undergraduate Core. Direct and indirect methods for solution of a system of linear equations, error analysis, numerical calculations of eigenvalues and eigenvectors, norms and error estimates.
STA 4322	(MSC 440) <b>Statistical Theory I</b> . 5; Prereq: MAA 3201 (MSC 310) and STA 3321 (MSC 340). Special continuous distributions. Properties of estimators, sufficiency, consistency, minimum variance. Multivariate normal distribution. The general linear model. Sequential analysis. Order statistics. Distribution-free methods.	(MSC 619) <b>Numerical Solution of Differential Equations</b> . 5; Prereq: MSC 314. Solution of ordinary and partial differential equations, systems, boundary value problems, stability, error analysis.
STA 4323	(MSC 441) <b>Statistical Theory II</b> . 5; Prereq: MAA 4211 (MSC 411) and STA 4322 (MSC 440). Invariance, completeness. Rao-Blackwell Theorem. Theory of games. The minimax theorem. Loss and risk functions. Bayes decision rules.	(MSC 620) <b>Theory of Computation</b> . 5; Prereq: Undergraduate Core. Basic algebraic structures, Boolean algebra and switching circuits, automata, codes, Turing machines, computability.
STA 4202	(MSC 445) <b>Design of Experiments</b> . 5; Prereq: STA 3023 (MSC 306). A survey of the basic statistical designs used in scientific experimentation.	(MSC 621) <b>Abstract Algebra</b> . 5; Prereq: MSC 421. Algebraic structures, sub-structures, quotient structures, modules, algebras, field extensions.
STA 4222	(MSC 447) <b>Design of Sample Surveys</b> . 5; Prereq: STA 3023 (MSC 306). An introduction to sample survey designs. Simple random sampling, stratified sampling, ratio estimates, cluster sampling. Errors in surveys.	(MSC 625) <b>Topics in Topology</b> . 5; Prereq: MSC 411 and MSC 425. Selected topics from point-set, algebraic and differential topology.
MAT 4937	(MSC 480-489) <b>Seminars</b> . v. 2-5 each.	(MSC 630) <b>Algorithms</b> . 5; Prereq: Undergraduate Core. Algorithm design; Algorithms from number theory, combinatorics; random number generators, computer arithmetic.
MAT 4906	(MSC 490-499) <b>Directed Individual Studies</b> . v. 2-5 each.	(MSC 631) <b>Software Systems</b> . 5; Prereq: Undergraduate Core. Machine organization, assembly language, assemblers, loaders, macroprocessors, compilers and operating systems.
MAT 5932	(MSC 580) <b>Special Topics in Mathematical Science</b> . v. 2-5; Prereq: Consent of department. Introductory graduate level courses in mathematics, statistics or computer science, designed to support graduate programs in the Colleges of Education and Business Administration. May be repeated for credit.	(MSC 633) <b>Compilers</b> . 5; Prereq: MSC 431 and MSC 631. Grammars, languages, parsing, simple precedence, runtime storage organization, semantic routines, error recovery, optimization, macros, compiler-compilers. Project: design of a simple programming language and construction of a compiler.
—————	(MSC 610) <b>Real and Complex Analysis I</b> . 5; Prereq: Undergraduate Core and MSC 411. Metric spaces, real and complex measures, integration with respect to measures, Lebesgue, Lebesgue-Stieltjes measure, Lp-spaces, convergence in measure, Banach spaces, Radon-Nikodym theorem, Fubini theorem, Riess-Fischer theorem.	(MSC 635) <b>Computer Organization</b> . 5; Prereq: MSC 333 and MSC 631. Review of switching circuits, sequential machines, microprogramming, arithmetic and logic unit, memory and channel organization, computer architecture. Project: microprogramming exercises.
—————	(MSC 611) <b>Real and Complex Analysis II</b> . 5; Prereq: MSC 610. Holomorphic functions, Cauchy's theorem, power series, conformal mapping, harmonic functions, residues.	(MSC 636) <b>Analog and Hybrid Computation</b> . 5; Prereq: MSC 314 and MSC 631. Analog computation, hybrid computer systems, analog and digital conversion, digital simulation of analog and hybrid systems.
—————	(MSC 612) <b>Functional Analysis</b> . 5; Prereq: MSC	(MSC 637) <b>Operating Systems</b> . 5; Prereq: MSC 437 or MSC 631. I/O programming, interrupts, memory processor, device and information management; case studies. Projects: simple executive, spooling system, simple file system.

(MSC 638) **Artificial Intelligence.** 5; Prereq: MSC 431 and MSC 630. Heuristic versus algorithmic methods, game playing, theorem proving, formula manipulation, general problem solver and decision making programs, neural networks, adaptive systems, natural language processing.

(MSC 639) **Theory of Computation II.** 5; Prereq: MSC 620 and MSC 630. Selected topics from: Automata theory, Recursive functions, Complexity of computations, Verification of programs.

(MSC 640) **Mathematical Statistics I.** 5; Prereq: MSC 411. Probability, random variables, expected values, sampling distributions, central limit theorem, estimation, properties of estimators, order statistics.

(MSC 641) **Mathematical Statistics II.** 5; Prereq: MSC 640. Additional topics in estimation, theory of hypothesis testing, non-parametric methods.

(MSC 643) **Statistical Methods I.** 5; Prereq: Undergraduate Core. Descriptive statistics, hypothesis testing, analysis of variance, correlation, analysis of factorial experiments, simple linear regression, non-parametric methods.

(MSC 644) **Statistical Methods II.** 5; Prereq: MSC 643. Regression approach to statistical methods, additional topics in analysis of variance, analysis of covariance, multiple regression.

(MSC 645) **Design of Experiments.** 5; Prereq: MSC 644. Principles of design, randomized blocks, latin squares, factorial designs, split-plot and incomplete block designs.

(MSC 647) **Sampling.** 5; Prereq: MSC 643. Survey designs; simple random sampling, stratified sampling, ratio estimates.

(MSC 650) **Linear Models.** 5; Prereq: MSC 643 and MSC 644. The Gauss Markoff Theorem, analytical theory of least squares, general linear model.

(MSC 652) **Multivariate Methods.** 5; Prereq: MSC 644. Multivariate analysis of variance, correlation, discriminant analysis, factor analysis.

(MSC 655) **Advanced Statistical Methods.** 5; Prereq: MSC 644. Selected topics in statistical methods, Bio-assay, non-parametric statistics, variance stabilization.

(MSC 660) **Probability.** 5; Prereq: Undergraduate Core. Introduction to Probability based on elementary theory of sets, combinations, permutations, random variables, Bayes theorem, Law of large numbers, mathematical expectations.

(MSC 680) **Special topics in Mathematical Sciences.** v. 2-5; Prereq: Permission of the Department. May be repeated for credit.

(MSC 690) **Directed Individual Study.** v. 2-5; Prereq: Permission of the Department. May be repeated for credit.

(MSC 699) **Thesis.** v. 2-5; Prereq: Permission of the Department. May be repeated for credit, however, at most 5 credits can count toward degree.

(MSC 960-989) **Venture Studies.** 5 each; For sample course descriptions, see Venture Studies section of this Catalog.

## Music—Performance

MVK 3131 (MUP 301-303) **Class Piano.** 1 each; Fundamentals of piano. Two class hours per week.

MVV 3111 (MUP 304-306) **Class Voice.** 1 each; Fundamentals of vocal production. Two class hours per week.

MVK 3231  
MVK 3233  
MVV 3231 (MUP 311-313) **Applied Music.** 2 each; Prereq: Consent of instructor. Individual instruction in applied music in voice, piano, and organ. Half-hour private lessons and one hour performance laboratory weekly and for every two credits.

MVK 3431  
MVK 3433  
MVV 3431 (MUP 321-323) **Applied Music.** 4 each; Prereq: Consent of instructor. Individual instruction in applied music in voice, piano, and organ. One hour private lessons and one hour performance laboratory weekly.

MVK 3331  
MVK 3333  
MVV 3331 (MUP 331-333) **Applied Music.** 3 each; Prereq: Consent of instructor. Forty-five minute private lesson and one hour performance laboratory weekly.

MVK 4141 (MUP 401-403) **Class Piano.** 1 each; Prereq: MVK 3131 (MUP 303). Intermediate keyboard instruction. Two hours per week.

MVV 4121 (MUP 404-406) **Class Voice.** 1 each; Prereq: MVV 3111 (MUP 306). Intermediate vocal instruction. Two hours per week.

MVK 4241  
MVK 4243  
MVV 4241 (MUP 411-413) **Applied Music.** 2 each; Prereq: Consent of instructor. Individual instruction in applied music in voice, piano, and organ. Half-hour private lesson and one hour performance laboratory weekly for every two credits.

MVK 4441  
MVK 4443  
MVV 4441 (MUP 421-423) **Applied Music.** 4 each; Prereq: Consent of instructor. Individual instruction in applied music in voice, piano, and organ. One hour private lesson and one hour performance laboratory weekly.

MVK 4341  
MVK 4343  
MVV 4341 (MUP 431-433) **Applied Music.** 3 each; Prereq: Consent of instructor. Forty-five minute private lesson and one hour performance laboratory weekly.

## Music

MUT 3120 (MUS 300) **Music Skills Review.** 5; Prereq: At least three terms of college theory. Basic theory, sightsinging, and ear training. May not be counted toward requirements for a music degree. Four hours lecture, three hours laboratory.

MUT 3421 (MUS 311) **Counterpoint.** 5; Prereq: Two years of college theory. Eighteenth century counterpoint; analysis and writing.

MUT 3611 (MUS 312) **Form and Analysis.** 5; Prereq: Two years of college theory. Analysis of musical forms in western music.

MUH 3211 (MUS 324) **Music History I.** 5; Prereq: One term of music history or theory, or consent of instructor. The history of western music from its origins to the Baroque era.



- MUH 3212 (MUS 325) **Music History II.** 5; Prereq: One term of music history or theory, or consent of instructor. The history of western music from the Baroque to the Romantic era.
- MUH 3213 (MUS 326) **Music History III.** 5; Prereq: One term of music history or theory, or consent of instructor. The history of western music from the Romantic era to the present.
- MUN 3310 (MUS 360) **University Chorus.** 1; A chorus of mixed voices preparing for performances throughout the year. Open to all students. Three hours per week. May be repeated for credit.
- MUN 3310 (MUS 361) **University Singers.** 1; Prereq: Consent of instructor. A small ensemble of mixed voices. Varied repertory and frequent public performances. Membership by audition only. Three hours per week. May be repeated for credit.
- MUO 3501 (MUS 362) **Opera Workshop.** 2; Prereq: Consent of instructor. Rehearsal and production of scenes and complete operatic works. Three hours per week. May be repeated for credit.
- MUN 3000 (MUS 363) **Small Ensemble.** 1; Prereq: Consent of instructor. Ensemble literature for various combinations of instruments. Public performance may be included. May be repeated for credit.
- MUS 3930 (MUS 380-389) **Special Topics.** v. 2-5 each.
- (MUS 416) **Conducting Techniques.** 5; Prereq: Two years of college theory. A beginning course to develop the techniques to the discipline of conducting. Includes basic patterns, problems encountered in multi-metric works and a review of various books on conducting.
- (MUS 417) **Advanced Conducting and Choral Literature.** 5; Prereq: MUS 416. Application of basic conducting techniques to an ensemble situation. Includes standard rehearsal procedures and a review of several literature packets to help the student build a basic high school choral library.
- MVK 4641 (MUS 431) **Piano Pedagogy.** 3; Prereq: Consent of instructor. An examination of various methods of teaching piano, teaching materials and special technical problems.
- MUR 4930 (MUS 461) **Church Music.** 5; Prereq: 1 year of applied music. Planning the music content for various church services, survey of liturgies and hymn-playing.
- MUS 4975 (MUS 470) **Recital and Research.** 0; Prereq: Consent of instructor. Thirty-minute public recital and a research paper on the music programmed.
- MUS 4000 (MUS 471) **Performance Laboratory.** 0. Prereq: Must be music major. A weekly forum in which students will perform for each other and exchange critiques with the music faculty and other music students. To be taken with applied music study.
- (MUS 472) **Recital and Research.** 0; Prereq: Consent of instructor. One-hour public recital and a research paper on the music programmed.
- MUS 4945 (MUS 480-489) **Seminars.** v. 1-5 each; A maximum of 15 credits may be accumulated in seminars.
- MUS 4905 (MUS 490-499) **Directed Individual Studies.** v. 1-5 each; A maximum of 15 credits may be accumulated in directed individual studies.
- MUS 5930 (MUS 580) **Special Topics in Music.** v. 1-5; Prereq: Consent of instructor. Introductory graduate level course in music. May be repeated for credit.
- (MUS 960-969) **Venture Studies.** 5 each; For sample course descriptions, see Venture Studies section of this Catalog.

## Natural Sciences

- PHY 3050 (NAS 301) **Fundamental Physics I.** 5; Prereq or Coreq: MAC 3411 (MSC 301). An introduction to the fundamental laws and theories of physics with emphasis on mechanics, heat, and sound. (Cannot be used to satisfy upper-level degree requirements by natural science majors.)
- PHY 3051 (NAS 302) **Fundamental Physics II.** 5; A continuation of PHY 3050 (NAS 301) with the emphasis on light, electricity, and magnetism. (Cannot be used to satisfy upper-level degree requirements by natural science majors.)
- CHM 3055C (NAS 305) **Structural and Equilibrium Chemistry.** 5; An accelerated introductory course in chemistry emphasizing the concepts of atomic and molecular structure and principles and applications of chemical equilibrium. Four hours lecture, four hours laboratory. (Cannot be used to satisfy upper-level degree requirements by natural science majors.)
- APB 3293 (NAS 308) **Elements of Pathophysiology.** 5; Prereq: A course in human physiology. A course designed to examine the disease process in man. The most common afflictions will be studied in terms of mechanisms. (Cannot be used to satisfy upper-level degree requirements by natural science majors.)
- CHM 3415C (NAS 310) **Thermodynamics.** 5; Prereq: PHY 3050 (NAS 301), CHM 3055C (NAS 305), MAC 3412 (MSC 302). The laws of thermodynamics with applications in biology, chemistry, and physics. Four hours lecture, four hours laboratory.
- PCB 3060C (NAS 320) **Genetics.** 5; Prereq: General Biology, CHM 3055C (NAS 305). Principles of classical and modern genetics revealed by studies on nuclear and extranuclear inheritance. Three hours lecture, six hours laboratory.
- PCB 3020C (NAS 325) **Molecular and Cell Biology.** 5; Prereq: CHM 3210C (NAS 340) and General Biology. A study of cell structure and function with emphasis on the properties of intracellular organelles and their molecular constituents. Four hours lecture, four hours laboratory.
- BSC 3203C (NAS 328) **Organismal Biology.** 5; Prereq: One year of biology with laboratory. An evolutionary survey of the major groups of living organisms from viruses through vertebrates, emphasizing morphology, life history, and systematics. Four hours lecture, four hours laboratory.
- PCB 3045C (NAS 330) **Environmental Biology.** 5; Prereq: CHM 3055C (NAS 305), and BSC 3203C (NAS 328). A study of the basic principles involved in the functioning of ecological systems, with special reference to the major terrestrial and aquatic ecosystems of Florida. Four hours lecture, four hours laboratory and field work.

- MCB 3010C** (NAS 335) **Microbiology**. 5; Prereq: CHM 3055C (NAS 305) and General Biology. The spectrum of the microbial world with emphasis on cell structure, reproduction, and physiology. Three hours lecture, six hours laboratory.
- CHM 3210C** (NAS 340) **Organic Chemistry I**. 6; Prereq: CHM 3055C (NAS 305). A study of the compounds of carbon emphasizing functional group reactivity, spectroscopy, reaction mechanisms. Five hours lecture, four hours laboratory.
- CHM 3211C** (NAS 341) **Organic Chemistry II**. 6; A continuation of CHM 3210C (NAS 340). Five hours lecture, four hours laboratory.
- CHM 3610C** (NAS 345) **Inorganic Chemistry**. 5; Prereq: CHM 3415C (NAS 310), and CHM 3210C (NAS 341). A study of inorganic chemical systems based upon the principles of physical chemistry. Four hours lecture, four hours laboratory.
- CHM 3416C** (NAS 350) **The States of Matter and Chemical Kinetics**. 5; Prereq: CHM 3415C (NAS 310). Theories of liquid structure; crystal structure; introduction to reaction rate theories and kinetic analysis of reaction mechanisms. Four hours lecture, four hours laboratory.
- CHM 3417** (NAS 351) **Molecular Quantum Chemistry**. 5; Prereq: CHM 3415C (NAS 310), PHY 3123C (NAS 360). The applications of Schrodinger's equation to the problems of atomic structure and chemical bonding. Five hours lecture.
- PHY 3123C** (NAS 360) **Modern Physics**. 5; Prereq: PHY 3051 (NAS 302), MAC 3412 (MSC 302). The fundamental developments in physics of the period 1895-1950, which include relativity, atomic theory and structure, X-rays, the origin of quantum theory, radio-activity and nuclear reactions. Four hours lecture, four hours laboratory.
- PHY 3722C** (NAS 370) **Electronics for Scientists**. 5; Prereq: PHY 3051 (NAS 302), MAC 3412 (MSC 302). An introductory course in electronic design and circuitry with emphasis on common scientific instrumentation. Three hours lecture, six hours laboratory.
- PCB 4253C** (NAS 420) **Developmental Biology**. 5; Prereq: PCB 3060C (NAS 320), PCB 3020C (NAS 325). A study of gametogenesis, fertilization, and embryogenesis at the descriptive and molecular levels, and of related developmental problems such as regeneration and carcinogenesis. Four hours lecture, four hours laboratory.
- PCB 4713C** (NAS 425) **Physiology**. 5; Prereq: PHY 3051 (NAS 302), PCB 3020C (NAS 325), CHM 3211C (NAS 341). The study of functional activities of cells, tissues, organs, and their interaction with emphasis on respiration, excitation, transport phenomena, and control mechanisms. Four hours lecture, four hours laboratory.
- OCB 4003C** (NAS 430) **Marine Biology**. 5; Prereq: BSC 3203C (NAS 328), or equivalent. An introduction to the principles of marine biology emphasizing the relationship between morphology and distribution of marine organisms and their environment. Three hours lecture, six hours laboratory and field work.
- MCB 4503C** (NAS 435) **Virology**. 5; Prereq: PCB 3020C (NAS 325), MCB 3010C (NAS 335). Infectious cycles and molecular aspects of bacterial, plant, and animal viral replication. The laboratory will deal with isolation and culturing of animal and bacterial virus. Four hours lecture, four hours laboratory.
- PCB 4663** (NAS 438) **Human Genetics**. 5; Prereq: General Biology. Basic concepts in Mendelian and molecular genetics as they apply to humans. Field trips emphasizing the application of genetic principles to humans will be included. Five hours lecture.
- CHM 4260C** (NAS 440) **Advanced Organic Chemistry**. 5; Prereq: CHM 3211C (NAS 341). An in-depth study of functional group properties with emphasis on analytic and synthetic applications. Four hours lecture, four hours laboratory.
- CHM 4240** (NAS 442) **Mechanisms of Chemical Reactions**. 5; Prereq: CHM 3211C (NAS 341), CHM 3416C (NAS 350). Systematic theoretical and experimental approaches to the nature of chemical reactions, focusing on methods of elucidating the mechanisms of these reactions. Five hours lecture.
- BCH 4030C** (NAS 450) **Biochemistry**. 5; Prereq: CHM 3415C (NAS 310), PCB 3020C (NAS 325), CHM 3211C (NAS 341). A study of the catabolic, anabolic, and energetic processes in living systems. Emphasis is on the relationships between the molecular structure and the interactions of biological molecules. Four hours lecture, four hours laboratory.
- CHM 4130C** (NAS 455) **Modern Analytical Chemistry**. 5; Prereq: CHM 3415C (NAS 310), CHM 3211C (NAS 341). Emphasis on instrumental methods of analytical investigation including spectroscopy, chromatography, neutron activation, X-ray diffraction, mass spectrometry, and electrochemical techniques. Three hours lecture, eight hours laboratory.
- BCH 4603C** (NAS 460) **Biophysics**. 5; Prereq: PCB 3020C (NAS 325), PHY 3123C (NAS 360). The application of physical techniques to the investigation of living systems. Four hours lecture, four hours laboratory.
- PHS 4303** (NAS 465) **Nuclear Physics**. 5; Prereq: PHY 3123C (NAS 360). An introductory course emphasizing the structure and properties of atomic nuclei, radioactivity, radiation detection methods, and nuclear reactions including fission and fusion. Five hours lecture.
- PHY 4930** (NAS 480-485) **Seminar**. v. 2-5 each; Prereq: Consent of instructor.
- OCE 4930** (NAS 486-489) **Selected Topics in Marine Science**. v. 2-5 each. Topics will vary from time to time but may include estuarine biology, marine chemistry, and mariculture.
- PSC 4905** (NAS 490-499) **Directed Individual Study**. v. 2-5 each; Prereq: Consent of the instructor. Participation in a research investigation under the supervision of an instructor. (No more than five credits of PCB 4905 (NAS 490-499) may be applied toward major requirements.)
- PCB 5314C** (NAS 530) **Marine Ecology**. 5; Prereq: PCB 3045C (NAS 330), OCE 4003 (NAS 430), or equivalent. A study of the distribution and dynamics of marine populations in relation to the physical and chemical environment of the ocean. (Open to certified biology teachers and advanced undergraduates by permission of instructor.) Three hours lecture, six hours laboratory.
- BSC 5936** (NAS 580) **Special Topics in Natural Sciences**. 5; Prereq: Consent of the instructor. Introductory graduate-level course in biology, chemistry, and physics.

— (NAS 960-989) *Venture Studies*. 5 each. For sample course descriptions, see *Venture Studies* section of this Catalog.

## Philosophy

- PHI 3800** (PHI 301) *Philosophy of Art*. 5; The concept "Art," the modern system of the fine arts, and the theory of art as an imitation of nature will be discussed.
- PHI 3320** (PHI 302) *Philosophy of Mind*. 5; An attempt to define the relationship between the mind and the body and to explore the relationship between the mind-body problem, freedom and immortality.
- PHP 3000** (PHI 303) *Philosophy of Plato*. 5; The questions Plato wrestled with are still fruitful and relevant for modern man. Readings will include *The Republic*, *Symposium*, *Euthyphro*, *Lesser Hippias*, *Apology*, *Meno*, and others.
- PHP 3784** (PHI 304) *Philosophical Analysis*. 5; The philosophy of language with the emphasis on the relationship of words to the world; the concept of pseudo-questions, and the dissolution of philosophical problems through the logical analysis of language.
- PHH 3400** (PHI 305) *History of Modern Philosophy*. 5; A survey of the major metaphysical and epistemological issues which concerned philosophers between Descartes and Kant.
- PHI 4905** (PHI 490-499) *Directed Individual Study*. v. 2-5 each.
- (PHI 960-989) *Venture Studies*. 5 each. For sample course descriptions, see *Venture Studies* section of this Catalog.

## Political Science and Public Administration

- POS 3001** (POS 300) *Integrated Political Science*. 5; Exploration of the moral and empirical prerequisites of political action.
- PUP 3717** (POS 311) *Production, Power, and Politics*. 5; Prereq: An introductory course in economics or permission of the instructor. Examination of the crises of monopoly capitalism (overproduction, rising surplus without profitable outlets, etc.) and the threat posed to democratic institutions and practices by state responses to such crises—including the concentration, consolidation, and generalization of state power at home and abroad.
- CPO 3002** (POS 322) *Comparative Politics*. 5; Prereq: POS 3001 (POS 300). Examination of the political structures, processes, and institutions of selected advanced industrial societies.
- POT 3003** (POS 326) *Political Thought and Action*. 5; Prereq: POS 3001 (POS 300). Concepts of political thought and action in the philosophies of selected western and third world thinkers, including Mao Tse-tung, Che Guevera, and Frantz Fanon.
- POS 3705** (POS 330) *Scope and Method*. 5; Prereq: POS 3001 (POS 300). Introduction to the conventions of theory construction, research design, measurement and statistical analysis that currently guide political investigation. Class or individual research project.

- POS 3453** (POS 365) *Political Behavior*. 5; Parties, interest groups, elections, public opinion, and political learning.
- POS 3624** (POS 367) *Constitutional Law*. 5; A case study approach to the role of judicial decisions in the formulation and revision of public policy.
- POT 4314** (POS 400) *Participatory Democracy*. 5; Examines elite rule in modern democratic, socialist, and communist nations in light to experiments with participatory democracy, with emphasis on the manner in which direct rule redresses alienation, distributes equality, and improves institutional decisions and efficiency.
- PAD 4003** (POS 460) *Public Administration*. 5; Exploration of the creation, growth, and operation of public bureaucracies and their impact on the politics of modern industrial states.
- PAD 4223** (POS 462) *Budgetary Process*. 5; Exploration of budgeting in American local, state, and national government, with special emphasis on the role of political factors in budget calculations, strategies, and reforms.
- PAD 4803** (POS 464) *Municipal Administration*. 5; Prereq: PAD 4003 (POS 460). Problems and principles of municipal administration, including taxes, budgeting, planning, personnel, and the provision of services, e.g., police, fire, health, recreation, water and sewers, welfare and education.
- PAD 4603** (POS 466) *Administrative Law*. 5; Prereq: POS 3624 (POS 367). Case study approach to the administrative law with special emphasis on the powers, procedures, and liabilities of public agencies and their officers.
- POS 4273** (POS 468) *Citizen Advocacy*. 5; Presentation of opposing viewpoints on local, state, and national political issues to local governing bodies, civic organizations, and media. Class project.
- POS 4941** (POS 475) *Public Service Internship*.\* v. 2-10; Prereq: POS 3001 (POS 300), PUP 3717 (POS 311), PAD 4003 (POS 460), and permission of the department internship and directed study committee. Supervised or simulated field work in public service, politics, administration, or law. Diary and/or research project and seminar attendance required.
- CPO 4007** (POS 480) *Problems in Comparative Politics*.\* v. 2-5 each; Prereq: POS 3001 (POS 300), CPO 3002 (POS 322), or permission of the instructor. Variable topics in comparative politics, e.g., foreign policy, war, imperialism, etc.
- POT 4007** (POS 481) *Problems in Political Philosophy*.\* v. 2-5 each; Prereq: POS 3001 (POS 300), POT 3003 (POS 326), or permission of the instructor. Variable topics in political philosophy, e.g., power, authority, revolution, etc.
- PUP 4004** (POS 482) *Problems in Public Policy*.\* v. 2-5 each; Prereq: POS 3001 (POS 300), PUP 3717 (POS 311), POS 3705 (POS 330), or permission of the instructor. Variable topics in public policy, e.g., racism, sexism, violence, poverty, environment, health care, etc.
- POS 4207** (POS 483) *Problems in Political Behavior*.\* v. 2-5 each; Prereq: POS 3001 (POS 300), POS 3705 (POS 330), POS 3453 (POS 365), or permission of the instructor. Variable topics in political behavior, e.g., socialization, recruitment, community development, public opinion, political games, etc.

\*May be repeated once with permission of the internship and directed study committee.

- POS 4717 (POS 484) **Problems in Interdisciplinary Studies.\*** v. 2-5 each; Prereq: POS 3001 (POS 300), POS 3705 (POS 330), POS 3453 (POS 365), or permission of the instructor. Variable topics in interdisciplinary studies, e.g., political psychology, political anthropology, political sociology, political economy, biopolitics, etc.
- PAD 4930 (POS 485-489) **Topics in Politics and Public Administration.\*** v. 2-5 each; Prereq: Completion of all department requirements. Exploration of topics of enduring or emerging significance in politics or administration. In special cases, format, instruction, resources, and credit may be arranged by interested students in consultation with the department chairperson.
- POS 4905 (POS 490-499) **Directed Individual Study.\*** v. 1-5 each; Prereq: Completion of all department requirements, 3.0 quality point average in political science courses, and permission of the internship and directed study committee. Supervised reading and/or research, coupled with preparation of a high quality paper on a topic of interest to the student.
- POS 5932 (POS 580) **Advanced Topics in Politics.** v. 1-5 each; Prereq: Graduate standing or permission of the department.
- (POS 960-989) **Venture Studies.** 5 each; For sample course descriptions, see Venture Studies section of this Catalog.

## Psychology

- (PSY 305) **Human Development.** 5; To stimulate understanding of genetic and environmental influences on the developing individual from the prenatal to senescent; and to sharpen perception of the integrated totality of human existence.
- PSB 3003 (PSY 315) **Psycho-Biology.** 5; Prereq: Human biology, zoology, or general biology with lab. An examination of the biological bases of behavior. An initial coverage of the neural and endocrine systems is followed by an investigation of the role of these systems in sensory, motivational, emotional, and learning processes.
- EXP 3444 (PSY 325) **Learning and Motivation.** 5; To create an awareness of how a human being acquires, retains, and is moved to utilize information that could influence change of behavior.
- (PSY 330) **Rehabilitation of Offenders.** 5; To emphasize that rehabilitation is a personal task of behavior change for the offender that can be greatly facilitated by the interpersonal relationships experienced with the police, courts, probation and parole services, correctional institutions, and the general public.
- SOP 3004 (PSY 335) **Social Psychology.** 5; To gain an appreciation of the individual human being in the total interactive context of self, the social system, and the cultural system.
- EDP 4204 (PSY 400) **Theories of Learning for Teachers.** 5; Prereq: — (PSY 305). Application of various theories of learning and development to the classroom. Theories of conditioning, behavioral, social, and cognitive psychologists will be discussed with emphasis on classroom application.
- PCO 4734 (PSY 405) **Personality Dynamics and Effective Behavior.** 5; To emphasize the individual's part in becoming personally effective in a socio-cultural and physical world in order to enhance a continuous and integrative process toward self-fulfillment.
- PPE 4003 (PSY 406) **Theories of Personality.** 5; Prereq: — (PSY 305), PSB 3003 (PSY 315), EXP 3444 (PSY 325), and SOP 3004 (PSY 335), or equivalent. To develop an understanding of theories of personality structure and dynamics, from Freud to the present, in order to assist in the analysis of behavior.
- CLP 4143 (PSY 407) **Psychology of Abnormal Behavior.** 5; To increase the students' comprehension of the biological, psychological, and socio-cultural variables that influence the development of problem behaviors and the theories and research in the field of abnormal psychology.
- PSY 4304 (PSY 415) **Psychometrics.** 5; Prereq: Elementary statistics. To provide a sensitivity about the value of, and the potential dangers in, using psychological tests as a means of assessing behavior; principles and procedures in the interpretation and evaluation of selected tests, plus the ethics of testing, are covered.
- PCO 4004 (PSY 425) **Introduction to Counseling.** 5; Prereq: — (PSY 305) plus PPE 4003 (PSY 406) or CLP 4143 (PSY 407), or equivalent. To initiate an understanding of, and a feeling for, the "why" and the "what" of the counseling process and its procedures plus consideration of the ethics involved; laboratory included within the course.
- EXP 4005C (PSY 435) **Experimental Psychology/Laboratory.** 5; Prereq: Elementary statistics. To facilitate an understanding of the principles and techniques involved in scientific experimental analysis of behavior; laboratory applications are a part of the course. Ethics of experimentation also covered.
- PSY 4604 (PSY 445) **History and Systems of Psychology.** 5; To generate an appreciation for the historical antecedents of current psychological concepts in order to attain a more productive organization of future scientific thought and inquiry.
- (PSY 455) **Social-Psychological Aspects of Management.** 5; To suggest that many managerial problems are hidden intra- and interpersonal conflicts; that sensitive managers can identify and solve these conflicts by greater understanding of self and others within the context of a subordinate-superior relationship.
- INP 4002 (PSY 456) **Industrial Organizational Psychology.** 5; Prereq: Either SOP 3004 (PSY 335) or — (PSY 455). The application of psychological theory and practice to problems in the world of work, including exploration of selection strategies, training procedures, performance appraisal techniques, and the problems of leadership, communication, decision making, and motivation. Emphasis will be placed on the potential compatibility of the individual and the organization in a rapidly changing world.

\*May be repeated once with permission of the internship and directed study committee.

- (PSY 465) **Contemporary Problems in Criminal Justice.** 5; Under the direction of the faculty, students select for study pressing contemporary problems in enforcement, corrections, or the courts. Research, discussion, critical inquiry and presentation, oral and written, of possible solutions.
- PSY 4945 (\*PSY 475-479) **Practicum in Applied Psychology.** v. 2-3 each; Placement in a community setting reflecting the student's main area of job orientation; supervision by faculty. No more than 5 hours may be counted as part of the 90-hour degree program. For each hour of credit, at least 3 hours per week during the quarter must be spent in practicum. For majors only.
- PSY 4931 (\*PSY 480-489) **Seminar.** v. 1-5 each; Prereq: PSY 305, 315, 325, and 335, or equivalent. No more than 5 hours may be counted as part of the 90-hour degree program.
- PSY 4906 (\*PSY 490-499) **Directed Individual Study.** v. 1-3 each; Prereq: — (PSY 305), PSB 3003 (PSY 315), EXP 3444 (PSY 325), and SOP 3004 (PSY 335), or equivalent. No more than 5 hours may be counted as part of the 90-hour degree program. For majors only.
- DEP 5108 (PSY 505) **Advanced Child Psychology.** 5; Prereq: Three courses in behavioral science including — (PSY 305) or Child Psychology. To create a greater understanding of, and sensitivity to, contemporary child behavior by relating research to current problems in the home, the school, and the general society.
- DEP 5308 (PSY 506) **Advanced Adolescent Psychology.** 5; Prereq: Three courses in behavioral science including — (PSY 305) or Adolescent Psychology. To create a greater understanding of, and sensitivity to, contemporary adolescent behavior by relating research to current problems in the home, the school, and the general society.
- (PSY 601) **Personality Theories and Dynamics: Psycho-Social Influences.** 5; Same as PSY/SOC 601. Prereq: Qualified for admission to MA in Counseling program. To create a sensitivity to and understanding of: the major philosophies of the nature of man; the psychological and sociological theories and research related to human behavior development and functioning; and the normal-deviant behavioral continuum within our psycho-social environment. Laboratory in self-awareness required.
- (PSY 603) **Assessment of Individuals: Theories and Strategies.** 5; Same as PSY/ECG 603. Prereq: Qualified for admission to MA in Counseling program. To enhance understanding of the behavior assessment process, initial contact, observation, interview, testing, analysis, and evaluation. To develop an ability to identify incipient problem behaviors and to recognize problem behavior patterns. Emphasis will be given to the basic principles of measurement and research design that enable the counselor to: assist clients in self-understanding; conduct evaluations of client performance; and to participate in personnel selection, placement, and promotion decisions. Includes laboratory.
- (PSY 605) **Counseling Theories and Processes I.** 5; Same as PSY/ECG 605. Prereq: PSY/SOC 601. To create an understanding of: the assumptions, implications, and ethics related to the counseling process; the theories and methods of learning for both individual and group counseling; and the application of research to the counseling process. Skill laboratory requirement is two-fold: (1) counselor skill training and (2) experiential group process. The skill training involves the development of basic communication and facilitating counseling skills. The experiential group process involves participating by counseling students in an actual on-going group experience to develop an understanding of one's functioning in relation to other people and to facilitate an awareness of self and interpersonal relationships.
- (PSY 606) **Counseling Theories and Processes II.** 5; Same as — PSY/ECG 606. Prereq: — PSY/ECG 605 (may not be taken concurrently). This course is a continuation of — PSY/ECG 605. A laboratory/practicum is required.
- (PSY 607) **Career Development and Vocational Decision Making: Theories and Strategies.** 3; Same as ECG/PSY 607. Prereq: Qualified for admission to MA in Counseling program. To develop an understanding of the theoretical bases of career development; strategies for promoting development and decision making; manpower utilization; contemporary work and mobility; the trends of the world-of-work.
- CLP 6440 (PSY 615) **Individual Intelligence Testing.** 5; Prereq: PSY 4304 (PSY 415), — PSY/SOC 601, and — (PSY/ECG 603). An introduction to theory, research, selection, administration, and interpretation under supervision of widely used intelligence tests such as the Stanford-Binet and Wechsler series. Emphasis will be on student practice with appropriate tests in a laboratory setting.
- CLP 6445 (PSY 616) **Individual Personality Testing.** 5; Prereq: PSY 4304 (PSY 415), — (PSY/SOC 601), and — (PSY/ECG 603). To develop an understanding of the formal principles and methods of evaluating personality and their use in understanding and predicting behavior. Students will be introduced to basic procedures in assessing personality development, dynamics, and structure; including diagnostic interview, case history, objective and projective tests. Includes laboratory.
- EDP 6056 (PSY 625) **Advanced Educational Psychology.** 5; Prereq: Three courses in behavioral science including one in educational psychology or EDP 4204 (PSY 400) plus one year of classroom teaching experience. To improve the classroom teacher's expertise in the teacher-learner relationship through an understanding of educationally relevant psychological principles.
- PSY 6216 (PSY 630) **Psychological Research and Evaluation.** 5; To enable the master's level practitioner to evaluate scientifically the research involving human subjects; special emphasis on behavioral research strategies and ethics as reflected in the professional literature to assist the student in developing an ability to evaluate on-going practice through knowledge of research methodologies.

\*Approval of chairperson required before registration.

- CLP 6166 (PSY 640) **Advanced Psychodynamics: Psychopathology.** 5; Prereq: — (PSY/SOC 601). To explore various theories and models of personality functioning as a basis for understanding, modification, and prevention of behaviors classified as deviant or abnormal. Students will attempt to integrate experimental, behavioral, clinical, socio-cultural, humanistic, and related approaches.
- PCO 6408C (PSY 650) **Advanced Counseling I: Theories and Methods.** 5; Prereq: — (PSY/SOC 601), — (PSY/ECG 605), — (PSY/ECG 606), and CLP 6166 (PSY 640). To develop greater sensitivity to and understanding of the theoretical bases that underlie contemporary trends of individual and group counseling. Student development will be demonstrated in a laboratory setting.
- (PSY 651) **Advanced Counseling II: Theories and Methods.** 5; Prereq: — (PSY/SOC 601), — (PSY/ECG 605), — (PSY/ECG 606), CLP 6166 (PSY 640), and PCO 6408C (PSY 650). A continuation of PSY 650 involving greater depth and breadth of individual and group counseling. Includes laboratory.
- INP 6318 (PSY 655) **Psychology of Organizational Behavior.** 5; Prereq: — (PSY 455) or — (MAN 512). Open to MBA or MA in Counseling students only. To increase awareness of the relationship between developmental needs of the individual and the goals of an organization; resolution of conflicts between individual motivations and the complexities of organizational structures and processes will be explored.
- CYP 6078 (PSY 660) **Community Psychology.** 5; Prereq: — (PSY/SOC 601) and — (PSY/ECG 603). Application of clinical and social psychological skills to community problems through identification of needs and goals, establishment of criteria for evaluation, and organization of plans for social intervention. Emphasis placed on evaluation, consultation, and intervention.
- PCO 6944 (PSY 675) **Practicum.** v. 5-10; Prereq: Permission of Track Director. A minimum of 6 contact hours per credit hour in an agency will be required.
- (PSY 680) **Advanced Interdisciplinary Seminar in Counseling.** 2; (SOC/ECG/MAN/PSY 680) Coreq: Practicum for selected track. Limited to students admitted to the degree program and nearing completion of course work. Integration of counselor education and experience; anticipation of future issues and problems; cross-fertilization of ideas with counselors in different fields; preparation for leadership in chosen field of counseling; and group experience to develop further an understanding of self and interpersonal relationships.
- PCO 6939 (PSY 685) **Seminar: Studies in Counseling Psychology.** 5; Prereq: Permission of Track Director.
- PSY 6908 (PSY 690-697) **Directed Individual Study.** v. 1-5 each; Prereq: Permission of Track Director.
- PSY 6971 (PSY 698-699) **Thesis.** v. 5-10 each; Prereq: Permission of Track Director.
- (PSY 960-989) **Venture Studies.** 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Sociology

- SOC 3000 (SOC 310) **Principles of Sociology.** 5; A study of sociological concepts essential for an understanding of man, society, and social structure. General concepts which integrate the field are considered so that more specialized courses may be understood in context.
- SOC 3105 (SOC 312) **Deviance and Social Control.** 5; A critical analysis of the political and social processes involved in the creation, maintenance, treatment, and control of deviant behavior, and an examination of selected deviant subcultures.
- DHE 3300 (SOC 321) **Population Problems.** 5; An analysis of population dynamics, including patterns of fertility, mortality, social aspects of hunger, malnutrition, underdevelopment, family planning, and overpopulation.
- SOC 3745 (SOC 331) **Racial and Cultural Minorities.** 5; An examination of selected racial, ethnic, and religious subcultures with respect to past and present patterns of participation, minority-majority relations, maintenance patterns, and consequences of prejudice and discrimination to American social life.
- SOC 3500 (SOC 341) **Research Methods.** 5; Prereq: Elementary statistics. The formation of research problems, the role of paradigms, models, and theories in sociological inquiry, operational and measurement techniques, research design, sampling and related topics pertinent to the collection and analysis of sociological data.
- SOC 3020 (SOC 351) **Social Problems.** 5; A study of the social conditions and situations judged to be undesirable or intolerable by the members of society and to require group action toward constructive reform.
- SOC 3410 (SOC 361) **Social Stratification.** 5; An analysis of the economic, social, political, and cultural dimensions of institutionalized social inequality, consequences for American social life, and implications for social movements and social change.
- SOC 3211 (SOC 370) **Sociology of Religion.** 5; An analysis of religion as a social phenomenon, its nature and its functions: the relationship of religion to other social institutions and to social change.
- SOC 3310 (SOC 372) **Urban Systems.** 5; A consideration of urban social life and its impact upon social behavior, relationships, and social institutions; implications for social planning with respect to transportation communication, housing, family life, education, employment, community relations, and urban control.
- SOC 4150 (SOC 412) **Criminology.** 5; Prereq: Soc 312. A study of current theories and empirical research findings pertaining to the etiology, prevention, treatment, and control of adult criminal and juvenile delinquent behavior.
- SOC 4251 (SOC 421) **Mental Health in the Urban Community.** 5; A study of mental illness within the context of the larger social environment; analysis of social and cultural factors in the incidence, recognition, course, and community management of mental health problems.
- SOC 4463 (SOC 431) **Modernization in Developing Nations.** 5; An analysis of the economic, social, political, technological, and demographic trends involved in emerging social systems.

- SOC 4221** (SOC 441) **Political Sociology**. 5; A sociological analysis of political institutions viewed as constituent parts of the structure of society and of social processes, with special attention given to contemporary political movements and ideologies.
- SOC 4432** (SOC 451) **Social Movements and Social Change**. 5; An examination of contemporary social movements directed toward the acceptance of new definitions of social roles, the development of alternative priorities, life styles and conceptions of the individual in relation to social institutions, and committed to basic social change.
- SOC 4830** (SOC 461) **Social Structure and Personality**. 5; The relationship between the individual and the socially constructed reality within which one functions; the role of language and social interaction in the socialization of the person; the consequences of role-taking and identification in the emergence of the self.
- SOC 4610** (SOC 471) **Sociological Theory**. 5; A critical study of the developmental process of sociological thought and theory, surveying the major conceptual, theoretical, and methodological orientations from Auguste Comte to the present.
- MAF 4501** (SOC 472) **Sociology of the Family**. 5; A cross-cultural analysis of patterns of courtship, marriage, and family life, focusing on the relationship between the family and other social institutions and the consequences of these relationships to the individual in a changing industrial social order.
- SOC 4940** (SOC 475) **Practicum**. 5; Supervised field experience or research in institutions other than social welfare.
- SOC 4930** (SOC 480-484) **Special Topics**. v. 2-5 each; Exploration of topics of current importance in the field of social problems, social organization, or the discipline of sociology. May be initiated by one or more faculty members or by students, in consultation with department chairperson.
- SOC 4930** (SOC 485) **Seminar in Sociology**. 5; Prereq: Ten hours of sociology. Preparation and presentation of research reports and summaries concerning recent trends in major areas of sociology; discussion of current issues within the discipline and contemporary schools of thought.
- SOC 4905** (SOC 490-499) **Directed Individual Study**. v. 1-5 each; Prereq: Ten hours of sociology. Selected topics for independent study under the guidance, direction, and examination of a faculty member specializing in the particular area chosen by the student.
- MAF 5105** (SOC 572) **Family Dynamics**. 5; In-depth study and analysis of family relationships, their sources and consequences in the community and in individuals. Processes and roles involved in the life cycle of the family. Variations in life styles in American society and their consequences in family role definitions.
- SOC 5934** (SOC 580) **Advanced Topics in Sociology**. 5; Prereq: Three courses in sociology at the undergraduate level. Exploration of selected topics in specialized areas of sociological inquiry.
- (SOC 601) **Personality Theories and Dynamics: Psycho-Social Influences**. 5; — (PSY/SOC 601) Prereq: Qualified for admission to MA in Counseling program. To create a sensitivity to and understanding of: the major philosophies of the nature of man; the psychological and sociological theories and research related to human behavior development and functioning; and the normal-deviant behavioral continuum within our psycho-social environment. Laboratory in self-awareness required.
- SOC 6269** (SOC 610) **Social Policy and Administration**. 5; A survey and analysis of legislative and other provisions for social services and ways in which legislation is influenced. Major provisions of laws and programs at community, state, and national levels. Ways of finding and assessing resources available in local communities.
- SOC 6302** (SOC 612) **The Institutional Environment**. 5; A study of large organizations, with special emphasis on bureaucracies and total institutions; their effects on both clients and staff; methods of dealing with common system-based problems.
- SOC 6748** (SOC 614) **Analysis of Subcultural Perspectives**. 5; An in-depth study of subcultures in American society, and the cultural wholeness of life-styles often labeled deviant in the society. Special emphasis will be given to gaining an understanding of the perspectives of others.
- (SOC 675) **Practicum**. v. 5-10; Prereq: Permission of track director. Supervised placement in some community organization relevant to the career plans of the student. To be coordinated with a weekly seminar in which work experiences are related to theoretical perspectives. For each credit hour at least 3 hours per week during a quarter must be spent in practicum.
- (SOC 680) **Advanced Interdisciplinary Seminar in Counseling**. 2; — (SOC/ECG/MAN/PSY 680) Coreq; Practicum for selected track. Limited to students admitted to the degree program and nearing completion of course work. Integration of counselor education and experience; anticipation of future issues and problems; cross-fertilization of ideas with counselors in different fields; preparation for leadership in chosen field of counseling; and group experience to develop further an understanding of self and interpersonal relationships.
- SOC 6935** (SOC 685) **Seminar: Special Studies in Community Agencies**. v. 1-5; Prereq: Permission of track director.
- SOC 6909** (SOC 690) **Directed Individual Study**. v. 1-5; Prereq: Permission of track director.
- (SOC 960-989) **Venture Studies**. 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Social Welfare

- SOW 3203** (SWL 371) **Social Welfare Institutions**. 5; A critical analysis of those institutions and programs which ostensibly function to maintain or improve the quality of life. The "social policies" impacting within the domain of social welfare will be examined for effects on and implications for societal (a) division of labor; (b) allocation of resources; and, (c) distribution of rights.

**SOW 4302 (SWL 400) Social Work as a Profession.** 5; An examination of social work settings, roles and the methods employed in providing services. Focus will be on the development of interviewing techniques of the beginning professional. Enhancement of interpersonal communication skills is emphasized — consistent with the demands of beginning community practice.

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**(SWL 475-476) Community Agency Practicum.** 5 each; Prereq: SOW 3203 (SWL 371), SOW 4302 (SWL 400), or consent of instructor. Application and integration of academic content to the further development of skills for practice. A professionally supervised field experience with a human service agency, involving 300 clock hours in the field and a concurrent seminar which attempts to interrelate the activities of groups and professionals involved in the delivery of social welfare services.

## Theatre Arts

**THE 3500 (THA 300) Theatre Perspectives.** 5; An exploration of integrated producing theatre and the relationships between the primary theatre

arts (light, movement, music) and secondary arts (literature, architecture, sculpture).

**TPP 3110 (THA 320) Acting I.** 5; A diverse experience and examination of the problems and possibilities in the technical, emotional, physical, and intellectual art of performance. Utilizes improvisation, mime, dance, and exercises in kinesthetic perception and sensitivity.

**TPP 3111 (THA 322) Acting II.** 5; Prereq: TPP 3110 (THA 320) or permission of instructor. Advanced study in the art of creating a character and the relationship between person, actor, and character.

**THE 4950 (THA 400) Performance and Production.** v. 2-10; Performing, technical, or producing experience and participation in a Venture Theatre production. Permission of the instructor required. May be repeated with the permission of the Fine Arts Department.

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**(THA 480-488) Seminar.** 5 each; Permission of the instructor required.

**THE 4905 (THA 490-499) Directed Independent Study.** v. 2-5 each; Permission of the instructor required.

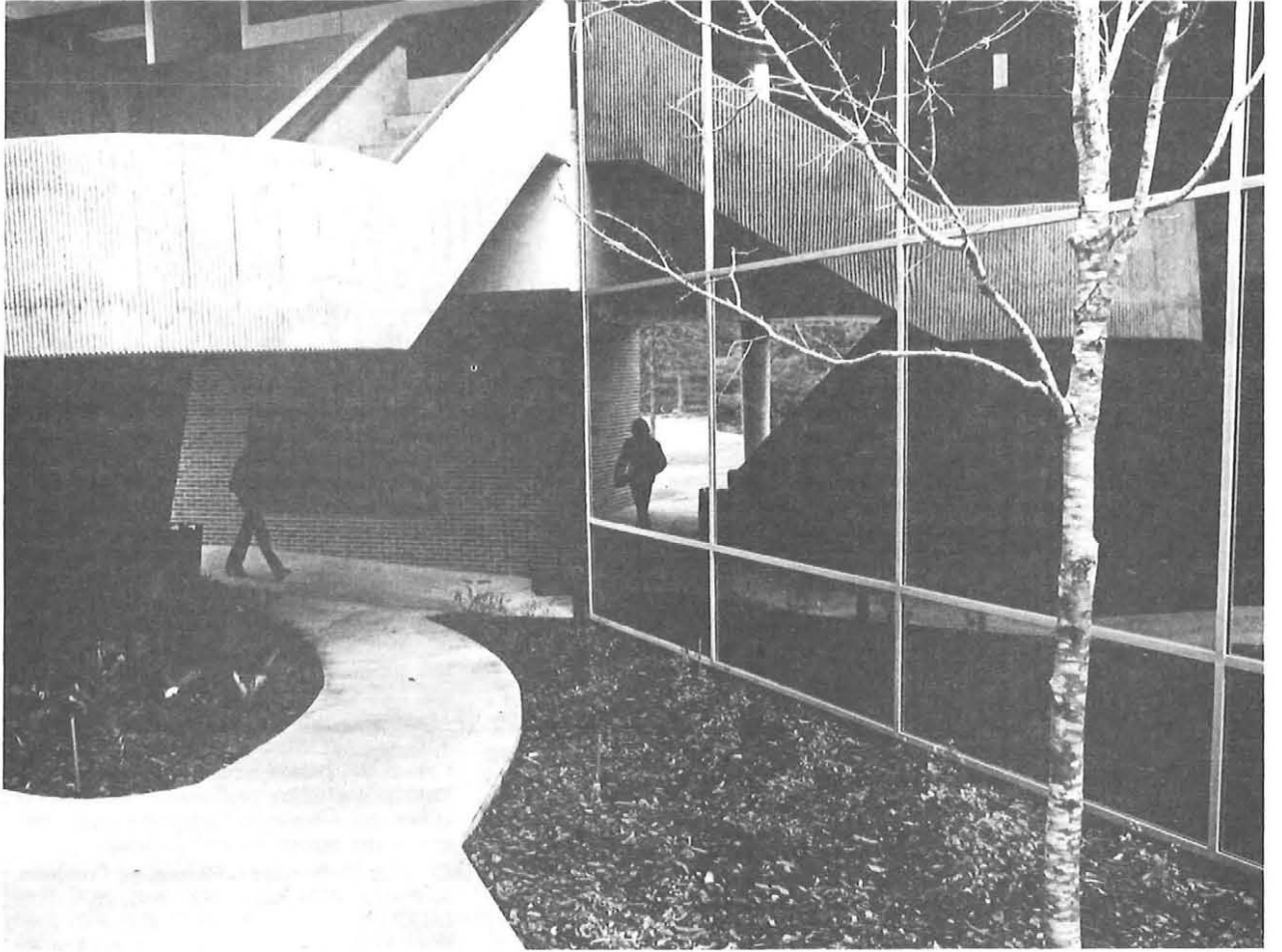
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**(THA 960-989) Venture Studies.** 5 each; For sample course descriptions, see Venture Studies section of this Catalog.











# College of Business Administration

## Accounting

- ACC 3101** (ACC 304) **Intermediate Accounting Problems and Concepts I.** 5; Prereq: 8-10 hours of principles of accounting. A study of accounting principles and assumptions underlying the theories of matching costs and revenues to determine income and financial position. Stresses asset acquisition, valuation, and allocation. Encourages critical evaluation for existing accounting theory and practices.
- ACC 3121** (ACC 305) **Intermediate Accounting Problems and Concepts II.** 5; Prereq: ACC 3101 (ACC 304). A continuation of ACC 304.
- ACC 3501** (ACC 307) **Federal Income Tax.** 5; Prereq: 8-10 hours of principles of accounting. The federal income tax law as it applies primarily to businesses. Also tax problems of individuals are considered.
- ACC 3861** (ACC 340) **Fund Accounting.** 5; Prereq: 8-10 hours of principles of accounting. Special accounting methods and techniques applicable to non-profit and not-for-profit organizations.
- ACC 4401** (ACC 402) **Cost Accounting.** 5; Prereq: 8-10 hours of principles of accounting. Analysis of cost data for both production and distribution of goods and services. Emphasis is on cost-price-volume relationships, evaluating segments of the firm, project evaluation, and analysis of future costs.
- ACC 4321** (ACC 403) **Accounting for Policy Decisions.** 5; Prereq: ACC 3101 (ACC 304), ACC 3121 (ACC 305), and FIN 3483 (FIN 311). Integrative study of the uses of accounting by general managers in policy decisions of financial planning, resource allocation, organization, staffing, and performance evaluation.
- ACC 4201** (ACC 405) **Advanced Accounting.** 5; Prereq: ACC 1101 (ACC 304) and ACC 3121 (ACC 305). In-depth study of special topics in accounting.
- ACC 4731** (ACC 421) **Accounting and Financial Information Systems.** 5; Prereq: 8-10 hours of Principles of Accounting or — (ACC 960) and — (MSC 300). Methods and process through which accounting information provides management planning and control information; emphasis on computerized systems.
- ACC 4840** (ACC 449) **Conrollership.** 5; Prereq: ACC 3101 (ACC 304), ACC 3121 (ACC 305), ACC 4401 (ACC 402). A study of the duties and responsibilities of the chief accounting officer in a business organization. Topics will include the relationship of the controller to other officers of a business organization and the selection and use of accounting data for control purposes for routine decision making and for non-routine decision making.
- ACC 4601** (ACC 450) **Auditing.** 5; Prereq: ACC 3101 (ACC 304) and ACC 3121 (ACC 305). An examination of the auditor's function and responsibilities—including professional standards of ethics, procedures, and programs. Audit programs and reports studied in detail.
- (ACC 460) **Professional Accounting Problems.** 5; Prereq: ACC 3101 (ACC 304), ACC 3121 (ACC 305), ACC 4401 (ACC 402), FIN 3483 (FIN 311). A study of complex accounting problems of the type students are likely to encounter in a professional engagement or professional examination. Topics will include the proper approach to analyzing complex accounting problems and developing a systematic method of problem solution presentation.
- ACC 4802** (ACC 472) **Accounting Theory.** 5; Prereq: ACC 3101 (ACC 304) and ACC 3121 (ACC 305). Accounting theory and contemporary issues in the profession. Emphasis on independent study.
- ACC 4905** (ACC 490) **Special Studies in Accounting.** 5; Special studies undertaken independently by students under the supervision of an accounting department faculty member. Student must have the faculty supervisor and department chairperson's approval of a special study prior to enrollment.
- ACC 5011** (ACC 501) **Basic Accounting.** 5; Concentrated course for students entering the MBA program; not required of students who have completed satisfactorily 8-10 hours of principles of accounting.

- ACC 6311** (ACC 600) **Management Accounting**. 5; Prereq: ACC 5011 (ACC 501) or equivalent. A study of the basic cost flows through an organization; the accounting systems that are used to capture the cost data and the managerial uses of the cost data in routine and non-routine decision making situations.
- ACC 6331** (ACC 602) **Advanced Management Control Systems**. 5; Prereq: ACC 6311 (ACC 600) and FIN 6425 (FIN 601) or equivalent. Emphasis is upon the internal techniques, concepts, and systems of cost and profit control.
- ACC 6351** (ACC 603) **Information Systems for Management**. 5; Prereq: ACC 6311 (ACC 600), FIN 6425 (FIN 601). An objective user analysis of information systems and their role in providing accounting information for planning, operations control and managerial/financial control. Emphasis on developing a conceptual framework for applying computer technology to the functional areas of business.
- ACC 6865** (ACC 604) **Accounting Requirements for Regulatory Agencies**. 5; Prereq: ACC 6311 (ACC 600). A study of the overall accounting principles and procedures set forth by various governmental regulatory agencies including the Interstate Commerce Commission, Securities Exchange Commission, and various public service commissions.
- ACC 6511** (ACC 607) **Tax Problems in Accounting**. 5; Prereq: ACC 6311 (ACC 600) and FIN 6425 (FIN 601) or equivalent. Centers attention on the relevance of the tax law to management decisions. The student is expected to read the tax law independently and to apply the law to issues discussed in class.
- ACC 6533** (ACC 608) **Taxation of Corporations**. 5; Prereq: ACC 3501 (ACC 307) and ACC 6311 (ACC 600), or equivalent. An examination of federal tax problems of corporations and shareholders. In particular, problems relative to formation, liquidation, and sale of corporate assets will be considered. The impact of special provisions such as collapsible corporations, tax option corporations, accumulated earnings, and personal holding companies will also be analyzed.
- ACC 6805** (ACC 672) **Advanced Accounting Theory**. 5; Prereq: ACC 6311 (ACC 600). Accounting theory and contemporary accounting issues considered with special attention to implications for management decisions.
- ACC 6909** (ACC 690) **Advanced Studies in Accounting**. 5; Special studies undertaken independently under the supervision of an accounting department faculty member. Student must have the faculty supervisor and department chairperson's approval of special study prior to enrollment.
- (ACC 960) **Applications of Accounting Information**. 5; Open to non-business majors only. Provides a basic understanding of the balance sheet, income statement, statement of retained earnings, funds statements, and other reports to the general public.

## Business Law

- CCJ 3280** (BUL 310) **Criminal Justice**. 5; Legal aspects of law enforcement administration. Designed to prepare students for staff and administrative responsibility in law enforcement agencies.
- BUL 3121** (BUL 320) **Business Law I**. 5; Prereq: Principles

of accounting. Introduction to law, contracts, corporations, and the uniform commercial code.

- BUL 3101** (BUL 340) **Legal and Social Environment of Business**. 5; Prereq: Principles of economics. An analysis of the environment in which businesses operate. Consideration given to legal and social constraints.
- BUL 3302** (BUL 342) **Real Estate Law**. 5; Prereq: REE 3040 (REU 310) and BUL 3121 (BUL 320). A survey of legal principles affecting the operation of today's real estate industry. Topics include real estate brokerage, conveyance, mortgages, leases, zoning, building codes, liens, and pollution control.
- BUL 4122** (BUL 422) **Business Law II**. 5; Prereq: BUL 3121 (BUL 320). Advanced work in business law. Intended primarily for students preparing for professional certification in areas such as accounting and real estate.
- (BUL 482) **Problems in Law**. 5; Prereq: Permission of instructor. Emphasis on the discussion and analysis of contemporary problems in law. Credit for this course must be approved by student's major department.
- BUL 5105** (BUL 530) **Law and the Business Environment**. 5; Prereq: MBA classification. Introduction to business law. Analysis of the legal and social environment in which businesses operate. Required of MBA candidates who do not have foundation work in business law.
- (BUL 683) **Special Topics in Law**. 5; Prereq: Permission of instructor. Analysis and discussion of advanced problem areas in law. Credit for this course must be approved by student's major department or program director.
- (BUL 960-989) **Venture Studies**. 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Economics and Business Studies

- MAN 6936** (ECB 580) **Seminar: Studies in Economics and Business**. v. 2-5; Study of interdisciplinary problems related to economics and business administration.
- MAN 6912** (ECB 690) **Research: Studies in Economics and Business**. v. 2-5; Field-centered investigation of economic and/or business administration problems of an interdisciplinary nature.

## Economics

- ECO 3203** (ECO 301) **Intermediate Macroeconomics**. 5; Prereq: Principles of economics. Analysis of aggregate economic activity and growth. National economic goals and policies for their attainment.
- ECO 3101** (ECO 302) **Intermediate Microeconomics**. 5; Prereq: Principles of economics. Analysis of consumer and business activity in the marketplace. Price and output determination, allocation of income and product, problems of market organization.
- ECP 3703** (ECO 303) **Managerial Economics**. 5; Prereq: Principles of economics. Analysis of economic decision making in the business firm. Emphasis on practical applications of economic theory.

ECO 3622	(ECO 320) <b>American Economic History.</b> 5; Survey of American economic growth and development since 1607. Emphasis on institutional evolution, growth trends, and the determinants of change.	ECO 4431	(ECO 403) <b>Analysis of Business Conditions and Forecasting.</b> 5; Prereq: ECO 3203 (ECO 301). Analysis of business fluctuations and their control through monetary and fiscal policy. Application of various techniques of business forecasting.
ECO 3632	(ECO 321) <b>European Economic History.</b> 5; Survey of European economic growth and development since the commercial revolution. Major emphasis on England, France, Germany.	ECP 4005	(ECO 404) <b>Contemporary Economic Problems and Policy.</b> 5; Prereq: Economics major or consent of instructor. Variable topic course dealing with one or more current economic problems. Emphasis on the social and ethical aspects of economic policy and the inter-relatedness of economic and non-economic activities.
ECP 3203	(ECO 330) <b>Labor Economics.</b> 5; Prereq: Principles of economics or consent of instructor. Introduction to modern labor economics. Functioning of labor markets, role of labor organizations, labor legislation, and current labor problems.	ECO 4009	(ECO 405) <b>American Economic Studies.</b> 5; Designed for social studies teachers and teachers of grades K-12. Analysis of the operation of our modern economy, emphasizing the knowledge required to teach economic concepts and relationships. Offered in cooperation with the Department of Elementary and Secondary Education. (Cannot be used to satisfy degree requirements by business administration majors.)
ECO 3703	(ECO 340) <b>International Economics.</b> 5; Prereq: Principles of economics or consent of instructor. Introduction to international trade theory and practice. Analysis of trade patterns and national policies affecting trade.	ECP 4613	(ECO 465) <b>Analysis of Urban Systems.</b> 5; Prereq: Consent of instructor. Interdisciplinary course in the economic, geographic, and financial aspects of urban economies. Selected case studies.
ECS 3013	(ECO 350) <b>Economic Development.</b> 5; Prereq: Principles of economics or consent of instructor. Introduction to theories and problems of economic development. Survey of development problems in both advanced and emerging economies. Selected case studies.	ECO 4944	(ECO 475) <b>Practicum in Economics.</b> v. 1-6; Prereq: Consent of department chairperson. Practical course in economics combining classroom work with limited internship in local businesses or institutions.
—————	(ECO 360) <b>Economic Geography.</b> 5; Prereq: Principles of economics or consent of instructor. Comparative analysis of major activities, emphasizing the distributional patterns, and the socio-economic factors influencing the spatial orientation of economic activities. Same course as GEO 360.	ECO 4933	(ECO 480) <b>Special Topics in Economics.</b> v. 1-5; Prereq: Permission of instructor. Study of special topics not offered in other departmental courses. May be repeated with change in content up to a maximum of ten credits.
—————	(ECO 361) <b>Location Theory.</b> 5; Prereq: Principles of economics. Theoretical analysis of the location of economic activity. Practical applications to modern business firms and industries. Same course as — (GEO 361).	ECO 4905	(ECO 490) <b>Directed Individual Study.</b> v. 1-5; Prereq: Consent of department chairperson. Study of special topics under the guidance of faculty members. May be repeated with change of content up to a total of ten credits.
—————	(ECO 362) <b>Conservation of Natural Resources.</b> 5; Examination of the endowment, use, and conservation of natural resources in the modern world. Emphasis on problems and practices in the South. Course designed to satisfy resource certification for social studies teachers. Same course as — (GEO 362).	ECO 5115	(ECO 501) <b>Introduction to Economic Analysis.</b> 5; Introduction to key analytical tools of macroeconomics and microeconomics. Application of economic analysis to current policy issues.
ECP 3403	(ECO 370) <b>Government and Business.</b> 5; Prereq: Principles of economics or consent of instructor. Economic analysis of industrial organization and the effects of government regulation on business.	ECP 6705	(ECO 601) <b>Economics of Business Decisions.</b> 5; Study of the application of economic theory to decision making in business.
ECO 3411	(ECO 372) <b>Business and Economic Statistics.</b> 5; Prereq: Introductory statistics. Statistical techniques developed through the use of business and economic problems. Time series and index number analysis, simple and multiple regression and correlation, analysis of variance.	ECO 6416	(ECO 673) <b>Statistics for Business and Economics.</b> 5; Collection, analysis, and use of data for business and economic decision making under conditions of uncertainty.
ECP 4500	(ECO 400) <b>Welfare Economics.</b> 5; Study of current welfare problems, the applicability of economic analysis to these problems, and the changing posture of the law.	ECP 6205	(ECO 680) <b>Seminar in Labor.</b> 5; Elective course for graduate students. Analysis of labor in the marketplace. Wage determination, labor organizations, manpower problems, collective bargaining, and the impact of labor on public welfare.
ECO 4223	(ECO 401) <b>Monetary Economics.</b> 5; Prereq: ECO 3203 (ECO 301) or consent of instructor. Monetary and banking institutions in the United States and their operations. Integration of monetary and fiscal policy tools.	ECP 6405	(ECO 681) <b>Seminar in Industrial Organization.</b> 5; Elective course for graduate students. Economic analysis of industrial organization, performance, and efficiency. Evaluation of public policies affecting industry.
ECO 4504	(ECO 402) <b>Public Finance.</b> 5; Prereq: ECO 3203 (ECO 301) and ECO 3101 (ECO 302) or consent of instructor. Analysis of modern governmental expenditure and revenue policies. Problems of welfare and collective decision making.	ECO 6906	(ECO 690) <b>Directed Individual Studies.</b> v. 1-5; Prereq: Consent of department chairperson. Study of special topics under the guidance of faculty members. May be repeated with change of content up to a total of ten credits.

———— (ECO 960-989) **Venture Studies**. 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Finance

- FIN 3303** (FIN 310) **Financial Institutions**. 5; Detailed study of the money market and the financial instruments used, as well as the major types of financial institutions that make up the market.
- FIN 3483** (FIN 311) **Financial Management**. 5; Prereq: 8-10 hours of principles of accounting. Management techniques for and considerations in determining short-term, intermediate-term, and long-term financial needs. Sources of funds available to management and the relevant financial instruments will be examined.
- FIN 3324** (FIN 320) **Banking**. 5; Prereq: FIN 3303 (FIN 310). Organization and administration of commercial banks; sources and uses of bank funds.
- FIN 4504** (FIN 400) **Investments**. 5; Prereq: FIN 3303 (FIN 310). Principles and practices of investments; factors influencing security values.
- (FIN 401) **Securities Analysis and Portfolio Management**. 5; Prereq: FIN 4504 (FIN 400). Examination of the theoretical framework, analytical tools, and decision-making skills required for analysis and selection of investments. Portfolio selection, management, and performance evaluation are also considered.
- FIN 4834** (FIN 410) **Central Banking**. 5; Prereq: FIN 3303 (FIN 310) and FIN 3324 (FIN 320). Study of principles of policies of Federal Reserve System and similar institutions in other countries.
- (FIN 411) **Financial Management II**. 5; Prereq: FIN 3483 (FIN 311). Examination of advanced topics in financial management of the profit-making firm, including determination of funds, cost of capital, and capital-structure planning, case discussion and computer-assisted analysis is used in addition to readings and problems.
- FIN 4944** (FIN 475) **Practicum in Finance**. v. 1-5.
- FIN 4934** (FIN 480) **Seminar in Finance**. 5; Prereq: FIN 3303 (FIN 310) and FIN 3324 (FIN 320). Study of the selected aspects of finance.
- FIN 4904** (FIN 490) **Special Work in Finance**. v. 1-5; Selected problem or project of interest in the student's major.
- FIN 6246** (FIN 600) **Structure of the Money and Capital Markets**. 5; Overall view of the financing process and the role of various financial institutions in channeling funds and providing liquidity.
- FIN 6425** (FIN 601) **Financial Management**. 5; Prereq: ACC 5011 (ACC 501) or equivalent. An examination of theory and practice in financial management. Case analysis is used as a focus for class discussion.
- FIN 6326** (FIN 610) **Banking and Financial Administration**. 5; Structure of banking and other financial institutions; organization and administration of commercial banks and other financial institutions.
- FIN 6446** (FIN 615) **Management of Financial Resources**. 5; Prereq: FIN 6425 (FIN 601). Examination of theory and practice in financial planning, liquidity management, capital expenditure analysis, and formulation and implementation of corporate financial strategy.

- FIN 6487** (FIN 616) **Management of Financial Instruments**. 5; Prereq: FIN 6425 (FIN 601). A case study taking an in-depth look at corporate uses of various financial instruments and their effect on financial structure, cost of capital, and valuation of the firm.
- FIN 6516** (FIN 620) **Investments**. 5; Investment analysis, elements of the investment process, and criteria for investment decisions.
- FIN 6906** (FIN 690) **Special Work in Finance**. v. 1-5; Selected problem or project of interest to the student.
- (FIN 960-989) **Venture Studies**. 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## General Business

- MAN 6946** (GEB 690) **Advanced Small Business Consulting**. 5; Prereq: 25 credits in graduate business administration or approval by the instructor. Practicum in providing assistance to small businesses with problems requiring graduate-level expertise. Students usually work in pairs and may counsel two businesses. Compensation is provided for travel expenses. Progress reports are required weekly on each business.

## Geography

- (GEO 360) **Economic Geography**. 5; Prereq: Principles of economics or consent of instructor. Comparative analysis of major activities, emphasizing the distributional patterns, and the socio-economic factors influencing the spatial orientation of economic activities. Same course as — (ECO 360).
- (GEO 361) **Location Theory**. 5; Prereq: Principles of economics. Theoretical analysis of the location of economic activity. Practical applications to modern business firms and industries. Same course as — (ECO 361).
- (GEO 362) **Conservation of Natural Resources**. 5; Examination of the endowment, use, and conservation of natural resources in the modern world. Emphasis on problems and practices in the South. Course designed to satisfy resource certification for social studies teachers. Same course as — (ECO 362).

## Insurance

- RMI 3015** (INS 310) **Risk Management**. 5; An understanding of the importance of risk in the business firm and the family unit; principles underlying the selection of the means of handling economic risk; analysis of insurance as one of the techniques of risk management.
- RMI 3105** (INS 320) **Life and Health Insurance**. 5; Prereq: RMI 3015 (INS 310). Use of insurance to provide protection against the economic loss caused by termination of earning capacity through premature death, disability, and old age; analysis of benefits, contracts, legal doctrines, and arithmetic of life and health insurance. (Similar to Parts HS 301 and HS 302 of CLU Program.)
- RMI 4135** (INS 410) **Employee Benefit Plans**. 5; Study of the group and social insurances that provide death, disability, and retirement benefits. Analysis of contractual arrangements, benefit formulas, financing, underwriting. (Similar to Part HS 303 of the CLU Program.)

RMI 4805	(INS 415) <b>Estate Planning.</b> 5; Prereq: RMI 3015 (INS 310) and RMI 3105 (INS 320). Analysis of the overall estate plan, impact of death transfer costs on estate assets, integration of life insurance with wills and trusts.	—————	(MAN 416) <b>Labor Relations.</b> 5; Prereq: — (MAN 312). An analysis of managerial functions associated with managing employees who work under a collectively bargained labor agreement.
RMI 4210	(INS 421) <b>Property Insurance.</b> 5; Study of the concepts involved in the protection provided by the several types of property insurance contracts, including fire, business interruption, ocean and inland marine, boiler and machinery.	—————	(MAN 422) <b>Organization Theory.</b> 5; Prereq: (MAN 312). Analysis of the effective utilization of factors of production to achieve the goals of the enterprise. Emphasis on the proper utilization of the human factor.
RMI 4225	(INS 422) <b>Liability Insurance.</b> 5; Study of the concepts involved in the protection provided by the several types of casualty insurance contracts including: liability, workmen's compensation, automobile, fidelity, surety, crime, and multiple-line insurance policies.	MAN 4712	(MAN 432) <b>Business and Society.</b> 5; Prereq: (MAN 312). Examines the relationship between business firms and other elements of society such as the individual in the organization, the community, ecology, the consumer, and government.
RMI 4020	(INS 423) <b>Analysis of the Insurance Functions.</b> 5; Study of the formation and organization of insurance companies, marketing, underwriting, reinsurance, insurance rate making, loss prevention, loss adjustment, and government regulation in the property and liability area.	MAN 4724	(MAN 442) <b>Administrative Decision Making.</b> 5; Prereq: — (MAN 312). An analysis of the managerial role as a decision maker. Investigates the logic of the decision process, including the effect of environmental factors and the role of quantitative techniques. Consideration is given to the behavioral implications of decision activity.
RMI 4315	(INS 450) <b>Speculative Risk and Speculative Markets.</b> 5; Types of speculative risk and their treatment, with particular attention to hedging.	QMB 4600	(MAN 444) <b>Introduction to Management Science.</b> 5; Prereq: MAC 3233 (MSC 305). An analysis of how management science techniques aid in managerial decision making. Includes sections on decision-making theory, break-even analysis, inventory problems, and linear programming.
RMI 4945	(INS 475) <b>Practicum in Insurance.</b> v. 1-5.	QMB 4602	(MAN 446) <b>Managerial Analysis.</b> 5; Prereq: QMB 4600 (MAN 444). Applications of quantitative tools and techniques to the problems of management.
RMI 4931	(INS 480) <b>Seminar in Insurance.</b> 5; Prereq: RMI 3015 (INS 310), RMI 3105 (INS 320) and RMI 4210 (INS 421) or RMI 4225 (INS 422). Study of the functional operations of the insurance business. Topics covered include underwriting, claims handling, reinsurance, rate and rate making, types of insurance carriers and regulation.	MAN 4720	(MAN 452) <b>Business Policy.</b> 5; Prereq: Sixty credits in business administration. An analysis of how functions such as sales, finance, procurement, distribution, and personnel are correlated to form an integrated business policy.
RMI 4935	(INS 490) <b>Special Problems in Insurance.</b> v. 1-5; Prereq: RMI 3015 (INS 310) and either RMI 3105 (INS 320) and RMI 4135 (INS 410) or RMI 4210 (INS 421) and RMI 4225 (INS 422). Special problem or project of interest in the student's major.	—————	(MAN 455) <b>Social-Psychological Aspects of Management.</b> 5; Identical to — (PSY 455); see PSY course description.
RMI 6106	(INS 601) <b>Life and Health Insurance.</b> 5; Examination of life and health insurance with attention to structure of contracts, benefits, premiums, and reserves. Use of contracts and legal aspects.	MAN 4943	(MAN 476) <b>Practicum in Management.</b> v. 1-5; Prereq: Consent of department. Allows the student to combine classroom work with internship in local businesses or institutions.
RMI 6208	(INS 602) <b>Property and Liability Insurance.</b> 5; Principles of the non-life insurances and risk situations that they are designed to meet.	—————	(MAN 480) <b>Management Problems.</b> 5; Prereq: Senior classification in management. Emphasis on the discussion and analysis of contemporary management problems.
RMI 6932	(INS 680) <b>Seminar in Insurance.</b> 5; Study of functional aspects of insurance, with particular attention to underwriting, claims adjusting, reinsurance, types of carriers, regulation.	MAN 4905	(MAN 490) <b>Directed Individual Study in Management.</b> v. 1-5; Prereq: Consent of instructor. Allows students to investigate special topics in management. Particularly topics of local or regional interest.
RMI 6936	(INS 690) <b>Special Problems in Insurance.</b> v. 1-5; Special problem or project of interest to student of insurance.	—————	(MAN 512) <b>Organizational Management.</b> 5; Principles of management which apply to business and social organizations. Emphasis on the management of people. Required for MBA candidates who have not had foundation work in administrative management.
—————	(INS 960-989) <b>Venture Studies.</b> 5 each. For sample course descriptions, see Venture Studies section of this Catalog.	MAN 6409	(MAN 616) <b>Labor Relations and Collective Bargaining.</b> 5; Prereq: — (MAN 512) or equivalent. Problems in collective bargaining and managing personnel who work under a collectively bargained labor agreement. Designed for the MBA student who intends to manage workers in accordance with a collectively bargained labor contract.

## Management

—————	(MAN 312) <b>Administrative Management.</b> 5; Fundamentals of management which permeate organizations. Includes introductory studies of administrative structure, organizational environment, and managerial functions and processes.
—————	(MAN 412) <b>Personnel Management.</b> 5; Prereq: — (MAN 312). A study of personnel func-



- MAN 6428 (MAN 618) **Contemporary Issues in Labor Relations.** 5; Prereq: — (MAN 416) or MAN 6409 (MAN 616). Analysis and evaluation of contemporary issues affecting the relationship between union and management. Discusses issues such as the role of the government, labor-management cooperation and conflict, changes in collective bargaining structures and public employee bargaining.
- MAN 6205 (MAN 622) **Topics in Organization Theory.** 5; Prereq: — (MAN 512) and — (PSY 655). A systematic approach to the design of structural components of organization for the purpose of increasing efficiency and effectiveness. Emphasis on internal and external determinants of structure and on the impact of structure on behavior in the organization.
- MAN 6063 (MAN 634) **Management Philosophy and Practice.** 5; Prereq: — (MAN 512) or equivalent. Studies on the thoughts of top management executives. Provides a history of the evolution of prevailing management thought. Offered as an elective in the MBA program.
- (MAN 644) **Quantitative Managerial Analysis.** 5; Prereq: MAC 3233 (MSC 305) or equivalent. Management science models and their application to management decisions. Required of all MBA students not taking ACC 6331 (ACC 602).
- (MAN 646) **Advanced Problems in Managerial Analysis.** 5; Prereq: — (MAN 644). Use of the scientific method and quantitative methods in analyzing business problems. Emphasis on the firm as an entity. An elective in quantitative management for MBA students.
- MAN 6726 (MAN 654) **Advanced Business Policy.** 5; Prereq: Thirty credits in graduate business administration. An analysis of how the various parts of the enterprise are integrated to meet objectives. Required of all MBA students.
- MAN 6940 (MAN 675) **Practicum in Personnel and Business Psychology.** v. 5-10; Prereq: — (MAN 684) and permission of track director. Supervised work experience in an industrial setting. The student, his advisor, and a supervisor from a cooperating business agree on course goals and requirements. For each credit hour, at least three hours per week must be spent in working.
- (MAN 680) **Advanced Interdisciplinary Seminar in Counseling.** 2; (SOC/ECG/MAN/PSY 680) Coreq: Practicum for selected track. Limited to students admitted to the degree program and nearing completion of course work. Integration of counselor education and experience; anticipation of future issues and problems; cross-fertilization of ideas with counselors in different fields; preparation for leadership in chosen field of counseling; and group experience to develop further an understanding of self and interpersonal relationships.
- (MAN 684) **Advanced Topics in Personnel Relations.** 5; Prereq: — (MAN 412). An in-depth analysis of selected personnel topics such as manpower forecasting, selection, performance appraisal, executive training and development, problem employees, and industrial counseling. Students will present seminars in one or more of these topics which combine appropriate literature and related industrial experience.
- MAN 6930 (MAN 685) **Special Topics in Management.** 5; Prereq: Permission of instructor. Analysis and discussion of advanced problem areas in management.
- MAN 6905 (MAN 692) **Directed Individual Studies in Management.** v. 1-5; Prereq: — (MAN 512) or equivalent. Allows the MBA student to investigate selected management topics, especially those of local or regional interest.
- (MAN 960-989) **Venture Studies.** 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Marketing

- MAR 3023 (MAR 321) **Principles of Marketing.** 5; Prereq: Principles of economics. An introduction to the process of planning market programs for goods and services. Techniques of analyzing the market and its environment are introduced as background for making decisions in product planning, promotion, distribution, and pricing.
- (MAR 421) **Marketing Research and Information.** 5; Prereq: MAR 3023 (MAR 321) and elementary statistics. A study of research methods and information-gathering techniques which are applicable to problem solving in the field of marketing. Consideration is given to interpretation and use of information available.
- (MAR 432) **Advertising and Sales Promotion.** 5; Prereq: MAR 3023 (MAR 321). Concerned with planning by the marketing manager of programs for advertising of products and services. Involves preparatory research, setting of objectives, planning of budget, media, and creative programs, and evaluation of advertising effectiveness.
- (MAR 433) **Sales Management.** 5; Prereq: MAR 3023 (MAR 321). The problems of sales managers in consumeristic society and the tools which may be useful for solving these problems.
- (MAR 435) **Consumer Behavior.** 5; Prereq: MAR 3023 (MAR 321). An analysis of the behavioral factors affecting demand. Consideration is given to the purchasing behavior of the industrial buyer and the ultimate consumer.
- (MAR 441) **Marketing Management: Policies and Programs.** 5; Prereq: MAR 3023 (MAR 321). Focuses on the problems and decision-making processes of marketing managers. Employs an integrated, interdisciplinary approach, utilizing economic, behavioral, and quantitative concepts in analyzing and solving marketing problems and in establishing marketing policies.
- (MAR 451) **Retail Management.** 5; Prereq: MAR 3023 (MAR 321). Marketing and management concepts which relate directly to the retail organization. Includes an analysis of pricing, buying, credit, promotion, personnel, and control.
- MAR 4453 (MAR 455) **Industrial Marketing and Purchasing.** 5; Prereq: MAR 3023 (MAR 321). A study of the industrial market and strategies developed to compete in these markets. Purchasing function analyzed in relation to selection of source of supply and development of a purchasing policy.

_____	(MAR 477) <b>Practicum in Marketing</b> . v. 1-5; Prereq: Consent of department. Allows the student to combine classroom work with internship in local businesses or institutions.		
_____	(MAR 481) <b>Marketing Problems</b> . 5; Prereq: Senior classification in marketing. Emphasis on the discussion and analysis of contemporary marketing problems.	REE 3300	(REU 311) <b>Real Estate Principles and Practices II</b> . 5; Prereq: REE 3040 (REU 310). Principles and practices of real estate appraising, finance, investment analysis, and management. (Satisfies educational requirement for the Florida real estate broker's license.)
_____	(MAR 493) <b>Directed Individual Study</b> . v. 1-5; Prereq: Consent of instructor. Allows students to investigate special topics in marketing. Particularly topics of local or regional interest.	REE 3700	(REU 320) <b>Urban Land Use Planning</b> . 5; Prereq: REE 3040 (REU 310) or consent of instructor. Concepts, principles, and public policies pertaining to the utilization and development of urban land. Location, land use, urban growth, land use controls, comprehensive planning, and urban renewal legislation are treated with an emphasis on planning and economic analysis.
_____	(MAR 613) <b>Research and Consumer Behavior</b> . 5; Prereq: _____ (MAR 643). Marketing research methods are studied in relation to the choice-making process of consumers and how this information enables better marketing management strategy decisions. Managerial evaluation of research and the scope of possible information are emphasized. An elective in the MBA program.	REE 3140	(REU 330) <b>The Valuation of Real Property</b> . 5; Prereq: REE 3300 (REU 311) or consent of instructor. Analysis of the nature, causes, and measurement of real property value. Emphasis on the appraisal of income-producing properties and new valuation methodologies.
_____	(MAR 615) <b>Marketing Channel Systems</b> . 5; Prereq: _____ (MAR 643). An investigation into the nature and role of marketing channels and intermediaries. Major marketing strategy problems such as designing channel objectives and constraints, distinguishing major channel alternatives, and motivating, evaluating, and controlling channel members will be analyzed. An elective in the MBA program.	REE 4305	(REU 440) <b>Real Estate: Finance and Investment Analysis</b> . 5; Prereq: REE 3300 (REU 311) or consent of instructor. Advanced concepts, principles, and models of real estate finance and investment analysis. Emphasis on case analysis and policy formulation.
_____	(MAR 617) <b>Advertising Management</b> . 5; Prereq: _____ (MAR 643). Study of the advertising management function. Case analysis and readings are utilized to develop decision-making skills in product positioning, media selection, creative programs, and evaluation of effectiveness. An elective in the MBA program.	REE 4730	(REU 450) <b>Feasibility Analysis and Land Development</b> . 5; Prereq: REE 3300 (REU 311) or consent of instructor. Examination of feasibility analysis, market studies, and the land development process. Emphasis on economic, financial, and institutional considerations influencing residential, commercial, and industrial land development decisions.
_____	(MAR 643) <b>Marketing Management and Institutions</b> . 5; Prereq: TRA 5223 (TRL 551). Study and application of marketing decision-making techniques to marketing problems faced by business managers. Stresses the manager's use of marketing research, marketing planning, and marketing decision-making tools.	REE 4800	(REU 460) <b>Brokerage and Management of Real Property</b> . 5; Prereq: REE 3040 (REU 310) or consent of instructor. Policies, principles, and practices of brokerage and management as applied to real property. An examination and analysis of the fundamental aspects of the brokerage and management functions.
MAR 6406	(MAR 681) <b>Sales Management Seminar</b> . 5; Prereq: _____ (MAR 643). Study of the planning, leadership, and control functions in administering the personal sales activity of the firm. Analysis of cases and recent research is integrated to encourage the development of managerial analytical ability. An elective in the MBA program.	REE 4900	(REU 490) <b>Directed Individual Study</b> . v. 1-5; Prereq: Consent of instructor. Investigation of selected problems and topics of current and permanent import in real estate and urban land economics.
MAR 6933	(MAR 682) <b>Special Topics in Marketing</b> . 5; Prereq: Permission of instructor. Analysis and discussion of advanced problem areas in marketing.	REE 6795	(REU 680) <b>Seminar in Urban Land Use Planning</b> . 5; Advanced study and research in urban land use planning. Emphasis on analysis and policy formulation.
_____	(MAR 693) <b>Directed Individual Study</b> . v. 1-5; Prereq: _____ (MAR 643). Allows the MBA student to investigate special marketing topics, especially those of local and regional interest.	REE 6395	(REU 681) <b>Seminar in Real Estate Finance and Investment Analysis</b> . 5; Advanced study and research in real estate finance and investment analysis. Various topics of current and permanent import are examined and critically evaluated.
_____	(MAR 960-989) <b>Venture Studies</b> . 5 each. For sample course descriptions, see Venture Studies section of this Catalog.	REE 6195	(REU 682) <b>Seminar in Real Property Valuation</b> . 5; Advanced study and research in the valuation of real property. Examination and critical analysis of theories of values and appraisal methodologies.
		REE 6906	(REU 690) <b>Directed Individual Study</b> . v. 1-5; Prereq: Consent of instructor. Investigation of selected problems and topics of current and permanent import in real estate and urban land economics.

## Real Estate and Urban Land Economics

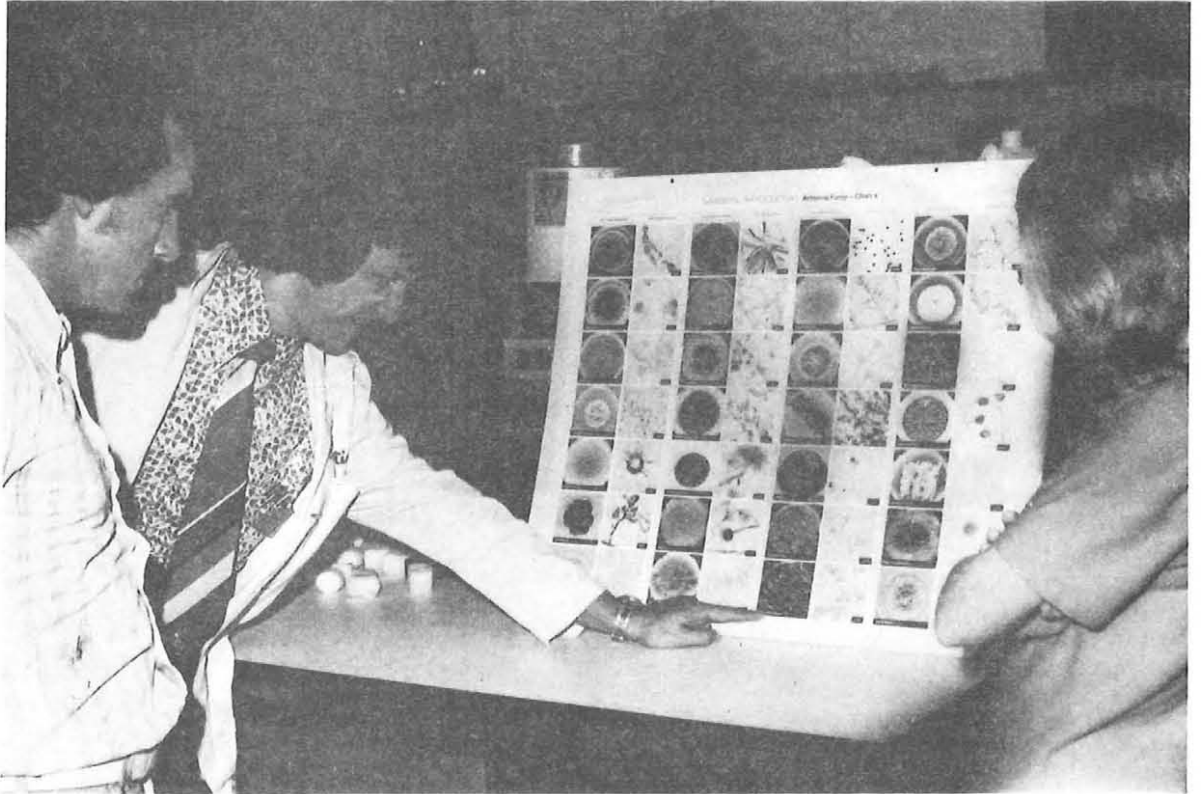
REE 3040 (REU 310) **Real Estate Principles and Practices I**. 5; Examination and analysis of concepts, principles, and practices pertaining to the ec-

## Transportation and Logistics

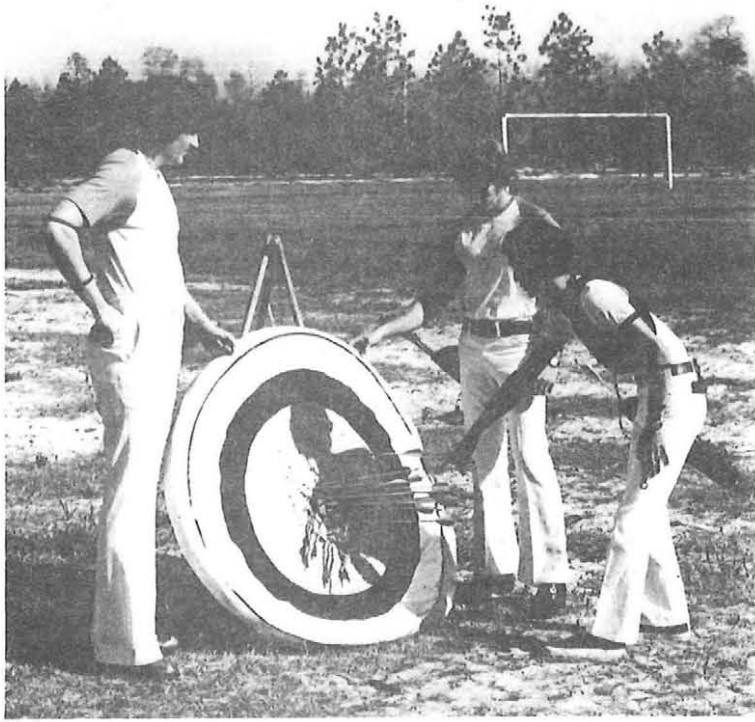
- TRA 3222 (TRL 352) **Production, Marketing, and Logistics Management.** 5; Administrative control and problems of functional systems.
- TRA 3020 (TRL 353) **Transportation Economics.** 5; Theory and application of transport pricing, competition, and regulation.
- TRA 3202 (TRL 354) **Logistics Systems Design and Control.** 5; Prereq: TRA 3222 (TRL 352). Design, operations, and control of logistics systems for producing and servicing firms.
- TRA 3210 (TRL 355) **Logistics Subsystems Analysis.** 5; Prereq: TRA 3222 (TRL 352). Components, functions, and analysis of logistics subsystems.
- TRA 3300 (TRL 356) **Transportation and the Regulatory Environment.** 5; Sources, methods, and effects of regulation as related to carrier operations.
- TRA 4280 (TRL 451) **Applied Logistics Management.** 5; Prereq: TRA 3222 (TRL 352). Case studies and problems in logistics encountered by local firms.
- TRA 4380 (TRL 453) **Transport Policy and Problems.** 5; Prereq: TRA 3020 (TRL 353). Public investment, inter-agency competition, taxation and development of a national transportation system.
- TRA 4500 (TRL 454) **Urban Transportation.** 5; Objectives, alternative systems, and problems of movement in an urban environment.
- TRA 4400 (TRL 455) **Applied Carrier Management.** 5; Prereq: TRA 3020 (TRL 353). Case studies and problems in carrier management and operations of local firms.
- TRA 4910 (TRL 490) **Directed Individual Study.** v. 1-5; Prereq: Consent of chairperson. Study of special topics under faculty guidance.
- TRA 5223 (TRL 551) **Production, Marketing, and Logistics Management.** 5; Prereq: Graduate standing. Analysis of the production, marketing, and logistics functions.
- TRA 6220 (TRL 651) **Operations Management.** 5; Prereq: TRA 5223 (TRL 551) and thirty credits in graduate business administration. Theories, design, and control of production and distribution systems.
- TRA 6935 (TRL 681) **Seminar in Logistics Systems.** 5; Analysis of logistics problems.
- TRA 6932 (TRL 682) **Seminar in Transportation Policy and Problems.** 5; Evaluation of national transportation policy and alternatives.
- TRA 6590 (TRL 683) **Seminar in Urban Transport.** 5; Prereq: Consent of chairperson. Objectives, evaluation, and feasibility of transport systems in an urban environment.
- TRA 6490 (TRL 684) **Seminar in Carrier Management.** 5; Case problems and decision making relating to public and private carriers.
- TRA 6905 (TRL 690) **Directed Individual Study.** v. 1-5; Prereq: Consent of chairperson. Study of special topics under faculty guidance.











# College of Education

## Counseling and Guidance in Education

- (ECG 510) **Introduction to Guidance.** 3; Designed to provide students with an overview of the function of guidance within the educational structure. Historical and philosophical perspectives are presented, and the responsibilities and roles of the school counselor delineated.
- (ECG 603) **Assessment of Individuals: Theories and Strategies.** 5; Same as PSY/ECG 603. Prereq: Qualified for admission to MA in counseling program. To enhance understanding of behavior assessment process: initial contact, observation, interview, testing, analysis, evaluation. Basic principles of measurement and research design involved in: identification of problem behavior, assistance to clients in self-understanding, conduct of evaluations, participation in personnel decisions. Includes laboratory.
- (ECG 605) **Counseling Theories and Processes I.** 5; Same as PSY/ECG 605. Prereq: PSY/SOC 601. To create an understanding of assumptions, implications, and ethics related to the counseling process: theories and methods of learning for individual and group counseling; application of research to the counseling process. Includes counselor skill laboratory.
- (ECG 606) **Counseling Theories and Processes II.** 5; Same as PSY/ECG 606. Prereq: PSY/ECG 605 (may not be taken concurrently). Continuation of — (PSY/ECG 605). A laboratory/practicum is required.
- (ECG 607) **Career Development and Vocational Decision Making: Theories and Strategies.** 3; Same as ECG/PSY 607. Prereq: Qualified for admission to MA in counseling degree program. To develop an understanding of theoretical bases of career development; strategies for promoting development and decision making; manpower utilization; contemporary work and mobility; trends in the world-of-work.
- EGC 6005 (ECG 610) **Organization and Administration of Guidance and Student Services.** 5; An in-depth study of student services, including components, professional development, organizational structures, laws, and accountability, with emphasis on their relationship to the guidance of student services administrator.
- EGC 6106 (ECG 611) **Learning Theory and Guidance Practice.** 5; To develop understanding of learning theory and its application to the guidance of children and youth.
- EGC 6565 (ECG 612) **Group Methods in Counseling and Guidance.** 5; Methods, materials, and counseling techniques appropriate for group guidance. Emphasis is placed on planning and procedures to conduct small and large group guidance activities in the school setting; guidance counselor's role as a consultant to teachers, parents, community groups.
- EGC 6225 (ECG 613) **Appraisal Procedures in Counseling.** 5; Prereq: (EDU 601) or one course in tests and measurements. Advanced study of standardized tests in schools: achievement; aptitude; interest; and intelligence. Includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling.
- EGC 6306 (ECG 614) **Career Guidance Resources.** 5; Designed to equip the educator with competencies necessary to assist students in making decisions among educational and career alternatives. Emphasis on planning for careers, identification, selection, and use of educational and career guidance resources.
- (ECG 675) **Practicum in Counseling.** v. 5-10; Prereq: Permission of the track director and completion of all other requirements for the MA in counseling degree or all guidance certification requirements. Supervised counseling experience in an educational setting. For each credit hour, at least three hours per week during a quarter must be spent in practicum.
- (ECG 676) **Internship in Counseling and Guidance.** v. 5-10; Prereq: Completion of all degree or certificate requirements and permission of the chairperson. Designed to offer practical, in-depth, supervised experience in an educational setting. Provides additional



experiences in guidance, testing, consultation, and general administration of guidance or student services to supplement the counseling emphasis in — ECG 675. For each credit hour, at least three hours per week during a quarter must be spent in internship.

- (ECG 680) **Advanced Interdisciplinary Seminar in Counseling.** 2; — (SOC/ECG/MAN/PSY 680) Coreq: Practicum for selected track. (Limited to students admitted to the MA in counseling degree program and nearing completion of course work.) Integration of counselor education and experience; anticipation of future issues and problems; cross-fertilization of ideas with counselors in different fields; preparation for leadership in chosen field of counseling; group experience to develop further understanding of self and interpersonal relationships.
- (ECG 685) **Seminar: Contemporary Problems and Issues.** 2; Analysis of current social and educational issues and research pertinent to the improvement of guidance and counseling services.
- EGC 6934 (ECG 686) **Seminar: Consultation Skills.** 3; Examination of consultation models appropriate to education. To develop basic skills in consulting with parents and teachers.
- EGC 6905 (ECG 690) **Directed Individual Study.** v. 1-5; Prereq: Permission of the track director. Supervised individual investigation of specific problems in counseling and guidance within educational settings.
- EGC 6905 (ECG 691) **Individual Studies in Education.** v. 1-5; Prereq: Permission of the chairperson. Designed to provide students with opportunities to undertake supervised study of individually selected topics in education.

## Educational Administration and Supervision

- EDA 5050 (EDA 500) **Overview of Educational Administration.** 5; The place and function of administration of public education at the local, state, and federal levels. Emphasis placed on organizational strategies and personnel roles. Designed especially for the non-major, but of great value to the practicing and future administrator.
- EDA 6052 (EDA 601) **Introduction to Education Administration.** 5; Theories of administration along with the study of basic concepts, principles, and practices in local, state, and federal organization and administration. Designed as initial course for majors.
- EDA 6510 (EDA 602) **Elementary School Administration.** 5; Prereq: EDA 6052 (EDA 601). The tasks, skills, and competencies desirable for administrative officers in elementary schools. Role of the administrator in working with the staff to identify objectives, design programs, and evaluate results.
- EDA 6530 (EDA 603) **Secondary School Administration.** 5; Prereq: EDA 6052 (EDA 601). The tasks, skills, and competencies desirable for administrative officers in secondary schools. Role of the administrator in working with the staff to identify objectives, design programs, and evaluate results.
- (EDA 604) **Vocational Education Administration.** 5; Principles of organization, selection of personnel, their duties and respon-

sibilities, establishment of policies and procedures; direction of the operational and instructional phases of vocational, technical, and adult education programs within federal, state, and local requirements. See — (EVO 604).

- EDA 6107 (EDA 605) **Systems Development: Educational Accountability.** 5; The development of non-computerized systems in the establishment of programs for educational accountability. Use of systems analysis processes in the development of functional management plans designed to resolve problems through comprehensive educational program planning implementation, and evaluation.
- (EDA 606) **Vocational School—Community Relations.** 5; The relationship between the school and the community with special emphasis on the identification of local needs and the design of a program to satisfy these needs. Special treatment of relationships between workers and management, parent contacts, and citizen participation. See — (EVO 606.)
- EDA 6201 (EDA 607) **Business Affairs Administration.** 5; The program of public school financing through the Minimum Foundation Program. School building and district fiscal management, record keeping and reporting including budgeting, purchasing, and accounting. Program accountability through P.P.B.E.S. and the Florida State Cost Analysis Management Information System.
- EDS 6050 (EDA 608) **Supervision of Instruction.** 5; Prereq: EDA 6052 (EDA 601). Principles, practices, and trends in the supervision of the total instructional program. The supervisory duties, responsibilities, and factors involved.
- EUT 6365 (EDA 609) **Supervision of Vocational Education.** 5; The principles, practices, and trends in the supervision and development of the vocational education staff and program. Supervisory duties, responsibilities, and factors involved. (See EVO 609.)
- EDS 6130 (EDA 610) **Supervisory Practices.** 5; Prereq: EDA 6050 (EDA 608). A practical course in the supervision of instruction. Emphasis on the application of supervisory principles and practices.
- EDS 6137 (EDA 611) **Performance Objective Development and Use.** 5; Rationale and theory for objective development and use for educational program supervision and management. Emphasis placed upon systematic goal setting, objective specification, and evaluation for various types of program accountability. Includes specific orientation for utilizing objectives in the individualization of instruction.
- EDS 6105 (EDA 612) **Human Relations in Educational Supervision.** 5; Identifying and diagnosing educational problems, designing action plans to resolve them, diagnosing and strengthening teamwork skills, and improving communications with teachers, students, the community and each other.
- EDA 6196 (EDA 613) **Leadership Theory in Educational Administration.** 5; Study of leadership theory in educational administration. Emphasis on current research, concepts, and principles of leadership and administration. Additional emphasis on theories of organization and administration of public education.

- EDF 3005 (EDU 300) Foundations of Performance-Based Education. 5; Designed to provide an orientation to performance-based education and knowledge of the structure, politics, governance and funding of education and its relation to the larger societal context. Emphasis will be placed upon career exploration, communication skills assessment and human relations techniques. In addition, students will be expected to demonstrate skill in the use of audio-visual aids and library resources.
- EDG 3331 (EDU 301) General Methods and Curriculum I. 5; An introduction to the design and implementation of curriculum. Emphasis is placed on developing and writing objectives, planning lessons, and practicing teaching skills. Field experience required.
- EDF 4430 (EDU 401) Measurement and Evaluation in Education. 5; Study of the basic principles and methods of measurement and evaluation of student learning in schools.
- EDG 4280 (EDU 411) General Methods and Curriculum II. 5; Prereq: EDG 3331 (EDU 301). A continued analysis of the curriculum with special emphasis on classroom management, media applications, and measurement and evaluation systems. Field experience required.
- MUE 4041 (EDU 461) Music Education in Elementary Schools: The Organization and Teaching of General Music. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), and four content prerequisites. See Special Methods course prerequisites — Secondary Majors.\* Designed to acquaint students with a balanced general music curriculum. Emphasis placed on understanding and plan-
- (EDA 614) Principles of School Accreditation. v. 1-5; Purposes, principles, procedures, and criteria for school accreditation. Role of the administrator and staff in preparing a school for self-study and accreditation.
- EDA 6945 (EDA 675) Practicum in Administration and Supervision. v. 5-15; Application of concepts, principles, and skills advanced graduate students have acquired. Internship and seminar experiences. May be repeated with change of content up to a maximum of 15 credits.
- EDA 6910 (EDA 690) Individual Study and Research. 5; Prereq: Consent of instructor. For students who wish to undertake an individual or group project related to administration and supervision. May be repeated with change of content for up to a maximum of 15 credits.
- EDA 6931 (EDA 691) Special Topics. v. 1-5; Prereq: Consent of instructor. For students who wish to undertake study of individually selected topics related to administration and supervision. May be repeated with change of content for up to a maximum of 15 credits.

## Education—Interdepartmental Courses

- EDF 3005 (EDU 300) Foundations of Performance-Based Education. 5; Designed to provide an orientation to performance-based education and knowledge of the structure, politics, governance and funding of education and its relation to the larger societal context. Emphasis will be placed upon career exploration, communication skills assessment and human relations techniques. In addition, students will be expected to demonstrate skill in the use of audio-visual aids and library resources.
- EDG 3331 (EDU 301) General Methods and Curriculum I. 5; An introduction to the design and implementation of curriculum. Emphasis is placed on developing and writing objectives, planning lessons, and practicing teaching skills. Field experience required.
- (EDU 305) Human Development. 5; Identical with — (PSY 305). See PSY course description.
- EDF 4430 (EDU 401) Measurement and Evaluation in Education. 5; Study of the basic principles and methods of measurement and evaluation of student learning in schools.
- EDG 4280 (EDU 411) General Methods and Curriculum II. 5; Prereq: EDG 3331 (EDU 301). A continued analysis of the curriculum with special emphasis on classroom management, media applications, and measurement and evaluation systems. Field experience required.
- MUE 4041 (EDU 461) Music Education in Elementary Schools: The Organization and Teaching of General Music. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), and four content prerequisites. See Special Methods course prerequisites — Secondary Majors.\* Designed to acquaint students with a balanced general music curriculum. Emphasis placed on understanding and plan-

- ning a developmental sequence of musical experiences to assure the sound musical growth of students grades K-6. Field experience required. Offered Fall Quarter only.
- MUE 4042 (EDU 462) Music Education in Secondary Schools: The Organization and Teaching of General, Choral, and Instrumental Music. 5; Prereq: MUE 4041 (EDU 461), — (MUS 416).\* The role of music in junior and senior high school adolescents' education, techniques for planning, teaching, and evaluating instruction, study of music appropriate to musical organizations and general music instruction. Field experience required.
- ARE 4047 (EDU 471) Art Education in Elementary Schools: An Inquiry. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), and for other content prerequisites see Special Methods course prerequisites—Secondary Majors.\* Examination of art education programs and resources, accentuating concepts, theories, and practices necessary to understand and to structure a sequence of art experiences which will provide opportunities for rational artistic development in children K-6. Field experience required. Offered Spring Quarter only.
- ARE 4341 (EDU 472) Art Education in Secondary Schools: An Inquiry. 5; Prereq: ARE 4047 (EDU 471).\* Continuing investigation of programs and resources, grades 7-12. Emphasizes understanding of and planning for experiences contributing to general art education of youth and providing prevocational skills development for adolescents contemplating careers in visual arts. Field experience required. Offered Fall Quarter only.
- EDF 5608 (EDU 500) Sociological Bases of Education. 5; A study of the contemporary social forces and their effect on the organization and nature of American education. The function of education in social change.
- EEX 5071 (EDU 501) Special Education Competencies: Regular Classroom Teacher. 5; A course designed to equip the regular classroom teacher with the knowledge and skills to deal more effectively with the atypical child who may or may not need special class placement.
- EDG 5935 (EDU 580) Seminar: Studies in Education. v. 1-5; Study of interdisciplinary or interdepartmental problems which are related to education.
- EDG 6001 (EDU 600) Professional Diagnosis and Assessment. 5; This course provides the tools for an initial assessment of an individual's career goals and the opportunity to research a specific professional role toward which studies will be planned.
- (EDU 601) General Educational Competencies: Measurements and Evaluation. 5; An in-depth study in application of principles and methods of measurement and evaluation including diagnosing pupil needs, measuring pupil achievement, and utilizing test data.
- EDG 6356 (EDU 602) General Educational Competencies: Models of Teaching. 5; Investigation, discussion, and implementation of curriculum models as they apply to current education including an analysis of their philosophical, historical, and psychological foundations.

\*A grade of "C" or better is required of all upper and lower division courses in order to be applicable to the program of study or as a prerequisite.

- EDG 6357 (EDU 603) General Education Competencies: Behavior Modification.** 5; A course designed to equip the classroom teacher and administrator with the knowledge and skills necessary to plan, conduct, and evaluate behavioral modification programs within a classroom setting.
- EDG 6335 (EDU 604) Contemporary Methods in Curriculum and Teaching.** 5; An in-depth study of instructional curriculum development through goal setting and the specification of performance objectives. Emphasis is placed upon needs assessment, use of criterion-referenced measurement, individualization of instruction, instructional accountability, and the development of competency modules.
- EDF 6481 (EDU 607) Introduction to Educational Research.** 5; Concentration on experimental behavioral research as a fundamental basis for "knowing" by practitioners in education. Examination of factors contributing to the scientific approach. Emphasis on the practical application of formal theory and research by classroom teachers and educational administrators.
- **(EDU 613) Supervision of Preservice Teachers.** 5; The function of the cooperating teacher who supervises preservice teachers.
- EDG 6325 (EDU 614) The Study of Teaching.** 5; Designed to bring about improvement of instruction by providing skills necessary to analyze one's own teaching behavior and the effect of that behavior upon children. Explores attitudes and beliefs, stressing those which foster development of self-concept and self-direction.
- **(EDU 690) Research: Studies in Education.** 5; Field-centered individual or group investigation of education problems of an interdepartmental or interdisciplinary nature.
- **(EDU 960-989) Venture Studies.** 5 each. For sample course descriptions, see Venture Studies section of this Catalog.

## Special Education

- EEX 5051 (EEC 500) Introduction to Special Education.** 5; The content, nature, issues, and trends of professions related to the education of the exceptional child. The course includes current terminology, definitions, and educational provisions in exceptional child education.
- EEX 5602 (EEC 502) Behavioral Management of the Maladaptive and Disruptive Child.** 5; An introduction to the theory and techniques of classroom management.
- EEX 5103 (EEC 510) Language Development and Communication Disorders.** 5; An introduction to the developmental aspects of language with attention paid to the teacher's ability to diagnose and correct communication disorders.
- EMR 5051 (EEC 511) Psychology and Education of the Mentally Retarded.** 5; An introductory course laying foundations for study of the nature and needs of the mentally retarded. The following topics are considered: causes, characteristics, incidence, types of mental deficiency, implications—social, vocational, institutional, and educational.
- ELD 5051 (EEC 512) Psychology and Education of the Learning Disabled.** 5; An introduction to the problems, nature, and needs of the disabled child. Topics considered include causes, characteristics, incidence, and educational implications.
- EED 5051 (EEC 513) Psychology and Education of the Emotionally Disturbed.** 5; Prereq: EEX 5051 (EEC 500). An introduction to the problems, nature, and needs of the emotionally disturbed child. Causes, characteristics, incidence, educational implications, social agencies, and community facilities are considered.
- EHD 5311 (EEC 514) Psychology and Education of the Hearing Impaired Child.** 5; Nature and needs of hearing impaired children with attention to the historical and philosophical aspects of their education.
- EEX 5283 (EEC 515) Career Education for the Handicapped.** 5; Prereq: Permission of instructor. Individual and group career development. Stress will be placed on instructional theory dealing with identification, awareness, exploration, and application. Academic, vocational, and social growth will be emphasized.
- EHD 5211 (EEC 542) Introduction to Total Communication.** 5; An understanding of various modes of communication and combination of modes used in teaching hearing impaired individuals, and the knowledge of methods, procedures, and materials used in teaching these modes of communication.
- **(EEC 604) Special Education Generic Competencies: Laboratory in Evaluation.** 5; Prereq: Permission of instructor. An extension of the student's evaluation skills to include attention to specialized tests in specific disability areas. Emphasis will be placed on translating test results into educational practice as well as stressing the skills necessary for evaluating ongoing programs.
- EEX 6221 (EEC 605) Psychodiagnosis of Learning Problems.** 5; Prereq: EEH 5602 (EEC 502) or EDG 6357 (EDU 603), ——— (EEC 604). Focuses on development skills in instructional diagnosis utilizing the behavioral approach to develop appropriate academic and social responses in the child.
- EEX 6226 (EEC 606) Special Education Generic Competencies: Curriculum, Methods, and Materials.** 5; Prereq: EEX 5051 (EEC 500), EEX 5602 (EEC 502) or EDG 6357 (EDU 603), EEX 5103 (EEC 510). Curricula, methods, and materials relevant to teaching the handicapped child in groups and individually. Meets certification requirements for teachers of the hearing impaired, mentally retarded, emotionally disturbed, or learning disabled. Field experience required.
- EMR 6332 (EEC 610) Teaching the Severely Impaired.** 5; Prereq: EEX 5602 (EEC 502) or EDG 6357 (EDU 603) and EMR 5051 (EEC 511). Curriculum and methodological training for personnel to work with severely impaired children and adults in residential and community settings. Field experience required.
- **(EEC 611) Special Education Consulting Teacher.** 5; Prereq: Permission of instructor. Methods and experiences designed to equip the special education teacher to work as a resource person within the educational and community setting. Field experience required.

EEX 6224	(EEC 612) <b>Preschool Programming for the Exceptional Child.</b> 5; Prereq: Permission of instructor. Early identification and remediation skills designed to prevent or ameliorate special class placement. Field experience required.	LAE 3314	(*EEL 321) <b>Language Arts Methods for Elementary Teachers.</b> 5; Methods and resources for teaching language arts in the elementary school. Field experience required.
EHD 6261	(EEC 640) <b>Speech Science and Audiology.</b> 5; A study of the physical characteristics of the speech and hearing mechanisms, the physical dimensions of sound, the psycho-acoustic aspects of sounds, and the relationship among these areas. Field experience required.	RED 3310	(*EEL 322) <b>Reading Methods I for Elementary Teachers.</b> 5; Study of the reading process, approaches, skills, and materials used in elementary reading instruction. Field experience required.
EHD 6241	(EEC 641) <b>Language Instruction for the Hearing Impaired Child.</b> 5; Prereq: EEX 5103 (EEC 510). Theoretical and practical aspects of the development, evaluation, and improvement of receptive and expressive language of children with hearing impairments. Field experience required.	RED 3311	(EEL 323) <b>Reading Methods II for Elementary Teachers.</b> 5; Prereq: RED 3310 (EEL 322). Analysis of reading ability and prescription of instructional strategies. Field experience required.
EHD 6341	(EEC 643) <b>Curriculum and Instruction of the Hearing Impaired Child.</b> 5; Prereq: Permission of instructor. Development and adaption of curriculum materials and instructional procedures in reading, mathematics, science, and social studies to fit the special educational needs of hearing impaired children.	MAE 3312	(*EEL 331) <b>Mathematics Methods for Elementary Teachers.</b> 5; Prereq: MAE 3810 (MSC 308) or equivalent. Methods and resources for teaching mathematics in the elementary school. Field experience required.
EHD 6242	(EEC 644) <b>Teaching Speech to the Handicapped Child.</b> 5; Prereq: EEX 5103 (EEC 510). Theoretical and practical aspects in teaching speech to children with hearing impairment, intellectual deficits, physical handicaps, and/or speech disorders.	SCE 3312	(*EEL 341) <b>Science Methods for Elementary Teachers.</b> 5; Methods and resources for teaching science in the elementary school. Field experience required.
EHD 6281	(EEC 645) <b>Speechreading and Auditory Training.</b> 5; Prereq: EEX 5103 (EEC 510), EHD 5311 (EEC 514), EHD 6261 (EEC 640), EDH 6241 (EEC 641). Theoretical and practical aspects of speechreading and auditory training for teachers of the hearing impaired.	—————	(*EEL 361) <b>Social Studies Methods for Elementary Teachers.</b> 5; Methods and resources for teaching social studies in the elementary school. Field experience required.
—————	(EEC 675) <b>Practicum in Special Education.</b> v. 5-15; Prereq: Permission of Department (may include completion of Department Learning Packet.) Supervised field experience in specific disability areas.	EDE 3940	(*EEL 375) <b>Practicum I: Junior Year.</b> 5; Presentation of theory and methods related to classroom performance correlated with extensive field experience.
EEX 6936	(EEC 680) <b>Advanced Seminar in Current Topics in Special Education.</b> 5; Prereq: Permission of chairperson. A seminar designed for advanced special education students that allows for an in-depth study of specific topics in mental retardation, learning disabilities, and emotional disturbances.	EEC 4009	(*EEL 411) <b>Early Childhood Education I.</b> 5; Basic principles and trends in the development of programs for young children. Emphasis on the developmental process and behavior of the preschool child. Field experience required.
EEX 6926	(EEC 685) <b>Advanced Study in Special Curriculum for the Handicapped.</b> v. 1-5; Prereq: Permission of instructor. Practical aspects of teaching updated curriculum through workshop or inservice arrangement.	EEC 4301	(*EEL 412) <b>Early Childhood Education II.</b> 5; Prereq: EEC 4009 (*EEL 411). Selecting, planning, and utilizing methods, activities, and resources for programs for the young child. Field experience required.
EEX 6911	(EEC 690) <b>Independent Study and Research.</b> v. 1-5; Prereq: Permission of instructor. Supervised readings and utilization of current resource findings in special education.	LAE 4414	(EEL 421) <b>Literature for the Elementary Child.</b> 5; A survey of literature for various grade and interest levels. Field experience required.
—————	(EEC 693) <b>Research in Special Education.</b> v. 1-5; Prereq: Permission of instructor. A course designed to allow advanced students to analyze, interpret, and apply research findings in classroom setting.	MUE 4401	(EEL 471) <b>Music Methods for Elementary Teachers.</b> 5; Study and appraisal of teaching techniques, music literature, learning activities, curricular plans, and materials essential to the sequential development of musical learning of elementary school children. Field experience required.
		ARE 4313	(EEL 472) <b>Art Methods for Elementary Teachers.</b> 5; Exploration of methods and resources, touching upon art concepts and educational practices; designed to develop competencies in making art, in art criticism, and in designing and implementing art educational experiences for and with children. Field experience required.
		EDE 4943	(EEL 475) <b>Practicum II: Student Internship.</b> 15; Prereq: Completion of requirements prescribed on student teaching application form. Designed as a culminating experience in the student's major field, which allows the student an opportunity to practice skills under careful observation and in cooperation with a master teacher.

## Elementary Education

All 300-400 Level courses in elementary education require as prereq: EDF 3005 (\*EDU 300), EDG 3331 (EDU 301), and EDG 4280 (EDU 411) or permission of the department.

\*Indicated courses or their equivalent must be completed before senior internship.  
 \*\*Students desiring certification in both elementary and early childhood education must complete EEL 411 and EEL 412.

- EDE 4905** (EEL 490) *Individual Investigation and Study*. v. 1-5; Prereq: Consent of department chairperson.
- (EEL 575) *Practicum in Reading*. v. 1-5; Prereq: RED 3310 (EEL 322), RED 3311 (EEL 323). Demonstration of reading teaching competencies in the school setting.
- EDE 6245** (EEL 600) *The Elementary School Curriculum*. 5; Basic concepts of curriculum development and evaluation applied to the elementary program.
- EDE 6265** (EEL 601) *Innovative Trends in the Elementary School*. 5; Analysis and participation in innovative teaching strategies using a variety of resources.
- EEC 6051** (EEL 611) *Early Childhood Education*. 5; Theoretical bases and resultant trends in the development of preschool education.
- EEC 6205** (EEL 613) *The Early Child Center*. 5; Organizational patterns and programs for early childhood centers.
- LAE 6319** (EEL 621) *Language Arts Methods for Elementary Teachers*. 5; The language arts in the elementary curriculum.
- LAE 6714** (EEL 622) *A Critical Review of Writing for Children*. 5; An analysis of children's literature and its place in the elementary program.
- MAE 6318** (EEL 631) *Mathematics for Elementary Teachers*. 5; An extension of competencies in mathematics instruction in the elementary grades.
- SCE 6117** (EEL 641) *Science for Elementary Teachers*. 5; Advanced study of content, resources and processes used in science programs in the elementary school.
- SSE 6318** (EEL 661) *Social Studies Methods for Elementary Teachers*. 5; An examination and assessment of current emphases and strategies for social studies instruction in the elementary program.
- RED 6546** (EEL 671) *Diagnosis of Reading Disabilities*. 5; Prereq: RED 3310 (\*EEL 322) or equivalent and reading teaching experience. Study of the reading process, the linguistics of reading, instruments used in the evaluation of reading strengths and weaknesses.
- RED 6548** (EEL 672) *Remediation of Reading Disabilities*. 5; Prereq: RED 6546 (EEL 671). Application of reading miscue analysis leading to prescription of instructional strategies and their use in the elementary classroom.
- RED 6116** (EEL 673) *Supervision of Reading Instruction*. 5; Consideration of children's language and modality development and ways to assess reading competency; classroom organization for teaching reading; reading in the content areas; and competencies needed by the reading teacher and supervisory personnel in reading.
- EEC 6944** (EEL 675) *Practicum on Early Childhood Education*. 5; Prereq: or Coreq: EEC 6051 (EEL 611) or its equivalent. Observation and interpretation of the behavior of preschool children and methods of working with them.
- (EEL 676) *Professional Laboratory Experiences*. 5; Prereq: (Completion of 35 graduate program hours, — (EDU 601) and EDE 6245 (EEL 600). Competencies in measurement, evaluation, and curriculum are necessary for completion of this culminating experience.) Application of theories, tech-

niques, and methods for improving teaching in real and/or simulated situations.

- EDE 6910** (EEL 690) *Directed Individual Study and Research*. v. 1-5; Prereq: Consent of instructor and department chairperson. Pursuit of individual investigation of specific topic or field problem with faculty guidance.

## Secondary Education

- RED 3333** (ESE 322) *Reading Methods I for Secondary Teachers*. 5; Exploration of content area reading problems and investigation of various solutions. The reading process, approaches, skills, and materials used in secondary reading instruction are studied. Field experience required.
- RED 3334** (ESE 323) *Reading Methods II for Secondary Teachers*. 5; Prereq: RED 3310 (EEL 322) or RED 3310 (ESE 322). Analysis of reading ability and prescription of instructional strategies. Field experience required.
- ESE 3940** (ESE 375) *Professional Laboratory Experience*. v. 1-5; Application of theories, techniques, and methods in real and simulated situations. Laboratory experience required.
- LAE 4335** (\*ESE 421) *Special Methods: English*. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411) ENG 4815 (LIT 401) LIN 4011 (LIT 410), ENC 3424 (COM 304).\*\* Field experience required.
- FLE 4333** (\*ESE 428) *Special Methods: Foreign Languages*. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411) and a minimum of 20 quarter hours in one foreign language. Field experience required.
- MAE 4330** (\*ESE 431) *Special Methods: Mathematics*. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), four math courses with at least one course in Calculus.\*\* Field experience required.
- SCE 4330** (\*ESE 441) *Special Methods: Science*. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), three related courses in biological science or three related courses in physical science.\*\* Field experience required. For other content prerequisites see Special Methods course prerequisites—Secondary Majors.
- SSE 4384** (\*ESE 451) *Special Methods: Social Studies*. 5; Prereq: EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), plus specific content prerequisites which vary by major.\*\* For other content prerequisites see Special Methods course prerequisites—Secondary Majors. Field experience required.
- ESE 4943** (ESE 475) *Student Internship*. 15; Prereq: Completion of requirements prescribed on student teaching application form. Designed as a culminating experience in the student's major field which allows the student an opportunity to practice skills under careful observation and in cooperation with a master teacher. Internship is allowable only in major area of concentration.

\*Offered Fall Quarter only.

\*\*A grade of C or better is required of all upper and lower division courses in order to be applicable to the program of study or as a prerequisite.

ESE 4905	(ESE 490) <b>Individual Study and Research.</b> v. 1-5; Prereq: Consent of department chairperson.		
————	(ESE 575) <b>Practicum in Reading.</b> v. 1-5; Prereq: RED 3333 (ESE 322), RED 3334 (ESE 323). Demonstration of reading teaching competencies in the school setting.	EVT 3269	(EVO 309) <b>Organization of Instruction.</b> 5; Prereq: Completion of skill training in specialty. Basic principles of course construction, techniques and methods in instructional systems analysis. Organization of materials for teacher-made course of study including components, modules, and instruction sheets. Performance-based materials emphasized.
ESE 6215	(ESE 610) <b>The Secondary School Curriculum.</b> 5; In-depth reading and discussion of the curriculum organization and operation of the secondary school (Grades 7-12).		
LAE 6339	(ESE 621) <b>Special Methods in Teaching.</b> English. 5.	EVT 3806	(EVO 315) <b>Vocational Laboratory Organization.</b> 5; Prereq: Consent of instructor. Principles of shop/lab planning; specifications and layout of equipment, materials, tools, and teaching facilities; study and development of a sound program of safety education.
FLE 6370	(ESE 628) <b>Special Methods in Teaching Foreign Language.</b> 5.		
MAE 6336	(ESE 631) <b>Special Methods in Teaching Mathematics.</b> 5.	EVT 3380	(EVO 316) <b>Teaching Vocational-Industrial Subjects.</b> 5; Prereq: EVT 3269 (EVO 309) and EVT 3806 (EVO 315). Teaching methods, devices, and techniques, class organization, student information and records, teaching plans, demonstrations, evaluation, safety, discipline, and the utilization of audio-visual and individualized instruction materials in teaching shop and related subjects.
SCE 6337	(ESE 641) <b>Special Methods in Teaching Science.</b> 5.		
————	(ESE 651) <b>Special Methods in Teaching Social Studies.</b> 5.		
MUE 6240	(ESE 661) <b>Special Methods in Teaching Music.</b> 5; Prereq: MUE 4041 (EDU 461), MUE 4042 (EDU 462), ESE 4943 (ESE 475) or consent of the instructor. A study of the foundations and principles of instruction for facilitating the general music and performance curricula; methods for measuring and evaluating musical growth; research pertaining to music teaching and learning.	BTE 3366	(EVO 318) <b>Business Communications.</b> 5; Intensive instruction and practice in business letter writing, including organization, content and style, and the application of requisites for success in teaching business letter writing in the schools.
ARE 6358	(ESE 671) <b>Special Methods in Teaching Art.</b> 5; Exploration of a systematic and comprehensive approach to problems inherent in designing art educational experiences using behavioral terminology. Preparation for — (ESE 675).	BTE 3364	(EVO 325) <b>Teaching Shorthand, Dictation, and Transcription.</b> 5; Prereq: Advanced Shorthand and Typewriting. Methods and techniques employed in teaching shorthand, dictation, and transcription, and managing the laboratory/classroom in the schools.
————	(ESE 675) <b>Professional Laboratory Experiences.</b> 5; Prereq: Completion of 35 graduate program hours, (EDU 601) and ESE 6215 (ESE 610). Competencies in measurement, evaluation, and curriculum are necessary for completion of this culminating experience. Application of theories, techniques, and methods for improving teaching in real and/or simulated situations.	BTE 3365	(EVO 326) <b>Principles of Office Procedures.</b> 5; The principles of office management, personnel management, and office procedures with implications for teachers of business.
EDG 6906	(ESE 690) <b>Individual Study and Research.</b> v. 1-5; Prereq: Consent of department.	EVT 4370	(EVO 400) <b>Occupational Safety and Health.</b> 5; Prereq: Departmental approval. Understanding of the Occupational Safety and Health Act and its applications including the development of a short OSHA course.
		EVT 4160	(EVO 405) <b>Occupational Analysis and Information.</b> 5; Classification of occupations based on different criteria; methods of obtaining occupational information, methods of job analysis, and establishment of work requirements.

## Vocational and Technical Education

EVT 3082	(EVO 305) <b>Introduction to Vocational Teaching.</b> 5; Basic introductory course designed to assist the prospective teacher in understanding the job of the professional vocational teacher. Covers beginning needs of persons with adequate occupational experience who desire to qualify for immediate employment as vocational instructors.	EVT 4764	(EVO 406) <b>Testing and Evaluation.</b> v. 3-5; Designed to develop an understanding of construction and use of appropriate evaluation instruments at the classroom level in vocational, technical, and industrial education.
EVT 3087	(EVO 306) <b>Principles of Vocational Education.</b> 5; Theories and principles of vocational education stressing the development, social and economic values, purposes and scope of different programs of vocational education in the total educational program. A basic course for individuals preparing to teach vocational subjects.	EVT 4062	(EVO 414) <b>Introduction to Distributive Education.</b> 1; A general introduction to the scope and content of distributive education, including an awareness of the collegiate DECA organization and its activities.
EVT 3383	(EVO 307) <b>Utilization of Vocational Teaching Aids.</b> 5; The construction, preparation, and utilization of materials and sensory aids that may be used effectively to facilitate the	EVT 4085	(EVO 415) <b>Organization and Coordination of Cooperative Education.</b> 5; A study of the organization of distributive education programs and the techniques employed in the coordination of these programs.
		EVT 4377	(EVO 416) <b>Teaching Distributive Education.</b> 5; Methods, techniques, and devices, and use of audio-visual and individualized instruction materials in teaching distributive education.

BTE 4068	(EVO 418) <b>Principles of Business Education. 5;</b> Overview of teaching business subjects. Principles, practices, problems, and trends emphasized. Involves problem solving.	BTE 4941	
BTE 4361	(EVO 419) <b>Methods and Materials for Teaching Business. 5;</b> Prereq: Completion of all courses in major sequence. Designed to develop a unified concept of methodology in teaching specific business subjects.	BTE 4942	(EVO 491-492) <b>Directed Leadership Development: Business Education. 1 each;</b> Supervised reading and directed study with application in leadership laboratory settings involving knowledge of organization and procedures in business education and leadership strategies in club activities.
BTE 4262	(EVO 421) <b>Program Design and Management. 5;</b> Organization, coordination, and budgeting of business education programs.	—————	(*EVO 497) <b>Problems in Vocational Education. 5;</b> A seminar or individual study course permitting the student to study special problems or selected topics in vocational, technical, and adult education. Involves elementary research principles.
BTE 4269	(EVO 423) <b>Organization and Coordination of Cooperative Business Education. 5;</b> Techniques in locating, developing, and assessing related instructional materials (e.g., mathematics, communications, and human relations) in the business education field are examined. Development and utilization of individually prescribed instruction materials are stressed.	EVT 5800	(EVO 505) <b>History and Philosophy of Career Education. 5;</b> An overview of current policies including the historical, sociological, and philosophical bases out of which principles and practices of career and vocational education were developed. Special emphasis upon vocational education.
ADE 4470	(*EVO 425) <b>Materials and Methods in Adult Education. 5;</b> Study and use of methods and materials effective and appropriate for various adult groups. Application of evaluative principles and procedures to the appraisal of adult education activities involved.	EVT 5561	(EVO 507) <b>Selection and Guidance of Vocational Students. 5;</b> A study of the procedures and practices employed in providing guidance services to vocational students including follow-up and survey techniques.
ADE 4375	(*EVO 426) <b>Adult Education for Vocational Teachers. 5;</b> Methods and materials utilized in adult education, and the various trade extension, trade preparatory, and general education experiences suitable for adults. Development, organization, and administration of the program.	BTE 5376	(EVO 515) <b>Organization and Coordination of Cooperative Education. 5;</b> Prereq: Permission of instructor required. Organization and coordination of the cooperative method of instruction. The varied responsibilities and activities such as teaching, guidance, club sponsor, coordination, public relations, school-parent-employer relations, and administration are covered.
EVT 4071	(*EVO 430) <b>Principles of Technical Education. 5;</b> History and basic concepts of technical education. Emphasizes changing concepts of occupational preparation affecting existing labor force and new entrants. Developments in post-high school programs.	EVT 5320	(EVO 516) <b>Teaching Distributive Education in Middle/Junior High Schools. 5;</b> Prereq: Junior classification. The aim of this course is to prepare teachers of middle and junior high school distributive education classes. This course has been built around the performance objectives needed by the middle school and junior high school distributive education teacher coordinator.
EVT 4811	(*EVO 445) <b>Planning and Organizing Local Programs. 5;</b> An administrative course emphasizing the factors involved in planning and organizing a program to meet the needs of the community and the organization of personnel activities to satisfy these needs.	BTE 5377	(EVO 518) <b>Special Methods: Business Communications. v. 3-5;</b> Prereq: Graduate standing; undergraduate level competencies in business communications as attested by course completion or pre-assessment (testing). The skills of teaching listening, speaking, reading, and writing needed to promote student success in teaching secondary students the communication skills needed in the various jobs available in the business office of the community.
EVT 4940	(EVO 475) <b>Student Teaching. 15;</b> Prereq: Twenty quarter hours within the program and/or permission of chairperson. A concentrated internship under a master teacher. Designed as a culminating experience which allows the student an opportunity to practice skills under careful observation in cooperation with a skilled practitioner.	EVT 6475	(EVO 601) <b>Facility, Equipment, and Materials Planning. 5;</b> An intensive study of the special problems of planning, organizing, and administering vocational education facilities.
BTE 4949	(EVO 476) <b>Supervised Work Experience. v. 5-10;</b> Practical experience in business or distribution activities correlated with curriculum design and instructional practices. Departmental approval required.	EVT 6161	(EVO 602) <b>Curriculum Development in Vocational Education. 5;</b> An analysis of the scope and function of programs in vocational and technical education, including organizational patterns and current problems.
ADE 4930	(*EVO 480) <b>Seminar in Adult Education. 5;</b> Opportunity for advanced students and experienced teachers to study, discuss and report on basic issues, problems and concepts in adult education. Involves application of basic research.	EVT 6766	(EVO 603) <b>Measurement/Evaluation in Vocational Education. 5;</b> A study of the significance of tests and measurement in a modern program of vocational education. Emphasis placed upon the various types of tests and techniques of testing and evaluating.
EVT 4904	(EVO 490) <b>Individual Study and Research. v. 1-5;</b> Prereq: Permission of instructor. An individual study course which permits the student to study selected topics in a special field. Seminars and reporting techniques are involved.	—————	(EVO 604) <b>Identical with EDA 604. See EDA Course description.</b>

\*Offered only upon request.

- ADE 6183** (EVO 605) **Program Planning in Adult Education.** 5; Philosophy and practices in planning, developing, and improving programs and curriculums for adults. Special emphasis upon community education.
- (EVO 606) **Identical with EDA 606.** See EDA Course description.
- ADE 6260** (EVO 607) **Organization and Administration of Adult Education.** 5; Small group study of the applications of common and specialized aspects and techniques of the organization and administration of adult programs. Some emphasis is placed upon the supervisory aspect.
- EVT 6365** (EVO 609) **Identical with EDA 609.** See EDA Course description.
- BTE 6378** (EVO 618) **Special Methods: Teaching Business Subjects.** 5; Prereq: Graduate standing; undergraduate level competencies in teaching business education subjects as attested to by course completion and state certification. Emphasis on areas of business education involved specifically with current content. Includes simulation, development, defining levels of competency needed for initial job employment, and selecting the best available method to promote learning.
- BTE 6375** (EVO 620) **Organization and Coordination of Business Education.** 5; A study and analysis of the areas and problems covered by vocational business education in secondary schools, area vocational schools, junior colleges, and adult education programs.
- BTE 6161** (EVO 621) **Cooperative Business Education Programs.** 5; A study and analysis of the areas covered by cooperative business education, including the establishment of new programs and the coordination of related activities.
- EVT 6162** (EVO 622) **Program Planning/Coordination in Distributive Education.** 5; Principles and procedures of planning, organizing, and coordinating distributive education programs.
- EVT 6378** (EVO 623) **Methods and Materials in Distributive Education.** 5; A study of instructional strategies and teaching materials used in distributive education programs.
- EVT 6807** (EVO 624) **Philosophy and Principles of Technical Education.** 5; A survey and study of the principles and philosophy upon which technical education programs are based.
- EVT 6930** (EVO 680) **Seminar in Vocational and Technical Education.** 5; An examination and study of new developments and current problems and trends in vocational business and distributive education, industrial, and adult education. Basic research principles and techniques emphasized.
- BTE 6907** (EVO 690) **Individual Study and Research.** v. 1-5; Designed primarily to enable the student to pursue needed study in a field in which appropriate courses are not being offered.
- HES 3222** (HEN 352) **Public Health Education.** 5; Prereq: HES 3160 (HEN 350). Public health organization and available community health resources. Recent developments and problems in the field of public health. Examination of recent literature on preventive medicine and human conservation. Field experience required.
- HES 3400** (HEN 360) **First Aid Lab.** 3; A study and practice of American Red Cross first aid procedures. Laboratory experience required.
- HES 4700** (HEN 405) **Organization/Administration of Health Education.** 5; Prereq: HES 3160 (HEN 350), HES 3212 (HEN 351), HES 3222 (HEN 352). A study of the total school health program involving health services, health for school living, and health instruction. Analysis of public health laws relating to schools. Field experience required.
- HES 4320** (HEN 412) **Special Methods in Health Science.** 5; Prereq: EDG 3331 (EDU 301), HES 3160 (HEN 350), HES 3212 (HEN 351), HES 3222 (HEN 352). A study of curriculum methods and materials in health education. Field experience required.
- HES 4940** (HEN 475) **Student Teaching.** 15; Prereq: Satisfactory completion\* of EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411), — (PSY 305); ten hours of Natural Science Courses; HES 3160 (HEN 350), HES 3212 (HEN 351), HES 3222 (HEN 352), HES 4700 (HEN 405), HES 4320 (HEN 412). A concentrated internship under a master teacher. Designed as a culminating experience which allows the student an opportunity to practice under careful observation and in cooperation with a skilled practitioner.
- (HEN 476) **Community Service Internship.** 15; Prereq: Satisfactory completion\* of HES 3160 (HEN 350), HES 3212 (HEN 351), HES 3222 (HEN 352), HES 4700 (HEN 405), HES 4320 (HEN 412); ten hours of Natural Science Courses; 20 hours of electives. A concentrated internship under an employer or supervisor in the particular career selected. Designed as a culminating experience which allows the student an opportunity to practice under careful observation and in cooperation with a skilled practitioner.
- HES 4906** (HEN 490) **Individual Study and Research.** v. 1-5; Prereq: Consent of department chairperson. The student will select a health project and conduct research and field experiences under the guidance of a faculty advisor.
- HSC 6571** (HEN 602) **Epidemiology and Disease Control.** 5; Prereq: Microbiology or equivalent. Concentration on the latest research being conducted on leading causes of mortality and morbidity in the United States and abroad. Particular emphasis will be given to the potential for application of the information for individual, school, and community health programs.

## Health Science

- HES 3160** (HEN 350) **Health: Issues, Trends, and Problems.** 5; A study of health aspects and health education, implications of current trends, problems and issues including drug abuse, alcohol, smoking, venereal disease, and other critical problems. Field experience required.
- HES 3212** (HEN 351) **Community Health Organization.** 5; Prereq: HES 3160 (HEN 350). The organiza-

\*Defined as having obtained a grade of "C" or better.



- HES 6706** (HEN 606) **Supervision and Administration in Health Education.** 5; Prereq: HES 4700 (HEN 405) or equivalent. A study of concepts, principles, and organizational techniques used by health supervisors and administrators in school and community health settings.
- HES 6286** (HEN 607) **Environmental Health and Safety.** 5; Prereq: HES 3160 (HEN 350) or equivalent. A study of the relationship between environmental conditions of man's health and safety. Special emphasis will be given to principles and process of priorities in the selection of problems to be solved, assessment, evaluation, and solution to problems based on current research.
- HES 6125** (HEN 608) **Health Behavior in Man.** 5; Concentration on tri-dimensional man and the impact each has on his total health behavior.
- HES 6165** (HEN 625) **Contemporary Trends in Health Education.** v. 5-10; Prereq: HES 3160 (HEN 350) or equivalent. An in-depth study of the health implications of current trends, problems, and issues, including drugs, venereal disease, human sexuality, delivery of health services, world populations, and other critical problems in health education.
- HES 6727** (HEN 640) **Measurement and Evaluation in Health Science Education.** 5; Prereq: EDG 4280 (EDU 411) or equivalent. An in-depth study of the use of measurement and evaluation techniques in health science education.
- HES 6206** (HEN 645) **Ethnic Health Experiences.** 5; Prereq: SOP 3004 (PSY 335) or equivalent. A study of life experiences of minority groups with special reference to the implications for their participation and education in health programs.
- HES 6207** (HEN 673) **Community and World Health.** 5; Prereq: HES 3212 (HEN 351) or equivalent. Concentration on understanding the phenomena of health and illness populations at community levels. Emphasis placed on the study of the effects of illness and health as they influence the well-being socio-economic structures of various community levels.
- HES 6276** (HEN 674) **Community Health Systems.** 5; Prereq: HES 6207 (HEN 673) or equivalent. Special consideration will be given to stimulating and uniting community efforts, locating power structure, and facilitating communication between health purveyors and consumers.
- (HEN 675) **Field Experiences in Health.** 5; Prereq: (EDU 600). The application of methods, techniques, and materials which are applicable to community and school health education.
- HES 6928** (HEN 679) **Workshops in Health Science.** 5; Detailed study in special school and community health problems.
- HES 6908** (HEN 690) **Independent Study and Research.** v. 1-5; Prereq: (EDU 600). Independent investigation of a specific topic, field problems, or career role with faculty guidance.
- PET 3310C** (PHE 322) **Kinesiology Lab.** 5; Prereq: Anatomy and physiology, PET 3000 (PHE 311). A study of human movement involving the relationship between anatomy, physiology, and physics. Emphasis on the analysis of basic sport skills. Laboratory experience required.
- PET 3364C** (PHE 323) **Physiology of Exercise.** 5; Prereq: Anatomy and physiology, PET 3310C (PHE 322). A study of the physiological aspects of sport and physical activity. Laboratory experience required.
- HES 3323** (PHE 332) **Health and Movement Education in the Elementary School.** 5; Prereq: PET 3000 (PHE 311). A study of elementary school health, safety, and physical education programs. Field experience required.
- PET 3230** (PHE 333) **Applied Kinesthesia Lab I.** 5; Prereq: PET 3000 (PHE 311), HES 3323 (PHE 332). A study of motor learning and the resultant teacher behavior relative to teaching selected physical activities. Emphasis on assisting students to become competent in teaching fundamental lifetime sport skills. Laboratory and field experience required.
- PET 4450** (PHE 444) **Special Methods in Physical Education.** 5; Prereq: EDG 3331 (EDU 301); PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323) HES 3323 (PHE 332), PET 3230 (PHE 333). A study of curriculum methods and materials in physical education. Field experience required.
- LEI 4502** (PHE 445) **Recreation for Leisure.** 5; Prereq: PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333), PET 4450 (PHE 444), PET 4510C (PHE 454), PET 4640 (PHE 464). A study of the history and principles of community recreation; the nature of recreational experiences and influence on society. Field experience required.
- PET 4510C** (PHE 454) **Measurement and Evaluation Laboratory.** 5; Prereq: EDG 4280 (EDU 411), PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333). A study of the need for the use of measurement and evaluation in health, physical education, and recreation; critical analysis of available tests in the field, their construction and function; students will administer, apply, and interpret results of tests. Laboratory experience required.
- PET 4415** (PHE 455) **Management Skills in Physical Education.** 5; Prereq: PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333), PET 4450 (PHE 444), PET 4510C (PHE 454), PET 4640 (PHE 464). A study of the theories in organizing and administering programs in physical education; understanding and applying the skills of management; developing skills in organizing and conducting recreation and intramural activities. Field experience required.
- PET 4640** (PHE 464) **Adapted Physical Education.** 5; Prereq: PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333). A study of physical activity adapted to the special needs of individuals. Principles and practices which affect adapted physical education programs. Field experience required.

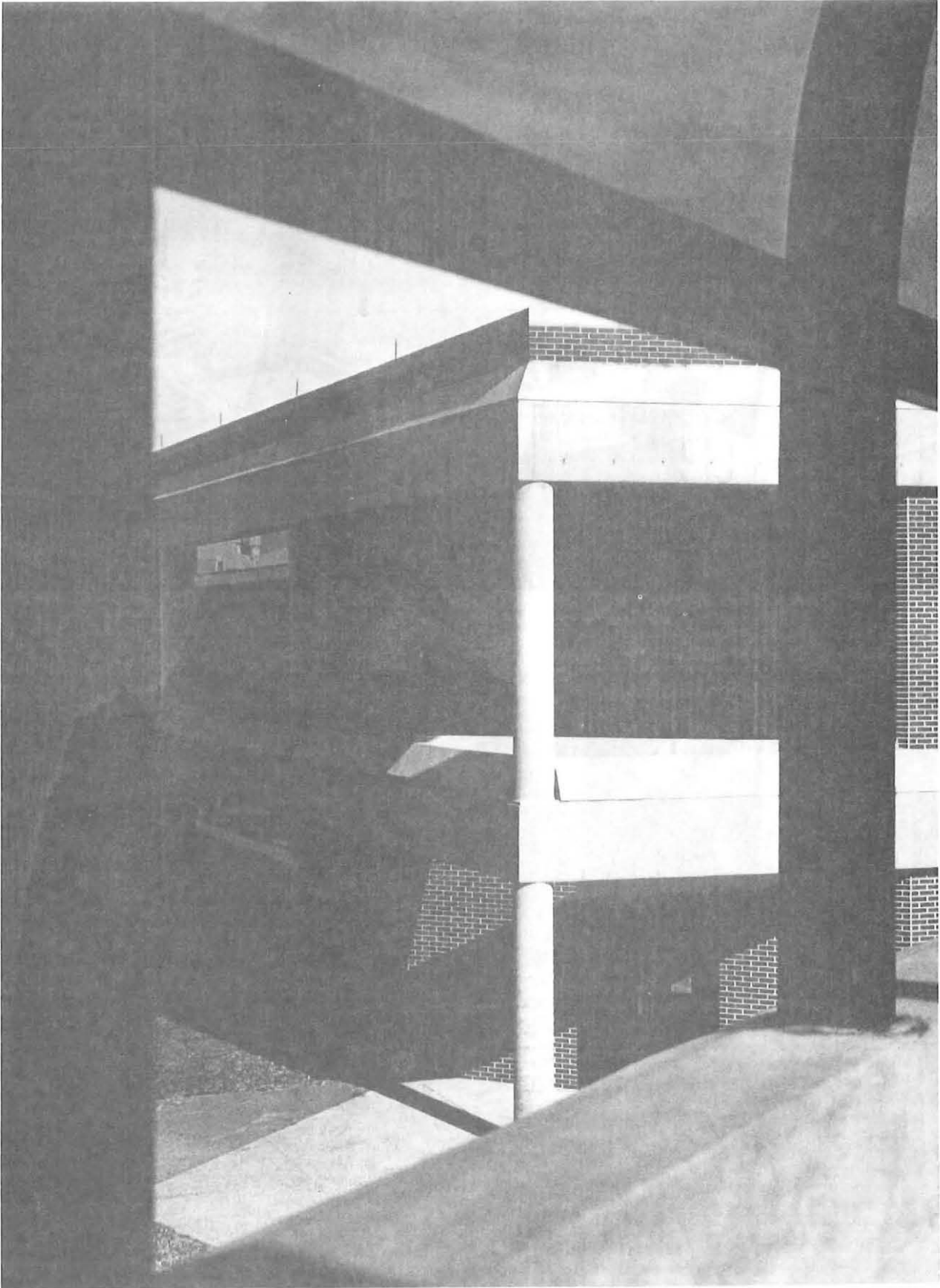
## Physical Education

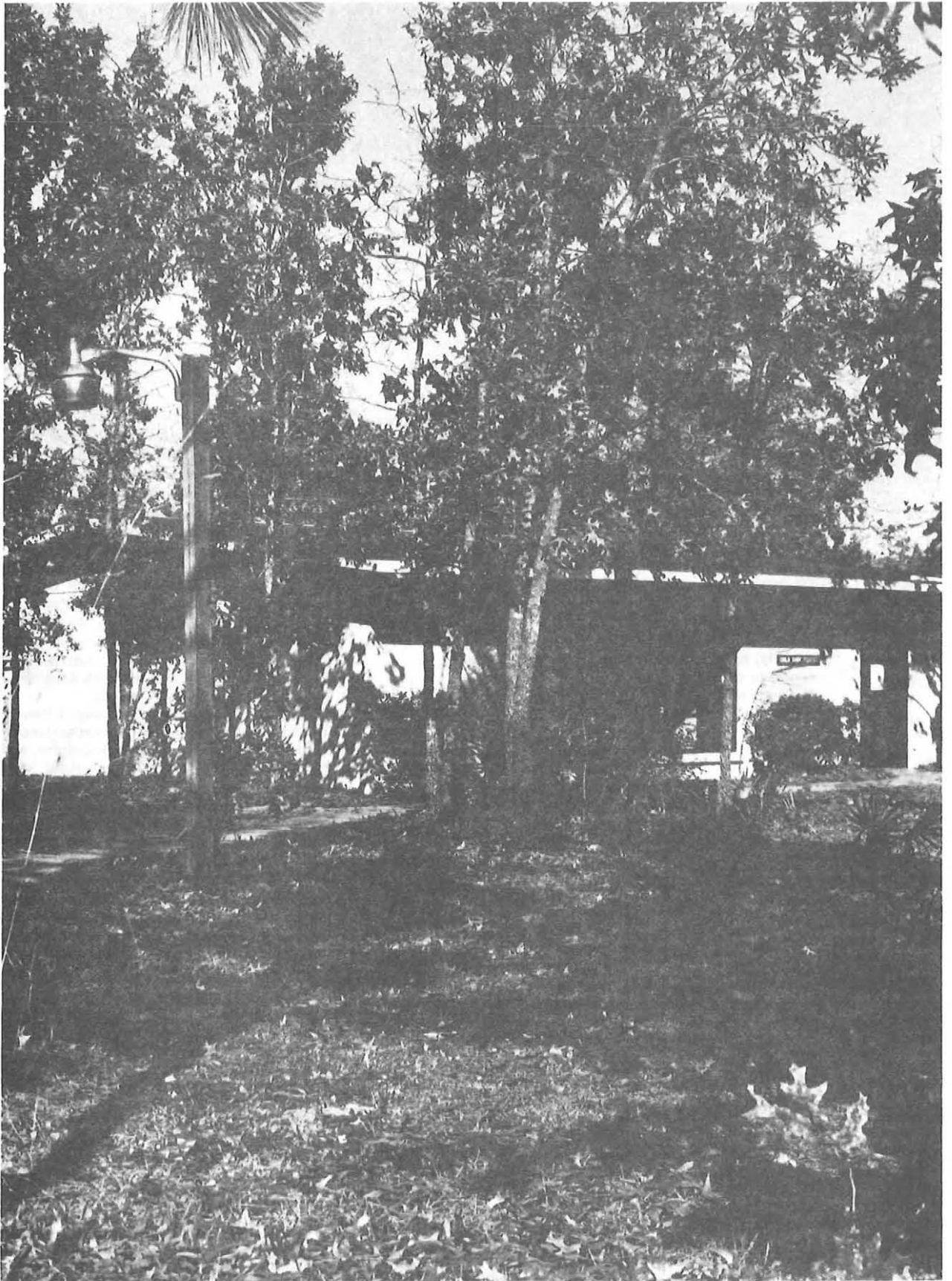
- PET 3000** (PHE 311) **Scope of Physical Education.** 5; A study of professional qualifications of leadership through development of a personal profile; identification of leaders in the field; investigation and understanding of career op-

- PET 4232C (PHE 465) Applied Kinesthesia Lab II. 5;** Prereq: PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333), PET 4450 (PHE 444), PET 4510C (PHE 454), PET 4640 (PHE 464). A concentrated study of sports and athletics. Included is an examination of the practical aspects of coaching, i.e., coaching styles, techniques and strategies, and athletic training. Field experience required.
- PET 4945L (PHE 475) Student Teaching. 15;** Prereq: Satisfactory completion\* of EDF 3005 (EDU 300), EDG 3331 (EDU 301), EDG 4280 (EDU 411); — (PSY 305); PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333), PET 4450 (PHE 444), PET 4510C (PHE 454), PET 4640 (PHE 464). A concentrated internship under a master teacher. Designed as a culminating experience which allows the student an opportunity to practice skills under careful observation and in cooperation with a skilled practitioner.
- LEI 4942 (PHE 476) Community Service Internship. 15;** Prereq: Satisfactory completion\* of 20 hours of electives; PET 3000 (PHE 311), PET 3310C (PHE 322), PET 3364C (PHE 323), HES 3323 (PHE 332), PET 3230 (PHE 333), PET 4450 (PHE 444), PET 4510C (PHE 454), PET 4640 (PHE 464). A concentrated internship under an employer or supervisor in the particular career selected. Designed as a culminating experience which allows the student an opportunity to practice skills under careful observation and in cooperation with a skilled practitioner.
- PET 4910 (PHE 490) Individual Study and Research. v. 1-5;** Prereq: Consent of department chairperson. The student will select a physical education project and conduct research and field experiences under the guidance of a faculty advisor.
- PET 5345 (PHE 510) Bio-Kinetic Factors in Human Movement. 5;** Prereq: PET 3310C (PHE 322) or equivalent. Concentration on the application of the latest research and literature relating to the kinesiological analysis of movement. An in-depth examination of biomechanical principles and their utilization in teaching movement skills.
- PET 5235C (PHE 515) Motor Learning. 5;** Prereq: PET 3364C (PHE 323), HES 3323 (PHE 332), or equivalent. Concentration on experimental research related to skill acquisition and its applicability toward effective teacher behavior. Examination of factors affecting skill acquisition such as conceptual motor plans; learning sets; learning cues; feedback mechanisms; practice patterns; overlearning; retention and relearning.
- PET 6385C (PHE 605) Psychomotor Development. 5;** Prereq: HES 3323 (PHE 332) or equivalent. Concentration on the research and application of the latest strategies and methods in perceptual motor learning, movement pattern analysis, factorial analysis of movement in spatial dimensions, movement education theory and models motor development, and sensory-motor learning modalities.
- PET 6455 (PHE 620) Analysis of Teacher Behavior. 5;** Prereq: PET 3230 (PHE 333), PET 4232C (PHE 465), or equivalent. Examination of the behavior of teachers from a research base. Emphasis on the practical application of contemporary theoretical models of teacher behavior and styles.
- HLP 6447 (PHE 640) Physical Activity and Health. 5;** Prereq: PET 3364C (PHE 323) or equivalent. Concentration on the relationship of physical activity and health problems, e.g., cardiovascular disease, obesity, back pain, etc. An in-depth examination of the pros and cons of activity and the research concerning the positive and negative effects of exercise on health.
- PET 6366C (PHE 641) Advanced Concepts of Sport Physiology. 5;** Prereq: PET 3364C (PHE 323) or equivalent. An application of research in physiology to practical problems related to human function such as exercise in chronic disease, exercise in unusual environments (outer space, underwater), and sport physiology which concerns the health and optimal performance of the athlete.
- PET 6416 (PHE 650) Management Systems in Sport. 5;** Prereq: PET 4415 (PHE 455) or equivalent. Concentration on the application of the latest information relating to organizational managerial theory, the legal aspects of sports, governance in national and international sport, collective bargaining in sport, crowd control and contest management, and management systems in physical education.
- PET 6535 (PHE 661) Scientific Basis in Physical Education. 5;** Prereq: — (EDU 601), EDG 6356 (EDU 602), or EDG 6357 (EDU 603) or equivalent. Concentration on research as a fundamental basis for "knowing" by practitioners in education. Examination of factors contributing to the problem-solving approach. Emphasis on the practical application of research by teachers and educational administrators.
- PET 6932 (PHE 680) Contemporary Issues and Problems: Seminar. 5;** Prereq: PET 3000 (PHE 311) or equivalent. Concentration on the study of literature, historical, and philosophical foundations of physical education.
- PET 6910C (PHE 690) Independent Study and Research. v. 1-5;** Independent investigation of a specific topic, field problem, or career role with faculty guidance.

\*Defined as having obtained a grade of "C" or better.







# University Courses

## Cooperative Education

- (COE 300) **Experiential Studies. 0**; Prereq: Acceptance in cooperative education program. Students will participate in work experiences related to their areas of interest.
- (COE 301) **Experiential Studies. 1**; Prereq: Acceptance in cooperative education program. Students will participate in work experiences related to their academic and career goals.
- (COE 302) **Experiential Studies. 2**; Prereq: Acceptance in cooperative education program. Students will participate in work experiences related to their academic and career goals.
- (COE 303) **Experiential Studies. 3**; Prereq: Acceptance in cooperative education program. Students will participate in work experiences related to their academic and career goals.

- ETI 3421 (ITE 330) **Processes of Industry 5**; Prereq: ETM 3826 (ITE 301). Methods used in industrial manufacturing and fabrication.
- ETM 3801 (ITE 332) **Industrial Metallurgy. 3**; Prereq: General physics and chemistry. Current applications of physical metallurgy to manufacturing; theory and applications of thermal processes to non-ferrous and ferrous metals.
- ETM 3803 (ITE 334) **Welding Metallurgy. 3**; Prereq: ETI 3421 (ITE 330) (may be taken concurrently). Theory and application of current and emergent joining processes with consideration of the weldability of metals.
- ETI 3661 (ITE 336) **Plant Layout and Planning. 3**; Prereq: Drafting and machine operations is recommended. Planning practices, procedures, and requirements for layout of industrial facilities.
- ETI 4630 (ITE 403) **Industrial Proposals. 5**; Prereq: ETM 3826 (ITE 301). Analysis of requests to bid and bidding instructions.
- BCN 4752C (ITE 420) **Site Analysis and Development. 5**; Prereq: PHY 3050C (NAS 301) or equivalent and BCN 3610C (ITE 320). Current practices in the development and analysis of construction sites, including applied soil mechanics, mapping, earth movement and placement, equipment utilization and estimation preparation.
- BCN 4561C (ITE 422) **Mechanical Systems in Buildings. 3**; Prereq: BCN 3560C (ITE 322). Principles and current practices in the application of water systems, sewage and industrial wastes, environmental control, total energy concepts, and fire protection.
- ETI 4142 (ITE 430) **Quality Assurance. 5**; Prereq: ETI 3421 (ITE 330). Quality assurance practices in industry including control systems, sampling, cost, destructive and non-destructive test, surface quality, mechanical, physical, and chemical properties.
- BCN 4220 (ITE 460) **Construction Methods. 5**; Prereq: BCN 3610C (ITE 320). Current practices in structural design, fabrication, and erection materials, methods, and equipment used in building construction.

## Division of Technologies

- ETM 3826 (ITE 301) **Materials of Industry. 5**; Prereq: General physics and chemistry. Properties and applications of industrial materials.
- ETE 3540 (ITE 302) **Industrial Electricity. 5**; Prereq: PHY 3051C (NAS 302) or equivalent. Current practices in transmission, utilization, and application of electric power in houses and industry.
- ETI 3638 (ITE 307) **Loss Prevention Control. 5**; Loss prevention control management and administration, including responsibilities and organization, accident investigation, and safety laws.
- ETI 3681 (ITE 309) **Industrial Supervision. 5**; Types of industrial organizations and supervisory systems; responsibility, authority, duties, and qualifications of industrial supervisors.
- BCN 3610C (ITE 320) **Construction Cost Estimating. 5**; Prereq: ETM 3826 (ITE 301) and basic construction. Principles and practices in making quantity surveys and labor estimates for construction projects.
- BCN 3560C (ITE 322) **Functional Systems in Buildings. 3**; Prereq: ETE 3540 (ITE 302) (may be taken concurrently). Principles and current practices in the application of electrical materials

- ETI 4611** (ITE 470) **Production Analysis and Control. 5;** Prereq: ETI 3421 (ITE 330). Simplification of manufacturing operations, motion and time standards, planning and control, emphasis on operations analysis for optimum production economy.
- ETI 4603** (ITE 472) **Production Technology. 5;** Prereq: ETI 4611 (ITE 470) (may be taken concurrently). Organization and control of manufacturing processes and equipment; operation sequence planning; economic consideration of equipment selection; tooling and producing an item from design to distribution.
- BCN 4712** (ITE 474) **Managing Building Construction Projects. 5;** Prereq: Permission of instructor. Techniques of controlling and coordinating building construction projects.
- ETI 4945** (ITE 475) **Practicum. v. 1-5;** Prereq: Permission of department. Work and study in a setting reflecting the student's main area of job orientation.
- ETI 4931** (ITE 480-489) **Seminars in Technology. v. 3-5 each;** Prereq: Permission of instructor. Advanced study done within an area of specialization designed for the industrial technologist who desires upgrading in a field of concentration. Covers new information in or related to industrial technology. May be repeated when subject matter is different for a maximum of ten hours.
- ETI 4905** (ITE 490-499) **Directed Individual Study in Technology. v. 1-5 each;** Prereq: Senior standing and permission of instructor. Independent work of a technological nature within an area of specialization done on experimental or research basis. Problem must involve industrial significance and may be repeated but not to exceed a total of five hours.

## Military Science

- MIS 3610** (MIS 301) **Methods of Instruction. 2;** An appreciation of the fundamental psychological concepts involved with methods of instruction and curriculum development as it is used in the military. Guest lecturers will provide the broadest possible background for students. Application opportunities will be afforded all students so that learned techniques can be practiced within a controlled environment.
- MIS 3410** (MIS 302) **Advanced Leadership and Management. 2;** An interdisciplinary study of military leadership and organizational behavior in theory and practice, emphasizing cultural, philosophical, and behavioral science foundations. Specific topics: The Scientific Method; Power and Authority Relationships; Leadership Behavior; Style and Personality; Attitude Formation and Change; Motivation; Group Dynamics; Communications; Organization Theory; Professionalism; and Contemporary Domestic Social Issues.
- MIS 3400** (MIS 303) **Leadership Fundamentals—General. 2;** Leader's role in directing and coordinating individuals and small units in the execution of offensive and defensive tactical missions at company level; military geography; weapons and communications systems; intelligence gathering capabilities.
- MIS 4423** (MIS 401) **Leadership Seminar—Behavioral Science Approach. 2;** A situational approach to leadership and management stressing group

dynamics and role playing. Principles and theories developed in Advanced Leadership and Management and course work are applied by the student to conflict situations which occur in the tactical and non-tactical environment. Superior-subordinate and peer relationships are emphasized.

- MIS 4430** (MIS 402) **Staff Functions. 2;** A study of staff functions, the interaction between components of the Army, functions and controls of supporting units, logistics management and a general preview of career opportunities within the Army structure.
- MIS 4426** (MIS 403) **Military Leadership and Management Seminar—Military Justice. 2;** Analysis of selected leadership and management problems involved in unit administration, military justice and the Army Readiness Program. Discussion of the obligations of an officer on active duty, senior-subordinate relationships, and Army career planning.

## Nursing Courses

- NUU 3431** (NUR 300) **Nursing as a Profession. 4;** Prereq: Admission to nursing program. An examination of historical perspectives, current issues, and future trends relevant to contemporary professional practice. Systems and biopsychosocial theories pertinent to a holistic approach to nursing.
- NUU 3210C** (NUR 301) **Nursing Process I. 4;** Prereq: NUU 3431 (NUR 300). Introduction to nursing process and its utilization for the improvement of patient care. Scientific problem-solving process including inquiry, change theory, and assessment.
- NUU 3630** (NUR 310) **Nursing Research. 4;** Prereq: NUU 3431 (NUR 300). Introduction to nursing research. Problem identification, design, ethics, methodology, simple statistics, evaluation of current research, and publication of findings.
- NUU 3221C** (NUR 311) **Nursing Process II. 4;** Prereq: NUU 3431 (NUR 300), NUU 3210C (NUR 301); APB 3293 (NAS 308). Continuation of Nursing Process I with major focus on physical assessment and history taking. Practice in the use of diagnostic tools will be included.
- NUU 3225C** (NUR 321) **Nursing Process III. 4;** Prereq: NUU 3431 (NUR 300), NUU 3210C (NUR 301), NUU 3221C (NUR 311). Continuation of Nursing Process II with emphasis on crisis theory and intervention as it applies to individuals and families. Selection, implementation, and evaluation of nursing strategies in clinical areas.
- NUR 4431C** (NUR 411) **Community Practice. 8;** Prereq: NUU 3431 (NUR 300), NUU 3210C (NUR 301), NUU 3221C (NUR 311), NUU 3225C (NUR 321), NUU 3630 (NUR 310). Examination of various theories as applied to community health. Experiences will be in selected agencies.
- NUR 4943C** (NUR 475) **Nursing Practicum. 9;** Prereq: All nursing courses except NUR 4930 (NUR 480). Individually planned experiences related to professional goals of students. Completion of a research project is required.
- NUR 4930** (NUR 480) **Special Topics. 4;** Nursing seminar. Must be taken twice with change of content.

## Venture Courses

The Venture Studies courses will be constantly evolving. Information as to the nature of some of the courses that have been taught is provided in the following listing.

### College of Arts and Sciences

#### Department of Fine Arts

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(ART 960) **Experiences in Art.** 5; Visual thinking and perception. A project oriented course designed to explore form, texture, line, color, perspective and the nature of art.

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(ART 961) **20th Century Music and Art: "Quo Vadis?"** 5; An investigation of the developments in music and art from 1900 to the present. The course will emphasize a study of color slides of art works and recorded performances of music presented in class and available in the A/V Library.

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(ART 962) **Forum in Aesthetic and Environment.** 5; Man's participation in his environment through the medium of his aesthetic sense. Project required.

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(ART 963) **Africa: Art-Mythology.** 5; A look at the art of West and Central Africa with an emphasis on its close relationship to religion.

—————  
(ART 964) **Adventures in Art.** 5; An uninhibited look at western painting, sculpture, and architecture. Sample topics to be discussed include art and magic; images of God; the human form; art and eros; frauds, forgeries, and fakes; and art as propaganda.

—————  
(ART 965) **Art: What It Is.** 5; Gestalt orientation offers individual, group, and class participation in creative form where the total is greater than the sum of the parts and art-significance is in experiencing relationships which make up the whole. Art slides, lectures; assignments include individual museum visits, library research, reports, weekly off-campus creative activities that relate the self to the environment and a term art-journal notebook.

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(ART 966) **The Renaissance: Its Life and Art.** 5; An investigation of Western Civilization from 1400 to 1600 through a study of the music and art of the period. Special emphasis will be placed on the painting, architecture, and music of Italy.

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(ART 967) **Video Venture.** 5; Students and their instructor will create, rehearse, and prepare for video taping at least one theatrical event. Work on location is a distinct possibility as are costume designing, script preparation, set design, and other activities which the class may determine are necessary to accomplish their objectives.

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(ART 968) **Classicism: The Phoenix in Western Art.** 5; An investigation of the spirit and form of classicism from its beginnings in 5th century Greece to contemporary times. Examples of architecture, sculpture, painting, and music will be discussed.

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(ART 969) **Ten Great Masterpieces of Western Art.** 5; The Parthenon, Chartres, Leonardo's "Last Supper," Michelangelo and The Sistine Chapel, El Greco's "Burial of the Count of Orgaz," Bernini's Projects for St. Peter's; Rembrandt's Self-Portraits, Monet's landscapes, Frank Lloyd Wright's "Falling Waters," Picasso and Cubism.

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(ART 970) **Italian Renaissance Art: A Re-Evaluation.** 5; Earlier Renaissances; 14th century-Gothic or Proto-Renaissance?; three phases of Early Renaissance art; was there a "High Renaissance?"; Mannerism-Renaissance or Anti-Renaissance? The various meanings of the term "Renaissance" in Italian art will be explored through selected examples of painting, sculpture, and architecture.

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(ART 971) **Concept, Creativity, and Design.** 5; The creative process, how it applies to the conception of visual material and its application to other areas of problem solving. An investigation of how these design concepts are used and their effect upon our society.

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(ART 972) **Art: The Contemporary Experience.** 5; An experimental non-artists workshop approach in experiencing creative form and heightening personal awareness and understanding of some of today's advanced guard art concepts.



- (ART 973) **The Greek Experience.** 5; An in-depth look at the whole culture of Greece, one of the fountainheads of Western culture. Emphasis will be on art, philosophy, and history. We will try to show that the problems the Greeks confronted and their solutions are still of great value to the modern world.
- (ART 974) **Afro-American Art.** 5; An examination of black art and black American sub-cultures from the colonial period through 1971. The course will examine the continuity of African cultural life in the new world and the relationships between black groups and the larger American society as these have been expressed and analyzed in creations by black artists, primarily painters and sculptors.
- (ART 975) **Kitsch: Beauty in Art.** 5; A study of beauty through an investigation of un-beautiful things.
- (ART 976) **Origins of Modern Art.** 5; Study of the explorations made in art in the late 19th century and early 20th century which led artists from traditional forms of art toward the new methods of expression we call modern art.
- (ART 978) **Life/Times of Leonardo.** 5; Study of the artistic, intellectual, and scientific explorations of this "Ideal Man of the Renaissance," as seen against 15th and 16th century Italian life and thought.
- (ART 980) **Theatre Workshop.** 5; The members of the class will explore the various experiences and components of the producing theatre. We will be engaged in learning how to express ourselves as individual actors and as an ensemble. As a final project the class will prepare to participate in a production. Open to art majors as well as students from other quadrants.
- (MUS 960) **What is Good Music and Why?** 5; An exploration of what is "good" music, utilizing classical, jazz, blues, folk, and rock styles.
- (MUS 961) **The Age of the Baroque.** 5; An investigation of the various musical styles and related arts of the Baroque era.
- (MUS 962) **Music and the Arts.** 5; An historical approach to the humanistic tradition of the West with an emphasis on music and its relationship to the other arts.
- (MUS 963) **Black Music . . . Is It?** 5; This course is concerned with exploring the sociological, historical, psychological, and musical characteristics of the varieties of black musical genres which emerged from Afro-American culture in the United States.
- (MUS 964) **Great Piano Music.** 5; Through live classroom performances and student biographical projects, the group will examine major piano compositions and their creators from Haydn to the present day. Included will be composers such as Beethoven, Chopin, Scott Joplin, and John Cage. The class will also learn to play simple pieces by each composer through class piano instruction.
- (MUS 965) **Librettos and Literature.** 5; A study and comparison of opera librettos and their genesis from literary sources. Musical analysis will explore the relationships between verbal and aural modes of expression and their respective effectiveness.

## Department of History

- (HIS 961) **Your History and Mine.** 5; An examination of recent American history for a perspective on contemporary political, economic, racial, cultural, and foreign policy issues.
- (HIS 965) **Revolution/Revolutionaries.** 5; An experience in comparative history, using modern revolutions since 1789.
- (HIS 966) **Woman's Role, Past and Present.** 5; An examination of the contemporary woman's liberation movement in the context of the historical development of the woman's role in the 19th and 20th century European and American society.
- (HIS 967) **Contemporary Race Relations.** 5; Examines the pertinent social science literature on national patterns of race relations using Jacksonville as a learning laboratory.
- (HIS 970) **The Middle East.** 5; Beginning of an examination of the historical forces that have shaped the contemporary Middle East. Emphasis will be placed on the intra-Middle East relationships in the 20th century and the role they play in world politics.
- (HIS 971) **American Biography.** 5; A study of American history through biography, examining the efforts of leading Americans to shape or respond to major forces, crises, and developments in American history.
- (HIS 973) **Hitler and Fascism.** 5; An investigation of fascism as a historical phenomenon through a case study of Hitler and the Nazis.
- (HIS 974) **Asian Biography.** 5; An introduction to the study of Asian history through the lives of leaders such as Nasser, Ben Gurion, Gandhi, Mao Tse-Tung and others.
- (HIS 975) **The Russian Revolution.** 5; This course will explore the origins, development, and significance upon subsequent generations of the Russian Revolution in 1917, focusing on the period from the accession of the last Czar, Nicholas II, in 1894, to the death of Lenin in 1924.
- (HIS 976) **Christianity and Crises.** 5; This course will focus on five critical eras in the history of the Christian Church from its origins through the Reformation to the challenges of the contemporary secular, pluralistic world.
- (HIS 977) **Black Biography.** 5; Black biography is a study of Afro-American history which utilizes selected autobiographies and biographies.
- (HIS 978) **The American City.** 5; Students will examine urban America from historical, social, political, and economic perspectives with some emphasis placed on consolidated Jacksonville including an oral history paper on a particular aspect of Jacksonville's recent past.
- (HIS 979) **Today's History.** 5; Through films, books, lectures, and tests, students will venture toward a fuller understanding of the significant historical forces and events shaping recent experiences of the people of the United States, Europe, Asia, Africa, and Latin America.

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**(HIS 983) Africa Through Novels and Films.** 5; Concentrates on regional histories of sub-Saharan Africa, examining social and cultural institutions of West African ethnic groups, and historical problems like nation building, economic development, neo-colonialism, and black liberation movements in Central, East and South Africa.

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## Department of Language and Literature

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**(COM 960) Ventures and Adventures in the Mass Media.** 5; An exploration of the mass media, with emphasis on non-traditional or evolving styles in the print media. Students will explore and discuss a variety of current trends in the media; will delve into a variety of news reporting and writing ideas and will work on and utilize the campus newspaper as a vehicle for displaying their writing ventures and adventures. Actual work on the newspaper will be a feature of this course.

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**(COM 961) Venture Writing Workshop.** 5; The class will provide you with assistance in whatever kind of writing interests you—poems, plays, fiction, quarterly reports, research papers, or letters home. You may choose the kind of writing you wish to concentrate on. You will act as an audience for your classmates' writing, and receive help with your writing from them in turn.

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**(LIT 960) American Poetries.** 5; Redefinition of American poetry in terms of esthetic and cultural pluralism. Concrete, found, and sound poetry; poetry of blacks and Indians, women and children; academic and beat, popular and elite poetry; war and peace, ecology poetry; blues, folk, and rock poetry, etc.

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**(LIT 961) Literature and the Human Potential.** 5; A course of study and reflection that evolves from a question. Psychological works—such as Carl Rogers' *FREEDOM TO LEARN* or Maslow's *TOWARD A PSYCHOLOGY OF BEING*, religions, values and peak experiences blended with literary works—such as Beckett's *WAITING FOR GODOT*, Dostoevski's *NOTES FROM UNDERGROUND*, Kafka's *THE TRIAL*, or Camus' *THE STRANGER*, even Greenberg's *GOING NOWHERE*—as the grist of existential growth. Investigation of one's own culture and reality and such optional choices as Situation Ethics, the God-is-Dead movement, the counter culture, alternative life styles, Third Force psychology, or even black humor, schools, or creative mythology—depending on student background and interest.

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**(LIT 962) Studies in Recent American Fiction: Slices of American Pie.** 5; Varieties of American experience as reflected in fiction. Reading, thinking about, discussing, and writing about novels will be the primary activities of the course. Students will, however, be encouraged to look elsewhere for supplementary materials: to films and periodicals, to songs and television.

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**(LIT 963) Mysticism: East and West.** 5; Study of the Transcendental movement, that stemmed from the East and later moved to the West, through perceptive discussions of such works as the *UPANISHADS*, the *BHAGAVAD-GITA* and the *DHAMMAPADA*. Writers such as Coleridge, Carlyle, Emerson,

Thoreau, and some German transcendentalists will be studied.

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**(LIT 964) Fantasy, Freud, and Science Fiction.** 5; Some study of depth psychology will provide the basis for an investigation of five works of fantasy and science fiction. We will consider works by Freud, Jung, Tolkien, Vonnegut, Homer, Frank Herbert, and Arthur C. Clarke.

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**(LIT 965) The Wonder That is India: Her Arts and Literature.** 5; Indian culture and personality through study of such works as the *UPANISHADS*, the *BHAGAVAD-GITA*, the *RAMAYANA*, and the *MAHABHARATA*. Students select projects on literature, architecture, religion, philosophy, mysticism, sculpture, painting, music, or dance. Writers such as Kalidasa, Tagore, Gandhi, Markandaya, and Narayan are to be discussed. You are to *see and feel* India's life and thought through her arts and literature.

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**(LIT 966) American Renaissance.** 5; Reading and discussion of Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman—with emphasis on ideas and values. Investigation of 20th century survivals of 19th century romanticism(s); myths and heroes, individualism and communism, varieties of transcendental experience, natural and supernatural, primitivism, feminism, civil disobedience, etc.

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**(LIT 968) Man and His Fictions.** 5; Fiction and fiction making—from jokes to parables to short stories to novels, including such writers as Dostoevski, Joyce, Porter, Twain, Hemingway, Brautigan, and Kosinski. Close attention to fictional forms and related social and psychological realities. How do the fictions you experience give shape and invention to your life?

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**(LIT 969) Dues, Blues, and Langston Hughes.** 5; Studies in black American literature and culture. Selected readings, (e.g., autobiographical works by Langston Hughes, Richard Wright, Dick Gregory, Anne Moody, Malcolm X), selected recordings (e.g., country blues, urban blues), plus other aspects of black American culture (e.g., film, television, popular magazines).

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**(LIT 970) Signs, Symbols, and Literature.** 5; A study of symbols and their usage in society, general communication, and, finally, selected works of literature. Articles and essays by Jung, Yaeger and Selznik, Whitney, and Morris will be used in the discussion of signs and symbols.

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**(LIT 971) The Literature of Choice: From Sin to Celebration.** 5; Students will read utopian literature, novels, and view films selected on the basis of their appropriateness for demonstrating choices available to man within the dialectic of freedom and dignity. Essays from the disciplines of psychology, philosophy, sociology, and religion will provide explication of the dialectic, and works from print and non-print media will stimulate topics for discussion and analysis. Readings will span from Plato's *REPUBLIC* to Arthur Miller's *AFTER THE FALL*.

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**(LIT 972) The Bead Game: Experiments in Cross-Disciplinary Thinking.** 5; In his novel, *THE BEAD GAME*, Herman Hesse describes a group which has learned to relate any category of human activity and knowledge to any other category. In the last few years, scholars

such as Roman Jakobson and Claude LEVI-STRAUSS have actually developed ways of relating, for example, visual and verbal form or kinship patterns and linguistic patterns. We will talk about the efforts of these men and go on to explore ways in which our major fields can be related to other fields. Topics might include the nature and use of statistical models, ways of describing visual art, and the like.

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(LIT 973) **Literature of the Eastern World.** 5; Study of drama and fiction of India, China, and Japan with investigation of the social, political, cultural, and intellectual backgrounds, relative to the individual works of the three major countries of the East. Students report on their chosen work and select projects to be produced in the form of major papers. Writers such as Sudraka, Kalidasa, Tagore, Narayana, Mao Tun, Lusin, Tuan-Mu Hung-Liang, Ibase, Masuj are to be discussed. Certain contemporary and age-old issues of the Orient are focused through dramatic and fictional representation.

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(LIT 974) **Hoboes and Heroes: Two Literary Modes.** 5; An attempt to tape together the two ends of the literary spectrum, the mythic and satiric worlds. Heroes supplied by THE NIBELUNGENLIED, DUNE, Tolkien, and BEOWULF; anti-heroes from BEEN DOWN SO LONG IT LOOKS LIKE UP TO ME, Voltaire, THE GINGER MAN, and Apuleius.

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(LIT 975) **Men, Monsters, and Gods: The Literature of Science Fiction and Fantasy.** 5; The course will explore the dreams and nightmares of science and religion as reflected in such forms of literature as science and fantasy. Special attention will be paid to the conflict between science and religion which can be traced from FRANKENSTEIN through H. G. Wells and C. S. Lewis and finally to such contemporary writers as Isaac Asimov, Arthur C. Clarke, and Kurt Vonnegut. Evolution, mythology, racial consciousness and destiny, and the possibility of utopia will be discussed as some of the defining factors in attempting to give some meaning and projection to existence through the agency of the imagination.

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(LIT 976) **Women: Past, Present, and Future.** 5; An exploration of the perceptions, problems, and possibilities of women and women's movements as expressed in image, theory, and action. We shall inquire into the persisting images and prescriptions vis-a-vis women as reflected in Western literature, analyze the self-images and motives of feminists as expressed in their autobiographies, and the progress and problems of Western feminist movements, past, present, and future.

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(LIT 977) **Classical Literature of India.** 5; Study of the classical works of Indian literature which importantly include Indian epics, folktales, ancient plays, the mystical UPANISHADS and the Buddhistic DHAMMAPADA in order to help students perceive certain eastern values — mythological, historical, social, and religious — of ancient India.

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(LIT 978) **Interpreting Great Literature.** 5; Works by authors such as Solzhenitsyn, Homer, Dostoevski, Hemingway, Sophocles, Sartre, Kafka, Defoe, Melville, Conrad, or Cervantes constitute the reading, which will include some short fiction, some novels, and

a few plays. Emphasis is on the process of focused inquiry-thinking, discussing, and writing — into important literature, its philosophical, sociopolitical, psychological, or aesthetic implications. Everyone speaks, discusses. Everyone writes. Attendance required — two meetings per week for the maximum of 10 students enrolled.

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(LIT 979) **Tolkien and Friends.** 5; Tolkien's LORD OF THE RINGS trilogy has affinities with works in Old and Middle English and with the Icelandic EDDAS. The class will undertake Tolkien's trilogy and go on to consider BEOWULF; SIR GAWAIN AND THE GREEN KNIGHT; THE ELDER EDDA; Tolkien's minor fiction; fairy tales and critical work; and Old English riddles, spells, and legends.

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(LIT 980) **The Extended Self.** 5; We are largely used to hearing ourselves talked about as if we were isolable individuals, defined by what we individually and consciously think and do. The course will deal with people who think otherwise and will explore some of the ways in which we are being redefined and extended as participants in larger patterns of movement and meaning. Readings in depth psychology, anthropology, meditation, the history of science, poetry, and philosophical biology; Freud, Jung, Lewis Thomas, Loren Eiseley, William Blake, St. John of the Cross, and Levi-Strauss.

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(LIT 981) **From Hamlet to Dostoevsky to Brautigan: The Literature of Modern Selves in Recoil.** 5; We will explore primary features of modern consciousness, and selected political, social, and psychological manifestations of such consciousness, in several novels, plays, stories, and films. We will begin with *Hamlet*—and from there read, hear lectures about, and discuss works by E. M. Forster, Bertolt Brecht, Thomas Mann, Franz Kafka, Jean-Paul Sartre, Saul Bellow, Nathanael West, Donald Barthelme, Edward Albee, and Richard Brautigan. Papers and quizzes are required. The reading is rich and abundant; the rewards of the reading, lectures, and discussions are also rich and abundant.

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(LIT 982) **Images of India in Literature.** 5; Study and discussion of the varied images of India—religious, philosophical, feudalistic, imperialistic, and sociological—through perceptive reading works by such writers as E. M. Forster, Edwin Arnold, Hermann Hesse, Rudyard Kipling, Mulka Raj Anand, Kamala Markandaya, and others.

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(LIT 983) **The China Course.** 5; Wherein the class will find out what it can about everything Chinese—history, art, politics, religion, food, etc. We may focus on a period, and will proceed mostly by independent study with reports to the group. A classroom will be reserved at all times for displays, information exchange, and Chinese activities.

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(LIT 984) **Literature and Madness.** 5; Using R. D. Laing as focus, we will read and discuss such works as *Steppenwolf*, *The Metamorphosis*, "The Love Song of J. Alfred Prufrock," *The Three Faces of Eve*, *I Never Promised You a Rose Garden*, *Sibyl*, *The Boys in the Band*, and *Cruelty*.

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(LIT 985) **Images of Man and The European Novel.** 5; Exploration and discussion of the different images of the modern man in the light of his dilemmas, search for his identity, and his perspectives, as portrayed in the novels of Albert Camus, Joseph Conrad, Bernard Malamud, Leo Tolstoy, Anton Chekhov, Franz Kafka, and Hermann Hesse.

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(LIT 986) **Classic Theatre.** 5; Thirteen classics of dramatic literature produced by the BBC and presented weekly on Channel 7 form the central experience of this course. (Play examples: Shakespeare's *MACBETH*, Webster's *THE DUCHESS OF MALFI*, Goldsmith's *SHE STOOPS TO CONQUER*, Ibsen's *THE WILD DUCK*, Synge's *THE PLAYBOY OF THE WESTERN WORLD*.) The plays will lead us to consider elements and varieties of dramatic literature and its interpretation.

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(LIT 987) **The Literature of Commitment.** 5; Novels are often meant to change us in some way—to mobilize our sentiment, to shape our opinions, to lead us to commit ourselves as the authors have. How does our experience of a novel transfer to our experience of the world? Can we really be moved by something with which we disagree? What are the techniques of serious persuasion and of propaganda? We'll use such works as *The Big Money*, *The Grapes of Wrath*, *The Jungle*, *Walden II, 1984*, *Bread and Wine*, and *Man's Fate*.

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(LIT 988) **Early Americans and Their Literature.** 5; Study of the Early Americans and their Colonial writings with the pronounced singularity of their temper and morality produced in the New England settlements. Writers such as John Winthrop, Thomas Hooker, Cotton Mather, Edward Taylor, Jonathan Edwards, Thomas Paine, Hugh Henry Brackenridge, Benjamin Franklin, and others will be read and discussed.

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(LIT 960) **The Literature of Baseball.** 5; Perceptions, factual and fictional, of the national pastime. Readings will include: novels by Robert Coover, Mark Harris, Ernest Hemingway, Bernard Malamud, Philip Roth; short stories by Ring Lardner; poems by divers hands; nonfiction by Roger Angell, Jim Bouton, etc. A course for people who 1) like to read and 2) do not think baseball is a boring game.

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(LIT 962) **The Essential Self in Literature.** 5; We will study a cross-genre of the self as it is reflected in traditional and contemporary literature. The works by such writers and thinkers as Plato, Sophocles, Nathaniel Hawthorne, Emily Dickinson, William Blake, Robert Browning, T. S. Eliot, Bertrand Russell, William Faulkner, Dick Gregory, and others will be read and discussed.

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(LIT 970) **Novels of Mystery and Suspense.** 5; The class will read thousands of pages by Hammett, Chandler, Christie and many others. Come willing to share your ideas about Nero Wolfe, Hercule Poirot, Sam Spade, and Lord Peter Wimsey. Classroom format will be open (and serious) discussion about popular paperback novels—a heavy approach to lightweight literature.

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(LIT 971) **Self, Society, and Literature.** 5; The course will explore the bondage of self, society, and literature with each other. The study of self helps us understand the society of science and technology we live in and vice ver-

sa. Study of such authors as Shakespeare, Faulkner, Camus, Conrad, Fitzgerald, Lewis, Hesse, H. G. Wells, and others will be made.

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(LIT 974) **Going Nowhere: Recent American Literature.** 5; Vagrant as (anti-) hero in America from Jack Kerouac's *On the Road* on. Reading and discussion of such works as Ferlinghetti's *Coney Island of the Mind*, Tom Wolfe's *Electric Kool-Aid Acid Test*, Richard Brautigan's *Trout Fishing in America*, *Leavis Rider*, Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, Tom Robbins' *Another Roadside Attraction*, and Alvin Greenberg's *Going Nowhere* (from which: the title).

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## Department of Mathematical Sciences

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(MSC 960) **Mathematics Humanized.** 5; Lectures, readings, and discussion about mathematics and the contributions of mathematics to the student's major fields.

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(MSC 961) **Excursions into Mathematics.** 5; The investigation of areas of mathematics from a metamathematical point of view. The lives and contributions of some famous mathematicians of the past few centuries.

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(MSC 962) **Musico-Mathematical Relationships.** 5; How mathematics is involved in topics such as just tuning, composition, and harmonics. Electronic music, formalism, serialism are discussed.

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(MSC 963) **Man and the Computer.** 5; Broad-based discussion of computers, how they work, their impact on education, business, and society. Computer ethics. On-line computing experience through APL.

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(MSC 965) **Glimpses into Statistics.** 5; A non-mathematically-oriented introduction to the uses (and mis-uses) of statistics through examples and small projects. A distribution-free approach to forming conclusions based on samples will be investigated.

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## Department of Natural Sciences

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(NAS 960) **Nuclear Energy: Boon or Bane?** 5; This course is concerned with (1) how the atomic nucleus serves as a source of energy, (2) the many applications of this energy including electric power, medical, military, and industrial, and (3) the environmental problems associated with nuclear energy.

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(NAS 961) **Energy — Past, Present, and Future.** 5; Following a look at energy resources and utilization of the past 200 years, the course will examine closely those 20th century developments which have brought on the present energy crisis. The course will then explore the scientific basis, technological status, environmental impact, and economic implications of future energy alternatives as we proceed to the 21st century.

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(NAS 962) **Science and Other Things.** 5; The course will explore relationships between science and human affairs. Of special concern will be the interactions of science with other fields of study. Individual students will study the use of science in their own prospective major field.

- (NAS 963) **The Colonization of Space.** 5; A study of the ongoing exploration of outer space, with special attention being paid to economically important activities such as weather, communication, and earth resources satellites, solar satellite power stations, and space manufacturing facilities. After studying plans which could place a permanent colony in space for 10,000 people by 1988, individual students may study aspects of space colonization that relate to their own interests or major field. (This course may not be used for credit by students who have taken NAS 983.)
- (NAS 964) **Science and Society.** 5; "What is there about science that a person living in today's world ought to know?" This question forms the basis of the course. Designed for nonscience majors, topics explored deal with the ways in which science affects the daily life of every person. Scientific and technological alterations of modern life have resulted in a safer, healthier, more comfortable existence, but have been accompanied by ecological degradation in many forms. The nature of these scientifically based problems in society will be examined.
- (NAS 965) **Man and Earth: Suicide or Survival.** 5; How we contaminate our environment. What it can do to us. What we can do about it.
- (NAS 966) **Our World and How We Know It.** 5; The role conceptual models play in the process of understanding our world will be explored. The problems of the nature of matter and energy, the origin of species and the nature of the universe will be examined in their historical development. The instructor will coordinate the investigation of models within other disciplines.
- (NAS 968) **Field Ornithology.** 5; Modern humans live in the midst of a rich and varied biological world of which they are amazingly ignorant and unaware. This course will attempt to make the student more sensitive to the environment through the field study of one important kind of organism, the birds. (Students will be responsible for their own transportation on *many* field trips and must furnish binoculars for field study. To allow adequate time for field trips, course is scheduled in two time blocks.)
- (NAS 970) **Genetics and Society.** 5; Current knowledge of heredity and its implication in human affairs, past, present, and future. The relationship of heredity to many human diseases and birth defects will be emphasized. This course is very relevant to persons who wish to know about themselves and their contribution to their children. The potential for the use of genetic knowledge will continue to dominate our thoughts through the end of this century.
- (NAS 971) **Bioethics: The Right to Exist.** 5; Procreation, maturation, death. Population control implies behavior control. Policies which affect the rate of birth, availability of modern medical technology and the rate of death hold very important implications for social and biological population growth. Social awareness of the difficulty in making biologically ethically acceptable decisions with respect to the rights of the individuals and their responsibility to society in matters of procreation, maturation, and death will, over time, establish the quality and quantity of man. The main issue then to be dealt with in this course is how one finds the proper balance between the good of the individual and the good of society.
- (NAS 972) **The Meaning of Death.** 5; This course will deal with the areas of human experience concerning the fact of death and questions about the meaning of death. Course content involves the image of death as it appeared in ancient religions and civilizations and the image of death as it influenced poets, artists, writers, and moral philosophy. Questions concerning the soul, the body, immortality, indefinitely prolonging life, suicide, euthanasia, grief, mourning, and the institutional aspects of the terminally ill, and the funeral profession will also be discussed.
- (NAS 973) **Nobel Laureates in the Sciences.** 5; Nobel awards are given annually to scientists judged to have made the most outstanding contribution to mankind in their fields during or prior to the previous year. This course will examine selected Nobel Prize Laureates in the sciences in terms of the nature and significance of their work, and occasionally will look at the scientist as a man.
- (NAS 974) **Contemporary Human Health Problems.** 5; This course will deal with contemporary human health problems such as cancer, heart disease, drug abuse, and venereal disease. Human biological functions will be described in layman's terms prior to a consideration of how disorders affect these functions.
- (NAS 976) **The Origin of Life.** 5; An exploration of how life originated on Earth. All current theories will be discussed in layman's terms from various points of view. Consideration will be given to the possibility of extraterrestrial life and how to communicate with it (them?).
- (NAS 977) **Water Pollution.** 5; The object of this course is to establish a water quality map of the Jacksonville area. After two weeks of classroom orientation, students will spend the remainder of the term collecting samples and analyzing them by simple, but accurate, methods in a specially equipped laboratory. No previous experience in chemistry is required. (not open to students who have taken NAS 980.)
- (NAS 979) **Oil, Its Products, and the Consumer.** 5; Twentieth century man and his technology are utterly dependent on oil and its derivatives. The consumer in his everyday life deals extensively with such oil-based products as drugs, detergents, paints, dyes, food and food additives, and plastics. This course will study these materials from a consumer viewpoint, and discuss the impending exhaustion of the oil supply, and its effect on society and technology.
- (NAS 980) **Human Ecology.** 5; A study of man's impact on the environment—past, present, and future possibilities. Topics will include various aspects of water and air pollution, human population expansion, endangered species, conservation of natural resources and the wilderness.
- (NAS 981) **Water: The Web of Life.** 5; Water is more essential to human beings than any other substance in the earth's ecosystem. Yet it is usually taken for granted as an inexhaustible resource and its role in living systems is only vaguely understood by most people. This

course will examine the role of water in living systems from the individual cell to the global ecosystem. Two field trips will be planned at the convenience of the class.

(NAS 982) **Ascent of Man.** 5; The "Ascent of Man," written and narrated by Jacob Bronowski and produced by the BBC, traces the development of science as an expression of the special gifts that characterize, and make man unique among animal species. It provides a panoramic view of nature and the forces that led to the emergence of human intelligence. Through the vision of Bronowski we become engaged with the cultural intellectual steps and cumulative advances by which science and technology have achieved such conspicuous contemporary power. Thirteen weekly telecasts will be presented on Channel 7, Sunday evenings 10-11 p.m., beginning September 28. There will be four panel discussions scheduled for Wednesday evenings and two examinations; a mid-term and final — both comprehensive.

(NAS 983) **The Space Venture.** 5; This course examines man's expanding knowledge of the universe. Recent advances in this knowledge resulting from the U.S. Space Program are illustrated with slides and films from the Kennedy Space Center (NASA). The direct human benefits from space technology are reviewed and the use of orbiting satellites for managing food and mineral resources, weather forecasting, and communications are discussed.

(NAS 984) **Food and Nutrition for the Layman.** 5; We are rapidly reaching a time when completely natural food will be unavailable. Being well into this transition, current manufacturing and merchandising practices versus nutritional and dollar value will be discussed. Changing food textures, sources, and quality as related to diet, calories, vitamins, and usefulness will be compared to "convenience" foods, health and consumer reports, and "new" wives tales.

(NAS 985) **Science and Pseudoscience: Fad, Fact, and Fancy.** 5; An open-minded exploration of topics such as extrasensory perception, astrology, medical fads, and the Loch Ness monster through class discussions and individual student presentations.

(NAS 986) **Plants in the Service of Man.** 5; Since man is dependent on plants for his very survival, it is important that he recognize and understand this dependence. This course will focus on two major areas of dependence, food and drugs. The origin and development of major crop plants will be explored, as well as the prospects for future increases in food production. Until very recently, nearly all medicines were plant-derived. Penicillin and aspirin, as well as morphine and opium, were originally produced by plants. Both the biology and the social impact of such drug-producing plants will be examined.

(NAS 987) **Contemporary Astronomy.** 5; An exploration of the frontiers of twentieth century astronomy in light of the data explosion now occurring in the oldest science. Fundamentals of classical astronomy and topics of current interest such as pulsars, black holes, and quasars. Observational work included. (Not open to students who have taken NAS 983.)

(NAS 988) **Oceans: The Continuing Frontier.** 4; An examination of the range of human involvement with the sea — its impact on art, literature and knowledge of earth's history and its importance to mankind as a place for work and play and a source of valuable resources. A series of 16 newspaper articles written by leading authorities in each area comprises the lectures for the course. These articles will be augmented by periodic panel discussions organized and presented by UNF professors during the course. The newspaper articles will also be supplemented by a book of readings and a study guide.

## Philosophy Courses

(PHI 960) **Philosophy: What You Always Wanted To Know About It But Were Afraid To Ask.** 5; Discussion of some of the great philosophical problems of our day, not technical ones, but the ones which bear directly on our lives. Sample problems to be discussed include the existence of God, good and evil, and the relationship of mind to body.

(PHI 961) **Deductive, Inductive, and Seductive Thinking.** 5; A study of the ways language can be used to lead and mislead us. We'll talk about arguments, definitions, fallacies, and statistics, among other things. No attempt will be made to develop intricate and elaborate formal mechanisms except where they are directly relevant to differentiating good thinking from bad.

## Department of Political Science and Public Administration

(POS 960) **The Quality of Life in America.** 5; Exploration of the political dimensions of contemporary problems affecting the quality of life in America, including pollution, poverty, power, and fear.

(POS 962) **Art and Politics.** 5; The producing arts as vehicles for political behavior. Explores the potential political content, form, and action in various arts at different points in recent historical and contemporary experience.

(POS 964) **War and Imperialism.** 5; A look at the causes and costs of international aggression using literary and case study materials, with emphasis on methods of achieving world order.

(POS 980) **Politics: Left, Right, and Center.** 5; This course will study the different brands of political ideology now current in American society with the intention of seeing how different ideologies cause people to understand and to act differently with regard to the same political events.

## Department of Psychology

(PSY 960) **Human Conflict in Black and White.** 5; To create an awareness of and a sensitivity to the inter- and intra-personal forces that continue to generate racism in America. From this knowledge and feeling about race relations, a more mutually beneficial personal behavior pattern may be developed.

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**(PSY 961) Human Sexuality.** 5; To provide a sensitivity to and an appreciation of the physiological, psychological, legal, and ethical factors that affect human sexual behavior. Information will be presented to permit the student to gain a better understanding of personal sexuality and the sexuality of others.

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**(PSY 962) Behavior Modification in the Real World.** 5; To provide an understanding of recent scientific study which has led to the development of highly effective procedures for changing human behavior. Students will learn how to exert significant control over the behavior of individuals in their personal lives.

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**(PSY 963) Altered States of Consciousness.** 5; To attempt to define altered states of consciousness by scientific comparison of these various states and examination of different means of producing these states. Additionally, there will be an examination of the scientific and personal value of altered states of consciousness.

## Department of Sociology and Social Welfare

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**(SOC 960) Womanhood in Modern Society.** 5; An exploration of the relationships between personality growth, cultural expectations, social mythologies, and the socially defined role of woman in a changing world. Discussion of selected classical and contemporary works highlighting the moral, social, and political issues emerging as a consequence of rapid change. Consideration of contemporary movements designed to reshape the role of women and redefine their position in the modern world.

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**(SOC 961) Utopias: The Search for Heavens on Earth.** 5; A venture into utopia-building, studying the motivations, efforts, and results of attempts to recapture Eden or to create the ideal society. Consideration of actual historical cases, utopian literature, and modern commune movements.

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**(SOC 970) The Urban Scene.** 5; An experiential venture into the urban scene as a natural research laboratory. Designed for men and women desiring to develop their competence in studying and understanding the problems and prospects of urban life. Structured involvement to facilitate a discovery of urban issues and urgent national concerns.

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**(SOC 971) The Quest for Identity.** 5; A venture designed to consider the troubled conscience of American Society, its quest for identity, and the endless crisis involving social movements, militancy, sex, drugs, new life styles. Consideration will be given to the effects on the individual, the community, and society.

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**(SOC 972) Societies Around the World.** 5; This course is structured to understand the growth of human societies around the world, starting with the evolution of man and discussing the formation of hunting, gathering, and fishing societies. We will further explore how band, tribal, village, and feudal societies have grown to become modern nations. In this context we will take societies from Africa and Asia.

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**(SOC 973) Simulating Society.** 5; In this course we will attempt to broaden our awareness and understanding of the ways in which American society works by playing Simsoc. We will create groups which will represent different geographical areas, political parties, mass media, businesses, and others. As members of these groups, we will try to attain certain general objectives and in doing so will address ourselves to problems of social order and social change. We will talk about our experiences and try to relate these to selected readings. Hopefully, we will be able to do some theorizing about American society.

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**(SOC 974) Eastern Cults and Western Materialism.** 5; This course is designed to explore value systems rooted in Hinduism, Buddhism, Islam, Confucianism, and Taoism and how these (religions) have encouraged cults such as Polytheism, reincarnations, otherworldliness, yogas, and maharishis. These values are contrasted with the monotheism of the West and protestant reformation which has encouraged materialism. A comparative study of the two social heritages is explored.

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**(SOC 975) The "New" Religions.** 5; An introduction to the variety of religious groups currently found on the American scene. An investigation into factors behind the rise of interest in new religious expressions and in Eastern religions, as well as changing patterns in traditional religious groups.

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**(SOC 976) Sexuality, Marriage, and Alternatives.** 5; This course focuses on the dynamic aspects of sexuality and marriage manifested in modern American society. Emphasis is on current trends and developments and their implication for the future. Topics to be explored are sexuality and society; marriage, parenting, and marital breakup; parents without partners and remarriages; and other sociological alternatives. Social dimensions of sexuality, marriage, and possible alternatives will be highlighted.

## College of Business Administration

### Department of Accounting

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**(ACC 960) Applications of Accounting Information.** 5; Open to nonbusiness majors only. Provides a basic understanding of the balance sheet, income statement, statement of retained earnings, funds statements, and other reports to the general public.

### Department of Economics

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**(ECO 960) Economics of Environmental Problems.** 5; Current environmental problems and approaches to their solution. Special emphasis on local problems.

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**(ECO 961) Poverty in the United States.** 5; The nature and causes of poverty in the United States and alternative proposals for its reduction. Special emphasis on economic discrimination.

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**(ECO 962) The Soviet Economy: Problems and Prospects.** 5; Not open to students in the College of Business Administration. Selected current problem areas in the Soviet economy. Examination of trends in Soviet growth and development.

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**(ECO 965) What is a Human Being Worth? 5;** A survey of the theological, philosophical, legal, and economic view of the value of human beings. Practical application of the concept of human capital from an economic and legal standpoint. Not open to students in the College of Business Administration.

—————  
**(ECO 966) Radical Economics. 5;** A radical view of the American economy examining militarism, racism, imperialism, alienation, environmental destruction, sexism, power, income inequality, and the extent to which these are caused by dehumanizing institutions of contemporary capitalism.

—————  
**(ECO 967) Who's Minding the Store? 5;** A different and stimulating look at some of our current economic problems and the people and actions that fail to solve them.

—————  
**(ECO 969) Economics: Foundations and Current Issues. 5;** The course is designed to provide a basic understanding of the functioning of the U.S. economy, emphasizing the relationships among such factors as employment, prices, fiscal policy, and monetary policy. Economic principles are illustrated and demonstrated by means of integrating contemporary economic problems and issues into the course.

—————  
**(ECO 970) What's Wrong with the Economy? 5;** A piercing analysis of Nixonomics, Fordonomics, double-digit inflation, OPEC riches, and what the economic future holds for all of us.

—————  
**(ECO 975) Economics of the Fine Arts. 5;** An investigation of the financial requirements of performances and exhibitions of the fine arts. Emphasis will be placed on the relationships between artistic and financial management with examples drawn from analyses of several national and local artistic organizations. The course will also include an exploration of concert management groups, union fees and contracts, fund raising and budgeting procedures, and the impact of Federal and private funds.

## Department of Finance, Insurance, and Real Estate

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**(FIN 960) Family Finance. 5;** Discussion of the principal financial problems faced by the individual and the family. Cannot be used for credit toward the BBA degree.

—————  
**(INS 960) Issues in Economic Security. 5;** Discussion of uncertainty and actions society takes to achieve security. Cannot be used for credit toward the BBA degree.

## Department of Management, Marketing, and Business Law

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**(BUL 960) Business Law for the Individual. 5;** Contracts, wills, personal liability, and other elements of business law particularly applicable to the individual. Not open for credit for students in the College of Business Administration.

—————  
**(MAN 970) Employment Practices. 5;** A study of rules and customs that affect people at work. Includes sections on wage and hour laws, equal opportunity programs, retirement benefits, employer recruiting and promotion programs, etc. Not open for credit for students in the College of Business Administration.

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**(MAR 981) Marketing Analysis. 5;** Designed to give the student a knowledge and appreciation of marketing functions such as pricing, advertising, distribution, etc. Not available for credit to students in the College of Business Administration.

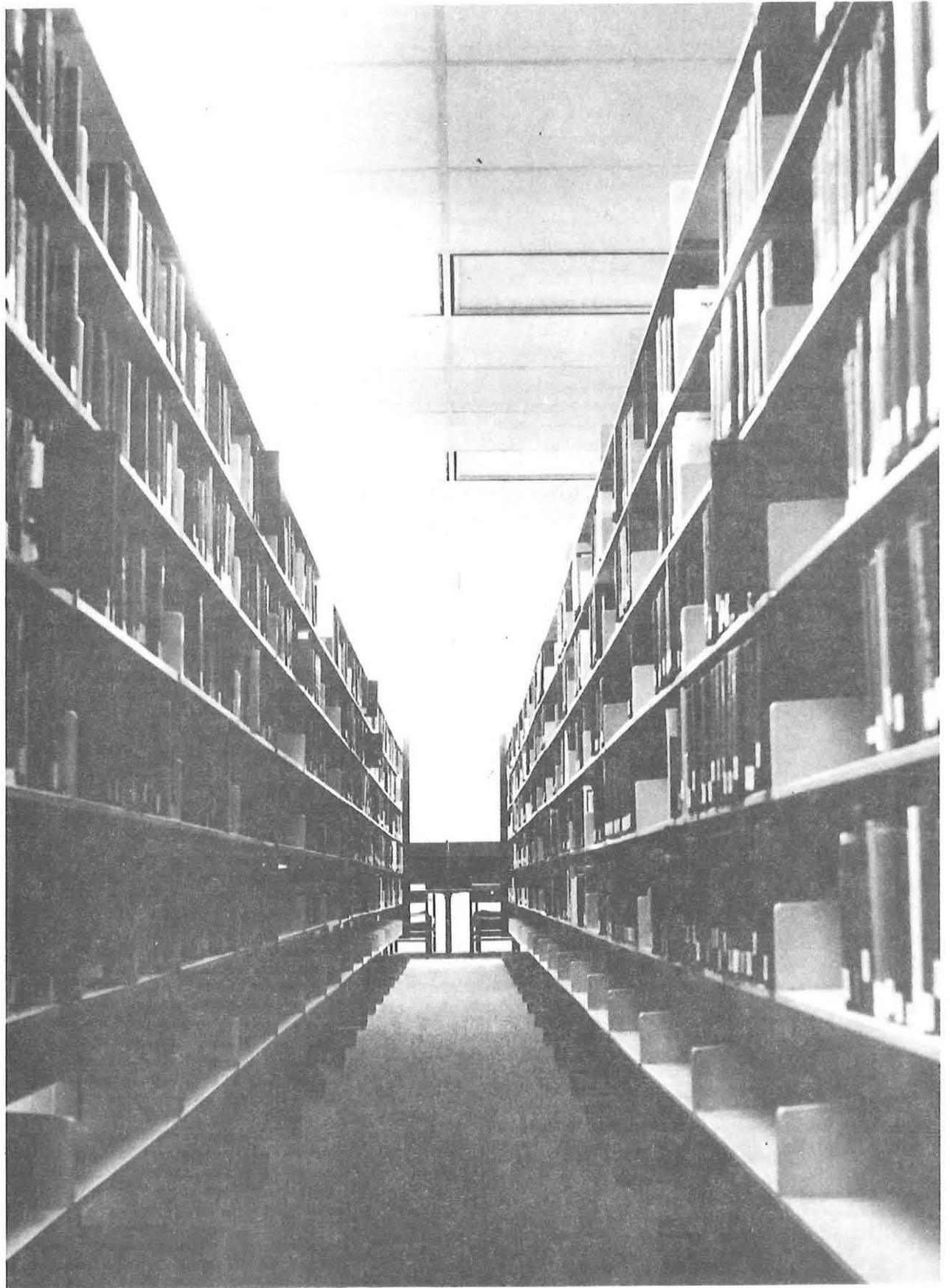
## College of Education

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**(EDU 960) A Time of Crisis: Change in Education. 5;** A critical look at public education matched against the needs and demands of the current social and technological revolution.

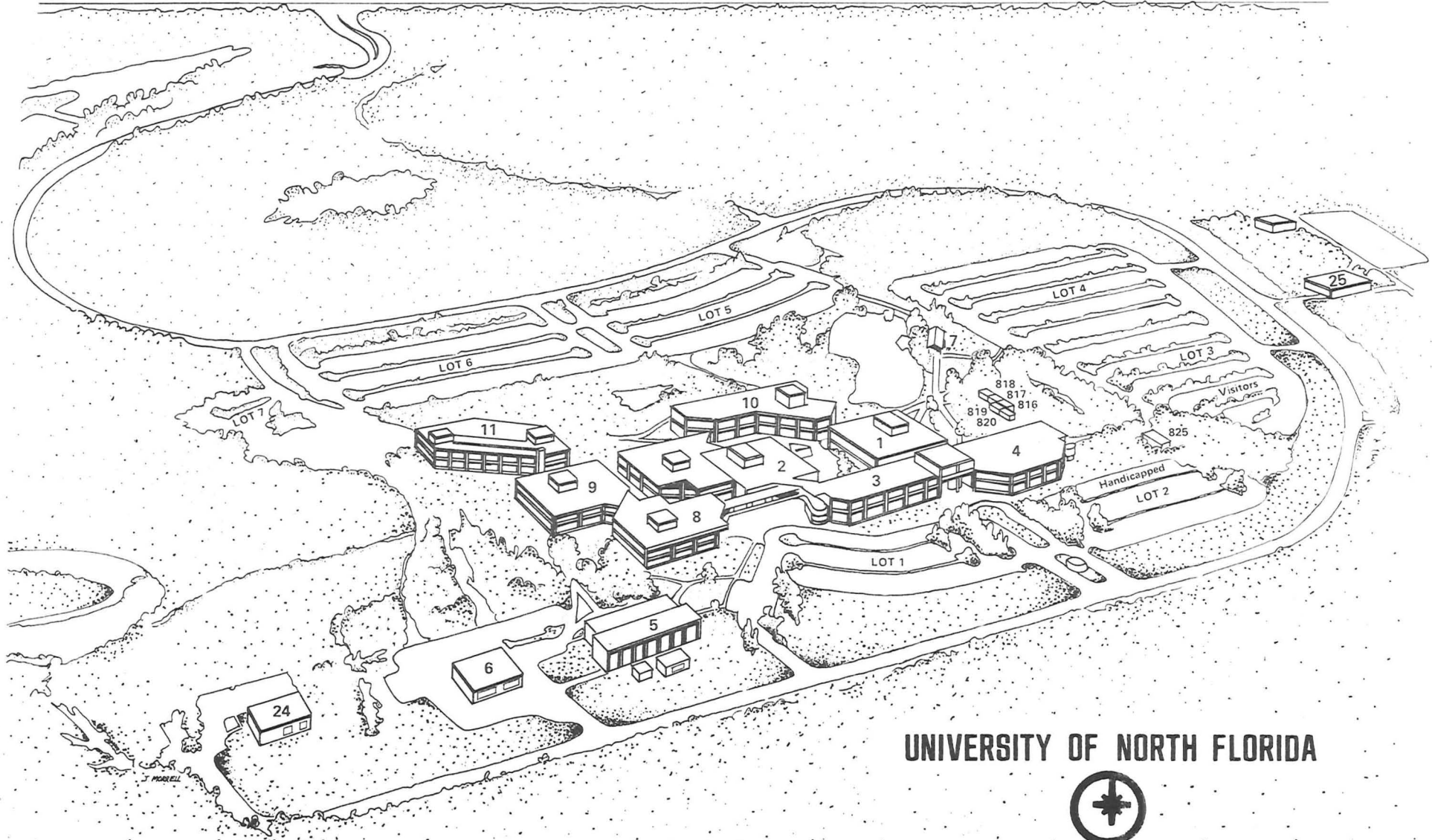
—————  
**(PHE 960) Lifestyle Modification. 5;** A study of the changes modern man must make in lifestyle in order to maintain optimal health. Special emphasis will be placed on formulating an individual lifestyle which integrates the areas of ecological awareness, nutrition, physical fitness, and stress reduction.







ST. JOHNS BLUFF ROAD



UNIVERSITY OF NORTH FLORIDA



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Administrative Affairs, Vice President  
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College of Education, Dean  
Continuing Education & Community Services, Dean  
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Credit-Free Programs; "Quest" Program  
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**Building 3:**  
Classrooms  
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Information Systems (Computer Center)  
Instructional Communications Center  
PHOENIX Office  
**Building 4:**  
Classrooms  
Fine Arts

Music/Art Laboratories

Natural Sciences

Science Laboratories

**Building 5:**

Physical Facilities

Police (moving to Bldg. 4, Fall 1977)

**Building 6:**

Physical Facilities Maintenance Shops

**Building 7:**

Boathouse (Food Service)

**Building 8:**

Accounting

Army ROTC

Bookstore

Classrooms

Language &amp; Literature

Mathematical Sciences

Personnel

Snack Bar/Cafeteria

Vocational &amp; Technical Education

**Building 9:**

Administration &amp; Supervision

Classrooms

Economics

Elementary &amp; Secondary Education

**Building 10:**

Classrooms

College of Arts &amp; Sciences, Dean

College of Business Administration, Dean

Finance, Insurance, &amp; Real Estate

History

Management, Marketing, &amp; Business Law

Student Activities

Student Health Office

**Building 11:**

Business Development Center

Classrooms

Division of Nursing

Division of Technologies

Health &amp; Physical Education

Political Science

Psychology

Sociology

Special Education

Technologies Laboratories

Transportation &amp; Logistics

**Building 24:**

Central Receiving

Purchasing

**Building 25:**

Shower/Locker Facility; Recreational Equipment Check-out;

Tennis/Handball Courts; Athletic Field

**Buildings 816/817/819:**

Classrooms

**Building 818:**

Duplicating

**Building 820:**

Art Studio (Ceramics)

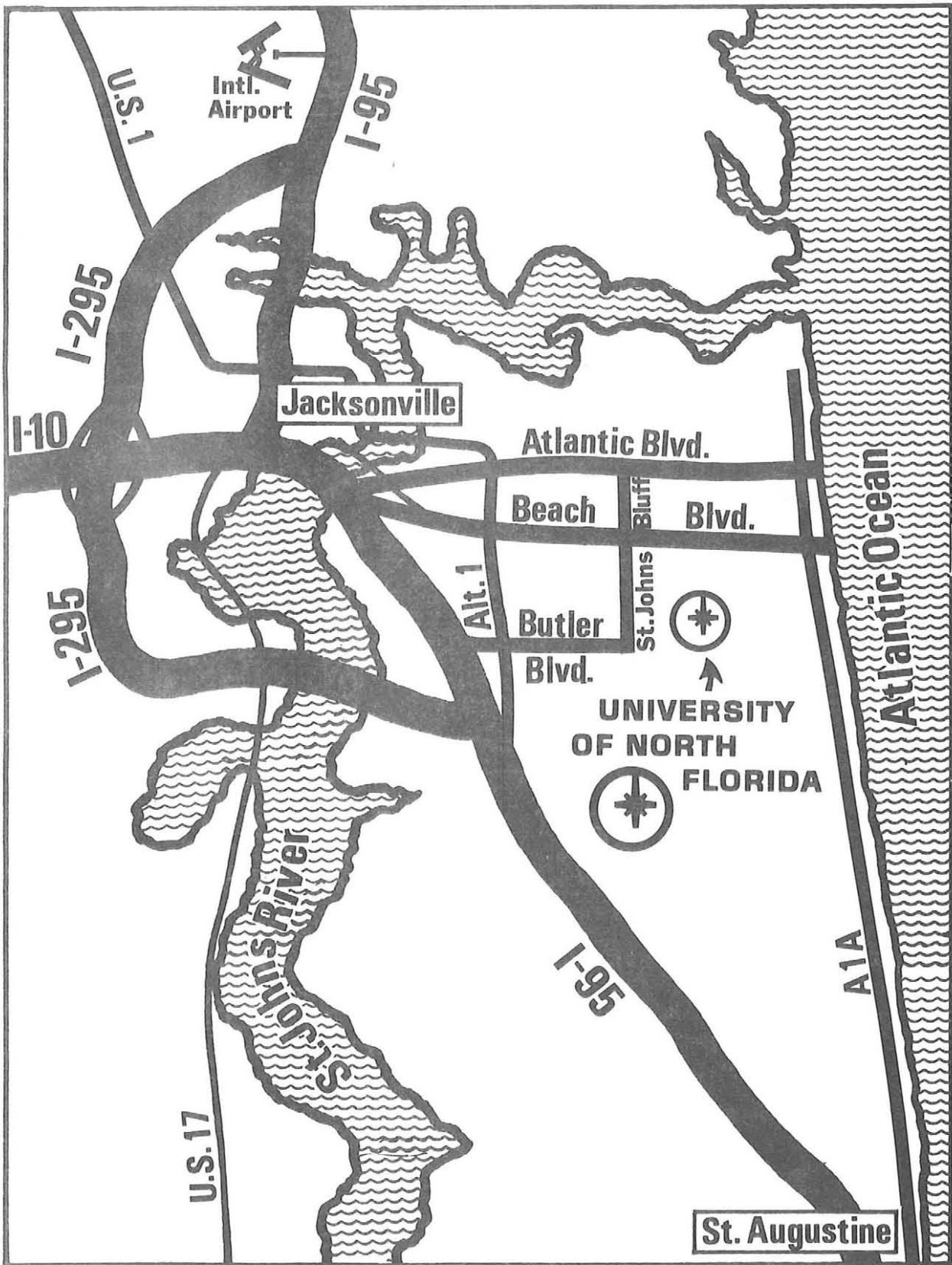
**Building 825:**

Day Care Center

**Parking:****Lot 1:** General Parking**Lot 2:** General Parking  
Handicapped Parking**Lot 3:** General Parking  
Handicapped Parking

Visitors Parking

**Lot 4:** General Parking**Lot 5:** General Parking**Lot 6:** General Parking**Lot 7:** General Parking



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