

INDIANA STATE UNIVERSITY UNDERGRADUATE BULLETIN 1974-1976

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INDIANA STATE UNIVERSITY  
TERRE HAUTE, INDIANA

UNDERGRADUATE BULLETIN

1974-1976



Volume 67, Number 6

July, 1974

The University Bulletin, published in February, March, April, May, June, July, August, September, October, and December each year by Indiana State University, 217 North Sixth Street, Terre Haute, Indiana 47809. Second class postage paid at Terre Haute, Indiana.

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# CALENDAR 1974-1975

## FIRST SEMESTER—1974

- August 26-28, Monday-  
Wednesday . . . . . Occupy residence halls and advisement  
and registration for students not  
preregistered
- August 29, Thursday . . . . . Classes begin, 8:00 a.m.
- September 2, Monday . . . . . Labor Day, no classes
- September 3, Tuesday . . . . . Classes resume, 8:00 a.m.
- October 26, Saturday . . . . . Homecoming
- November 27-December 1,  
Wednesday-Sunday . . . . . Thanksgiving recess, no classes
- November 28-30,  
Thursday-Saturday . . . . . University offices closed
- December 2, Monday . . . . . Classes resume, 8:00 a.m.
- December 16-20, Monday-  
Friday . . . . . Final examinations
- December 21, Saturday . . . . . First semester ends

## SECOND SEMESTER—1975

- January 6-8, Monday-  
Wednesday . . . . . Advisement and registration
- January 9, Thursday . . . . . Classes begin, 8:00 a.m.
- March 24-31, Monday-  
Monday . . . . . Spring recess, no classes
- March 28, Friday . . . . . Good Friday, University offices closed
- April 1, Tuesday . . . . . Classes resume, 8:00 a.m.
- May 5-9, Monday-Friday . . . . . Final examinations
- May 11, Sunday . . . . . Commencement

## INTERSESSION—1975 (Tentative)

- May 19, Monday . . . . . Registration
- June 6, Friday . . . . . Intersession ends

## FIRST SUMMER TERM—1975

- June 9, Monday . . . . . Registration
- June 10, Tuesday . . . . . Classes begin, 7:30 a.m.
- July 4, Friday . . . . . Independence Day, no classes
- July 11, Friday . . . . . First summer term ends

## SECOND SUMMER TERM—1975

- July 14, Monday . . . . . Registration
- July 15, Tuesday . . . . . Classes begin, 7:30 a.m.
- August 15, Friday . . . . . Second summer term ends  
Summer Commencement

# CALENDAR 1975-1976\*

## FIRST SEMESTER—1975

- August 25-27, Monday-  
Wednesday ..... Occupy residence halls and advisement  
and registration for students not  
preregistered
- August 28, Thursday ..... Classes begin, 8:00 a.m.
- September 1, Monday ..... Labor Day, no classes
- September 2, Tuesday ..... Classes resume, 8:00 a.m.
- October 25, Saturday ..... Homecoming
- November 26-30,  
Wednesday-Sunday ..... Thanksgiving recess, no classes
- November 27-29,  
Thursday-Saturday ..... University offices closed
- December 1, Monday ..... Classes resume, 8:00 a.m.
- December 15-19, Monday-  
Friday ..... Final examinations
- December 20, Saturday ..... First semester ends

## SECOND SEMESTER—1976

- January 5-7, Monday-  
Wednesday ..... Advisement and registration
- January 8, Thursday ..... Classes begin, 8:00 a.m.
- March 8-14, Monday-  
Sunday ..... Spring recess, no classes
- March 12, Friday ..... Good Friday, University offices closed
- March 15, Monday ..... Classes resume, 8:00 a.m.
- May 10-14, Monday-  
Friday ..... Final examinations
- May 16, Sunday ..... Commencement

## INTERSESSION—1976 (Tentative)

- May 24, Monday ..... Registration
- June 11, Friday ..... Intersession ends

## FIRST SUMMER TERM—1976

- June 14, Monday ..... Registration
- June 15, Tuesday ..... Classes begin, 7:30 a.m.
- July 5, Monday ..... Independence Day, no classes
- July 16, Friday ..... First summer term ends

## SECOND SUMMER TERM—1976

- July 19, Monday ..... Registration
- July 20, Tuesday ..... Classes begin, 7:30 a.m.
- August 20, Friday ..... Second summer term ends  
Summer Commencement

\*The 1975-1976 calendar is tentative and subject to final approval.



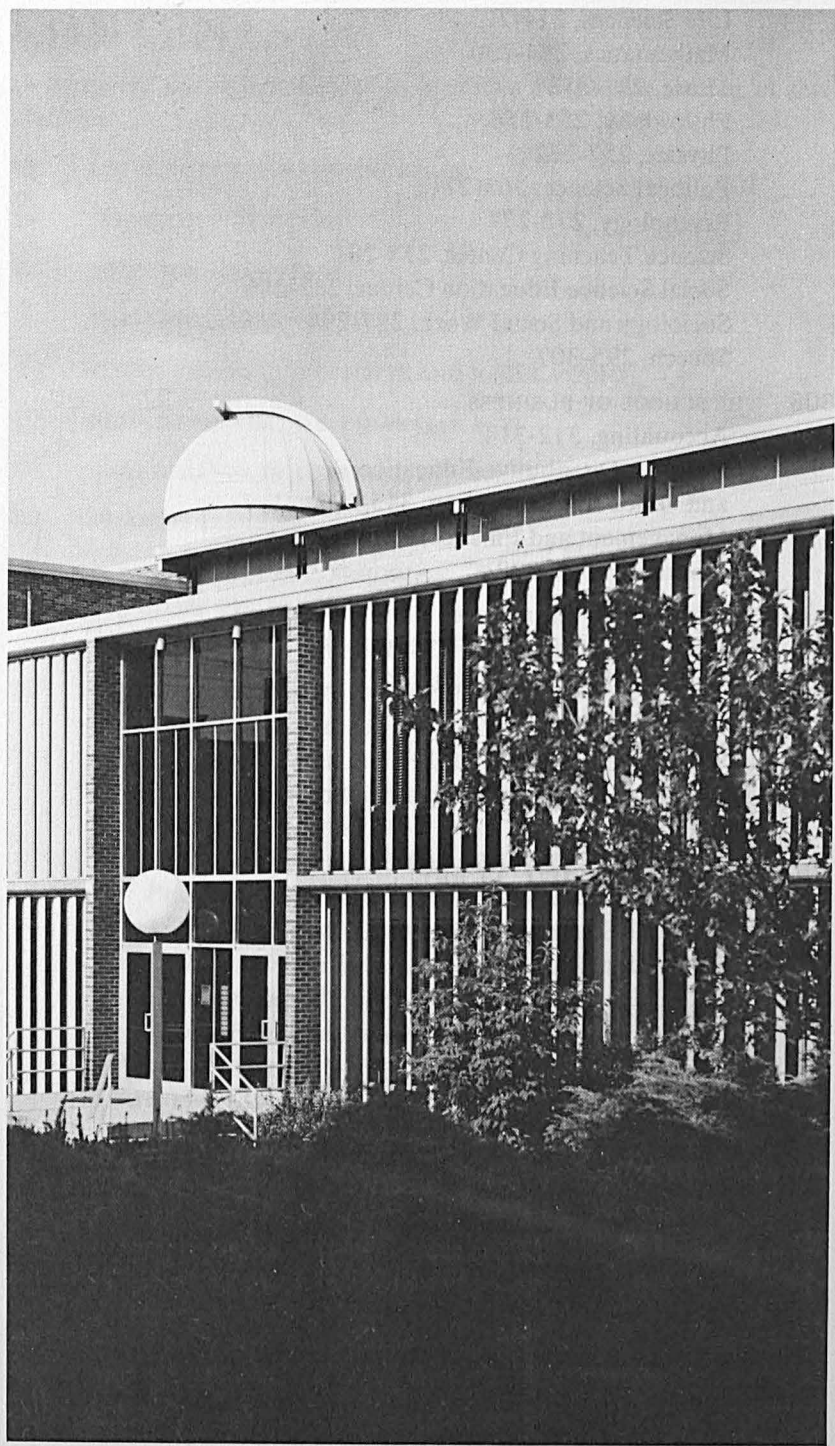
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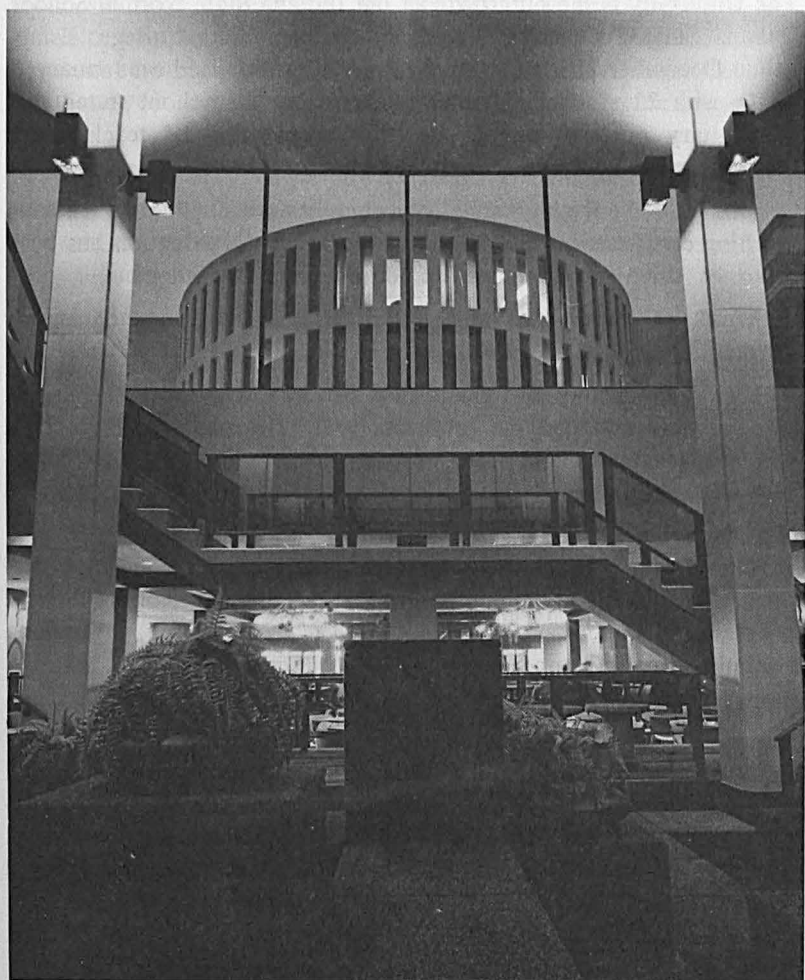
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# THE UNIVERSITY

Indiana State University is a multi-purpose, state-assisted, co-educational institution of higher education offering undergraduate and graduate study serving the academic, cultural, and vocational needs of students. Degree programs are offered in teacher education, the humanities, and sciences. Practical arts programs are offered to students who desire specialization in fields that may or may not lead to a degree.





## HISTORICAL PERSPECTIVE

The University is the outgrowth of the Indiana State Normal School, Indiana State Teachers College, and Indiana State College. Established December 20, 1865, the Normal School opened on January 6, 1870, with 21 students. The statute creating the school stated that its primary purpose was to be "the preparation of teachers for teaching in the common schools of Indiana."

After 1908, only high school graduates were eligible for Indiana teaching certificates; since that year, high school graduation has been the only formal requirement for admission to the school.

A college course was initiated in 1907, and the first bachelor's degrees were awarded in 1908.

A graduate school was established in 1927, and the first master's degrees were awarded the following year. The name of the school was changed to Indiana State Teachers College in 1929, in recognition of the broadened instructional program which had developed over a period of sixty years.

After 1940, a bachelor's degree was required for a teaching certificate in Indiana, eliminating the last of the old Normal School programs. The master's degree has been required for all Indiana administrative and supervisory certificates since 1929.

The graduate programs in education have expanded steadily. Since 1946, a master's degree has been a requirement for a permanent teaching certificate and additional study is necessary for school administrators. In 1946, also, Indiana State entered into a cooperative Doctor of Education (Ed.D.) program with Indiana University. The first Advanced Degree in Education (Ed.A.) degree was granted by the University in 1959.

A doctoral program was inaugurated in 1965, and the first Doctor of Philosophy (Ph.D.) degrees were granted in 1967.

The general, multi-purpose nature of the Teachers College was recognized by the Legislative act changing the name to Indiana State College on July 1, 1961. Less than four years later, on February 8, 1965, university status was achieved as the Indiana General Assembly changed the name to Indiana State University.

The schools within the University, with date of establishment indicated, are: School of Education (1960), School of Graduate Studies (1961), College of Arts and Sciences (1962), School of Nursing (1962), School of Business (1964), School of Health, Physical Education, and Recreation (1965), and School of Technology (1968).

An Evansville Campus was established in 1965. A building program was soon undertaken, and the first new structure on a new 300-acre campus was occupied in 1969. Four-year degrees are offered in several fields at Indiana State University-Evansville. The first four-year degrees were conferred at the Evansville campus in June 1971.

The Indiana State University Terre Haute campus has grown to a valuation of \$128 million in physical plant. Approximately 20,000 students are served on the two campuses, in extension classes, and through independent study.

The University has had seven presidents and one acting president: William Albert Jones, 1869-1879; George Pliny Brown, 1879-1885; William Wood Parsons, 1885-1921; Linnaeus Neal Hines, 1921-1933; Lemuel A. Pittenger (acting), 1933; Ralph Noble Tirey, 1934-1953; Raleigh Warren Holmstedt, 1953-1965; and Alan Carson Rankin, 1965 to present.

## ACADEMIC PROGRAMS

The University offers two areas for teaching and learning: (1) general liberal education, and (2) specialization.

Study in general liberal education provides experiences in the humanities, sciences, and cognate fields contributing to the development of awareness of one's social responsibilities and his cultural heritage.

The areas of specialization provide experiences which serve the student's professional and vocational needs.

Some programs culminate, after two years, in the degrees Associate of Arts or Associate of Science. The four-year undergraduate programs lead to the degrees Bachelor of Arts or Bachelor of Science.

Studies leading to advanced degrees are described briefly in this *Bulletin* and in detail in the *Bulletin of the School of Graduate Studies*.

## PUBLIC AND PROFESSIONAL SERVICES

In addition to its academic programs for students, the University offers many cultural, recreational, and social programs to students and general public. Adult education classes, musical productions, radio and television programs, and theatrical performances are made available to the public, many of them without charge.

Many University faculty members are consultants for or render research services to public schools, business, industry, and governmental agencies.

## UNIVERSITY BOARD OF TRUSTEES

Indiana State University is governed by the Indiana State University Board of Trustees composed of seven persons appointed by the Governor of the State of Indiana. Two of the seven are nominated by the Alumni Council of the University.

Prior to the formation of the Indiana State College Board, July 1, 1961, Indiana State was under the jurisdiction of the State Teachers College Board of Indiana. This board also governed Ball State Teachers College (now Ball State University) in Muncie, Indiana.

The Indiana State College Board was created by the 1961 Indiana General Assembly, and the 1965 Indiana General Assembly approved the name change to Indiana State University Board.

## RECOGNITION BY ACCREDITING AGENCIES

Indiana State University is accredited by the North Central Association of Colleges and Secondary Schools to offer bachelor's and master's degrees, the Educational Specialist degree, the Doctor of Philosophy degree, and, in cooperation with Indiana University, the Doctor of Education degree.



Indiana State University is accredited by the National Council of Accreditation of Teacher Education to offer curricula for elementary teachers, secondary teachers, and school services personnel at the bachelor's and master's degree levels, the Educational Specialist degree, and, in cooperation with Indiana University, the Doctor of Education degree.

The School of Nursing is accredited by the National League of Nursing. The Council on Medical Education of the American Medical Association has granted full approval to the program for medical technologists.

The University has been granted full membership in the National Association of Schools of Music.

In Arts and Sciences, the program in chemistry has been given full accreditation by the American Chemical Society.

The speech pathology program is accredited by the American Board of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association.

Indiana State University is one of eight colleges and universities accredited to prepare and certify athletic trainers. The accreditation is granted by the National Athletic Trainers Association, a medically recognized organization of people actively involved in athletic training.

Indiana State University holds membership in the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Midwest Conference on Graduate Study and Research, and the Council of Graduate Schools in the United States. It is also on the approved list of the Association of American Universities.

## CAMPUSES

The University occupies a main campus, south campus, east campus, and river campus in Terre Haute, Indiana, and the University's Lodge is located on a ten-acre site in Terre Haute's south suburban Allendale section. Other land sites occupied in the Terre Haute area include one adjoining Terre Haute's Union Hospital where the Clinical Nursing Education Building is located; the leased six-acre Driver and Traffic Safety Instructional Demonstration Center at the Vigo County Fairgrounds; a 28-acre Life Sciences research area in northern Vigo County; a 66-acre Science Research and Recreation Area in rural Clay County; and a leased 78-acre Life Sciences Research and Field Study Area in nearby Fontanet, Indiana.



The main campus adjoins the north side of Terre Haute's downtown business district and covers some 91 acres in the heart of the city. The south campus, a 15-acre site less than a mile from the main campus, is occupied by four married student apartment buildings. The east campus, leased in 1966 for 99 years, includes 20,500-seat Memorial Stadium and a nine-hole golf course. It is located on Wabash Avenue, two miles east of the main campus and covers 51.6 acres. The river campus of 95 acres is under development. It lies along the Wabash, northwest of the main campus.

The Evansville campus opened in 1965 but was relocated on 300 acres on the western outskirts of Evansville, with the first building occupied in 1969.

## UNIVERSITY BUILDINGS

### *Academic Buildings*

The academic buildings on the Terre Haute main campus are Dreiser Hall, Stalker Hall, School of Business Building, Fine Arts Building, Science Building, two physical education buildings, School of Technology Building, Home Economics Building, Holmstedt Hall, Clinical Psychology Building, School of Nursing Building, and the Indiana State University Laboratory School. The School of Nursing Clinical Education Building is located next to Terre Haute's Union Hospital. A brief description of each building is offered below with the date of building completion noted in parentheses. The location of the buildings can be found on the campus map inside the back cover of this publication.

**DREISER HALL (1950)** is a three-story structure serving the Departments of English, Humanities, Philosophy, and Speech. The building has, in addition to regular classrooms, a 300-seat playhouse; an experimental playhouse; theatre make-up, scenery, and costume rooms; and radio and television studios. The University's FM radio station WISU and the control center of the campus closed circuit television network are headquartered in the building. The building, known as the Language-Mathematics Building from 1950 to 1966, was renamed Dreiser Hall in 1966 in honor of Theodore Dreiser, a significant figure in twentieth century American literature and a native of Terre Haute.

The **SCHOOL OF BUSINESS BUILDING (1962)** is fully air-conditioned with 16 classrooms all furnished with audiovisual equipment. Eight rooms are receiving rooms for closed circuit television instruction. Additional facilities include laboratories for electronic shorthand, secretarial practice, duplicating business machines, and

individual study. Twenty-five faculty offices and a Bureau of Business Research make this one of the best-equipped buildings for business instruction. A fourth story addition to the building, completed in 1970, expanded the building's facilities with 27 major offices, 14 study spaces, and a conference room.

**STALKER HALL (1954)** is an air-conditioned three-story, 25-classroom building providing facilities and classrooms for the School of Education. The lower level of the building serves as the home of the Audio-Visual Center and for experimental psychology classes. The building was known originally as the Education-Social Studies Building. It was renamed in 1966 in honor of Francis Marion Stalker, who served on the faculty from 1892 to 1929. He was head of the Department of Education from 1923 to 1927.

The **FINE ARTS BUILDING (1940)** is the home of the Department of Art and Music. The entire first floor is occupied by the Department of Art and the University's fine art gallery.

The **SCIENCE BUILDING (1960-Unit I)** and (1968-Unit II addition) is a contemporary-styled building embracing the best and most modern ideas in design, space, and facilities for science instruction. Unit I has ten general classrooms, an elementary science instruction section, 18 laboratories, six advanced laboratories, and a roof penthouse area with observatory, greenhouse, and animal pens. Unit II houses 17 general classrooms, 25 instructional laboratories, 47 service areas for teaching facilities, 19 research rooms, seven student study facilities, nine other instructor-related facilities, two library facilities, and a radiation laboratory.

The **WOMEN'S PHYSICAL EDUCATION BUILDING (1928)** houses classrooms, gymnasiums, locker rooms, and offices for the Women's Physical Education Department.

The **ARENA and MEN'S PHYSICAL EDUCATION BUILDING (1962)** houses a 5,500-seat Arena, gymnastic and wrestling rooms, two general classrooms, an Olympic-type swimming pool, Physical Fitness Center, training room facilities, and a suite of faculty and other offices.

Outdoor physical education facilities adjoin the Arena and Men's Physical Education Building. Six all-weather, lighted tennis courts were completed in 1956 and renovated in 1973. A combination practice football field and all-weather track was completed in the fall of 1964. In 1971, this field was named Marks Field in honor of Dr. Walter E. Marks, Dean Emeritus of the School of Health, Physical Education, and Recreation.



The **SCHOOL OF TECHNOLOGY BUILDING** is ranked as one of the most complete and best planned buildings of its type. Originally constructed in 1915, the building was remodeled in 1957. A new, one-story addition to the building was completed in 1956. This addition houses graphic arts classrooms and laboratories. Several other campus buildings are used as School of Technology annexes.

The **HOME ECONOMICS BUILDING** (1956) was first put into use during the 1956-1957 college year. A contemporary-styled structure, this building has been rated as one of the most complete and best equipped buildings of its type in the nation. It was the first academic building to be located off the original campus quadrangle plot and is on the northwestern rim of the quadrangle area.

The **LABORATORY SCHOOL** (1935) operates as a unit of the Vigo County, Indiana, School Corporation; however, it is staffed by University faculty members and is owned and maintained by the University. It has nursery school through twelfth grade classes with a total enrollment of more than 750 students. Special classes for physically handicapped children and mentally retarded children are also maintained. University students preparing for the teaching profession visit the school for firsthand observation of teaching methods. Later, these students have supervised teaching experience in this school or in other public schools in the State of Indiana. The University's Department of Special Education, with its Porter Evaluation Center and Speech and Hearing Clinic, is located in the Laboratory School.

**HOLMSTEDT HALL** (1966) is a general classroom building. This two-story building has 29 classrooms, two 250-seat lecture rooms, and 98 faculty offices. The building is located on the north side of Chestnut Street between Sixth and Center Streets and houses the Social Sciences Departments, Mathematics Department, the Foreign Languages Department, and the Terre Haute Center for Medical Education. The building, dedicated in June 1966, was named in honor of Raleigh Warren Holmstedt, president of the University from 1953 to 1965.

The School of Nursing **CLINICAL EDUCATION BUILDING** (1969) is a one-story structure adjoining Union Hospital on North Seventh Street. The building houses ten seminar rooms, classrooms, a 150-seat auditorium, lounges, locker rooms, and a reading room.

The **CLINICAL PSYCHOLOGY BUILDING** (1969) is a one-story structure located north of the Science Building and Holmstedt Hall.

The SCHOOL OF NURSING BUILDING (1971) is a four-story building on the southwest corner of Eighth and Chestnut Streets. The building houses four classrooms, ten seminar rooms, one demonstration classroom, a nursing laboratory, a 150-seat lecture room, research offices, student reading room, a faculty lounge, and lockers.

### *Cunningham Memorial Library*

The new central Cunningham Memorial Library opened in January 1973. It is a five-level building designed for comfort and utility. It has a capacity of one million volumes and some 1800 study seats in a variety of configurations, including faculty studies and graduate carrels, most of them peripheral to the book stacks on each level. Convenient lounges provide comfortable seating and seminar rooms are available for group study. Smoking lounges are situated on several floors.

The total collection numbers about 568,000 books plus many types of non-book materials, microforms, recordings, slides, etc. The library subscribes to some 4400 periodicals and receives several thousand documents annually as a United States Government Depository.

Major departments are located on four floors. These include the following: The Documents-Periodicals Department which provides service for unbound periodicals and newspapers as well as for government publications and United Nations documents. The Reference Department with its extensive collection of dictionaries, encyclopedias, and other basic reference sources offers information and assistance. The Teaching Materials-Fine Arts Division maintains a unique collection including elementary and secondary books and textbooks, pamphlets, transparencies, models and exhibits, educational tapes and recordings, art prints, slides, filmstrips, and curriculum guides. The Division also provides specialized reference assistance in music and the fine arts. The Department of Special Services offers photocopying, microform readers, and a dial-access listening center. The Department of Rare Books and Special Collections houses the special collections, including the outstanding Cordell Collection of rare and early dictionaries established as a gift of Warren N. Cordell, distinguished ISU alumnus and his wife. The National Endowment for the Humanities awarded a grant to assist the library in developing and maintaining this collection.

In addition to the central library, there are several other collections as follows: The Science Library in the Science Building provides a working collection for students in the sciences and mathe-

matics. The Library Science collection is a working one for library science students. The Laboratory School Library maintains a carefully selected collection for its elementary and high school students. The Extended Services Library provides material for classes taught off campus.

A major cooperative venture, the Four State Universities Cooperative Library Project which includes Indiana, Purdue, Ball State and Indiana State Universities, expedites the interchange of resources among the institutions to facilitate research.

As an Associate Member of the Center for Research Libraries, Chicago, the library can make available for research through inter-library loan the 2½ million volumes of specialized materials located at the Center.

The library is open for use 82 hours per week and its open stack policy makes collections readily accessible. Photocopying services, including printout of microfilm, are available.

### *Old Library*

Utilization plans are being considered for this former University Library. These plans include housing of the Harold Carson Collection of Americana, other museum uses, classrooms, and offices. Located on the northeast corner of the campus quadrangle, the building was first completed in 1910. Remodeling was finished in the 1956-1957 year when a new six-story addition was completed. It had been named in 1965 in honor of Arthur Cunningham who served as library director from 1890 to 1928. The building served as the University library for 63 years, 1910 to 1973.

### *Tirey Memorial Union*

Constructed in 1940 and originally known as the Student Union, this building was remodeled in 1959 and renamed in 1965 in honor of Ralph N. Tirey, University president, 1934-1953. Serving as the center for student life, Tirey Memorial Union has lounges, recreation and meeting rooms, two ballrooms, a cafeteria, and a swimming pool. Its 1800-seat auditorium was named Tilson Music Hall in 1963 honoring the late Lowell Mason Tilson, Music Department chairman, 1915-1940.

In 1970, the University acquired a nearby building, formerly the Elks' city club. An extensive \$3-million construction program completed in December 1972, linked the two original buildings and greatly augmented the Union's facilities.

### *Student Health and Counseling Center*

Completed and occupied in December 1971, this new, three-story, air-conditioned building, located at 567 North Fifth Street, provides excellent new facilities for student health and counseling services.

Offices for physicians and psychiatrists, consultation rooms, x-ray and physical therapy rooms, laboratories, and a pharmacy are located on the first floor. The second floor houses 16 two-bed rooms for patients, two isolation rooms, a food service area, and a lounge.

The Counseling Center suite is located on the lower level of the building and includes counselors' private offices, group counseling rooms, a vocational library, and a lounge.

### *Hulman Civic-University Center*

The new multi-purpose Civic-University Amphitheater was completed in December 1973. Located on the east side of the campus on property bounded by Eighth, Ninth, Cherry, and Eagle Streets, this unique structure was designed to accommodate audiences ranging from 1,900 to 10,000 for athletic, music, dramatic, lecture, convention, general meeting, and entertainment events serving the educational, cultural, and recreational needs of the University and surrounding Indiana and Illinois areas. It was named in honor of the long-time University benefactors, Mr. and Mrs. Anton Hulman, Jr., of Terre Haute.

### *Administration Building (1950)*

The Administration Building houses many administrative offices and services.

The offices and units located on the building's ground floor are: Business Affairs Executive Offices including the Office of the Vice President for Business Affairs, Purchasing Office, reception and information desks, Admissions Office, University-High School Relations Office, and the Office of the Foreign Student Advisor. Located on the second floor are: the Registrar's Office and additional Business Affairs Offices. Located on the third floor are the offices of: the President, Vice President for General Affairs and Secretary of the University, Vice President for Academic Affairs, Vice President for Student Affairs, Dean of Student Administrative Services, Dean of Student Life, and Student Research and Testing. The basement of the building houses the University telephone switchboards.

### *Condit House—President's Residence*

Condit House, the president's residence and the oldest building on campus, was the home of the Reverend Blackford Condit and his family from 1862 to 1962. Last of the family residents, Miss Helen Condit, left the property to the University on her death in 1962. For a time, it served as the Alumni Center. The house was designated as the residence of the President of the University in 1966. A restoration and expansion program was completed in 1968.

### *University Bookstores*

The split-level University Bookstore Building, on the southeast corner of Sixth and Chestnut Streets, was completed in 1962. Textbooks, school supplies, art materials, stationery, souvenirs, notions, and other articles are offered for sale. A second University bookstore, opened in 1967, is located on Sixth Street across from the Conference Center.

### *Alumni Center*

A modern three-level office building acquired in July 1966, located on the north side of Cherry Street between Sixth and Seventh Streets, houses offices of the Vice President for Development and Public Affairs; Alumni Affairs; Development; Foundation; Information Services; Conferences and Exhibits; and Placement. Also in the Alumni Center are the offices of the College of Arts and Sciences, Personnel Administration, Afro-American Studies, Student Personnel Office for Teacher Education, and the Office of Secondary Teaching.

### *Conference Center*

An eight-story building located at the southeast corner of Sixth and Cherry Streets, the Conference Center (acquired in 1964) houses a restaurant, a ballroom, and a number of meeting rooms. It also houses offices of the Division of Continuing Education and Extended Services, the Cooperative Professional Practice Program, the Academic Enrichment and Learning Skills Center, International Studies, Center for Professional Development in Vocational-Technical Education, Executive Director of Academic Affairs of the Conference of Midwestern Universities, the Center for Urban-Regional Studies, and the Crane Center for Economic Development. The

University Club is among other facilities located in the Center. The building, the former Hotel Deming, had been named Hulman Center from 1964 until 1974.

### *Parsons Hall*

Located on the northwest edge of the campus quadrangle, Parsons Hall is an office building housing the School of Graduate Studies, Summer Sessions Office, and a number of academic department and faculty offices. The building was named in honor of William Wood Parsons, president of the University from 1885 to 1921.

### *Knisely Buildings*

West Knisely houses the offices of the Department of Health and Safety. In East Knisely are the Academic Advisement Center, the Social Science Education Center, and the Upward Bound Program. These two buildings are located at Sixth and Chestnut Streets.

### *Reeve Hall*

This is a former four-story women's residence hall which has been converted into an office building and houses the Computer Center, Payroll-Fringe Benefits Office, Credit Union Office, Contemporary Education publication office, ROTC Office, and other academic department and faculty offices. The first residence hall on the campus, the building was constructed in 1925 and enlarged in 1929 and 1955. The building was named in honor of the late Helen E. Reeve who served as director of the hall and then as Dean of Women.

## RESIDENCE HALLS

The Student Housing Office is located in the lower level of Sycamore Towers residence hall known as Mills and Rhoads Halls. Entrance to the housing office is on the north drive of the Towers complex, south of Chestnut Street between Fourth and Fifth Streets.

Sixteen residence halls and four married student apartment buildings are operated and maintained by the University for student housing. All residence halls are located on the main campus. The married student apartment buildings are on a 15-acre site on South Third Street (U.S. 41 regular route) about one-half mile south of the campus on property bounded by Crawford, Farrington, and Third Streets.

The halls for women students are Burford Hall (1959), Erickson Hall (1962), Pickerl Hall (1963), Blumberg Hall (1964), Mills Hall (1965), and Lincoln Quadrangles (1969). The halls for male students are Sandison Hall (1962), Gillum Hall (1963), Cromwell Hall (1964), Rhoads Hall (1965), and Lincoln Quadrangles (1969). Hines Hall (1966), Jones Hall (1966), and Fairbanks Hall (1968) are designated as coeducational residence halls with men and women assigned to separate study-bedroom floors within the building. Hendricks Hall (1968) is designated for students 21 years of age or older with men and women assigned to separate study-bedroom floors.

The residence halls are modern and comfortably furnished and are under the supervision of experienced and capable counselors who reside in the halls. The halls provide an ideal atmosphere for collegiate living.

Three women's halls are six-story buildings comprising a complex bordered by Fifth and Sixth Streets and Mulberry and Chestnut Streets. The halls in the complex are *Burford*, *Erickson*, and *Pickerl*, and each hall houses 300 students. Some social sorority suites are located in Erickson and Pickerl Halls.

Four 12-story halls, *Blumberg* and *Mills* for women and *Cromwell* and *Rhoads* for men, are in the Sycamore Towers housing complex on property bounded by Fourth and Fifth Streets and Mulberry and Chestnut Streets on the west side of the campus. Each hall houses 430 students, or a total of 1,720 in the entire complex.

Two nine-story buildings, *Sandison* and *Gillum*, each housing 300 men, are in a residence hall development on North Sixth Street on the northwest side of the campus. Two ten-story coeducational halls, *Jones* and *Hines*, each housing 428 students, complete the complex.

Statesman Towers is a housing complex of two 15-story buildings, located on the northeast part of the campus and bounded by Eighth, Ninth, and Sycamore Streets. Each building houses two seven-story halls, one for men and another for women, with each hall having a capacity of 284 students, or a total capacity of 1,136 in the two buildings. The west building houses *Colfax Hall* on the upper floors and *Fairbanks Hall* (coeducational) on the lower floors. The east building houses *Hendricks Hall* (21 years of age or older students) on the lower floors and *Marshall Hall* on the upper floors. *Colfax* and *Marshall Halls* will be used in compliance with housing needs.

Lincoln Quadrangles is a complex of three and four-story residential buildings. *Lincoln Quadrangles* houses 385 upperclass women and 420 upperclass men. The two units are connected by a central commons building. Residents are housed in suites or apartments,

each with a capacity of five students. Some social sororities are located in the South unit. The complex is located on the north side of the campus and is bounded by Fifth, Sixth, and Tippecanoe Streets.

Two four-story, three-wing, 80-unit married student apartment buildings, *Maehling Terrace*, at 100 and 200 Farrington Street are ten blocks south of the campus. Each building has 32 one-bedroom and 48 two-bedroom apartments available for rental. The two 112-apartment buildings, on an adjoining site, were completed in 1969 and 1971.

Reservations for rooms in the residence halls or married students apartments should be made well in advance by writing or visiting the Director of Housing. Rates vary with the type of accommodation and meal plan.

Freshmen are not permitted to live in any of the University social fraternity houses.

## CAMPUS MAP

The reader is referred to the perspective map of the campus inside the back cover for help in locating and identifying the University buildings described.

## THE CITY OF TERRE HAUTE

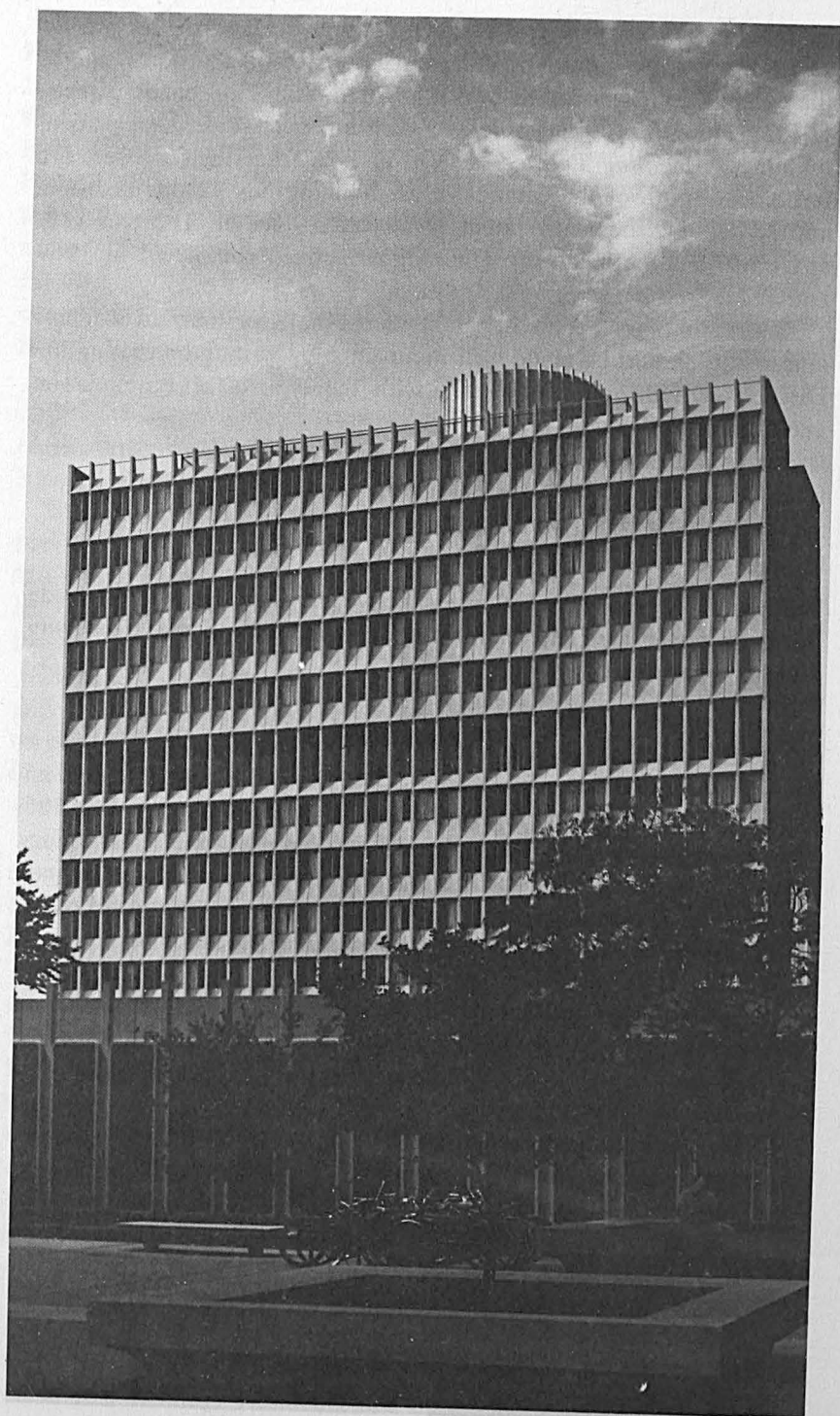
Terre Haute, located on the famous "Banks of the Wabash," has an estimated metropolitan population of 114,500. The city has 186 churches, 18 parks, a modern airport, two large hospitals, and offers many cultural events. Terre Haute is also the home of Rose-Hulman Institute of Technology, an engineering college for men, and Saint Mary-of-the-Woods College, a Catholic college for women.

The city is 70 miles southwest of Indianapolis, the capital of Indiana, on U.S. 40 and Interstate 70, nine miles from the Indiana-Illinois state line. The "Crossroads of America," the intersecting point of the major U.S. trunk highways 40 and 41 (business route), is just two blocks south of the campus.

The city is served by several bus lines, Penn-Central Railroad, and a regular commuter flight service to metropolitan airports.







## ADMISSION REQUIREMENTS AND REGULATIONS

To "matriculate," according to the dictionary, means the process of becoming admitted to membership in a society or group, especially a university. For the students at a university, the process of becoming admitted involves the various stages of applying for and receiving an admission status and the activities of orientation and registration.





INDIANA STATE UNIVERSITY will continue to maintain her historic function of affording educational opportunity to applicants, without discrimination in regard to sex, race, religion, or national origin, who are of good character, and who have reasonable chances of success. Her mission involves provision for the personal and social needs as well as the promotion of each student's intellectual development in harmony with his level of ability.

The University prescribes the requirements for admission. The University admits: (1) qualified graduates of commissioned high schools; (2) persons who are able to establish high school equivalency as determined by appropriate examinations; and (3) transfer students in good standing from accredited colleges.

### EARLY ADMISSION

Indiana high school seniors who rank in the top 70 per cent of their class at the end of their sixth semester may be granted an early admission to the University before high school graduation. Final admission will be honored providing (1) grades do not show a marked decline during the senior year, (2) the student does graduate with unconditional status.

### FINAL DATES FOR REQUESTING ADMISSION

The academic year at Indiana State University is divided into a fall semester (first semester), spring semester (second semester), a three-week intersession, and two five-week summer sessions. Qualified freshmen may be admitted for their first enrollment at the beginning of any semester or term. Applications for admission may be filed any time after the junior year in high school is completed. It is recommended that students file a request for admission as early as possible, preferably by June 15 following graduation but not later than August 15 prior to fall enrollment.

The established deadline dates for filing an admission application to Indiana State University for the academic year are as follows:

**First Summer Term**

Freshman: June 1  
Transfer: May 15  
Foreign Students: April 1

**Fall Semester**

Freshman: August 15  
Transfer: August 15  
Foreign Students: June 15

**Second Summer Term**

Freshman: July 1  
Transfer: June 15  
Foreign Students: May 1

**Spring Semester**

Freshman: January 1  
Transfer: January 1  
Foreign Students: November 15

When a deadline date falls on a holiday, the next business day will be considered the deadline.

## REQUISITES FOR ADMISSION

In order to be officially admitted, a candidate must:

1. submit a completed application for admission which includes a high school transcript verifying high school graduation;
2. submit Scholastic Aptitude Test (SAT) scores; action will be taken after scores are submitted;
3. pay the application fee of \$10 at time of applying;
4. show evidence of satisfactory health by submitting a medical history signed by the family physician thirty days prior to enrollment;
5. be of acceptable moral character;
6. be willing to abide by the rules of the University.

## CLASSIFICATIONS OF ADMISSION

Students accepted for enrollment at Indiana State University will be identified with one of the following classifications of admission.

**FRESHMAN.** Any student who submits and ultimately has approval of a complete application for admission including a high school transcript verifying graduation from an accredited secondary school or its equivalency, and has never attended any institution of higher education, will be admitted as a freshman. Apply to the Director of Admissions.

**TRANSFER.** Any student who transfers in good standing from an accredited college or university and submits and ultimately has approval of a completed application for admission including a high school transcript certifying graduation from an accredited secondary

school or equivalency, and including an official transcript of all previous college work from each institution attended, will be designated a transfer student. Application should be made to the Director of Admissions.

**GUEST.** A student regularly admitted in another college or university who wishes to attend Indiana State University for one semester, one or two summer terms, workshop, tour, or a single course may be enrolled as a guest student. Students registered as guests who have been in attendance at another college or university within the last year are required to file college records. The applicant is not eligible to be considered as a candidate for regular admission, a degree, or for a teacher's license recommendation from Indiana State University. If the applicant wishes to attend the University for more than the summer term or a semester, he must submit regular additional admission credentials as required of all degree-seeking students. Admission as a guest student does not carry with it permission to register as a degree candidate. Applications should be submitted to the Director of Admissions.

**INDEPENDENT (CORRESPONDENCE) STUDY.** A student qualified to do college level work is eligible to enroll in independent study courses. Enrollment is not restricted except by the student's capacity to study and by the judgment of the University advisors as to the suitability of the course. Enrollments are accepted from full-time and part-time students as well as from those seeking personal enrichment or transfer of credit to other institutions. Application for enrollment is made to the Office of Independent Study in the Division of Continuing Education and Extended Services, Conference Center.

**EVENING-SATURDAY.** Evening and Saturday classes are conducted on the campus to serve those persons who wish to continue academic credit toward degrees or licenses, attain qualifications for advancement, or improve in cultural and informational areas of study. Residence college credit may be earned in these courses and residence fees are charged. Apply to the Director of Admissions.

Students who take Evening and Saturday work only and who do not have regular advisors may request counseling in the Division of Continuing Education and Extended Services and the Academic Advisement Center.



**NON-CREDIT AND AUDITING.** Persons who have not been formally admitted and who wish to audit or take courses on a non-credit basis should consult the Division of Continuing Education and Extended Services.

**POSTGRADUATE.** Postgraduate work is undergraduate work **in addition** to the baccalaureate program. Approval of admission for such work is given in the Office of Admissions. Approval of enrollment in graduate work, **either** on a degree or a non-degree basis, is given only by the School of Graduate Studies.

## TYPES OF ADMISSION

Types of Admission are as follows:

UNCONDITIONAL

CONDITIONAL (PROBATIONARY)

### FRESHMEN

#### A. Indiana high school graduates

1. Unconditional admission for those who rank in the upper 70 per cent (above the twenty-ninth percentile) of their class and are graduates of a commissioned Indiana high school.
2. Conditional (probationary) admission for those who rank at or below the twenty-ninth percentile of their class.

**NOTE:** Probationary students who are Indiana residents may be asked to begin enrollment in the Freshman Opportunity Program in either the first or second summer session or in a regular semester, depending upon available facilities. A student who is granted a conditional (probationary) admission may earn unconditional status (off probation) upon the successful completion of the Freshman Opportunity Program and the attainment of a cumulative grade-point average equaling University retention standards.

#### B. Out-of-state high school graduates

1. Unconditional admission for those who rank above the forty-ninth percentile of their class.
2. Conditional (probationary) admission for those who rank at or below the forty-ninth percentile but above the twenty-ninth percentile.
3. Admission may be denied to those who rank at the twenty-ninth percentile or below.





## TRANSFERS

Transfer students are eligible for admission if they have a C accumulative average and are in good standing academically and socially at their college or university of last enrollment.

Transfer students admitted to the University conditionally (probationally) will be removed from probation at the end of their first semester at Indiana State University if their cumulative grade point average earned at Indiana State University is equal to or more than that required of Indiana State University students of the same classification, unless other conditions are contracted between the student and his academic dean.

Determination of credit acceptable is by the Admissions Office, but **final determination as to application toward a degree is by the academic dean.**

## SUMMER ORIENTATION AND REGISTRATION

A summer orientation and registration program is conducted each year for new students and their parents.

The two-day session covers three areas of vital concern to the new student. Also parents are given an opportunity to meet with University personnel to discuss pertinent questions they have about the University.

Experience indicates that students and their parents have found this an excellent time to acquaint themselves with the University. Knowing the value of this program, the University urges attendance of new students to participate in orientation activities, meet with their academic advisors, and register for the fall semester during the two-day session. Indiana State University is hopeful that many parents will want to participate in this initial University-Student-Parent program.

## APPLICATION FEE

The completed application for admission to Indiana State University will be processed upon receipt of a \$10 application fee. The fee should be in the form of a check or money order, payable to Indiana State University. The application fee is not applicable toward any fee when the student enrolls and is non-refundable in the case of cancellation or denial of the application for admission.

## STEP-BY-STEP ADMISSION PROCEDURE FOR THE STUDENT TO FOLLOW

The student desiring admission to Indiana State University should proceed as follows:

1. Secure an application for admission. These forms are available in the guidance office of most Indiana high schools or they can be requested from the Office of Admissions, Indiana State University, Terre Haute, Indiana 47809.
2. Take the completed application to the principal of the high school from which the applicant has been graduated (or expects to be graduated). High school credits will be included and the total completed application will be forwarded to Indiana State University by the high school official.
3. Submit SAT. If the student has not taken the Scholastic Aptitude Test of the College Entrance Examination Board, he must do so prior to registration. It is recommended that the Scholastic Aptitude Test be taken during the spring semester of the junior year; however, test scores will be accepted any time prior to the orientation and registration program. If the student also takes the recommended achievement tests, he should schedule these in March. The student is responsible for requesting the test examiners to forward the results to Indiana State University. Out-of-state students may submit ACT (American College Test) scores.
4. The health history form will be mailed to the student upon admission to the University.

## REQUIRED AND RECOMMENDED TESTING

Every freshman, including part-time evening students, entering Indiana State University for the first time, must present scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board **prior to his first registration**. The purpose of the test is to obtain a measure of the individual's academic aptitude and to assist in his academic planning. It is recommended that the SAT be taken in the spring of the junior year in high school, but no later than mid-December of the senior year.

It is recommended that students whose scores on the Achievement Tests of the College Entrance Examination Board may be sufficiently high to permit them to receive credit for college work or to enroll in advanced courses schedule the tests in March. These students should take the English Achievement and two other tests as determined by their high school background and vocational interests.



Any student wishing advanced placement or credit in physics should take the Physics Achievement Test. Students wishing to receive credit in a foreign language should plan to take the CEEB Supplementary Achievement Test as well as the CEEB Achievement Examination in the desired language.

Some advanced placement and credit tests are taken during the summer orientation and registration sessions. Detailed information regarding these tests will be mailed on request.

Applicants should contact their high school guidance department or school office for further information about the SAT.

## NOTICE OF ADMISSION

An application will be acted on promptly upon the receipt of all materials. The candidate will be notified immediately of his admission status.

## INTERNATIONAL STUDENTS

Qualified students from outside the United States are welcome at Indiana State University. The rich cultural heritages of these students add a desirable dimension to the University environment. In return, Indiana State students and staff are pleased to share with students foreign to this country the American way of life.

International students should allow approximately a year for the completed process of admission to Indiana State University. If residence at the time of application is in the student's native country, under no circumstances should the applicant travel to the United States and Indiana prior to the granting of official admission to the University. It is the responsibility of the applicant to make all necessary arrangements through official channels for entrance to the United States and for residence in Indiana throughout the duration of his study at the University.



International students generally must conform to the admissions requirements stated earlier in this section. In addition, they must demonstrate proficiency in the English language by achieving satisfactory results on the "TOEFL" test or other reputable English examinations. Financial responsibility in the amount of \$3500 per calendar year for school expenses is required of all applicants.

## PHYSICALLY DISADVANTAGED STUDENTS

Although Indiana State University is not equipped to render every possible service to the severely handicapped, a sizable number of physically disadvantaged students matriculate to the University each year.

An office of advisement to the students with handicaps is maintained in the Office of Student Administrative Services which offers academic advisement and liaison services between handicapped students and such cooperating agencies as Indiana Vocational Rehabilitation Division; Indiana Agency for the Blind; and the United States Department of Health, Education, and Welfare.

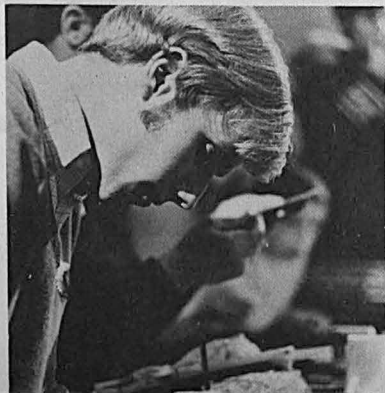
## REQUESTS FOR ADDITIONAL INFORMATION

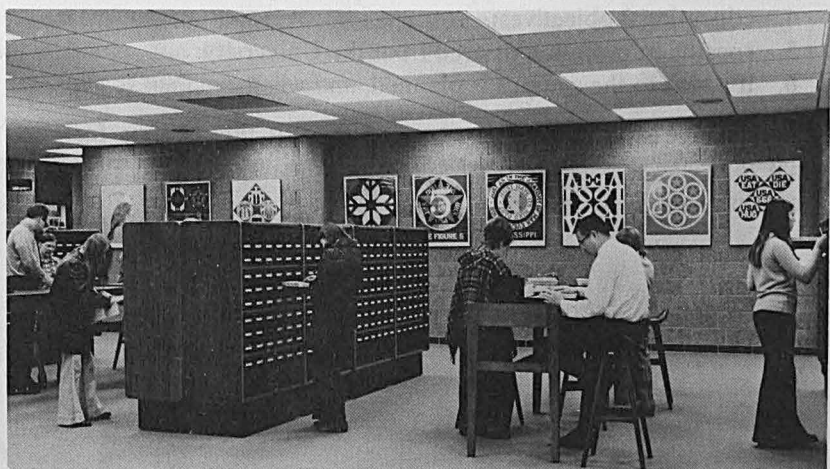
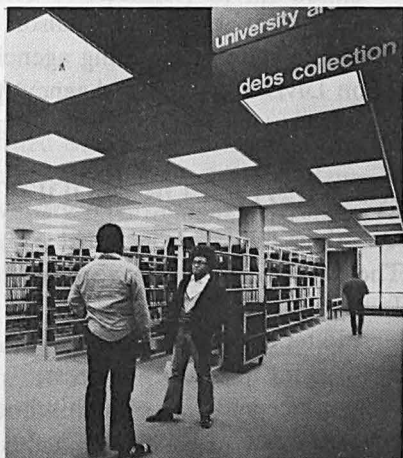
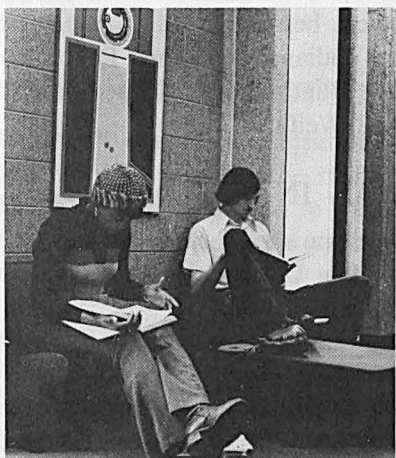
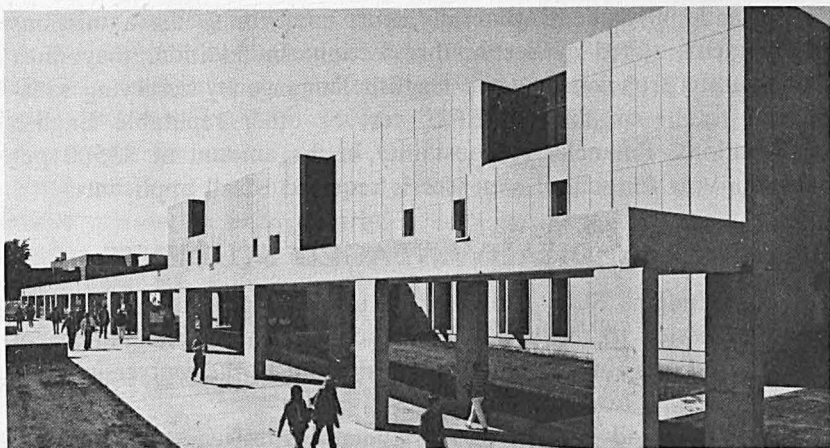
Questions that are concerned with admission should be addressed to: The Director of Admissions, Indiana State University, Terre Haute, Indiana 47809.

A letter of inquiry should state:

1. name and return address;
2. place and date of high school graduation and colleges attended, if any;
3. date of desired admission;
4. educational objectives;
5. specific information desired from the University;
6. if a visit to the campus is planned, and when.

Prospective students are encouraged to visit the campus for personal interviews and a tour of University facilities. Counselors and tour guides are available.







## FEES, EXPENSES, AND FINANCIAL AIDS

Indiana State University, as a state-assisted institution, does not assess tuition fees for residents of the State. However, various student services performed by the University are chargeable to students.

These contingent, student service, building facilities, and other fees of a miscellaneous or special nature are described in the following section.





All University fees and assessments are established by the Indiana State University Board of Trustees, which reserves the right to make necessary adjustments in academic and student service fees or residence hall charges at any future time.

### CONTINGENT AND STUDENT SERVICE FEES

Free tuition is given to all students who are residents of the State of Indiana. Indiana residents do, however, pay a combined contingent, student service, and building facilities fee of \$24 per semester hour during the regular academic year on campus and \$25 per semester hour for on-campus summer study.

Normal study loads for freshmen and sophomores are 16 hours costing \$384 each semester. Junior and senior students normally have 15-hour study loads costing \$360 each semester. The maximum study load during any summer session is six semester hours costing \$144.

The combined contingent, student service, and building facilities fees are used to help meet the cost of construction and maintenance of buildings, campus, library, laboratories, and to support various student services and activities.

In return for the contingent fee, students receive free use of the library and all laboratories, including current supplies ordinarily used.

In return for student service fees, students receive the benefit of health service, including access to the University physician, and some provisions for hospitalization in accordance with the policies of Student Health Services, providing the student carries seven hours or more; free subscription to the *Indiana Statesman*, the student newspaper; a student identification card which admits them without further charge to all regularly scheduled home athletic contests sponsored by the Athletic Department for that semester or term; this same identification card admits them to all the privileges of the Student Activities program; services and facilities of the Tiley Memorial Union;

and other personal and cultural development activities. The identification card is used also as a library card.

The payment of contingent, student service, building facilities, and all other fees is made to the Business Office at the time of registration.

Students admitted to the University on State Scholarship must pay the student service fee of \$9.90 per semester hour, amounting to \$158.40 each semester for a 16-hour class schedule and the building facilities fee of \$3.10 per semester hour, amounting to \$49.60 each semester for a 16-hour class schedule.

## NON-RESIDENT TUITION

Students who are not residents of the State of Indiana must pay additional non-resident tuition at the rate of \$23 per semester hour for on-campus study during the regular academic year. For students carrying 16 hours, this amounts to an additional \$368 each semester. During the summer session, a non-resident undergraduate student must pay non-resident tuition of \$23 per semester hour and a non-resident graduate student must pay non-resident tuition of \$20 per semester hour.

## SCHEDULE OF FEES (Effective August 1974)

	Fee Per Semester Hour				Total Fees
	Contingent Fee	Student Service Fee	Building Facilities Fee	Out-of-State Tuition	
<b>Academic Year—Campus</b>					
Indiana Resident .....	\$11.00	\$9.90	\$3.10		\$24.00
Non-Resident .....	11.00	9.90	3.10	\$23.00	47.00
<b>Summer Session</b>					
Indiana Resident ....	12.75	9.15	3.10		25.00
<b>Non-Resident</b>					
Undergraduate ....	12.75	9.15	3.10	23.00	48.00
Graduate .....	12.75	9.15	3.10	20.00	45.00
Extension .....	20.00				20.00
Independent Study .....	20.00				20.00*
Applied Music .....	15.00				15.00

\*Independent Study courses may be extended six months upon payment of \$5

## REFUNDS AND SPECIAL FEES

**ADMISSION APPLICATION FEE.** New students are required to pay an admission application fee of \$10.

**AUDITOR'S FEE.** An auditor's fee of \$5 per class per semester is charged to persons properly qualified who desire to attend one of the classes open for auditing without participating in the recitation and without formal credit. For two or more classes, the fee is \$9.50.

**REFUND POLICY—(For semester)—Dropping of Courses—**Students who drop one or more courses during the first two weeks of regular day classes during a semester will receive a 90 per cent refund of fees; during the second two weeks a 60 per cent refund. No refund will be made for courses dropped thereafter.

**OFFICIAL WITHDRAWAL FROM UNIVERSITY.** Students who officially withdraw during the first and second weeks of regular day classes during a semester will receive a 90 percent refund of fees, during the third and fourth weeks a 60 per cent refund, during the fifth through eighth weeks inclusive a 30 per cent refund, or after the eighth week, no refund.

Students preregistered for a summer term or semester who wish to withdraw will be refunded all but \$10 of their fees, if such a request is received by the appropriate University office prior to the beginning of classes for that particular term or semester. Withdrawal requests received after registration day will be subject to the regular refund policy.

**REFUND POLICY—(Intersession)—**Students dropping courses or withdrawing from school through the second day of regular classes will receive a 90 per cent refund; 60 per cent refunds will be given during the third day through the fourth day of classes. No refund will be given for dropped courses or withdrawals after the fourth day of classes.

**REFUND POLICY — (Summer Terms) —** Students dropping courses or withdrawing from school during the first week of regular classes will receive a 90 per cent refund of fees; 60 per cent refunds will be given during the sixth day through the eighth day. No refund of fees will be given for dropped courses or withdrawals after the eighth day of classes.

**A LATE REGISTRATION FEE** of \$10 will be assessed a student who fails to complete registration, including payment of fees on the

dates and within the hours specified in the published procedure for registration for any particular semester or summer term.

**CHANGE OF SCHEDULE FEE.** Each time a student initiates a change of schedule during the first four weeks, he will pay a penalty of \$2; beginning with the fifth week, each time a student initiates a change of schedule to drop a course a penalty of \$5 will be assessed.

**TOWEL FEE.** Students taking certain physical education classes may be required to pay a towel fee of \$1.50. A replacement fee of \$.50 is charged for towels that are lost.

**PARKING PERMIT.** All students using a motor vehicle in Terre Haute must have it registered with Indiana State University. The University Board of Trustees established a registration fee of \$5 per vehicle. This permit enables students to park on designated University parking facilities.

**PARKING FINE.** The Office of Safety and Security may assess fines for parking violations in accordance with Indiana State University traffic regulations.

**A SPECIAL EXAMINATION FEE** of \$1 for each subject will be charged students who do not take final examinations at the specified time. When such examinations are to be taken, formal application must be made to the instructor who will, upon presentation of the receipt for this examination fee, arrange for such examination.

**REPLACEMENT OF STUDENT ID CARD FEE.** A fee of \$3 will be charged students who make application to replace their Student ID Card. A fee of \$5 will be charged students who fail to surrender their ID card upon official withdrawal from school.

**A BREAKAGE FEE** is charged in the various laboratories for laboratory equipment which is either non-returnable or which is not returned in good condition. Such fees cover actual cost of the equipment and must be paid to the Business office before the student registers for any subsequent semester or term.

**LIBRARY FINES.** Library fines are assigned for overdue books.

**STUDENT CAP AND GOWN FEE.** Candidates who have been approved for graduation are required to purchase or rent from the



University Bookstore the appropriate cap and gown for commencement. The cap and gown rental fee is nominal.

AN APPLIED MUSIC FEE of \$15 per semester hour will be charged for each course in instruments or voice done on the basis of individual instruction with a regular faculty music instructor.

ENGLISH 100 AND 101. Students enrolled in English 100 and 101 will be charged fees for three hours of instruction even though they receive only one hour credit in English 100 and two hours credit for English 101.

A TRANSCRIPT FEE of \$1 will be charged for all subsequent transcripts of record in the University after the first is issued without charge.

JUNIOR AND SENIOR CLASS FEES. All junior class members are required to pay \$5 for junior fees. All seniors are required to pay senior class fees of \$10 before graduation. A copy of the *Sycamore*, the yearbook, published each year under the direction of the Director of Student Publications, is included in each of these fees.

A READING IMPROVEMENT FEE of \$10 will be charged for each enrollee in a special non-credit course which meets two periods per week for ten weeks. The course is designed to enable students to improve their reading skills.

A SPECIAL EDUCATION CLINIC SERVICE FEE at the rate of \$5 per hour will be charged for diagnostic evaluation of children's problems. Anyone may refer children to the clinic. Children's problems may range from those of learning ability to behavior, speech correction, and lip reading.

SUPERVISED TEACHING. Students who have not completed 40 semester hours of work at Indiana State University will be charged an additional special fee of \$12 per semester hour when registering for supervised teaching courses.

SUMMER PROGRAM IN ELEMENTARY STUDENT TEACHING FOR ELIGIBLE PERSONS WITH SECONDARY TEACHER CERTIFICATES. Students enrolled in this program who have earned 40 or more semester hours of credit at Indiana State University will be assessed \$6 per semester hour of credit in addition to the regular summer fees. Those enrolled in this program who have earned less than 40 semester hours of credit at Indiana State University will be assessed \$12 per semester hour of credit in addition to the regular summer fee.

## RESIDENCE HALLS

Residence hall accommodations are assigned on the basis of date of completion of the housing application, which consists of (1) Housing Application/Contract; (2) Room Deposit of \$20; and (3) Residence Hall Personnel Form. The housing application is not complete until **all** of the above items are on file in the Housing Office. Room deposit is refunded if cancellation is received 60 days prior to registration date.

The housing contract is for the **FULL ACADEMIC YEAR**, and students are required to remain in the residence hall for the full term of the contract if they remain in school. Cancellation of the contract, if approved for any reason such as withdrawal from school, results in forfeiture of the room deposit and payment of a **CONTRACT CANCELLATION SERVICE CHARGE** amounting to two weeks' room and board fees.

## INDIANA STATE UNIVERSITY HOUSING POLICY

- A. Students who will have earned 86 semester hours of credit as of the first day of registration for the fall semester, and students who will become 21 years of age on or before September 30, may live in housing facilities of their own choosing. All other single undergraduates who do not return to their homes each evening must live in housing facilities maintained by the University.
- B. Students who will have earned 86 semester hours of credit as of August 31, but who will not have reached their twenty-first birthday on or before September 30, must file statement of parental consent with their requests to live in housing facilities other than those maintained by the University.

**Exception to the Policy.** Exception to the housing policy may be made if some unusual circumstance warrants such consideration. If an exception is requested, a full statement of the reasons should be submitted on a form provided by the Associate Dean of Student Life for Residence Hall Programs.

All students who are presently enrolled should make housing arrangements in compliance with the above policy before leaving the campus each spring. All incoming students should make housing plans within the framework of this policy prior to registration.



## RESIDENCE HALL FEES

Residence hall charges vary with the type of housing accommodation and meal option. The total charge for room-and-board (19-meal per week plan) is \$569.50 per semester or \$1,139 per year, except for Lincoln Quadrangles where rates are \$1,173 per year. Rates are subject to revision. The rates for the varied housing accommodations and meal options are available from the Housing Office.

Payment may be made for the entire year, or for a semester, or in installments as outlined in the residence hall rate chart. The first payment for the fall semester must be received on or before July 15. A penalty is charged for non-payment of room and board fees on or before established due dates at the rate of \$.50 per school day until a maximum of \$5 is assessed. Bills are not issued for room and board payments, and it is the student's responsibility to see that payments are made on time.

The current charge for room and board in residence halls for a five-week summer term is \$172.50 for double occupancy in the Sycamore Towers, and \$185 in air-conditioned Lincoln Quadrangles. Residence hall fees are payable prior to registration for either summer term.

## MARRIED STUDENT HOUSING

A new apartment complex, located near South Third and Crawford Streets about 10 blocks from the main campus, provides comfortable accommodations for married students in one-, two-, and three-bedroom apartments, most of which are furnished. Occupancy is on the basis of annual rental contract effective in late August of each year. Monthly rental rates, which include all utilities except telephone, range from \$115 for a one-bedroom unfurnished apartment to \$170 for a three-bedroom furnished apartment.

For additional information or application forms, for either residence halls or married student housing, direct inquiries to: Director of Housing, Indiana State University, Terre Haute, Indiana 47809.

For a description and identification of individual residence halls or complexes, consult the first part of this *Bulletin*.

## STUDENT FINANCIAL AIDS

The Office of Student Financial Aids at Indiana State University provides financial information, advisement, and help to University students planning to enter and remain in the University.

Requests for all financial aid are coordinated with the admission to the University. The last section of the Admission Application is the

**Financial Aid Application.** This application is forwarded to the Office of Student Financial Aids by the Admissions Office upon its approval. To establish the need of each applicant, a Parents' Confidential Statement must be submitted to the College Scholarship Service by February 1. Forms for supplying the information necessary to secure financial assistance are available to high school seniors at their high school and to on-campus students from the Office of Student Financial Aids.

The deadline each year for submitting application for scholarships, loans, educational opportunity grants, and work-study employment by all students is March 1.

Indiana State University participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. Entering and upperclass students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to CSS by February 1, designating Indiana State University, Code Number 1322. The PCS form may be obtained from high schools, colleges, or by writing to College Scholarship Service, P.O. Box 881, Evanston, Illinois 60204.

### *Student Loans*

A college education is the most important capital investment a student can make, even if it is necessary to borrow part of the funds required to make that investment. Realizing the growing importance of student loan programs, Indiana State University desires to make full and effective utilization of the funds available. The University is a participant in the National Direct Student Loan Program, the Nursing Student Loan Program, the Guaranteed Loan Programs, and the Law Enforcement Educational Program. The Guaranteed Loans are initiated at the hometown bank, using application forms as approved by each state for its residents, to be endorsed by the ISU Office of Student Financial Aids and then processed through the hometown bank.

For a National Direct Nursing Student Loan, a Parents' Confidential Statement must be submitted to College Scholarship Service prior to each February 1, and a Financial Aid Application must be submitted to the University prior to each March 1, pertaining to aids for the subsequent school year. Both forms may be secured in the Office of Student Financial Aids for upperclassmen as early as December. Freshmen may pick up a freshman Parents' Confidential Statement at their high schools.

Short term loans are available from the McGregor Endowment Funds (seniors only) and University Loan Funds. Questions concerning the various loan programs should be directed to the Office of Student Financial Aids.

### *Scholarships*

To aid worthy, capable, and promising students, Indiana State University awards approximately 1,500 scholarships annually. Primarily, these scholarships are awarded to incoming freshmen who are graduates of Indiana high schools. A limited number of upperclass scholarships are available to on-campus students who have completed a minimum of one semester and are in need of financial assistance. Most of the scholarships are renewable each year, until the recipient has attempted the number of undergraduate hours required for graduation in his major or school, providing the student maintains the scholastic standards established by the Scholarship Committee. Scholarship information may be obtained through the Office of Student Financial Aids.

A Valedictorian or Salutatorian who is unconditionally admitted as a beginning freshman is automatically eligible for an academic scholarship, if he enrolls the next semester after high school graduation.

### *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.

The maximum award you could receive under this program is \$1,400 minus the amount you and your family are expected to contribute toward the cost of your education.

You may be eligible for a grant if you meet three important criteria:

1. You plan to enroll for the first time in a post-high school program at an eligible college, university, vocational, or technical school.
2. You will be attending school on a full-time basis.
3. You are a U.S. citizen or are in the United States for other than a temporary purpose and intend to become a resident.

NOTE: You are not eligible if you have attended a post-high school educational institution at any time before July 1, 1973.

### *Supplementary Educational Opportunity Grants*

The Educational Opportunity Grant program is direct cash awards available to a limited number of undergraduate students with exceptional financial need. To be eligible, the student must show academic or creative promise. The amount of financial assistance a student may receive depends upon his need, taking into account his financial resources, those of his parents, and the cost of attending the college of his choice. No grant may be offered a student whose need analysis report from College Scholarship Service shows a parental contribution in excess of \$625 per year.

### *Guaranteed Bank Loan Program*

The purpose of the Guaranteed Bank Loan Program is to provide the means for students to borrow money for college at low interest cost. A full-time student who is a resident of practically any state in the United States, including Indiana, may be eligible for a Guaranteed Loan administered through his home-state agency in cooperation with his hometown bank. Guaranteed Loan Programs vary from state to state, but generally a full-time student in good standing may borrow up to \$2,500 per year.

The loan carries an interest cost of seven per cent per annum. The amount which qualifies a student for Federal Interest Benefits is calculated by the college or university. This is done by subtracting from the cost of education, the funds that the student, parents, or spouse can reasonably be expected to contribute from income and assets, plus any financial aid the student has received through the university. (This information is taken from the PCS or SFS that must be submitted.) The resulting dollar figure is used by the lending institution as a recommendation for Federal Interest Benefits.

Applications are available at hometown participating banks or from the Office of Student Financial Aids.

### *Employment: Part-time*

The Office of Student Financial Aids will assist in the placement on and off campus of students who need to work.

Class schedules must be established before a student knows his hours of availability. It is, therefore, recommended that students interested in part-time employment call at the Office of Student Financial Aids after each registration so an application with the current class schedule is on file. Students should inquire frequently regarding job openings for which they qualify.

### *Work-Study Program*

Indiana State University is a participant in the Work-Study Program under the Economic Opportunity Act of 1964, which provides employment for students whose parents can be of little or no assistance and who are in need of job earnings to support their education, as verified by the Parents' Confidential Statement.

Work-Study jobs may be available during the school year for those who qualify, and also during the summer near the student's home.

### *Special Awards and Grants-in-Aid*

Children of deceased or disabled (service connected) American Armed Services veterans are eligible for a waiver of the contingent fee portion of the total fee.

Graduates of the Indiana Soldiers' and Sailors' Children's Home are eligible for a waiver of the contingent fee.

Foreign Student Scholarships are available to students living outside the United States and its territories. They are limited to ten per year. This is a waiver of the contingent fee and the out-of-state fee.

Athletic Grants-in-Aid are awarded by the Director of Student Financial Aids after the approval of the Athletic Committee and the Director of Admissions.

### *Veterans*

Veterans who are eligible to receive educational benefits under Public Laws 358 and 815 should come to the Veterans Advisor in the Registrar's Office to apply for a program of education or training.

The children, wives, and widows of totally disabled or deceased veterans who are eligible to receive educational benefits under Chapter 35, Title 38, (formerly Public Law 634) should contact the Veterans Advisor in the Registrar's Office for information on how to apply for benefits.

Indiana State University is approved by the State Approval Agency to teach veterans under these laws.

### *Nursing Student Loans and Scholarships*

The purpose of these programs is to provide financial assistance for the training of nurses leading to a baccalaureate degree. Eligibility and terms are very similar to the regular National Direct Student Loan and the Supplementary EOG Programs.

For additional information pertaining to this program, contact the Office of Student Financial Aids or the Dean of the School of Nursing.

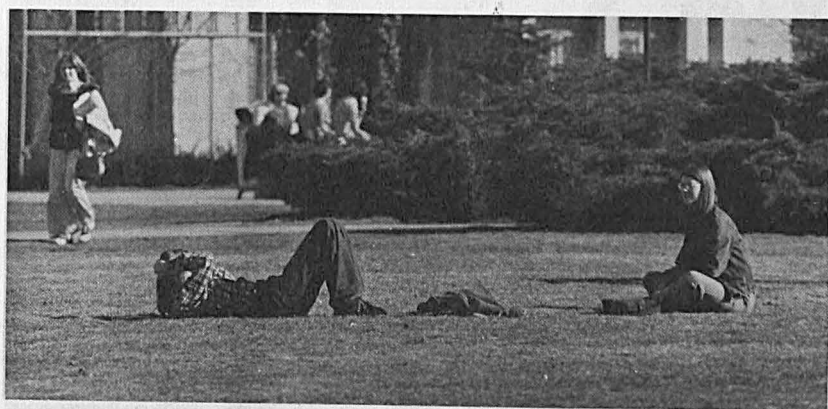
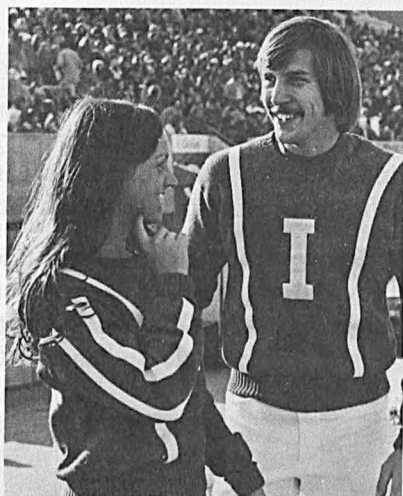


### *Other Loan Resources*

In addition to financial assistance to students from the several agencies identified above, Indiana State University has access to loan resources provided by special funds created by alumni, civic, social, industrial, or philanthropic organizations as well as by individuals who choose to establish a loan fund in memory of a relative or friend.

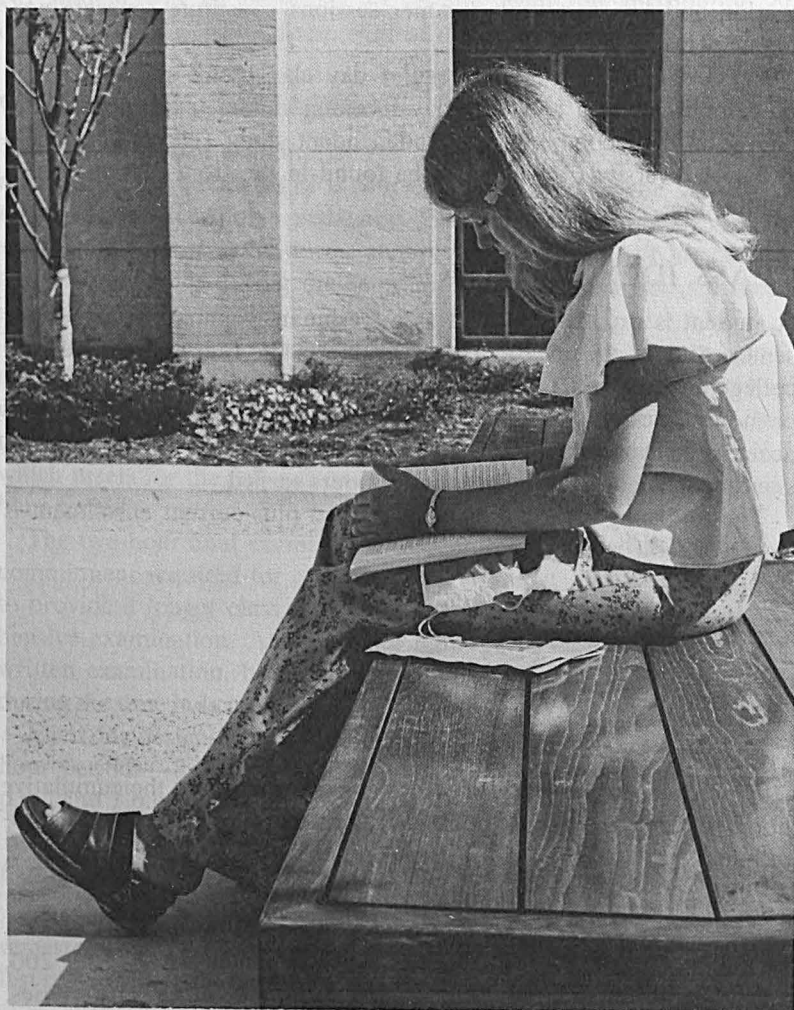
**Requests for Information.** Requests for specific information not provided in the above descriptions should be addressed for answer or referral to: The Office of Student Financial Aids, Indiana State University, Terre Haute, Indiana 47809.





## UNDERGRADUATE ACADEMIC INFORMATION

The University establishes those conditions which determine eligibility for continued enrollment. A knowledge of the bases for assigning grades as an indication of academic achievement, the conditions of class attendance, class identification, procedures for changing either semester class schedules or curriculum choice, as well as awareness of special academic opportunities available, are among several kinds of academic information necessary to the student.





## ACADEMIC YEAR

The University's academic year includes two semesters. An inter-session and two five-week summer sessions constitute separate academic periods.

Persons unable to attend regular day classes are served through on-campus evening and Saturday morning classes, extension classes offered in their community, or independent study (correspondence).

The University Calendar can be found in the front section of this publication.

## CLASS IDENTIFICATION

A student is usually identified as a freshman, sophomore, junior, or senior. Such a classification is applicable to the four years of regular college attendance. However, an increase in hours earned during one or more semesters or enrollment in summer sessions may result in an accelerated program. Thus, it is more accurate to designate class standing in accordance with semester hours earned.

The following schedule of hours earned plus current enrollment is used to establish class standing:

- 0—31 freshman
- 32—62 sophomore
- 63—93 junior
- 94— senior

The schedule above has no necessary relationship to the cumulative hours and required grade-point average necessary for continuing enrollment.

## COURSE NUMBERS

In this *Undergraduate Bulletin*, courses are numbered in 100, 200, 300, and 400 sequences. Freshman courses are in the 100 series,

sophomore courses are in the 200 series. Certain courses carry only two-digit numbers. This group includes mini-courses. All such two-digit courses will have information about their purpose included in the course description.

Some 400 series courses are individualized by an asterisk (\*). These "starred 400" courses can be taken by graduate students for graduate credit. Graduate courses are usually numbered 500 or higher. Students should consult the *Bulletin of the School of Graduate Studies* for a description of graduate courses.

At graduation, students must have 40 percent or more of their courses in those numbered 300 or above. Thus, they may have no more than 60 per cent of the work in courses numbered 100 and 200. No student will be permitted to deviate from this distribution of courses unless he has the approval of the appropriate dean.

## COURSE EXAMINATIONS

The use of written examinations as a means of determining achievement in the requirements of a course is considered by the University to be part of acceptable pedagogy. Each instructor may administer such examinations as he deems suitable to the content of his course, and at such times during the semester when the need for a written measuring device exists.

The final examination schedule encompasses the last five class days of each semester. During these days, each regularly scheduled class which offers two or more semester hours of credit, which meets between the hours of 8 a.m. and 5 p.m., Monday through Friday, and which meets for the full semester will be in session for one final two-hour period.

The two-hour final examination period assigned is part of the total commitment required for completion of a course, and it is scheduled to provide a longer class period for the administration of a comprehensive examination. An instructor may elect not to require a final written examination, but he is obligated to hold the class in session during the time indicated.

Each day designated for final examinations is divided into four two-hour periods—8 a.m. to 10 a.m., 10 a.m. to 12 noon, 1 p.m. to 3 p.m., and 3 p.m. to 5 p.m.

### *Final Exam Schedule*

The final examination schedule is published well in advance of the semester's end. In summer sessions, final examinations are on the last scheduled class day.



## CLASS LOAD

The normal class load is 15 or 16 hours per semester, but a student may without petition carry a minimum of 12 semester hours or a maximum of 18 semester hours per semester. In the summer term of five weeks, the normal load shall not exceed six semester hours.

Students who for any reason find it desirable to carry fewer than 12 semester hours or more than 18 semester hours shall petition for this privilege at the office of their academic dean.

In general, petitions for schedules in excess of 18 semester hours will be approved: (a) when the student's grade-point average for the three previous semesters is 3.00 or above; (b) when a student can complete his graduation requirements only by carrying an excess load in either of his last two semesters; (c) when a student must make up one incomplete. (In that semester in which a student does his student teaching, his total load should not exceed 16 semester hours.)

## CLASS ATTENDANCE

Students are expected to attend all classes. It is the responsibility of each instructor to inform his students of the consequences of absence from class. It is the responsibility of the student to keep his instructors informed regarding his absences from classes.

Students who know of necessary absences should consult with their instructors before the absence. Students who miss classes are not excused from their obligations to their instructors. The faculty is expected to provide students with an opportunity to meet class commitments, however, when the absences are for good and proper reasons. Further, instructors are expected to maintain attendance records and to report excessive absences to the office of the academic dean.

Only students who are advised by a Student Health Services staff physician to remain at their place of residence for medical reasons or who are admitted as in-patients to the Student Health Services, will be given upon their request a statement attesting to the absences because of medical reasons. Students returning to classes after an illness not under the care of a Student Health Services staff physician should report the reason for the absence directly to their instructors.

Petitions of schedules below 12 semester hours will be considered favorably or even required of: (a) the student doing outside work in excess of 35 hours per week; (b) the student whose health, as certified by the University physician, may require it; or (c) the student

who is on academic probation or who, because of a combination of circumstances, is advised by his faculty counselor to enroll for a reduced load.

An average of 31 semester hours earned each academic year will allow a student to meet the University minimum requirements of 124 semester hours for graduation at the end of four years or eight semesters.

A student is considered to be full-time if he is enrolled for 12 or more hours of prepared course work each semester.

## AUDIT STUDENTS

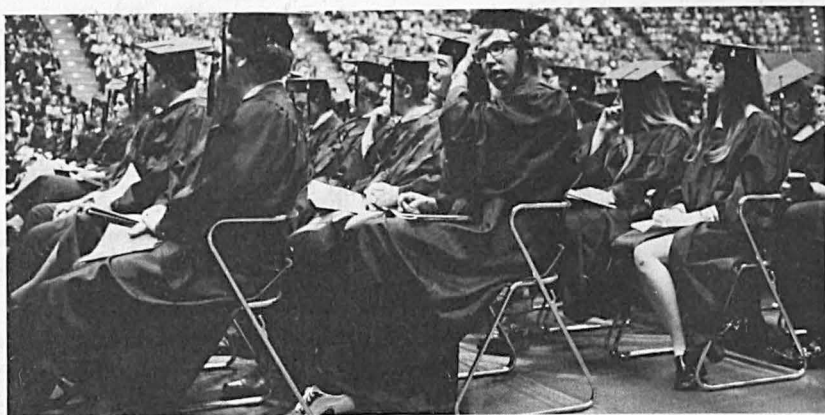
Students who wish to audit a course for no credit must obtain permission from the instructor of the class and the chairman of the department which offers the course. Permission may be denied if the classroom is crowded or the course is not appropriate for auditing, that is, a course which requires any type of student participation, such as physical education, art, etc. Those who audit do so for the purpose of hearing and seeing only; they do not have the privilege of participating in class discussions, laboratory work, or field work. They do not take tests, submit term papers, or receive grades. Students who audit a course will not appear on the final class rolls or grade rolls and no notation of the audit will be made on the student's permanent record. A student may **not** transfer from **audit** to **credit**. The fee for auditing a course is \$5.

## NON-CREDIT STUDENTS

Students who wish to enroll in a course for non-credit must obtain permission from the instructor of the class and the chairman of the department which offers the course. Those students who take a course for non-credit will pay the same fees as credit students and are eligible to participate in all activities of the class but do so on a voluntary basis, that is, they are not **required** to participate, take tests, or submit term papers. No notation will be made on the permanent record for any undergraduate student who takes a course for non-credit.







## GRADING SYSTEM

### *Letter Grades for Course Work Completed*

Letter grades indicating the quality of course work completed and for which the semester hours credit earned can be applied toward graduation requirements generally can be interpreted as follows:

A, excellent; B+ and B, superior; C+ and C, fair; D+ and D, poor; and S for satisfactory in student teaching.

### *Letter Designations for Course Work Not Completed*

The letter grades assigned for unsatisfactory course work are F, failure, and U for student teaching.

The designation I (incomplete) or the letter N (no grade) may also be used in special circumstances.

An incomplete grade (I) may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work—for instance, a final examination, a paper, or a term project which may be completed without further class attendance. The instructor must file both with the Registrar's Office and with his department office a statement describing the work to be completed by any student receiving an incomplete grade.

The incomplete grade should be removed during the next regular semester, whether or not the student is registered in the University; however, if an incomplete grade stands on a student's record for more than a single semester, it is necessary for the student to re-enroll in the course if he desires credit, unless there is a valid reason for the instructor to decide otherwise. In the event that the instructor from whom a student receives an incomplete is not on campus, the disposition of a case involving an incomplete grade resides with the appropriate department chairman.

**GRADE REPEAT POLICY.** Any course may be repeated once for grade-point average improvement. The student must complete a Grade Repeat Form during the semester at the Registrar's Office to notify the registrar that a course is being repeated and only the last grade is to be used in cumulative index computation. Second grade earned can become the grade for the course. First grade must remain recorded on the transcript, but hours and points of the first attempt will not be used in index computation.

Policy on repeating courses applies to the Terre Haute campus, the Evansville ISU Campus, and to all ISU extension centers. Indiana State University Independent Study courses may be repeated through correspondence or on campus.

This policy may be retroactive in its effect, provided the academic dean approves.

**THE PASS-NO PASS POLICY.** The purpose of this policy is to encourage students to enroll in courses that will contribute to the enrichment of their knowledge in areas of study that they might otherwise avoid because of having to compete with students majoring in the field.

The Pass-No-Pass Option shall be applied to all courses outside the student's major and/or minor area or department. (Departments may request approval for exemption of specific departmental courses from the Student Affairs-Academic Committee.)

A student with a G.P.A. of 2.00, or above, may enroll in a total of 16 hours of Pass-No Pass during his undergraduate training.

1. A student may enroll for a maximum of six hours Pass-No Pass during a regular semester or a maximum of four hours during a summer term.
2. A student may enroll in the Pass-No Pass Option after receiving 32 hours of earned grades, except as indicated below.
3. Physical Education activities courses may be taken Pass-No Pass any time during the student's undergraduate training; for example, first semester freshmen might take courses under this system.

The student will notify the Registrar's Office during the first four weeks of the semester that the specific course(s) is being taken Pass-No Pass. No change may be made to or from the Pass-No Pass Option after the first four weeks of classes.

Pass-No Pass courses will not be counted in computing the student's cumulative grade-point average.

Any courses taken under the Pass-No Pass Option, which may become a major and/or minor requirement due to a change of major



and/or minor and/or school, will be counted at the discretion of the department and/or school toward the requirements for the academic major and/or minor.

### *The Grade-Point Average (G.P.A.)*

The grade-point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average, often called the index, is computed at the end of each semester or term, both on the semester or term and on a cumulative basis. A grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points; D+ one and one-half points; and D one point. No points are recorded for an F, although the hours are included in the computation.

Suppose that the student has earned the following grades:

3 hours of A	(equal 12 points)
2 hours of B	(equal 6 points)
6 hours of D	(equal 6 points)
3 hours of F	(equal no points)

His semester average, then, would be 1.72, which is the quotient obtained by dividing 24 (the number of points) by 14 (the number of hours attempted).

An average (cumulative) of 2.00 or above is required for graduation.

### REQUIREMENTS FOR CONTINUED ENROLLMENT

The cumulative grade-point average is used to indicate the academic standing of a student at the end of any semester or summer term and will determine his eligibility for continued enrollment.

The policy described here is effective for **every student** the first summer session of 1972 **regardless** of his date of matriculation (date of first enrollment) and regardless of any other retention scale which may have been in use before. **Every student will be governed, under this policy, by his G.P.A. at the end of the second semester of 1971-1972.**

A student must meet or exceed the following grade-point averages:

<b>Cumulative hours attempted</b>	<b>Required G.P.A.</b>
0-15	1.30
16-31	1.50
32-46	1.70
47-62	1.80
63-77	1.90
78-up	2.00

The *Student Handbook* contains a detailed explanation of the retention policy, and it is the responsibility of every student to know what that policy includes.

It should be noted that class designation (freshman, sophomore, junior, or senior) is based on total semester hours **earned** plus current enrollment with retention determined by the grade-point average computed on total semester hours **attempted**.

The minimums indicated above may be replaced by the higher specific requirements of some University schools or departments.

## GRADE REPORTS

At the end of each semester and summer term in which the student is enrolled, a grade report is provided which is a record of courses enrolled in, letter grades earned, semester grade-point average, and cumulative grade-point average. Also indicated on the printed form are any special instructions or information concerning the student's enrollment status for the subsequent semester.

At mid-semester, all beginning freshmen receive progress reports in the form of letter grades. Similar reports are mailed to the home, addressed to the parents of the student, in all cases of students under 21, and with 15 or less attempted hours. All other students doing F work at mid-term are given letter grade reports. Such a deficiency report does not indicate certain failure, but it should be regarded as a warning. Also, the lack of a mid-semester report of deficient work is not a guarantee that courses attempted will be passed.

## DROPPING OR ADDING COURSES

During the second week of a semester a student may add a course with the approval of his academic advisor. He may drop a course, during that week, with the approval of his advisor **and** his instructor. No courses may be added after the second week. During the third and fourth weeks, the drop slip must be signed by both the advisor

and the instructor. From the fifth through the fifteenth week a student may drop a course if he is passing, but the drop slip must be signed by the advisor, the instructor, and the academic dean.

A grade of F is given when a course is dropped without official permission.

All procedures concerning changes of schedule are carefully explained in the *Student Handbook*.

The grade of N (no grade) is given when a course is dropped officially in the first four weeks of a semester. A grade of N is also given for a course dropped in weeks five through fifteen, if the drop was official **and** if the student was **passing**. If a student is failing and insists on dropping the course during this same eleven week period, the grade is F.

All students are expected to attend all classes for the full semester. Students who hope to receive passing grades are not authorized by the University to make their own rules as to class attendance. At the end of the semester, the instructor must assign to each student a letter grade or an incomplete.

Rules relative to dropping or adding courses during the summer sessions are explained in the *Student Handbook*.

## CHANGE OF SCHOOL, DEPARTMENT, OR CURRICULUM

A student may change his major or may change from one school in the University to another. He should discuss his problem with his academic advisor, and, if there is agreement that a change is desirable, the student should make an appointment with his academic dean. Forms are available in the dean's office in each school and in the College of Arts and Sciences. These forms should be filed prior to the beginning of the twelfth week if the change is to be made within the currently enrolled semester.

Students who are on a teacher education curriculum and who wish to change their major to another teaching major must report to the Student Personnel Office for Teacher Education and file the appropriate forms.

## STUDENT WITHDRAWALS FROM THE UNIVERSITY—ACADEMIC YEAR

The University recognizes that numerous circumstances may arise which will necessitate a separation of the student from the institution.

Such a separation can be only "official withdrawal," which involves the student withdrawing from all classes for which he is registered as well as notifying appropriate administrative officials of his expectation to leave the campus. If a student leaves without properly processing his withdrawal, his absences from class and from the campus will be justification for the grade of F to be assigned for the courses in which he is enrolled as well as an appropriate notation made as a part of his ongoing permanent record. The failure to withdraw officially will be given consideration should the student re-apply for admission at a later time.

**Procedures.** The student is not officially withdrawn until he has completed the withdrawal procedure and has returned the withdrawal form to the Registrar's Office.

To withdraw officially, the student goes to the Office of Student Life Administration in Room 202 of the Administration Building. He completes a withdrawal interview form and is interviewed by a member of the Student Life Administration staff.

The multiple withdrawal forms will be completed and the student will be given a route sheet. He personally will carry the withdrawal forms to the designated places listed on the route sheet. All steps checked on the student's withdrawal forms must be initialed by the appropriate administrative persons before the withdrawal can be processed completely.

The student submits the last copy of his withdrawal form to the Registrar's Office which will notify the Business Office of the date the official withdrawal was completed in order that the amount of refund can be determined.

**Grade Determination.** From the first through the fourth week the grade of N will be given. From the fifth through the fifteenth week, if the work is failing at the time of withdrawal, the grade of F will be given. If the student is doing passing work, the grade of N will be given. No withdrawal will be processed after the fifteenth week of the semester.

**Refund of Fees for Official Withdrawal.** The section of this *Bulletin* "Fees, Expenses, and Financial Aids" details refunds made upon official withdrawal from the University.

**Residence Hall Contract Cancellation.** Withdrawal from the University and from the residence hall are separate procedures. After the student has completed his withdrawal from the University he must

contact his residence hall director to initiate cancellation of his residence hall contract.

**Official Withdrawal During a Summer Term.** A student who officially withdraws from the University during either the first or second summer term should follow the same procedures outlined for withdrawal during the academic year.

## READMISSION PROCEDURES

### *After Voluntary Withdrawal*

Once enrolled at Indiana State University any student who for any reason does not re-enroll in a subsequent fall and/or spring semester must initiate an application for a permit to register in the Registrar's Office prior to returning to campus for the next enrollment.

### *After Academic Dismissal*

A student dismissed because of poor scholarship may apply for readmission if eligible to do so under the provisions of the retention standards in the *Student Handbook*.

If dismissed at the end of the fall semester, he may not apply for readmission in the next semester. If dismissed at the end of the spring semester, he may, under certain conditions, apply for readmission in the summer session which follows.

The academic dean determines whether an academically dismissed student may return. A dismissed student cannot claim the **right** to re-enroll. A student dismissed for academic reasons **and** for another reason, such as improper conduct, may not apply to his academic dean for readmission until the Dean of Student Life has approved the student's return to the University.

No student may be readmitted if dismissed a third time.

## GRADUATION

Students completing the prescribed undergraduate curricula and otherwise meeting all University and departmental requirements for graduation, will receive diplomas admitting them to the baccalaureate degree and full alumni standing.

Course requirements completed may be those in effect at the time of matriculation or at graduation, but not a combination of both. Usually, the student should expect to follow the curricular patterns and University regulations provided in the University *Bulletin* current



with his matriculation. Degree requirements for the teaching, liberal arts, and professional-vocational curricula are a minimum of 124 semester hours of credit and at least 248 grade points. (Students on teaching curricula must earn 124 semester hours of credit and at least 232 points plus S grade designations in student teaching.) **No less than 40 per cent of the 124 hours must be on the 300 or 400 level.**

Candidates for the baccalaureate degree must have earned a minimum of thirty semester hours of residence credit at Indiana State University. Furthermore, all students should expect to complete forty or more per cent of their required semester hours for graduation by enrolling in courses numbered at the 300 and 400 level. Any variation of this requirement must have the approval of the student's academic dean. **Of the last fifteen semester hours preceding graduation, no more than five may be transferred hours** (hours earned at a university or college other than Indiana State).

### *Second Baccalaureate Degree*

A student who desires a second bachelor's degree must complete a minimum of thirty semester hours in addition to those required for the first degree and must fulfill all requirements for the second degree. A maximum of ten of the required hours may be taken in extension and correspondence courses from Indiana State and the remainder must be taken in residence. If a student received his first bachelor's degree from another accredited university, thirty hours in residence are required to fulfill the requirement for the second bachelor's degree. Two bachelor's degrees may be granted simultaneously providing all requirements for both degrees have been completed.

Students must file check-out papers in accordance with the regulations of their academic deans.



Regulations pertaining to filing for graduation are issued by the registrar. The registrar will mail an application to the student, at his local address, during the semester in which the eighty-eighth hour is attempted. Only one application will be mailed. It will be mailed the fifth week of the fall semester and **must** be returned two weeks from the date of mailing to be considered for the spring commencement. Any change in this application, once it is filed, is the responsibility of the student and must be recorded in the Registrar's Office. If requirements are not met, and a change in the date of graduation must be made, it is the responsibility of the student to report this change before further consideration for graduation will be granted.

Registration with the Bureau of Placement is a requirement for graduation.

## ACADEMIC ADVISEMENT

### *The Academic Advisement Center*

All regularly admitted freshmen are automatically assigned to the Academic Advisement Center and the Center is the designated "school" of enrollment until the student is transferred to the school of his choice.

The purposes of the Academic Advisement Center are: (1) to assist freshmen in selecting academic goals, in choosing wisely the specific courses leading to the attainment of these goals, and in adjusting more easily to the University academic standards and (2) to function as a resource center for materials and information concerning undergraduate curricula and General Education requirements.

Primarily, the Academic Advisement Center serves freshmen and sophomores until a major area of study is chosen by the student. Students are provided an opportunity to discuss academic problems in confidence with counselors. Arrangements are made for students to confer with faculty members concerning career opportunities in various academic areas.

When a student chooses a major area of study, his records are then transferred to the school of his choice and the academic dean of that school provides the student with a faculty advisor in the student's major area.

The Academic Advisement Center is located in East Knisely Building, Sixth and Chestnut Streets.

### *Faculty Academic Advising*

When the student has chosen an area of specialization, he is referred to a regular faculty member who serves as his academic ad-

visor. Data including the student's personal biography, his high school rank, and his rating on the freshman orientation and achievement examinations are supplied to the advisor. He will assist the student in planning the use of his time in acquiring good study methods, in referring him to special services on the campus as need arises, and in every way possible serve as a personal counselor to the student.

The counselor, in cooperation with various University agencies, will assist the student in scheduling his successive programs of study. At the first mid-semester, and at the end of each semester thereafter and at such other times as counseling sessions are needed, the academic advisor will confer with the student regarding his progress in relationship to his own natural level of learning and to the academic standards of the University.

### *Student Participation in Program Planning*

Each student enrolled in the University is expected to read carefully and to understand the contents of this *Bulletin* that are applicable to him. This includes the awareness of the University general policies and regulations for academic achievement necessary for continued enrollment as well as for graduation, in addition to those regulations identified by Student Services relating to his social and campus conduct.

The student also should familiarize himself with any requirements special to the academic discipline of his choice which must be a condition to his qualifying for graduation.

Each student should assume at the earliest moment possible the initiative for preparing his semester schedule of classes. His academic counselor is available to offer suggestions and to verify the accuracy of course choice in meeting curricular patterns, but the primary responsibility for knowing the requirement of his academic program and proceeding to satisfy those requirements in an orderly and sequential manner remains the prerogative of the student.

## CLASS SCHEDULES

For each semester, Intersession, and summer term, a schedule of University class offerings is prepared for student use. The department, course number, title, semester hours credit, classroom assigned, the time, and days of the week each class meets are provided.

Also included are detailed instructions for completing the registration process with a minimum time involvement.

The Schedule of Classes is available at the Registrar's Office prior to each semester or summer term.

## UNIVERSITY RECOGNITION OF THE ACADEMICALLY TALENTED

As an institution of higher learning which traditionally has devoted itself to the promotion of excellence in academic achievement, Indiana State University takes cognizance in special ways of the student with potentials for distinctive intellectual performance. A wide range of opportunities is available on the campus to challenge academically talented students to meet the fullest potential of their ability.

### *The Honors Program*

The Honors Program at Indiana State University serves the needs of two kinds of qualified students:

1. those who have demonstrated an overall aptitude and achievement necessary to pursue a college education with standards of performance beyond those of the typical student; and,
2. those who have demonstrated aptitude and ability in one field.

The needs of the second type are met by the Departmental Honors Program. The needs of the first type are challenged by the General Honors Program.

### GENERAL HONORS

#### A. Core Courses

The basic component of the General Honors Program is four Core Honors Courses, three semester hours credit each, to be taken during the freshman and sophomore years.

First year: Fall Semester, Introductory Honors, 3 semester hours.  
Spring Semester, Introductory Honors, 3 semester hours.

The two Honors Courses at the freshman level are essentially introductory in nature and serve as an orientation to the fields of knowledge and their relationship to careers and professions.

Second year: Honors in Humanities, 3 semester hours.  
Honors in Science, 3 semester hours.  
Honors in the Social Sciences, 3 semester hours.

Students will enroll in only two of the second-year Honors Courses, those given in the divisional areas other than the area in which they plan to major.

Only students qualifying for the Honors Program are allowed to enroll in Honors Core Courses. At the same time, participating students need not take

these four courses in a precise sequence. All Core Courses are interdisciplinary. If students desire to graduate with a (B.A.) Honors degree, they must take four Core Courses.

#### B. Elective Honors Courses in Specific Departments

Each department within the University may offer an Honors Course for the purpose of General Education. Honors students will be encouraged but not required to take these courses. Under certain circumstances elective Honors Courses may substitute for a departmental requirement. Under no circumstances are such courses an addition to either General Education or departmental requirements.

#### C. Departmental Honors Programs

A segment of the Departmental Honors Program includes upper division Honors Courses, honors projects, directed study and senior theses as determined by individual departments. All Honors Students will be required to take a minimum of six hours of Departmental Honors work.

For information regarding the General Honors Program, write to the Coordinator of Honors Programs, Room 208, Administration Building.

Departmental Honors Programs are described under the course listings of the participating departments. For information write to the appropriate departmental chairmen.

### *Advanced Placement and Credit by Examination*

Indiana State University students may accelerate degree program completion through examination for credit or through successful completion of the College Entrance Examination Board—Advanced Placement Programs in participating high schools. Students will be granted credit for this proficiency when they demonstrate, either before admission or after enrolling, by examination (or participate in CEEB-APP in high school) that they have gained adequate knowledge of the content of certain courses in this University. Credit granted under these conditions will be recorded on a student's transcript and may be used to satisfy degree requirements.

#### CREDIT BY EXAMINATION

Indiana State University students may accelerate degree program completion through examinations for credit by:

1. The College Entrance Examination Board—Achievement Tests
2. The College-Level Examination Program (CLEP)—Subject Examinations
3. Departmental Examinations for subject areas not offered in CEEB—Achievement Tests or the CLEP—Subject Examinations

#### 4. College Entrance Examination Board—Advanced Placement Examinations

High school students who complete CEEB—Advanced Placement Program and receive scores of 3 or above on the Advanced Placement Examination will receive credit in the respective subject areas.

#### ADVANCED PLACEMENT

Advanced Placement will occur in those cases where a student wishes to pursue additional work in an area beyond that credit received by examinations. Placement will be determined in consultation with an academic advisor.

#### CREDIT FOR GENERAL EDUCATION BY EXAMINATION

Prospective Indiana State University students who make application for credit for education acquired in non-traditional ways or in non-accredited institutions must complete the College-Level Examination Program—General Examinations. The six-hour examination consists of five tests. English composition, humanities, mathematics, natural sciences, and social sciences—history. These tests are designed to cover a range of difficulty, both in depth of understanding required and the skills and abilities, relevant to the kinds of intellectual and educational experience students can be expected to have had by the end of two years of college.

Credit will be awarded in each of the 13 areas for which scores are provided. The Academic Deans Council establishes the cut-off scores for awarding credit. Since credit is awarded as General Education, it will be necessary for each student to plan his academic schedule in consultation with a representative of the respective academic dean's office and the department chairman.

#### DEPARTMENT REQUIREMENTS

Each department chairman at Indiana State University will select appropriate tests that students may take for each subject area. Tests will be selected from those offered in the CEEB Achievement Examinations or the College-Level Examination Program.

Department chairmen will initially determine the scores required to receive credit, the number of semester hours credit that will be granted, and the specific courses for which the credit will apply and any special regulations for advanced placement.

## PROCEDURE FOR ESTABLISHING CREDIT: CEEB ACHIEVEMENT EXAMINATIONS, CEEB COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP), OR THE CEEB ADVANCED PLACEMENT PROGRAM

Students apply to the director of Admissions to establish credit by examination at Indiana State University.

If the student has taken the CEEB Achievement Examinations, or participated in the Advanced Placement Program in participating high schools and completed examinations he will complete the "Request for Credit by Examination" at the time he applies for admission. The student must also request that all test score results of his examinations in these programs be forwarded to the director of Admissions.

Upon receipt of test scores, the director of Admissions will determine the number of credit hours that can be granted and will notify the registrar that appropriate entries are to be made in the student's permanent academic record.

The registrar will make the entries required and send a transcript to the student's academic dean and notify the student that this action has been completed.

The student will then contact his academic advisor to plan his degree program accordingly.

### *The Dean's List*

The Office of the Vice President for Academic Affairs publishes a list of students recognized for achievement in academic index. Students whose point-hour ratios are 3.75 to 4.00 are listed on the Distinguished Honor Roll; those with point-hour ratios 3.50 to 3.75 are included in the Honor Roll. *Two Honor Roll* lists are prepared as follows: Honor Roll I for students completing 12 hours or more, with letter grades, in Semester I, and Honor Roll II, students completing 3 to 11 hours, with letter grades, in Semester I. Each Honor Roll will include names for both Distinguished Honor and Honor students.

These lists are displayed about the campus and released to both newspaper and broadcast media.

### *Graduation Honors*

Students who complete all University requirements for graduation with a point-hour ratio of 3.80 or higher are graduated *Magna Cum Laude*. Those with a point-hour ratio between 3.60 and 3.80 are graduated *Cum Laude*.



Recognition of these special honors is given in appropriate fashion at the commencement exercises and on the diplomas.

### *The Honors Convocation*

A tradition of long standing is the annual Honors Day Convocation held each spring, usually in May. At this all-University assembly appropriate recognition is given to individuals and groups of students who during the current year have earned acknowledgment of superior achievement.

### *Honorary Organizations*

Student professional organizations and fraternities or sororities founded on the premise of excellence in higher education have active groups on the campus. These include almost 50 national and departmental groups, representing all University academic areas.

### *Fraternities and Sororities*

In addition to the honorary organizations mentioned above, Indiana State University social fraternities and sororities encourage academic excellence with appropriate recognition.

### *Residence Halls*

Each of the residence halls, through scholastic committees, fosters outstanding academic achievement. Recognition frequently is publicized at special honors meetings or dinners sponsored by the residence hall council.

## **SPECIAL ACADEMICALLY RELATED PROGRAMS**

### *The Freshman Opportunity Program*

Those high school graduates whose scholastic achievement in high school precludes unconditional admittance to Indiana State University may seek probationary admission through the Freshman Opportunity Program. Students in the program are required to enroll in the Academic Enrichment and Learning Skills Center. The remainder of the student's academic schedule is planned by the student and his counselor. Emphasis is placed on designing a program in which the student believes he will be most successful.

The Freshman Opportunity Program is designed to provide potential students strongly motivated toward scholastic success an environment in which to prove competency with college-level achievement.

Periodic conferences are held between the student and an academic advisor to evaluate student progress and to help plan realistic academic and vocational goals. Vocational counseling is available to these students through the Academic Advisement Center and the Student Counseling Center.

Admission to the program is obtained through the University Admissions Office. Inquiries about the program content and specifics may be addressed to the Academic Advisement Center.

The Freshman Opportunity Program is available only to residents of the State of Indiana.

### *Independent Study*

The Independent Study Program in the Division of Continuing Education and Extended Services offers approximately 80 undergraduate credit courses for students desiring to pursue studies independently or who are unable to take advantage of University residence classes as a means of continuing their formal education.

While enrolled on campus, students may also pursue an Independent Study course. Enrollment may be made at any time, and courses need not be completed within the semester as do campus courses, thus providing an opportunity to continue one's studies during break periods and summer months.

Independent Study instruction involves the use of texts and course outlines containing specific assignments and directions from the instructor. Each course contains a definite number of lesson units which must be completed to earn academic credit. The optimum time for a course is five to seven months.

Independent Study courses are prepared and taught by regular members of the University faculty. A list of courses offered, the enrollment applications, and counseling are available in the Division of Continuing Education and Extended Services.

### *The Academic Enrichment and Learning Skills Center*

The Academic Enrichment and Learning Skills Center is a student service center provided by the University to help with student problems. This Center exists for the purpose of providing academic assistance.

This service is offered by two methods. First, tutors are employed to assist students with problems encountered in their classes. These students have major or minor areas of interest in the disciplines in which they tutor. Tutorial assistance is available in practically every academic area. The second method of student assistance is available through the use of an extensive programmatic multi-media offering. These programs include study skills development, reading skills, note-taking skills, theme writing, spelling, vocabulary, grammar, mathematics, test-taking skills, and many more.

The Center is located in the Conference Center, Room 324. It is open daily throughout the week. The service is totally student-oriented, and is completely free-of-charge to students of Indiana State University.

### *Cooperative Professional Practice Program*

The University's Cooperative Professional Practice Program is an optional program designed to provide the student an opportunity to apply his classroom knowledge in actual work experiences tailored to parallel his academic growth. Co-op is a campus-wide program applicable to and available in essentially all disciplines. Work experience, usually off campus, is provided through periods of employment in the facilities of cooperating business, industrial, educational, and governmental organizations. Employment patterns are highly flexible so that experiential values of the student/employer relationship can be maximized; they may involve either part-time or full-time employment with the employment period varying from as little as a few hours per day to as much as a full year. Co-opportunities are available on a world-wide basis.

Co-op students register as and are considered to be full-time students while on both on-campus and off-campus phases of the program.

Student benefits from co-op are predominantly in the area of earlier career orientation and in personal development in the areas of judgment, sense of responsibility and adaptability, and understanding of others through working in the real world. By-product benefits are gained in earned income and in improved academic performance resulting from increased relevance of academic inputs.

While the co-op program's primary objective is to provide more effective and relevant education, particular attention is devoted to specialized programs to assist the underprivileged, minorities, veterans, women, foreign students, and the handicapped.

Indiana State participates in a Co-op Consortium with other university members of the Academic Affairs Conference of Midwestern Universities thus broadening co-opportunities and experiential values for its co-op students.

Detailed information is available from the Co-op Office in Room 310, Conference Center.

### *Continuing Education for Women*

The Continuing Education Program for Women has been in operation at Indiana State University since 1969. The director of the program and her staff counsel mature women who are enrolled in the University. These women fall in the twenty-five years of age and upward category and for the most part are beginning their college education, although some are transfer students and others are working on advanced degrees.

One of the most important functions of the office is to counsel the women who are interested in returning to school.

### *Continuing Education—Student Husband/Wife Program*

This is a special program designed for the spouses of our University students. The University wishes to encourage spouses to take a few courses while their husbands/wives are in school.

The procedures are as follows:

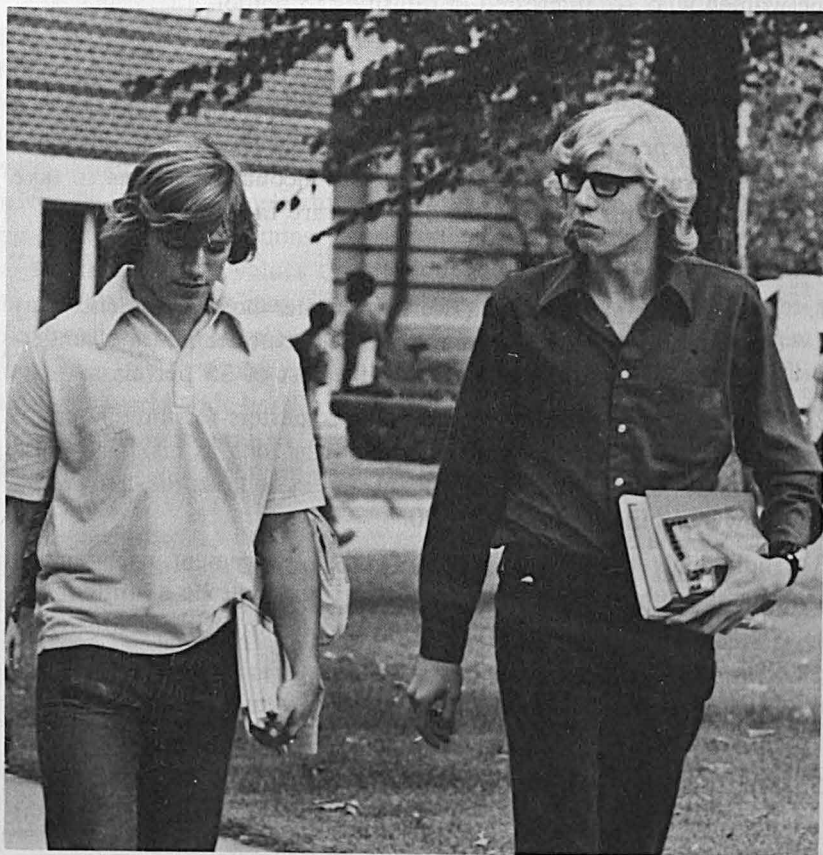
1. The spouses of full-time (twelve semester hours) students may enroll for credit in a maximum of three semester hours of undergraduate work during a semester at a cost of \$5 per class.
2. The student may enroll in succeeding semesters for three hours of undergraduate credit each semester for as long as his/her spouse continues to be a full-time student and as long as his/her grades show a cumulative index of 2.00.
3. Individuals taking advantage of this arrangement will register after all other students are registered and will be admitted into classes for which they are eligible and in which there are openings.
4. This special arrangement does **not** apply to the student teaching semester.
5. Students may **not** enroll in the Husband/Wife Program during the summer if they are not eligible for participation during the regular academic year.

More information is available at the Office of Continuing Education for Women, Room 100, Parsons Hall.

### *Collegiate Consortium of Western Indiana*

Indiana State University, Rose-Hulman Institute of Technology, Saint Mary-of-the-Woods College, and Indiana Vocational Technical College, located in western Indiana and serving different types of students with different kinds of programs, have founded a consortium to:

1. broaden the programs and enrich the offerings of each of the institutions;
2. cooperate in expensive, yet necessary, courses and programs;
3. provide for a joint use of library and physical facilities;
4. sponsor visiting lecturers and artists; and,
5. encourage educational innovation.



## STUDENT SERVICES

Academic work and student life are closely related and complementary, one to the other. The University, through organized and pertinent services to students, provides a community environment for student life in which every student may find the intellectual, cultural, and social experiences which will contribute the maximum to self-realization and social growth.





The Vice President for Student Affairs is responsible for the organization, administration, and development of Student Personnel Services for the University. Included in these services are the programs in the residence halls, fraternities and sororities, student government programs and activities, student interest organizations, conduct of students, orientation for new students, social and personal counseling, and social education and social programs. He is responsible also for financial assistance to students in the form of scholarships, loans, and part-time employment; for student administrative services including admissions, registration and records, student research, testing; foreign student advising; and for the physical and mental health services to students.

The Vice President is assisted by the staff of the Dean of Student Life, the Dean of Student Administrative Services, the Counseling Center, the Health Service, and Student Financial Aids. All are concerned with an integrated approach to students' problems and needs. This includes academic progress as well as social, spiritual, and physical development. Officials in these services help plan and conduct student activities through leadership programs and social-recreational programs. Through working relationships with student government in the residence halls, Greek organizations, and the all-University student government, all students are assisted in directing their energies, efforts, and money into activities which best supplement their academic endeavors.

The Vice President and his staff serve as a liaison with parents of students regarding the student's welfare and rate of progress in his total development.

In essence, the University is organized to make it possible to carry out the educational objectives of the students and to enhance and facilitate the entire educational process as it affects the student and the University community.



## STUDENT ACTIVITIES

Traditional campus activities and student organizations offer each student valuable experiences in the democratic process, diversified recreational activities, outlets for special abilities, and opportunities to develop qualities of leadership; in fact, a chance to put classroom knowledge into practice.

Students usually spend an average of four hours a day in classrooms, lectures, and laboratories and should spend an equivalent or larger amount of time in private study. However, they do have time which is not directly taken by academic endeavors. The way in which the students utilize their remaining hours can have an important effect upon their formal education.

Extracurricular activities should be chosen with care and judgment and not to the detriment of academic work. Some students are advised not to participate in out-of-the-classroom activities during their first semester of residence, but rather to use their time to become acclimated to college life, adjust study habits to academic demands, and to observe the activities before taking on organizational responsibilities.

Students should participate in activities and organizations, and it is hoped this will prove to be a valuable contribution to their total education.

## STANDARDS OF CONDUCT

Each person who becomes a student at Indiana State University accepts conditions which are attached to student status. This relationship between the student and the University is guided by some fundamental concepts:

1. Having been admitted to the University, the student accepts the responsibility for utilizing the resources of the University for the purpose for which they were intended.
2. Each University student assumes the responsibility for always behaving in such a way as to reflect creditably upon the University.
3. The members of the University community are committed to the use of intelligent, reasoned discussion as a means of resolving differences and problems.
4. Each student, as a member of a group, has a responsibility for making a positive, constructive contribution to the program in which this group is involved.

Specific expectations for behavior are listed in the *Code of Student Conduct*, which is available to all students. The procedures, policies, and regulations contained in the *Code* apply to all students of Indiana State University and are considered a part of the terms and conditions of admission and enrollment of all students. Violation of any policy or regulation listed in the *Code* may subject a student to disciplinary action up to and including suspension and/or expulsion from the University.

## STUDENT GOVERNMENT ASSOCIATION

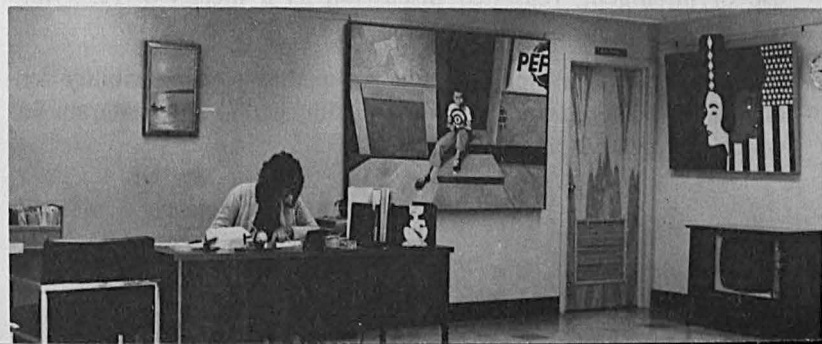
At Indiana State University, every student is a member of the Student Government Association. This organization is the governing body of all students and student activities.

Student Government Association is organized around a functional concept. It is constitutionally the active voice of the student body, the pivotal point of campus affairs. In addition to this, it has several objectives which, though extrinsic to its main goals, are necessary to the proper operation of campus activities.

The regulatory activities of the Student Government Association are complemented by policy-making functions of other student governing agencies. Among these are the Inter-fraternity Council, the Panhellenic Council, the Residence Hall Association, and the Hall Council of each of the residence halls.

## AFRO-AMERICAN CULTURAL CENTER

In the spring of 1972, the Afro-American Cultural Center was opened on campus to provide opportunities for Afro-American students to develop their potential and ability to create programs and activities relevant to their psychological and social needs. Under the leadership of its Director, Mr. Michael Ard, the program of the Center provides educational opportunities for the University community to learn about the Afro-American culture. This involves coordination with other programs and departments, and services to persons and groups with the expressed purpose of portraying the contributions Afro-Americans have made to the American society.



## STUDENT HEALTH AND COUNSELING SERVICES

### *Student Health Services*

Students carrying seven credit hours or more are eligible for care at the Student Health Center. A health form, provided by the University, consisting of a health history and physical examination, must be completed by the student's parents and family doctor at least four weeks before registration. This form is of immeasurable value to the University physician in evaluating a student's illness, thus enabling the physician to render better medical attention.

All medical information on any student is regarded and treated as strictly confidential and such information is not given to any non-medical person without the express written consent of the patient.

The Student Health Center is located in the Student Health and Counseling Center, 567 North Fifth Street. The regular out-patient clinic hours are from 8:00 a.m. to 11:30 a.m. and 1:00 p.m. to 4:30 p.m., Monday through Friday, and from 8:00 a.m. to 12:00 noon on Saturday. During this time, a staff of registered nurses and several physicians is available. In addition to this, there is a registered nurse on duty and a physician on call 24 hours a day, seven days a week, to handle any emergencies that may arise. The only exceptions to the full-time coverage are a few weekends during the summer months; however, on these weekends when a nurse is not present, the Health Center is equipped with a telephone answering device which gives the caller information on how to obtain emergency care.

The Student Health Center is equipped to handle both out-patients and bed patients. There are sixteen two-bed rooms and two single-bed isolation rooms. Psychiatric care is also available. Except for a charge for medications, the financial cost for medical services rendered by the Student Health Center for acute illnesses and for accidents incurred in activities connected with the University will be paid from the Health Services budget. However, the expense for more severe illnesses and injuries requiring referral for hospitalization and/or more extensive care by a specialist is the responsibility of the student or his parents. Therefore, it is strongly recommended that all eligible students participate in the Indiana State University Student Group Health Insurance Program to cover those expenses not provided by Student Health Services.

### *Psychiatric Service*

The psychiatric service is located in the Student Health Service. Students may make appointments by telephone or in person. This service is not intended for extensive rehabilitation but is consistent with the goals of the University as a resource where students can learn about themselves. The principle of confidentiality is essential to the psychiatric service. No information is ever given to unauthorized persons without the knowledge and written consent of the student.

Community mental health clinics and psychiatrists in private practice are available within a radius of 50 miles for students needing treatment beyond the limits of the psychiatric division.

Other University counseling services also assist students with stress situations, and the special skills of the psychiatric personnel are available to these services. The purpose of therapy is to detect in the early stages troubles which can be prevented from developing into serious emotional problems.

### *Health Insurance for Students*

Student group health insurance to cover medical expenses not covered by the Student Health Service is available to each student at a very nominal cost. The student must sign the application and pay the fee each year.

All students who are carrying seven or more credit hours should participate in the Indiana State University Student Health Insurance program unless they sign a statement waiving participation.

### *Student Counseling Center*

Counseling and other services offered by the Student Counseling Center are available without charge to every student of Indiana State University. The staff of the Center is composed of professional counselors whose purpose is to assist students with career, educational, and personal concerns. In addition to individual counseling, group counseling, personal growth groups, social skills groups, career exploration groups, and weight-control groups are available.

The Student Counseling Center provides a setting where a student may discuss, in confidence, those concerns which affect his academic or personal success. Individual psychological tests are available when they will aid in refining the vocational or personal development of the student. In addition, a library of vocational and educational information is maintained by the Center.

Counselors do not provide academic advisement nor is it their purpose to make decisions for students. They do assist in the process of decision making by helping students gain information and utilizing it in reaching their own solutions. An appointment to talk with a counselor may be made by telephone or in person at the Center.

The Center is open from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m., Monday through Friday. It is located in the lower level of the Student Health and Counseling Center, 567 North Fifth Street.

## OTHER UNIVERSITY SERVICES

### *Testing Services for Students*

The Student Research and Testing Office, Administration Building, in conjunction with the Counseling Center, provides certain test services to students. These tests include aptitude, general intelligence, interests, personality, and reading. Students should contact the Counseling Center concerning these tests.

The Student Research and Testing Office is also an established test center for the following national testing programs: College Entrance Examination Board, Scholastic Aptitude Test (SAT), Achievement Tests, American College Testing Program (ACT), the National Program for Graduate School Selection (GRE), Admission Test for Graduate Study in Business (ATGSB), Law School Admission Test (LSAT), the National Teachers Examination (NTE), the Millers Analogy Test, and the Institutional Scholastic Aptitude Testing Program. Students wishing more information should contact the Student Research and Testing Office.

### *Auditing Office*

The Business Office maintains a Student Organization Auditing office in the Administration Building. This office extends a service which enables student organizations to maintain orderly accounts and operate in a solvent condition. All organizations must carry their accounts through this office. The faculty sponsor approves each requisition for expenditure prepared by student officers, and if funds are available the auditor approves payment.

### *Campus Organizations*

Membership in many types of organizations is available to students at Indiana State University. These may be departmental, governmental, honorary and professional, musical, publication, religious,

service, social, or special interest. Students are encouraged to participate in the activities of such groups in which they may have special interests or meet the qualifications for membership provided they exercise judicious use of available time.

### *International Students*

Indiana State University works in cooperation with Terre Haute families in operating a host family program in which each foreign student is assigned a Terre Haute family to act as his host while in the city. Through this program, the student has a chance to participate in American family life.

Foreign students may secure assistance and advice concerning passports, visas, reports to their embassies, etc., from the Foreign Student Advisor, Room 6, Administration Building.

### *Identification Card For Students*

A student identification card is provided as a part of the student service fee. During the registration procedure a photograph is taken which later becomes a part of the identification card. A temporary ID card is provided at registration which must be retained until it is exchanged for the card to be used for the remainder of the academic year. The ID card is validated for the second semester each year during the January registration period. The card is revalidated each semester. The student is required to carry this card at all times and must show it upon request of a University official. Students will find the identification card valuable not only on campus but also in the downtown business area. A fee of \$3 will be charged students who make application to replace their student ID card. A fee of \$5 will be charged students who fail to surrender their ID card upon official withdrawal from school.

### **MOTOR VEHICLE POLICY**

All students who own, possess, operate, or have the use of a motor vehicle on any property owned, leased, or used by Indiana State University, including the streets adjacent thereto, must have the vehicle registered with ISU and properly display a current registration decal. The University Board of Trustees has established an annual registration fee of \$5 per vehicle.

## INTERCOLLEGIATE ATHLETICS

Mr. Robert L. King, Director of Athletics

Mr. Jerry O. Huntsman, Assistant Director of Athletics

Mr. Edward B. McKee, Sports Information Director

Mr. John A. Amey, Assistant Sports Information Director

Department Office: Room 107, Men's Physical Education Building

Intercollegiate athletic competition is an integral part of the total physical education program of the University. Indiana State's program of athletics offers the individual with exceptional physical skills an opportunity to compete against competent athletes of other universities. The broad area of athletic activities, the provision for practice, and playing facilities provide students opportunities to develop physical abilities that through competition bring about unique educational experiences.

Intercollegiate Athletics fields varsity teams in ten intercollegiate sports: football, basketball, track, baseball, wrestling, gymnastics, swimming, golf, tennis, and cross country. Under a ruling by the National Collegiate Athletic Association (NCAA), of which Indiana State University is a member, freshmen are eligible to compete on the varsity level in all sports.

The ISU Arena, located on the downtown Indiana State University campus, is the site of wrestling, swimming, and gymnastic contests. The Hulman Civic-University Center, with a seating capacity of 10,000, provides facilities for other activities.

Football games are played on AstroTurf, a synthetic playing surface, at the newly remodeled and renovated Memorial Stadium, located at 3300 Wabash Avenue. Baseball games are played at Valle Field, a completely renovated baseball park located at Eighth Avenue and Thirtieth Street. All home track meets are conducted on the Marks Field Track, with a grasstex running surface, located just west of the ISU Arena. Indiana State golfers play their home matches at one of the finest courses in western Indiana, the Country Club of Terre Haute.

Growth of the Indiana State University intercollegiate athletic program keeps pace with growth of the entire University. Indiana State has been classified as Division I in the new NCAA alignment for all sports except football. Football is in Division II. Within this framework Indiana State will sponsor a broad athletic program.



### *Competitive Athletics for Women*

The Department of Physical Education for Women encourages intercollegiate athletics for women. ISU women athletes participate in interschool competition in various individual, dual, and team sports at local, regional, and national levels.

The Women's Physical Education Department is a charter member of the National Association for Intercollegiate Athletics for Women (AIAW), the Mid-West Association for Intercollegiate Competition for Women (MAIAW), as well as the Indiana Women's Intercollegiate Sports Organization (IWISO). In some activities, participation is through American Athletic Union (AAU) affiliation. Programs of competition are arranged through the women's athletic office. Competition is scheduled in basketball, field hockey, volleyball, softball, swimming, gymnastics, track and field, cross country, golf, archery, tennis, badminton, and bowling.

## INTRAMURAL AND RECREATIONAL OPPORTUNITIES FOR MEN AND WOMEN STUDENTS

### *Intramural Sports for Men Students*

A highly organized and competitive intramural sports program is available for all undergraduate men attending Indiana State University. An extensive tournament classification system provides equal opportunities for teams/individuals to qualify for University championships regardless of ability or degree of success during regular season play. The intramural sports program is designed to offer the utmost enjoyment and personal satisfaction from participating in favored sports. Numerous opportunities are also available for students interested in experiencing leadership roles. Group and individual points and awards are symbols that fully recognize outstanding achievement and regular participation by groups and individuals. Units of participation include men's residence halls, social fraternities, campus organizations, and IM Clubs. IM Clubs include independent students who are not affiliated with a campus organization or who do not live in University owned housing.

Men students are invited to participate in all intramural sports or as many as they choose for wholesome recreation while attending the University and as preparation for lifetime sports participation.

### *Co-ed Intramural Sports*

The co-ed intramural sports program is sponsored by the Men's Intramural Activities Office. Co-ed sports offer competitive sports experiences for men and women on the same teams. When necessary, rules are modified to balance the talents of men and women. For example, women compete against women and men against men in alternate time periods in one activity.

### *Supervised Co-recreation for Men and Women*

A second phase of intramural activities sponsored by the Men's Intramural Activities Office is the unstructured informal co-recreational program. Recreation stations open to men and women students daily according to a planned schedule include a sauna, swimming pool, five gymnasias, a gymnastics room and a physical fitness center. The Physical Fitness Center includes one of the most completely equipped weight training areas in the United States and a four-lane Grasstex running track. Roller skating, spaceball, badminton, and table tennis are among the activities included in the supervised informal co-recreation program.

### *Recreation for Men Students*

In addition to the extensive recreational opportunities accommodated within the organized intramural program, men students will find facilities available for individual or informal group recreation. Schedules of open facilities availabilities are published in the *Statesman* and in the *Student Handbook*.

### *Recreational Opportunities for Women Students*

Women students will find many opportunities for recreation sponsored by the Women's Physical Education Department.

The activities are scheduled to meet the needs and interests of college women. The word "recreation" literally means to recreate, or an opportunity to renew one's self. The student who participates regularly in a recreation program will find herself refreshed and ready for work after a change of pace from study.

The Women's Physical Education Department sponsors an intramural program which organizes and directs a regular program of participation in team games and individual and dual sports. Teams are organized within the framework of the various residence halls on campus. Teams also are entered by sororities and off-campus groups. Any girl or group interested in participating or organizing a team

should contact the recreation director of her respective residence hall. A schedule of activities will be printed in the school newspaper early in the fall. The first team activity is softball. For further information, contact the Intramural Director of the Women's Physical Education Department.

The Department sponsors clubs for special skilled groups:

The Dolphin Club presents an annual synchronized swimming water show. Tryouts for competent swimmers are held every fall. For information call Women's Physical Education Department.

Gymnastic Club is sponsored by a staff member and meets regularly, depending upon the hours available by students' participation includes all pieces of apparatus and floor work. Members of the group form the "B" team for gymnastics, and meets are scheduled.

Social Dance Club, in which members learn advanced dance techniques, meets weekly.

Modern Dance Club presents an annual concert. Membership is by tryout and is scheduled in the fall.

Swimming activities and the use of the swimming pool are scheduled in Tirey Memorial Union. Information may be secured at the desk in Tirey Memorial Union.

The Fencing Club is coeducational. Information may be secured from the fencing instructor.

The Archery Club is coeducational. Information may be obtained from the archery instructor.

Special interest groups should contact the head of the Women's Physical Education Department to see if arrangements may be made for sponsorship.





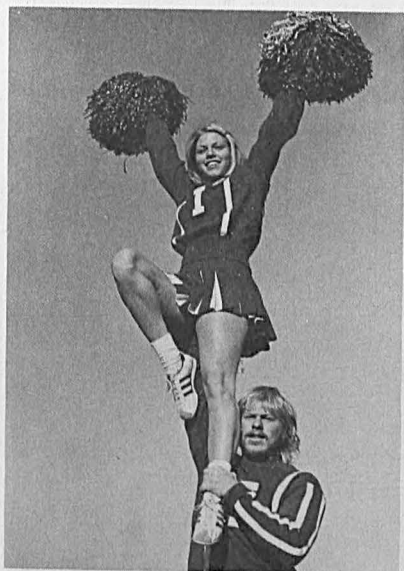
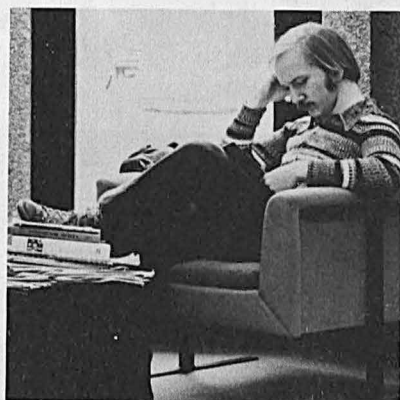
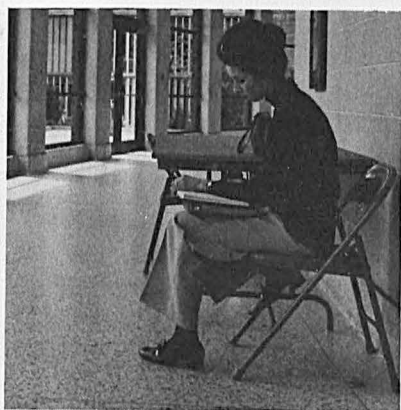
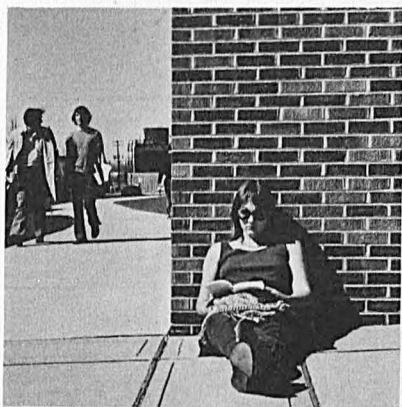
## PUBLICATIONS FOR STUDENTS

The Vice President for Student Affairs and his staff prepare various types of printed material for distribution to students. Of special interest, particularly to freshmen, are the *Student Handbook*, *Code of Student Conduct*, *Black Freshmen Orientation Handbook*, and the *Residence Hall Handbook*.

The *Student Handbook* includes information regarding: student services, campus facilities, University traditions, campus organizations and activities, academic policies and procedures concerning programs, fees, fines, and refunds.

The *Code of Student Conduct* contains statements of all procedures, policies, and regulations governing students as well as the procedures for adjudication of student violations.

The *Student Handbook* and the *Code of Student Conduct* are both published each year and are available to all students free of charge.



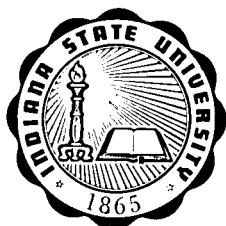


# ACADEMIC COLLEGES, SCHOOLS, DEPARTMENTS, AND CENTERS

Through the academic organization of the University—the colleges, schools, departments, and centers—the curricular patterns exist which are constructed to provide the student opportunities for exploration and experimentation, as well as challenge and fulfillment in the pursuit of man's accumulated knowledge.

In the pages which follow, the programs of the academic departments are presented. In the course lists, some new numbers are given. In such cases, the old course number has been placed in parentheses. An asterisk beside a 400 number indicates that the course is offered on the 400/500 level and may be taken for graduate credit.





## The University General Education Program

Each student at Indiana State is required to earn a minimum of 50 semester hours of credit in General Education. Departments which offer courses in General Education have listed suggested courses in their department statements in this *Bulletin*.

- A. English 104 and 105 (or prescribed substitutes), 6 hrs.
- B. Speech 101 (or approved substitute), 2 hrs.
- C. Physical Education activity courses, 2 hrs.
- D. Philosophy and the Arts, 11 hrs. **Not more than 6** in one department.  
Art appreciation and art history  
English courses in literature  
Foreign languages  
Humanities courses  
Philosophy  
Music appreciation, theory, music history  
Speech: theory, history of drama, and oratory  
General Honors 101
- E. Science and Mathematics, 11 hours. **Not more than 6** in one department.  
Chemistry  
Geography, Geology, Astronomy  
Life Sciences  
Mathematics  
Physics  
General Honors 102
- F. Social and Behavioral Sciences, 11 hours. **Not more than 6** in any one department.  
Afro-American Studies 113, 212, 222  
Anthropology  
Criminology 200  
Economics  
History  
Political Science  
Psychology  
Sociology  
General Honors 201
- G. Supplementary, 7 additional hours. These hours may be taken in departments listed under D, E, and F if they are not in the student's major. In addition, supplementary courses may be selected from the following:  
American Studies: 201  
Business: 140, 308, 340, 347, 363  
Health and Safety: Health 111.  
Home Economics: 101, 103, 201, 212, 213, 251, 301, 314, 336, 400, 420, 427, 438, 444, 475, 476.  
Industrial Technology: 307, 327, 404, 478, 491.  
Library Science: 306, 412, 413.  
Speech: 218.



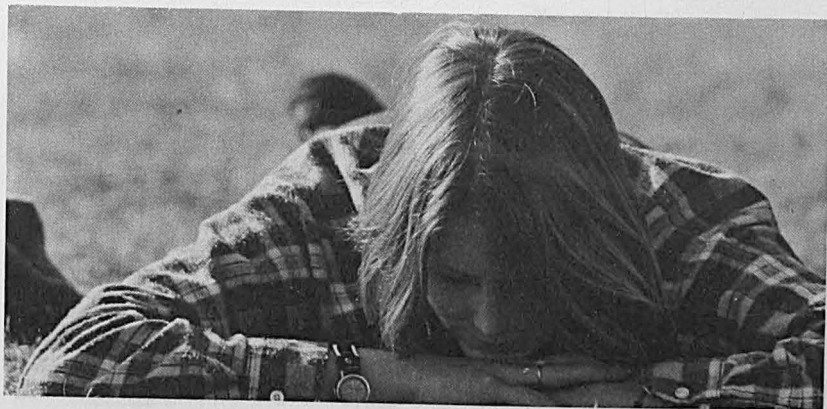
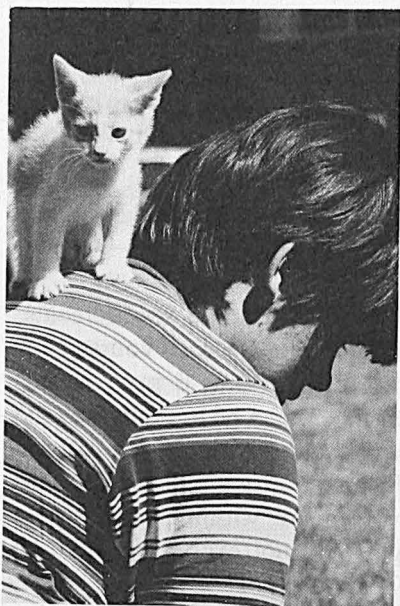
- NOTE: 1. English 305 may be counted under G, Supplementary. This course is required of all students **except** those who have passed the upper-level proficiency examination in English composition, or who have a B+ average in Freshman Composition, or who major or minor in English.
2. A maximum of six hours of credit in D, E, or F may be taken in the major.
3. Any of the departments listed in D, E, and F may **exclude** certain of their courses from the General Education program if they consider them inappropriate for that purpose.

In selecting courses for meeting General Education requirements, students should read the descriptive information for each course considered to determine the nature of the content and if prerequisites exist, either in the department offering the course or in other cognate departments. Prerequisite requirements could indicate a need for a different choice. However, courses which comprise a sequence pattern can be chosen if the total hours involved are within the allowable limit of the General Education category, do not exceed the number permitted within the department where the student's major exists, or can be accommodated by the student's total number of elective hours. Students may consult the chairman of the department offering the course for specific information about any course considered for General Education credit.

General Education need not be confined to the freshman and sophomore years. In fact, it is recommended that some of the course work be taken at the 300 or 400 level. On the other hand, juniors and seniors should rarely take General Education courses designed for the first two years.

The program outlined above is applicable to all Indiana State University students who matriculated after June 1, 1969, and who are expecting to complete degree programs.





# THE COLLEGE OF ARTS AND SCIENCES

Dr. Effie N. Hunt, Acting Dean  
Dr. Marvin D. Carmony, Associate Dean  
Dr. John J. Corrigan, Associate Dean  
College Office: Room 209, Alumni Center

The College of Arts and Sciences was established in 1962. It includes the following departments and centers: Anthropology, Art, Chemistry, Criminology, Economics, English and Journalism, Foreign Languages, Geography and Geology, History, Home Economics, Humanities, Library Science, Life Sciences, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Center for Science Education, Center for Social Science Education, Sociology and Social Work, and Speech.

In addition to the liberal arts program and the professional and vocational curricula, the College is responsible for the academic programs required of all students in secondary education until their admission to the School of Education. Some professional and vocational curricula offered by the College are interdepartmental in character. Many of the courses required to meet the University General Education program are offered by academic departments in the College.

## The Liberal Arts Program

Degrees: Bachelor of Arts and Bachelor of Science

The term "liberal arts" refers to a broad background of educational experiences which should fit the student for worthy citizenship, for participation in cultural and aesthetic activities, and for graduate study in professional areas.

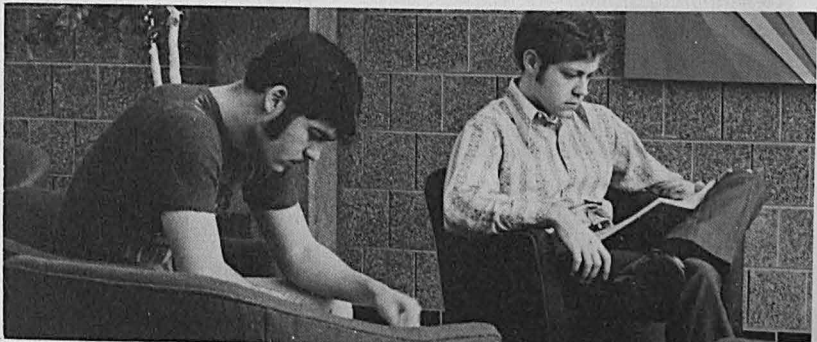
The liberal arts program can be summarized as follows:

General Education	50 hours
Foreign Language (for B.A. degree)	0-16 hours
Departmental major	24-40 hours
Departmental minor	12-23 hours
Electives	-----
Total	<hr/> 124 hours

The Bachelor of Science degree is granted to those students who follow the prescribed program except for the foreign language. Two years (four semesters) or equivalent of a single foreign language are required for the Bachelor of Arts. Liberal arts students should give serious consideration to the importance of foreign languages, especially to any who hope to enter government service or to work toward the doctorate. Some departments offering majors may not choose to require a foreign language. Other departments will, with the encouragement of the Dean of the College, insist upon the language and thus the B.A. degree.

*Liberal arts majors may be chosen from the following:*

- |   |                                 |
|---|---------------------------------|
| Afro-American Studies                   | Latin                           |
| Anthropology                            | Life Sciences                   |
| Art                                     | Mathematics                     |
| Art History                             | Men's Physical Education        |
| Broadcasting-Radio,<br>TV, Film         | Music Performance               |
| Chemistry                               | Music Theory and<br>Composition |
| Child Development<br>and Family Life    | Philosophy                      |
| Criminology                             | Physics                         |
| Dietetics                               | Political Journalism            |
| Economics                               | Political Science               |
| English                                 | Psychology                      |
| Family Economics and<br>Home Management | Recreation                      |
| Food and Nutrition                      | Restaurant<br>Management        |
| French                                  | Russian                         |
| General Home<br>Economics               | Social Work                     |
| Geography                               | Sociology                       |
| Geology                                 | Spanish                         |
| German                                  | Speech Communication            |
| History                                 | Religion                        |
| Industrial Arts                         | Textiles and Clothing           |
| Interior Design and<br>Housing          | Theatre                         |
|   | Women's Physical<br>Education   |



*Liberal arts minors may be chosen from the following:*

Afro-American Studies	History
Anthropology	Industrial Arts
Art	Interior Design and Housing
Art History	Journalism
Broadcasting-Radio, TV, Film	Latin
Business Administration	Library Science
Chemistry	Life Sciences
Child Development and Family Life	Linguistics
Conservation	Mathematics
Criminology	Music
Economics	Philosophy
English	Physical Education
Family Economics and Home Management	Physics
Food and Nutrition	Political Science
French	Psychology
General Home Economics	Recreation
General Science	Religion
Geography	Russian
Geology	Sociology
German	Spanish
	Speech Communication
	Theatre

**Professional and Vocational Curricula in the College  
of Arts and Sciences**

Degree: Bachelor of Science, except when foreign language  
is required or elected.

The offerings of the College of Arts and Sciences are not limited to the liberal arts. Some curricula are clearly professional or vocational in nature. In such programs, the content is dictated by, or suggested by, graduate schools, professional organizations, or employers. There is somewhat less flexibility than in the liberal arts program, but in no case is the student denied the opportunity to broaden his interests through elective courses. The student in a professional or vocational curriculum also has the same General Education requirements as does one in the liberal arts.



The professional and vocational programs may be summarized as follows:

General Education	50 hours
Curriculum requirements	variable
Departmental minor	12-24 hours
Electives	variable
Total	<hr/> 124 hours

Those curricula which are completely within the scope of the various departments of Arts and Sciences are described in the sections assigned to those departments. Some professional and vocational curricula, however, are interdisciplinary in character. Even in these, on the other hand, student academic advisement and guidance is the responsibility of one department.

It should be noted that the student will be granted the B.A. degree in any of these curricula if he meets the foreign language requirements.

### Preprofessional and Special Curricula

The curricula which follow are interdisciplinary or interdepartmental. Each one is designed to provide the student with intellectual tools that will ready him for specialized course work in the preparation of professional objectives.

Some of the patterns listed below require the completion of 124 semester hours of credit and culminate in the baccalaureate degree from Indiana State University. Other curricula provide for one or two years at this institution prior to transfer of credits to the professional school.

Course recommendations for professional programs to be started at Indiana State but completed elsewhere are adapted to the programs of professional schools in Indiana. In every instance where a transfer of credits from Indiana State is planned, the student should consult the catalog of the professional school chosen to ascertain that the courses taken at Indiana State are the correct requirements for transfer purposes.

Specific conditions, requirements, or recommendations which are special to each curricular pattern are identified in the introductory material.

Other interdepartmental curricula are described within the departmental sections of this *Bulletin*.

The following curricular patterns are listed in the order indicated:

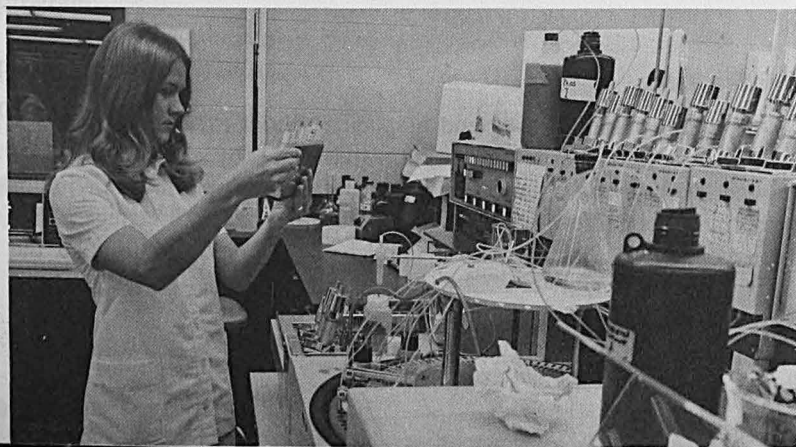
Medical Technology	Premedicine
Predental Hygiene	Preoptometry
Predentistry	Prepharmacy
Pre-engineering	Preseminary
Prelaw	Preveterinary

### *Medical Technology*

Indiana State University offers two types of medical technology programs consistent with the varying needs of the students and to provide satisfactory alternatives without sacrifice of quality to a steadily growing enrollment.

The two types of programs which are offered are the **four-year integrated program** and the **3-plus-1 program**. The four-year integrated program is operated jointly by Indiana State University and Union Hospital. In this program students follow a well established progression of practical clinical training complementary to the theoretical aspects taught in the specific medical technology courses. This program is fully accredited by the Council on Medical Education of the American Medical Association. The 3-plus-1 program is so called because in this program the students follow a curricular pattern similar to the four-year integrated program the first three years and obtain practical clinical training for one calendar year in an American Medical Association approved hospital other than Union Hospital. Both programs lead to a B.S. degree in medical technology. A student who successfully completes the program is eligible to take the national certifying examination to become a registered medical technologist.

Students planning for the medical technology program should consult Dr. Syd Husain, the academic director of the Medical Technology Center, Room 215, Science Building. See Department of Life Sciences for Medical Technology course descriptions.





**Curriculum for the four-year integrated program (129 semester hours)**

Required courses: Medical Technology 100—1 hr.; 200—3 hrs.; 210—4 hrs.; 310—3 hrs.; 320—1 hr.; 400—3 hrs.; 401—5 hrs.; 440—2 hrs.; 450—5 hrs.; 490—1 hr.; Chemistry 105—4 hrs.; 106—4 hrs.; 351 and 351L—4 hrs.; 352 and 352L—4 hrs.; 321—4 hrs.; Life Sciences 101—4 hrs.; 102—4 hrs.; 231—3 hrs.; 241—3 hrs.; 374—4 hrs.; 479—4 hrs.; 380—3 hrs.; 423—3 hrs.; 441—4 hrs.; 475—4 hrs.; Mathematics 241—3 hrs.; Physics 105—4 hrs.; 106—4 hrs.; English 104—3 hrs.; 105—3 hrs.; 305—2 hrs.; Speech 101—2 hrs.; Philosophy and the Arts—11 hrs.; Physical Education—2 hrs.; Social and Behavioral Arts—11 hrs.

**Curriculum for the 3-plus-1 Program (96 hours)**

Required Courses: Medical Technology 100—1 hr.; 200—3 hrs.; 210—4 hrs.; 310—3 hrs.; Chemistry 105—4 hrs.; 106—4 hrs.; 351 and 351L—4 hrs.; 352 and 352L—4 hrs.; 321—4 hrs.; Life Sciences 231 or 241—3 hrs.; 101—4 hrs.; 102—4 hrs.; 374—4 hrs.; 380—3 hrs.; 475—4 hrs.; Mathematics 241—3 hrs.; Physics 105—4 hrs.; 106—4 hrs.; English 104—3 hrs.; 105—3 hrs.; 305—2 hrs.; Speech 101—2 hrs.; Philosophy and the Arts—11 hrs.; Physical Education—2 hrs.; Social and Behavioral Sciences—11 hrs.

30 semester hours of credit will be given to complete the required hours for graduation upon successful completion of clinical training in an affiliated hospital.

***Predental Hygiene***

A student planning to attend a school for dental hygiene should check on the specific courses required by that school. It is assumed that one year only of work will be taken at Indiana State University. Students in dental hygiene are advised in the Department of Life Sciences.

**Curriculum: (32 semester hours)**

Recommended courses: Chemistry 100 and 100L—4 hrs.; or 103 and 103L—4 hrs.; English 104—3 hrs.; 105—3 hrs.; Political Science 130—3 hrs.; 230—2 hrs.; Sociology 120—3 hrs.; Speech 101—2 hrs.; Philosophy and the Arts—6 hrs.; Physical Education—2 hrs.; Electives—4 hrs.

***Predentistry***

A student planning to attend a specific school for dental medicine should ascertain the requirements established by that school. Although students can enter dental school after the sophomore or junior year, in practice few are admitted until the bachelor's degree has been completed. Dental school applicants are required to take the

American Dental Association Aptitude Test. This test is given in October, January, and April of each year. Students are advised strongly to take the aptitude test no later than January if they plan to enter dental school in the following September. The test should be taken during the junior year. Desirable preparation for the aptitude test and for entering dental school appears to be a major in the sciences and course work for the General Education requirement.

Course work specifically required for admittance to the Indiana University Dental School is English 104 and 105; Life Sciences 101 and 102; Physics 105 and 106; and Chemistry 105, 106, 351, and 351L.

Academic advisement is provided by the Department of Life Sciences.

**Curriculum:** (106-108 semester hours)

Recommended courses: Art 341A—3 hrs.; Chemistry 105—4 hrs.; 106—4 hrs.; 321—4 hrs.; 351 and 351L—4 hrs.; 352 and 352L—4 hrs.; Psychology 101—3 hrs.; English 104—3 hrs.; 105—3 hrs.; 230—2-3 hrs.; 305—2 hrs.; Life Sciences 101—4 hrs.; 102—4 hrs.; 330—4 hrs.; 342—4 hrs.; 374—3 hrs.; 380—3 hrs.; 431—3 hrs.; 461—3 hrs.; Management and Finance 308—2 hrs.; Mathematics 111—3 hrs.; 115—3 hrs.; 122—3 hrs.; 230—4 hrs.; Physics 105—4 hrs.; 106—4 hrs.; Sociology 120—3 hrs.; 220—3 hrs.; Speech 101—2 hrs.; Foreign Language—8 hrs.; Philosophy and the Arts—3 hrs.; Physical Education—2 hrs.

**Pre-engineering**

It is assumed that a student on this curriculum will be enrolled only two years at Indiana State University. The student should check on the specific course requirements at the school he plans to attend to complete requirements for the engineering degree.

Beginning students with strong mathematics backgrounds may earn credit by examination in Mathematics 115 and Mathematics 122. Students who lack two years of algebra and one semester of trigonometry must take Mathematics 111 and Mathematics 112 and therefore will need more than four semesters to complete this proposed program.

Academic advisement in pre-engineering is provided by the Department of Mathematics.

**Curriculum:** (62 semester hours at ISU)

Required courses: Chemistry 105—4 hrs.; 106—4 hrs.; English 104—3 hrs.; 105—3 hrs.; Industrial Technology 101—2 hrs.; 201—2 hrs.; 405—2 hrs.; Mathematics 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 330—4 hrs.; Physics 205—5 hrs.; 206—5 hrs.; Speech 101—2 hrs.; Physical Education—2 hrs.; Social Sciences—6 hrs.; Electives—9 hrs.

### *Prelaw*

There is no single preferred pattern for prelaw. Law schools accept superior students with a good liberal arts or business background, regardless of major field. A Bachelor of Arts or Bachelor of Science degree with approximately three-fourths of the courses representing theory content is required. Law schools require that the Law School Admission Test (LSAT) be taken prior to consideration for admission. Choice of a minor field is important and prelaw students are advised to select a minor in the College of Arts and Sciences or the School of Business. Advisement of prelaw students will be provided in the area where a major is chosen; for example, a prelaw student who wishes to take the political science emphasis should seek advisement in the Department of Political Science.

### *Premedicine*

A student who wishes to apply to medical school can major in any of the subjects of the College of Arts and Sciences provided that the minimum requirements for admission to the specific school are fulfilled. The requirements of American medical schools are specified in *Medical School Admission Requirements* which may be found in the Science Library or purchased from the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

The **minimum** requirements for Indiana University School of Medicine are: 90 credit hours (3 academic years) of work of College of Arts and Sciences equivalent. This work must include general chemistry (8-10 semester hours), organic chemistry (4-5 semester hours), physics (8-10 semester hours), and animal biology (8-10 semester hours). In addition, Indiana University Medical School recommends college-level mathematics through calculus, quantitative chemistry, embryology, and comparative anatomy. Except when required to complete an undergraduate major, courses in human anatomy, human physiology, bacteriology, biochemistry, pharmacology, hygiene, or public health will not be acceptable since these courses are taken in medical school. Candidates with a G.P.A. below 3.00 (Indiana resident) or 3.40 (non-resident) will not be eligible for admission to medical school and the Committee on Admissions does not accept credit for repeated courses in excess of 15 hours. It is **strongly recommended** that candidates complete a B.A. or B.S. degree during the year of application.

Application should be made between May and October a year before the applicant expects to enter medical school. The Medical College Admission Test (MCAT) should be taken in May if the applicant wishes to be considered for early admission. Information about the test can be obtained from the Psychological Corporation, 304 East 45th Street, New York, New York 10017. Admission forms may be obtained from the Admissions Office, Indiana University Medical School, 1100 West Michigan Street, Indianapolis, Indiana 46202, after May 1. Further information also can be obtained from the Terre Haute Center for Medical Education in Holmstedt Hall. The Terre Haute Center is described below under Medical Education.

Students planning to acquire an undergraduate degree from Indiana State University must meet the requirements for the particular departmental major. In special cases, some basic science courses taken in the medical school may fulfill the requirements for baccalaureate degrees awarded by ISU.

## MEDICAL EDUCATION

The Terre Haute Center for Medical Education is located on the first floor of Holmstedt Hall at Indiana State University. Students accepted by the Indiana University School of Medicine may elect to take the first year of a regular four-year medical program at Indiana State University. Currently the basic medical sciences are taught during the first three semesters. The first year (two semesters) program offered at the Terre Haute Center for Medical Education includes courses in biochemistry, gross anatomy, histology, neurosciences, physiology, microbiology, behavior science, and clinical correlation programs in cooperation with St. Anthony Hospital and Union Hospital. The students enrolled for the first year of medicine at Indiana State University will take the second and third year of medicine at the Medical Center in Indianapolis. The fourth year of medicine is a totally elective program with over 300 approved clinical and basic sciences courses available to the seniors. Many of the clinical electives have been established in the community hospitals throughout Indiana as part of the state-wide system of medical education.

### *Preoptometry*

Students in this program are advised in the Department of Life Sciences. The curriculum is based upon the requirements of the In-

diana University School of Optometry; certain modifications may be necessary for students interested in other schools.

**Curriculum:** (62 semester hours minimum)

Recommended courses: Foreign Language\*—8 hrs.; Mathematics 111\*\*—4 hrs.; 112\*\*\*—2 hrs.; 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; Chemistry 105—4 hrs.; 106—4 hrs.; Physics 105—4 hrs.; 106—4 hrs.; Life Sciences 101—4 hrs.; 102—4 hrs.; English 104—3 hrs.; 105—3 hrs.; Psychology 101—3 hrs.; Speech 101—2 hrs.; Arts and Humanities—2 hrs.; Physical Education—2 hrs.

\*Required unless student has completed two years of a foreign language (high school).

\*\*Required unless student has completed two years of high school algebra.

\*\*\*Required unless student has completed high school course in trigonometry.

A minimum of 62 hours is suggested on the program. If the student's high school courses fulfill some or all of the asterisked requirements, substitution to the minimum level may be made from among General Education courses or advanced science courses.

### *Prepharmacy*

Since requirements of pharmacy schools show considerable variation, a student should acquaint himself with the requirements of the school he plans to attend. Students on the prepharmacy program are advised in the Department of Life Sciences.

**Curriculum:** (71 semester hours)

Recommended courses: Chemistry 105—4 hrs.; 106—4 hrs.; 351 and 351L—4 hrs.; 352 and 352L—4 hrs.; 321—4 hrs.; Economics 100—3 hrs.; English 104—3 hrs.; 105—3 hrs.; History 101—3 hrs.; 102—3 hrs.; or Political Science 130—3 hrs.; Life Sciences 101—4 hrs.; 102—4 hrs.; 342—4 hrs.; Psychology 101—3 hrs.; Sociology 120—3 hrs.; Speech 101—2 hrs.; Physical Education—2 hrs.

### *Preseminary (Pretheological)*

The student interested in this curriculum should study the requirements of the school in which he will complete his training. Generally, the prime requisite is a strong liberal arts background with depth in sociology, philosophy, psychology, and the humanities, although there is no set pattern. In most cases, the student should take a foreign language. Advisement is provided by the Department of Sociology.

**Curriculum:** (124 semester hours)

Required courses: Psychology 101—3 hrs.; Sociology 120—3 hrs.; 220—3 hrs.; 483—3 hrs.; Social Organization—6 hrs.; Social Problems—3 hrs.; Social Psychology—6 hrs.; Electives in Sociology—9 hrs.; University General Education—50 hrs.; foreign language—0-16 hrs.; minor in cognate area—12-23 hrs.; sufficient hours in electives to meet minimum total requirements for the baccalaureate degree.

## *Preveterinary Medicine*

A student planning to attend a specific school of veterinary medicine should determine the courses required by that school. The curricular pattern outlined below provides sufficient depth in the sciences and mathematics to meet the general requirements of most veterinary schools. Academic advisement is provided by the Department of Life Sciences.

### **Curriculum:** (70 semester hours)

Recommended courses: Chemistry 105—4 hrs.; 106—4 hrs.; 351 and 351L—4 hrs.; 352 and 352L—4 hrs.; Economics 200—3 hrs.; English 104—3 hrs.; 105—3 hrs.; Life Sciences 101—4 hrs.; 102—4 hrs.; 380—3 hrs.; 381—1 hr.; Mathematics 111—4 hrs.; 112—2 hrs.; Physics 105—4 hrs.; 106—4 hrs.; Speech 101—2 hrs.; Physical Education—2 hrs.; Electives—15 hrs.

## **AFRO-AMERICAN STUDIES PROGRAM**

Dr. Wesley J. Lyda, Director  
Office: Room 214, Alumni Center

Afro-American Studies designates a body of knowledge focusing upon the experiences of black people in the United States without neglecting their African heritage. The program is open to every student; positive contributions of Afro-Americans must become known to all people. Today's students need to be aware of the extent of subtlety of racism in society and to recognize how different the experience and consequent world view of other people may be from their own. Such knowledge should strengthen the American society by increasing understanding and lessening tension among ethnic groups.

Indiana State University is committed seriously to the presentation and development of Afro-American Studies on its campus. The University's Cunningham Memorial Library has a more than adequate number of volumes concerned with Afro-American culture and more titles are being added constantly. In addition, the Library, the Audio-Visual Center, and various academic departments have growing collections of multi-media materials such as recording tapes, records, films, and slides concerning various aspects of the black experience ranging from anthropology to speech and from art to sociology. Further, the University is fortunate in having a vital and active Black Student Union and a newly established Afro-American Cultural Center. These, as well as the ISU Afro-American Studies program are integral parts of the University.

**DEGREE PROGRAMS.** Indiana State University offers a Bachelor of Science degree in Afro-American Studies. The program provides a major or minor in Afro-American Studies with emphasis upon Afro-American history, literature, or art/music/humanities, or a major with emphasis upon social work, community development and understanding of interracial problems in general.

Whatever the choice of career, Afro-American Studies can prove a decided asset because of the widely diversified offering of subjects. Those knowledgeable in black history, social needs, and cultural backgrounds are sought by business, industry, professions, governmental and social agencies, and research and development institutions.

Because the program provides the option of a double major, students have the opportunity to elect a specialty in a second area thereby enhancing their marketable skills. Afro-American Studies can develop employment prospects in such fields as: teaching, business, social work, guidance and counseling, community recreation, journalism, law, medicine, and other professions, with government agencies, politics, urban renewal agencies, home economics, and public relations. These careers, and a great many others, may be pursued advantageously by the qualified student who boasts a background of specialization in a chosen field **combined with the knowledge imparted by Afro-American Studies.** (Teacher certification must be, because of the need to complete an approved program in teacher education, through the option of a double major with Afro-American Studies.)

**DEGREE REQUIREMENTS.** A candidate with a major in Afro-American Studies must have (1) completed a minimum of 124 semester hours of credit; (2) satisfied all General Education requirements; (3) completed all Afro-American Studies Program requirements for a major; (4) maintained at least the minimum necessary academic grade-point average; and (5) if certification is desired, meet all requirements in teacher education.

**GENERAL EDUCATION.** The Afro-American Studies program offers any student seven semester hours (Afro-American Studies 113, 212, 222) of credit toward the completion of the 50 semester hours requirements, Category F.

## **CURRICULA**

*Major* (37 semester hours)

**Required:** Afro-American Studies 113—3 hrs.; 212—2 hrs.; 222—2 hrs.



**Emphasis Area: (24 semester hours)**

Selected from history, literature, and art/music/humanities as follows:  
12 semester hours from one of the three fields; 6 semester hours from the other two fields; 6 semester hours of Afro-American Studies 486.

**Cultural-Vocational (6 semester hours)**

Selected from business, economics, geography, political science, sociology/anthropology, psychology.

**Vocational**

Individual programs are to be determined through counseling to assure sufficient concentration of courses to prepare the student for a vocation. Interdisciplinary and University-wide in terms of coordinating its program with the student's career plans, Afro-American Studies will work closely with the College of Arts and Sciences; School of Business; School of Education; School of Health, Physical Education, and Recreation; School of Nursing; and School of Technology.

**Minor (22 semester hours)**

**Required:** Afro-American Studies 113—3 hrs.; 212—2 hrs.; 222—2 hrs.

**Emphasis Area: (12 semester hours)**

Selected from history, literature, and art/music/humanities as follows:  
9 semester hours from one of the three fields; 3 semester hours from one of the other two fields.

**Cultural-Vocational (3 semester hours)**

Selected from business, economics, geography, political science, sociology/anthropology, and psychology.

**Vocational**

Individual programs are to be determined through counseling.

## COURSES

### *General Education Courses*

113 INTRODUCTION TO AFRO-AMERICAN STUDIES—3 hours. Examines problems peculiar to this area of study; introduces students to research and sources of information as well as psychological, social, cultural, economic, literary, political, and historical dimensions of Afro-American Studies; and gives a perspective of how these students fit into the broader educational process.

212 AFRO-AMERICAN CULTURE I—2 hours. Examines major developments in Afro-American history, literature, and fine arts before 1900.

222 AFRO-AMERICAN CULTURE II—2 hours. Twentieth century continuation of 212.

### *Practicum-Seminar*

486 PRACTICUM-SEMINAR IN AFRO-AMERICAN STUDIES—6 hours. For students nearing completion of the Afro-American Studies program, giving them an opportunity to integrate the information they have drawn from various sources and apply that information to solving problems in the Afro-American

community. A seminar paper is required. The paper may present a plan of action, a plan for planning, a summary and evaluation of individual participation in action programs.

### *Studies in Anthropology*

353 HUMAN ORIGINS—3 hours. Study of human evolution: mechanisms of evolution, ecological adaptations, fossil and archeological evidence, origin of races. Prerequisite: Anthropology 100 or consent of instructor. (Also listed as Anthropology 353.)

403 CULTURE CONTACT AND CHANGE—3 hours. Selected aspects of culture change. The impact of Western culture upon non-Western societies; the contemporary process of modernization. Prerequisites: Anthropology 100, 200, or consent of instructor. (Also listed as Anthropology 405.)

453 PEOPLES AND CULTURES OF AFRICA—3 hours. Africa's culture areas with emphasis on sub-Saharan patterns and expressive forms which underlie the modern national and urban developments. Prerequisites: Anthropology 100, 298, or consent of instructor. (Also listed as Anthropology 481.)

### *Studies in Art/Music/Humanities*

321 DIRECTED READING IN ART—1 hour. Reports on and discussion of past and current writings about Afro-American art. May be taken a second time for credit. (Also listed as Art 300.)

331-3 THE BLACK VISUAL ARTIST—1-3 hours. Slides, history, readings, projects, papers, and discussions surrounding the experience of the black artist in America. (Also listed as Art 301.)

431-3 THE BLACK VISUAL ARTIST—1-3 hours. Slides, history, readings, projects, papers and discussions surrounding the experience of the black artist in America. Prerequisite: 331-3. (Also listed as Art 401.)

423 SURVEY OF AFRO-AMERICAN MUSIC—3 hours. Identification of the characteristics of African music and their survival in the music of Afro-Americans in the United States. Distinction between Afro-American music and Afro-Americans in music. (Also listed as Music 425.)

433 SEMINAR IN THE STUDY OF RELIGION—3 hours. Intensive study of a problem or topic which is announced in advance and printed in the schedule of classes. The seminar may be repeated once, with a different topic and with consent of instructor. Prerequisites: senior status and 9 completed hours in the study of religion including Humanities 250; or consent of instructor. (At intervals, this seminar can be devoted to aspects of Afro-American religion in the twentieth century.) (Also listed as Humanities 403.)

463 RELIGION IN AMERICAN HISTORY AND CULTURE—3 hours. The significant periods, prevailing motifs, pivotal figures, major thought systems and thinkers, and primary movements in the American religious heritage. Attention will be given to some of the religious roots and dimensions of American politics, literature, philosophy, art, and music. Prerequisite: Previous work in history of religion or consent of instructor. (Also listed as Humanities 416.)

### *Studies in Economics*

353 ECONOMIC SECURITY IN THE UNITED STATES—3 hours. An examination of the economic problems of the aging, the disabled, and the unemployed; sub-standard working and living conditions; private programs of economic security; the development of social security; and problems in social insurance. Prerequisite: Economics 201. (Also listed as Economics 352.)

483 CONTEMPORARY ECONOMIC LITERATURE—3 hours. Representative sampling of current literature. Following core of standard works, student will explore more intensively literature of a single area. Prerequisites: Economics 400 and 401 or consent of instructor. (Also listed as Economics 481.)

### *Studies in Geography*

412 GEOGRAPHY OF AFRICA—3 hours. A physical-regional approach including the settlement and cultures, and the economic and political problems of sub-Saharan Africa. Prerequisite: Geography 111. (Also listed as Geography 418.)

423 URBAN GEOGRAPHY—3 hours. An approach to the city as a geographical phenomenon created through human effort. History development, classification, ecology, and city planning are emphasized. (Also listed as Geography 431.)

### *Studies in History*

313 AFRO-AMERICAN HISTORY TO 1890—3 hours. The Afro-American's pre-American antecedents, his role and status in America, and his contributions to the development of the United States to 1890. (Also listed as History 333.)

323 AFRO-AMERICAN HISTORY SINCE 1890—3 hours. Continuation of 313, with emphasis upon understanding ethnic relations in contemporary United States. (Also listed as History 334.)

413 AFRICA SOUTH OF THE SAHARA—3 hours. A survey of the historical development of the peoples of sub-Saharan Africa, their interaction with non-African societies, and their quest for identity in the contemporary world. (Also listed as History 495.)

433 HISTORY OF RACE AND NATIONALITY IN THE U.S.—3 hours. The historical development of racial and national groups in the United States and their contributions to the American scene are studied in depth. Prerequisites: History 201 and 202 or equivalent. (Also listed as History 437.)

453 HISTORY OF THE SOUTH—3 hours. The South from colonial beginnings to the present, emphasizing the impact of its historical development on the United States today. Prerequisites: History 201, 202. (Also listed as History 426.)

463 METROPOLITAN AMERICA, 1915 TO THE PRESENT—3 hours. The development, contributions, and problems of urban society in the twentieth century United States, examining both city and suburbs. (Also listed as History 432.)

### *Studies in Literature*

- 213 **BLACK AMERICAN WRITERS**—3 hours. A survey of the literary contributions of black American writers. (Also listed as English 243.)
- 333 **AFRICAN LITERATURE IN ENGLISH**—3 hours. Reading and evaluation of literary works by English-speaking black Africa. (Also listed as English 331.)
- 343 **THE AFRICAN SHORT STORY IN ENGLISH TRANSLATION**—3 hours. Critical survey of African short stories in English translation from their early typically oral African traditions as to what is now described as the contemporary African short story. (Also listed as English 332.)
- 373 **NORTH AMERICAN FOLKLORE**—3 hours. Folklore traditions in North American groups (regional, racial, ethnic, occupational, immigrant); folk humor; supernaturalism. (Also listed as English 373.)
- 471 **THE INTERNATIONAL FOLKTALE**—3 hours. A comparative study of the folktales of the world, with emphasis on Märchen, legend, and myth. (Also listed as English 471.)
- 475 **STUDIES IN FOLKLORE**—2-3 hours. Topics for study will change from term to term; may be repeated for credit as topic changes. (Also listed as English 475.)

### *Studies in Political Science*

- 312 **CITY GOVERNMENT**—2 hours. The problems of health, safety, housing, transportation, education, planning, and finance in a complex urban society. Prerequisites: Political Science 130, 201, or consent of instructor. (Also listed as Political Science 307.)
- 413 **CONSTITUTIONAL RIGHTS AND LIBERTIES**—3 hours. Decisions of the Supreme Court of the United States relating to federalism and the Bill of Rights; the rights of persons accused of crime, freedom of speech, press, assembly, and religion; economic rights; and equal protection of the laws. Prerequisites: Political Science 130, 201, or consent of instructor. (Also listed as Political Science 406.)
- 423 **POLITICAL CULTURE**—3 hours. Development, change, and significance of loyalties, identifications, and belief systems. Political socialization. Prerequisite: six hours of political science or consent of instructor. (Also listed as Political Science 450.)
- 451-6 **FIELD WORK IN POLITICAL SCIENCE**—1-6 hours. Supervised field work in a branch or agency of federal, state, or local government or a political party. Prior approval of instructor required. (Also listed as Political Science 497.)
- 483 **READINGS IN POLITICAL SCIENCE**—2-6 hours. Prior approval of instructor required. (Also listed as Political Science 498.)
- 492 **CONTEMPORARY AFRICAN POLITICS**—3 hours. Africa south of the Sahara only. Brief historical introduction followed by analysis of selected factors in particular states including single party states, military rule, and African

socialism. Includes international relations, the UAU, and the Southern Africa issue. (Also listed as Political Science 492.)

### *Studies in Sociology*

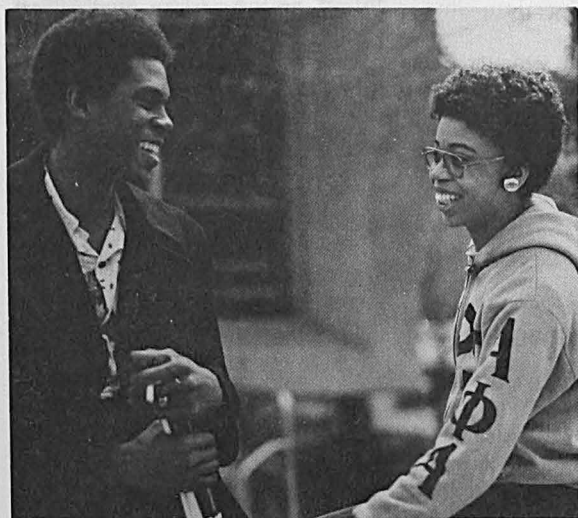
243 INTRODUCTION TO SOCIAL PSYCHOLOGY—3 hours. Human behavior in social situations with particular emphasis on the communication processes, socialization, social role, social self, and social groupings. (Also listed as Sociology 240.)

423 MINORITY GROUPS—3 hours. The psychological factors creating minority groups; dominant attitudes of minority and majority groups and their social products. Prerequisite: six hours of sociology or consent of instructor. (Also listed as Sociology 420.)

463 SOCIOLOGY OF URBAN LIFE—3 hours. Urbanization processes examined with respect to the antecedents of urbanization of the world population. Western urban growth with special reference to the United States of America. Prerequisites: Sociology 120 and 220. (Also listed as Sociology 466.)

443 SOCIAL PSYCHOLOGY OF THE DISADVANTAGED—3 hours. Personal, social, and subcultural correlates of role-playing competence in urban-industrial society. Dimensions of roles in urban-industrial society, Prerequisites: six hours sociology and/or psychology. (Also listed as Sociology 448.)

473 BLACK THEMES IN AMERICAN SOCIOLOGY—3 hours. An examination of the basic theories and research related to the black experience in America. Basic works in the following substantive areas are underscored: (1) the black family; (2) the black community; (3) black youth; (4) stratification, power and leadership; (5) modern trends in the civil rights movement; and (6) general classics written on the American Negro. Prerequisite: nine hours of sociology and/or consent of instructor. (Also listed as Sociology 425.)



## PROGRAM IN AMERICAN STUDIES

Dr. Cornelius B. Canon, Chairman  
Committee on American Studies  
Office: Room 318, Parsons Hall

The program in American Studies is designed to offer the widest possible flexibility in the programs of study in American civilization. The interdisciplinary nature of the program is indicated by its governing committee representing several departments of the College of Arts and Sciences. Interdisciplinary courses have been designed by the Committee on American Studies and are offered through the Program in American Studies.

**GENERAL EDUCATION.** The sophomore course, American Studies 201, is particularly recommended, and the senior interdisciplinary seminars are appropriate for students with backgrounds in one of the disciplines represented in the program.

**DEGREE PROGRAMS.** The program in American Studies offers a liberal arts major and minor. Courses for these programs are drawn from the Departments of Anthropology, Art, Economics, English, History, Humanities, Music, Philosophy, Political Science and Sociology. (A complete listing of courses approved for these curricula can be obtained from the Program in American Studies office.)

### *Liberal Arts Major: (40 semester hours)*

Required courses: American Studies 201—3 hrs.; American Studies Seminars—6 hrs.

Thirty-one additional semester hours in courses approved by the Committee on American Studies, to be chosen from at least three disciplines. One discipline to be designated as an area of concentration must include at least 15 hours. This concentration would normally be American history or American literature, but with the addition of more courses in the American area other choices would be considered by the committee. At least 24 of the 40 semester hours offered for the major must be at the upper division (300-400) level.

### *Liberal Arts Minor: (24 semester hours)*

Required courses: American Studies 201—3 hrs.; American Studies Seminars—6 hrs.

Fifteen additional semester hours in courses approved by the Committee on American Studies, to be chosen from at least three disciplines. At least 12 of the 24 semester hours offered for the minor must be at the upper division (300-400) level.

## COURSES

201 INTRODUCTION TO AMERICAN STUDIES—3 hours. An introduction to the study of American culture through its literature, art, and history and its social, political, and economic thought. A "models" course of how several disciplines may be integrated.

380 SEMINAR IN AMERICAN STUDIES—3 hours. Interdisciplinary study of a theme or movement in American culture. Prerequisite: senior in American Studies or consent of instructor.

480 SEMINAR IN AMERICAN STUDIES I—3 hours. Interdisciplinary study of a theme or movement in American culture. Prerequisite: senior in American Studies or consent of instructor.

481 SEMINAR IN AMERICAN STUDIES II—3 hours. Interdisciplinary study of an individual or period in American culture. Prerequisite: senior in American Studies or consent of instructor.

## MILITARY SCIENCE

### Reserve Officer Training Corps Program

A four-year ROTC program is available at Indiana State University through a cooperative arrangement with Rose-Hulman Institute of Technology.

The ROTC program offered by the U.S. Army provides the Indiana State University student an opportunity to earn a commission as an officer at the same time he is earning his academic degree. The curriculum of the ROTC program will develop a student's self-confidence, self-discipline, decision-making capabilities, and potential as a leader and manager.

The Military Science program is presented in two parts. The Basic Course for freshmen and sophomores, and the Advanced Course for juniors and seniors. Students who successfully complete the Basic Course and have demonstrated the leadership potential required of a commissioned officer are eligible to apply for enrollment in the Advanced Course.

**ALLOWANCES.** Military Science textbooks and uniforms, when appropriate, are furnished to all cadets without charge. Students enrolled in the Advanced Course (junior and senior year) receive a monthly allowance of \$100 during the school year and one-half the pay of a second lieutenant during a six-week summer camp. Students register for Military Science courses as for any other course except that tuition is paid for by the Department of the Army.



**SCHOLARSHIPS.** The Department of the Army awards a limited number of three, two, and one-year ROTC scholarships to qualified students. Each scholarship provides for free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of \$100 per month for 10 months each school year for the period that the scholarship is in effect. The three, two, and one-year scholarships are available only to students enrolled in ROTC.

For further information, letters of inquiry should be directed to Professor of Military Science, Indiana State University, Terre Haute, Indiana 47809.

**FLIGHT INSTRUCTION.** Qualified Senior ROTC students may participate in a flight training program as an extra-curricular activity. The training consists of 71 hours of in-flight and ground instruction conducted at an approved Federal Aviation Authority (FAA) flying school at no cost to the student. Completion of the program will permit the student to enter the active Army aviation program in addition to normally qualifying him for an FAA private pilot's license.

**REGULAR ARMY COMMISSION.** A student who has demonstrated outstanding aptitude for military training, ranks in the upper third of his ROTC class, and ranks in the upper half of his academic class, may be designated a Distinguished Military Graduate. Having been so designated, he may apply for a commission in the Regular Army.

## COURSES

### *Basic Course*

**MS 101-2 WORLD MILITARY HISTORY I, II—2 hours.** Traces the development of military institutions from the classical age to the present. Stress is placed on the methods of raising and sustaining armies, their relationship to the societies which sponsor them, and their influence on other political and social institutions. The Anglo-American experience of civilian control and participation is emphasized. Selected military subjects are integrated into the spring semester's instruction.

**MS 201 SURVEY OF POWER AND U.S. NATIONAL POLICY—2 hours.** A course which surveys the various aspects of national power by examination of resources, tangible and intangible, and the instruments nations use to further their national interests. Emphasis is placed on U.S. national defense strategy, organization, and policies in assessing current international developments.

**MS 202 MILITARY SEMINAR I—2 hours.** A preparatory course for sophomore students who are considering enrolling in the Advanced Course. Military subjects such as map reading, small unit tactics, principles of leadership, marksmanship, and drill are introduced. This course is required for students to be considered for entry into the advanced ROTC program.

## *Advanced Course*

MS 301-2 PHILOSOPHY OF LEADERSHIP I, II—2 hours. The course analyzes the concepts of motivation theory and philosophy of military leadership. Problems in the application of theory to practical situations are presented for analysis and solutions. Subject areas include military instructional techniques, leadership of small military units, small unit tactics and communications, and internal defense and development (counterinsurgency).

A pre-summer training week-end during the spring is conducted at Camp Atterbury, Indiana, to prepare the cadet for Advanced Summer Camp. Prerequisite: Basic Course.

MS 397 ADVANCED SUMMER CAMP. Students who have completed MS 302 attend a six-week ROTC summer camp at an Army post. This is an intensive training experience in small unit leadership, weapons firing, combined arms tactics, communications and Army life. Students are paid half pay of an Army Second Lieutenant during the training. Prerequisite: MS 302.

MS 398 SPECIAL FORCES (RANGER) OPERATIONS. A voluntary, ungraded, no credit course of instruction where students are organized into special combat-oriented teams. Classes and Ranger-type field exercises cover such topics as basic tactics, land navigation, marksmanship, communication procedures, rappelling, patrolling techniques, combatives, and survival. Emphasis is placed on the practical development of individual leadership and on team effectiveness. The Special Forces Group is open to all students enrolled in the ROTC program.

MS 401-02 ARMY MANAGEMENT I, II—2 hours. The principles of Army administration, personnel management, logistics management, military law, and tactical operations are studied. In addition, the fundamentals of command, staff organization, and operations are analyzed and demonstrated through practical exercises. Finally, the role of the military officer and the armed forces as a component of national power are studied. Military seminars are conducted in selected subjects of interest and importance to new commissioned officers to prepare them for entry on active duty. Prerequisite: MS 301-302.

## LATIN AMERICAN STUDIES PROGRAM

Dr. Roy Zillman, Coordinator  
Office: Room 321, Parsons Hall

Students earn regular baccalaureate degrees in one of five established disciplines—anthropology, foreign languages, geography, history, and political science—and, if they complete courses prescribed under the Area Concentration in Latin American Area Studies described below with a B average or better, they will be awarded a designation in Latin American Area Studies.

The main purpose of the program is to provide a broad, interdisciplinary training in Latin American society and culture. The pro-

gram is structured so students may develop an "area consciousness" and prepare for teaching, research, work in government, journalism, or business.

The area concentration consists of 32 hours of required course work and a minimum of six hours of electives in Latin American content courses. The required course work includes 14 hours of language training (or equivalent), the basic Latin American history survey courses (6 hours), the basic Latin American anthropological survey (3 hours), the basic geography survey (3 hours) and the basic survey in Latin American government and politics (3 hours). In addition, the student will take an interdisciplinary seminar (3 hours) which will deal with select topics and approaches to Latin American society. The student also will choose six hours or more of electives in one or more disciplines so that he may develop his particular interests.

A restricted concentration consists of the same content courses as the area concentration, less the seminar and the language requirements. The 18 credit hour restricted concentration represents a broad introduction to the area and allows a student three credit hours of electives.

## CURRICULA

### *Area Concentration in Latin American Area Studies*

(32 semester hours)

Required: Spanish 101—4 hrs.; 102—4 hrs.; 201—3 hrs.; 202—3 hrs.; History 480—3 hrs.; 481—3 hrs.; Anthropology 491—3 hrs.; Geography 412—3 hrs.; Political Science 483—3 hrs.; Interdisciplinary Seminar in Latin American Studies, Selected Topics—3 hrs.

Electives: Six hours in one or more disciplines. Courses must be Latin American content courses.

### *Restricted Concentration in Latin American Area Studies*

(18 semester hours)

Required: History 480—3 hrs.; 481—3 hrs.; Anthropology 491—3 hrs.; Geography 412—3 hrs.; Political Science 483—3 hrs.

Electives: Three hours in any Latin American content course.

## SPECIAL GENERAL EDUCATION PROGRAM

Dr. Jack T. Johnson, Director

Office: Room 208, Administration Building

### *University Studies*

A special General Education program is offered each year to a limited number of randomly selected freshmen. The course of study is

interdisciplinary with an emphasis on the relationship of liberal studies to professional specialization.

During the freshman year, the students register for two five-semester hour courses each term. "Ways of Communicating" replaces freshman English and speech. "Ways of Knowing" stresses problem solving, the evaluation of evidence, and an orientation to the major fields of knowledge. During the sophomore year, continuing students register for an interdisciplinary and team-taught course centering on the topic of "The United States in the 20th Century."

The program is based on the assumption that general studies should extend through the four years of college and should be related to a student's major interest. Consequently, individuals in University Studies during their junior and senior years elect four five-hour seminars on such themes as "Man and Technology" and "Man and His Environment."

The total program replaces the General Education requirements outlined elsewhere in this *Bulletin*. University Studies is under constant review in accord with its underlying philosophy that individuals differ in background, abilities, and aptitude and that they learn at different rates.

## COURSES

101-102 WAYS OF KNOWING—5-5 hours. This course is divided into four seven-week periods within two semesters covering physics, art, literature, and social science. The course is team taught, with each subject having the most qualified professor. The instructors present basic points of view, methods, and current problems of their discipline.

103-104 WAYS OF COMMUNICATING—5-5 hours. The course is basically speech and English, stressing communicating in our own social setting. Individual interests and self-study are encouraged. This is also a two-semester course and is team taught.

201-202 THE UNITED STATES IN THE TWENTIETH CENTURY—5-5 hours. Analyzes major issues such as the impact of technology upon society and investigates such problems as crime, poverty, and the destruction of the environment. This is a two-semester course.

203 CULTURAL PLURALISM IN MODERN SOCIETY—3 hours. A study of the main cultures in nation-states in three world areas. The social, political, and economic system of these cultures will be examined to illustrate that each has its own inner logic and coherence. Consideration will be given to the relationship of the findings to problems in the United States. The student usually will register for an additional two hours of independent study.

205 IMAGINEERING—5 hours. Application of mental powers for conscious and deliberate experimentation toward more productive thinking and idea generation.

207 SCIENCE IN THE MODERN AGE—5 hours. The course is concerned with science and its impact upon the contribution to the culture of Western man. The primary purpose of the course is to promote a deeper understanding and appreciation of the role played by the scientist and his discipline in historical developments, and to stimulate a continuing interest in the relationship between science and society.

301 MAN AND TECHNOLOGY—5 hours. Effects of contemporary technology on man, society, and culture. Introduces the student to the concept of technology, its growth, magnitude, and its effects. It is expected that the student will be able to analyze technology and understand its direction and to make value decisions.

303 BOOKS—5 hours. In cooperation with the instructor, students will develop a reading list according to their interests. Conversations will be devoted to books read in common as well as to an exchange of ideas drawn from fiction. Specialists will participate to discuss the impact of a book or books.

305 CREATIVE WRITING—5 hours. Teaches the structural and thematic elements and the techniques involved in writing. The course may be repeated.

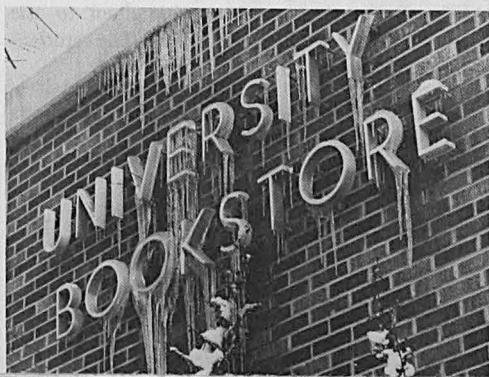
307 MOVIES—5 hours. An in-depth study of various aspects of movies and movie making. Topics will include aspects of film history, theory and aesthetics, film criticism, and the sociological implications of movies on American life.

401 MAN AND HIS ENVIRONMENT—5 hours. Designed to provide the student an opportunity to consider nature and man's fate. Laboratory and field experiences will enable participants to study certain environmental relationships and to learn selected environmental study techniques. Focuses on man's historic, contemporary, and future roles in nature.

403 SCIENCE AND PUBLIC POLICY—5 hours. Illustrates the relationship between certain scientific problems and their resolution through political decision. The course focuses on the concept that advances in science create political problems.

405 INDEPENDENT STUDY—2-3-5 hours. An opportunity for a student to pursue a research or work-study project under the supervision of a faculty sponsor. The course may be repeated to include two projects.

407 EXPLORING MAN'S POTENTIAL—5 hours. Positive images of Man, Negative Images, Transiential Meditation, ESP, Origin and Nature of Man. What is man's potential? What are we becoming? A distinguished list of lecturers will be invited to define their concept of the nature and future of man. At the conclusion of the class each participant will define his perception of man and present his evidence for his perception.



# THE CENTER FOR URBAN-REGIONAL STUDIES

Dr. Byron K. Barton, Director  
Office: Room 408, Conference Center

The Center for Urban-Regional Studies was established to provide training and experience for students interested in urban problems and in the development and management of urban areas. Considerable emphasis is placed upon fundamental concepts in planning since much of the urban-regional development results from plan implementation.

**DEGREE PROGRAMS.** The Center offers the Bachelor of Science degree to students interested in urban-regional studies who wish to qualify for careers as staff specialists and resource persons to develop, manage, and evaluate the varied operations which are a part of urban government and community structure. While this is not a degree in planning, it is anticipated that graduates from this program will work with planners as specialists trained in one of the academic areas listed below. The program prepares students for employment in business firms, industrial organizations, or in government agencies at the local, state, or federal level.

**ACADEMIC AREA SPECIALIZATION.** Students majoring in urban-regional studies may take a concentration of courses in one of several fields. The following departments are cooperating with the Center in offering this interdisciplinary training.

CRIMINOLOGY	RECREATION
ECONOMICS	SOCIOLOGY
GEOGRAPHY	ACCOUNTING
HEALTH AND SAFETY	BUSINESS ADMINISTRATION
HISTORY	BUSINESS MANAGEMENT
POLITICAL SCIENCE	MARKETING

The curricular requirements for the degree Bachelor of Science in urban-regional studies includes 12 semester hours of credit for employment, with prior University approval, with an agency or firm engaged in urban-regional developmental activities.

## *Curricular Program* (74 semester hours)

Urban-Regional Studies	29 hours
Academic field of specialization	15 hours
Processes and techniques	15-18 hours
Electives	12-15 hours

## *Academic Area Course Concentrations*

(15 semester hours minimum requirement)

### **Specialization in Criminology**

Required Criminology: 200—3 hrs.; 320—3 hrs.; 420—3 hrs.; 423—3 hrs.  
Electives: A minimum of 3 semester hours from, Criminology 427—3 hrs.; 430—2 hrs.; 431—3 hrs.; 498—3-6 hrs.

### **Specialization in Economics**

Required Economics: 380—3 hrs.; 430—3 hrs.  
Electives: A minimum of 9 semester hours from Economics 211—3 hrs.; 280—3 hrs.; 331—3 hrs.; 332—3 hrs.; 351—3 hrs.; 352—3 hrs.; 362—3 hrs.; 414—3 hrs.; 451—3 hrs.

### **Specialization in Geography**

Required: Geography 111—3 hrs.; 112—3 hrs.; and 431—3 hrs.  
Electives: A minimum of 4 semester hours from Geography 213—3 hrs.; 313—3 hrs.; 410—3 hrs.; 433—3 hrs.

### **Specialization in Health and Safety**

Required: Health and Safety 221—2 hrs.; 414—3 hrs.; 417—2 hrs.; 424—3 hrs.; and 428—3 hrs.  
Electives: A minimum of 2 semester hours from Health and Safety 312—4 hrs.; 326—2 hrs.; 411—3 hrs.; 416—3 hrs.

### **Specialization in History**

Required: History 396—3 hrs.; 431—3 hrs.; and 432—3 hrs.  
Electives: A minimum of 6 semester hours from History 334—3 hrs.; 417—3 hrs.; 418—3 hrs.; 424—3 hrs.; 429—3 hrs.; 435—3 hrs.; 437—3 hrs.

### **Specialization in Political Science**

Required: Political Science 305—2 hrs.; 307—2 hrs.; 411—2 hrs., and 427—3 hrs.  
Electives: A minimum of 6 semester hours from Political Science 306—3 hrs.; 330—3 hrs.; 408—3 hrs.; 409—3 hrs.; 410—3 hrs.; 414—3 hrs.; 429—3 hrs.; 430—3 hrs.

### **Specialization in Recreation**

Required: Recreation 266—5 hrs.; 367—5 hrs.; and 463—5 hrs.  
Electives: No additional hours of credit needed; elective courses recommended are: Recreation 261—2 hrs.; 364—3 hrs.; 368—3 hrs.

### **Specialization in Sociology**

Required: Sociology 120—3 hrs.; 324—3 hrs.; and 466—3 hrs.  
Electives: A minimum of 6 semester hours from Sociology 220—3 hrs.; 420—3 hrs.; 448—3 hrs.; 452—3 hrs.; 461—3 hrs.; 464—3 hrs.

### **Specialization in Accounting**

Required: Accounting 201—3 hrs.; 202—3 hrs.; 301—3 hrs.; and 302—3 hrs.  
Electives: One course from Accounting 311—3 hrs.; 321—3 hrs.; 404—3 hrs.; 413—3 hrs.; 415—3 hrs. One course from Finance 300—3 hrs., Management 300—3 hrs.; Marketing 305—3 hrs.



**Specialization in Business Administration**

Required: Accounting 201—3 hrs.; 202—3 hrs.; Finance 300—3 hrs.; Management 300—3 hrs.; and Marketing 305—3 hrs.

Electives: One 300-400 level business course.

**Specialization in Business Management**

Required: Business Administration 140—3 hrs.; Management 300—3 hrs.; 356—3 hrs.; and 443—3 hrs.

Electives: Two courses from Business Administration 363—3 hrs.; 376—3 hrs.; Management 351—3 hrs.; 440—3 hrs.

**Specialization in Marketing**

Required: Marketing 305—3 hrs.; 338—3 hrs.; and 353—3 hrs.

Electives: A minimum of 6 semester hours from Marketing 332—3 hrs.; 428—3 hrs.; 447—3 hrs.

NOTE: Additional courses in the students' field of specialization and/or courses supportive of this field of interest may be obtained using electives available (see item 5—Curricular Program).

***Processes in Urban-Regional Development*** (15-18 semester hours)

Governmental and political processes: 3 hours from Political Science 201—3 hrs.; 305—2 hrs.; 307—2 hrs.

Social processes: 3 hours from Sociology 324—3 hrs.; 466—3 hrs.; or Social Work 391—3 hrs.

Economic processes: 3 hours from Economics 280—3 hrs.

Spatial and locational processes: 3 hours from Geography 439—3 hrs.

Historical processes: 3 hours from History 309—3 hrs. or 395—3 hrs.

Statistical techniques: 3 hours from Economics 371—3 hrs.; Sociology 381—3 hrs.; Business Administration 265—3 hrs.; Mathematics 241—3 hrs.

NOTE: Students taking a course concentration in Economics, Geography, History, or Political Science are not required to take the "processes" course in their field of specialization.

**COURSES**

101 FRESHMAN SEMINAR IN URBAN-REGIONAL STUDIES—1 hour. An introduction to urban area development and management including the functions of cities, the growth of urban areas, and the scope of planning activities and occupations.

201 SOPHOMORE SEMINAR IN URBAN-REGIONAL STUDIES—2 hours. The urban environment, the influence of developmental factors on the structural pattern of the city, including an analysis of the changing role of American cities and the urban problems which have evolved.

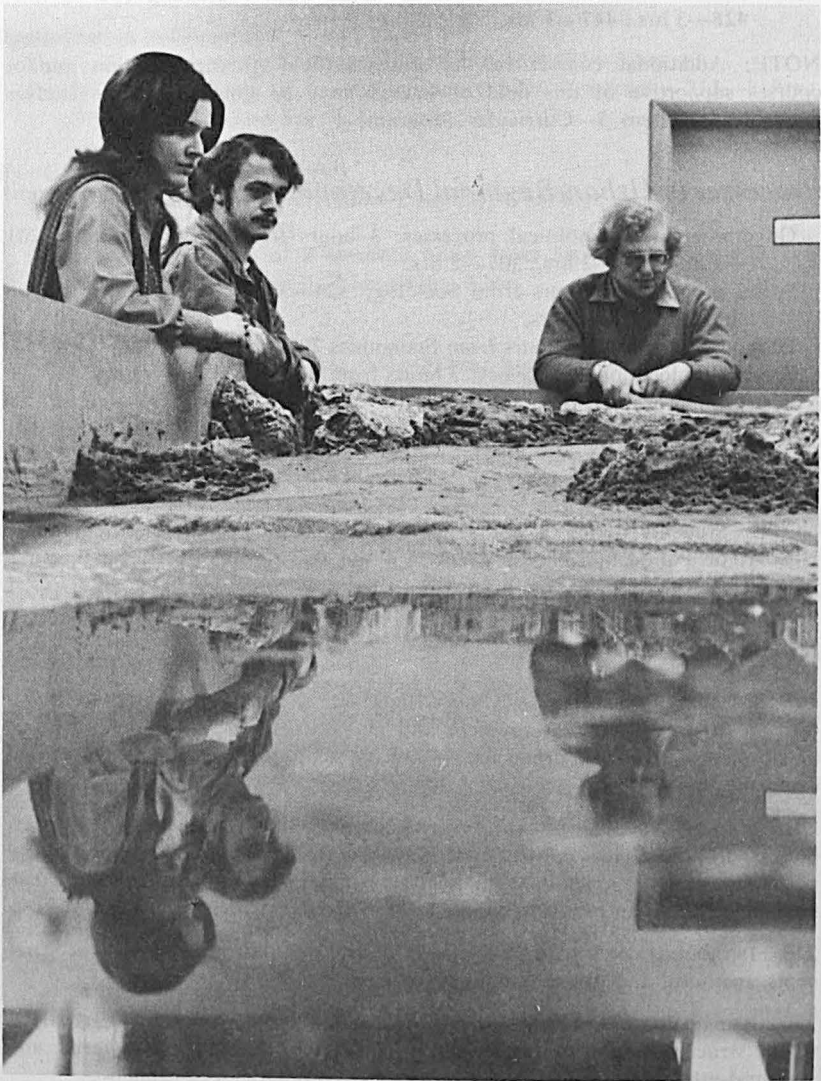
210 INTRODUCTION TO PLANNING—3 hours. An introduction to the concepts, methods, and procedures in planning.

310 URBAN-REGIONAL DEVELOPMENT AND ANALYSIS I—4 hours. Analysis of the structure and functions of the urban region, the city, the suburbs, and the rural-urban interface.

311 URBAN-REGIONAL DEVELOPMENT AND ANALYSIS II—4 hours. Companion course to Urban-Regional Studies 310.

401 SENIOR RESEARCH SEMINAR IN URBAN-REGIONAL STUDIES—3 hours. Directed field study or other in-depth investigation of specific urban problems. Preparation of a report and presentation of the report is required.

450 INTERNSHIP IN URBAN-REGIONAL STUDIES—6-12 hours. Actual practice as an aid or staff specialist to planners and decision-makers in public and private organizations and agencies. The experience will normally be paid employment in the area of the students' special interest and will be supervised by qualified Center staff.



# DEPARTMENT OF ANTHROPOLOGY

Dr. Neil V. Williams, Chairman

Department Office: Room 111, Parsons Hall

Anthropology is the scientific study of man and his culture. A baccalaureate degree in liberal arts with an anthropology major provides an excellent background for graduate studies in many fields, such as humanities, social sciences, and biological sciences, as well as for anthropology itself. Elementary and secondary teachers find much that is useful for classroom work and individuals entering various businesses and professions benefit from a fuller understanding of human behavior which the study of anthropology provides.

A major and a minor are both available and provide background in the four subdivisions of anthropology: biological anthropology, cultural anthropology, archeology, and linguistics.

## CURRICULA

### *Major* (31 semester hours)

Required Anthropology: 100—3 hrs.; 200—3 hrs.; English 210—3 hrs.; 260—3 hrs.; 298—3 hrs.; 340—1 hr.; 353—3 hrs.; 354—3 hrs.

#### Electives:

One course from: 301—3 hrs.; 303—3 hrs.; 304—3 hrs.; 405—3 hrs.; 407—3 hrs.; 409—3 hrs.

One course from: 480—3 hrs.; 481—3 hrs.; 484—3 hrs.; 485—3 hrs.; 490—3 hrs.; 491—3 hrs.

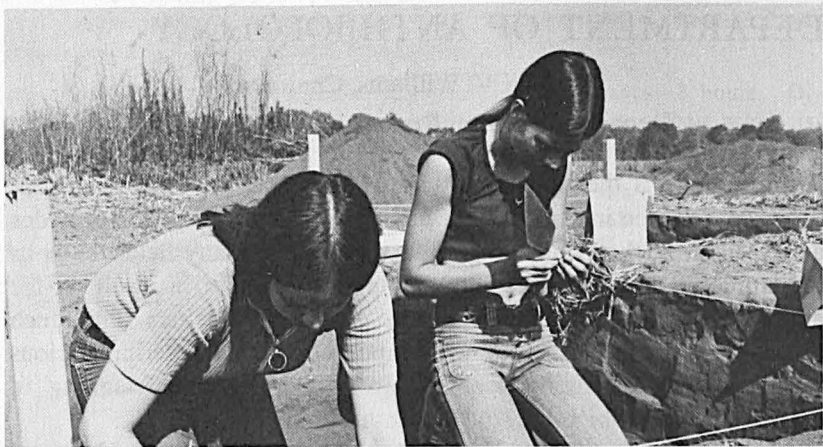
### *Minor* (19 semester hours)

Required Anthropology: 100—3 hrs.; 200—3 hrs.; English 210—3 hrs.; 260—3 hrs.; 298—3 hrs.; 340—1 hr.; 353—3 hrs.

## COURSES

100 INTRODUCTION TO ANTHROPOLOGY—3 hours. A survey of the major areas and contributions of anthropology: physical anthropology, linguistics, archeology, and cultural anthropology. Biological and cultural evolution; the concept and nature of culture.

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. A summer honors seminar for mature, outstanding high school students who have completed no less than six semesters of high school work. The seminar, which will include some field experience at an archeological site, is designed to provide intellectual stimulation for a broadening of the high school student's perspective and understanding of prehistoric North American cultures and the degree of their persistence to the present day.



200 INTRODUCTION TO ETHNOLOGY—3 hours. The major cultural topics and categories which have been the subject of investigation in anthropology: kinship; religion; primitive economic, political, and legal systems; folklore; art; and the influence of culture on personality formation.

260 INTRODUCTION TO ARCHEOLOGY—3 hours. Archeological concepts and methods; application in the reconstruction of culture prehistory; overview of major world regions.

298 CULTURES OF THE WORLD—3 hours. The major world culture areas and a comparison of their content, structure, and means of adaptation to the natural environment.

301 ANTHROPOLOGY AND RELIGION—3 hours. Study of religions as found in various cultures. Emphasis is placed on the relationship of specific ideological views to specific socio-structural aspects.

303 PRIMATE SOCIAL BEHAVIOR—3 hours. Survey of primate social behavior with emphasis on contributions to understanding human nature and behavior.

304 PRIMITIVE LAW AND GOVERNMENT—3 hours. The organization and functions of social control in various primitive societies ranging from simple to complex.

340 LANGUAGE AND CULTURE—1 hour. A survey of anthropologists' interest in and use of linguistic and language materials; language families and historical-cultural connections; language and social structure; language and individual behavior. Prerequisite: English 210 or consent of instructor.

353 HUMAN ORIGINS—3 hours. Study of human evolution: mechanisms of evolution, ecological adaptations, fossil and archeological evidence, origin of races. (Also listed as Afro-American 353.)

354 MAN AND HIS FOSSIL ANTECEDENTS—3 hours. Similarities and variations among contemporary men; interrelationships of fossil and living primates with especial attention to the fossil hominids. Prerequisite: 100 or consent of instructor.

361 NEW WORLD ARCHEOLOGY—3 hours. Archeological culture areas, including the immigration and dispersion of prehistoric peoples, and the chronology and contributions of major prehistoric cultures in the New World.

370 OLD WORLD ARCHEOLOGY—3 hours. Paleolithic, Mesolithic, and Neolithic culture sequences in selected areas of the Old World and their respective contributions to man's cultural development.

\*405 CULTURE CONTACT AND CHANGE—3 hours. A theoretical and descriptive treatment of selected aspects of culture change. The impact of Western cultures upon non-Western societies and the contemporary process of modernization are emphasized. Prerequisites: 100, 200, or consent of instructor. (Also listed as Afro-American 403.)

\*406 INTRODUCTION TO SOCIAL ANTHROPOLOGY—3 hours. The nature of culture and culture processes; cross-cultural variations; the interrelationships of the technological, societal, and ideational aspects of culture. This course is recommended for non-majors.

\*407 CULTURE AND PERSONALITY—3 hours. An introduction to the role of culture in shaping personality; the contributions of various anthropologists are examined and the connection between the culture and personality formation of members in particular societies is intensively investigated. Prerequisites: 100, 200, or consent of instructor.

\*409 MEDICAL ANTHROPOLOGY—3 hours. A cross-cultural examination of concepts of disease, and the treatments, training, and social position of practitioners. Incidence and prevalence of diseases will be examined as they may reflect population, diet, and climate variables within specific cultural contexts. Prerequisites: 100, 200, or consent of instructor.

\*410 PROBLEMS IN ANTHROPOLOGY—1-3 hours. The course content is developed around current issues and interest in anthropology. The course will be offered periodically by staff members for majors in anthropology, but also may be taken by other majors on request. Credit to be arranged. Prerequisite: consent of instructor.

\*469 ARCHEOLOGICAL FIELD SCHOOL—6 hours. Practical field excavation at an archeological site, in order to train students in actual field excavation techniques. Laboratory techniques in connection with archeological excavation will also be taught. Offered during the summer.

\*480 PEOPLES OF SOUTHEAST ASIA—3 hours. Peoples, languages, and cultures of Southeast Asia; analysis of representative cultures.

\*481 PEOPLES AND CULTURES OF AFRICA—3 hours. A survey of Africa's culture areas with emphasis on sub-Saharan Africa. Representative samples of each area will be studied as well as general comparison of social structure, adaptive patterns, and expressive forms which underlie the modern national and urban developments. Prerequisites: 100, 298, or consent of instructor. (Also listed as Afro-American 453.)

\*484 PEOPLES OF THE MIDDLE EAST—3 hours. The culture areas and culture types of the modern Middle East. Examples of nomadic, peasant, and urban communities and their interrelationships.



\*485 PEOPLES OF CHINA, JAPAN, AND KOREA—3 hours. Survey of the contemporary ethnic groups of China, Japan, and Korea. Representative ethnic groups and their cultural patterns; class structures for each area; impact of initial and more recent Western ideas; effects of acculturation upon traditional values; modifications of institutions as a consequence of cultural change under Communism on the Chinese mainland and of American occupation in Japan.

\*490 INDIANS OF NORTH AMERICA—3 hours. The culture areas and tribes of American Indians north of the Rio Grande, with particular emphasis on representative tribes.

\*491 PEOPLES OF MIDDLE AND SOUTH AMERICA—3 hours. A survey of the culture areas and culture types of Middle and South America, with examination of contemporary Indian groups, Indian-mestizo-ladino interrelationships, the "culture of poverty" concept, and the role of distinct ethnic units in emerging Latin America today.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF ART

Mr. Whitney J. Engeran, Jr., Chairman

Department Office: Room 103, Fine Arts Building

The scope and complexity of the visual arts today and the numerous careers possible in art or art-related fields are reflected in the wide range of departmental offerings. Briefly, the areas are art education, commercial design, ceramics, painting, printmaking, metalry and silversmithing, sculpture (plastics, wood, metal, fabrics, light, and other pure and mixed media), photography, and art history. The study of art history is a major part of each studio art program and is staffed and designed in cooperation with the Department of Humanities.

Impressive up-to-date equipment such as serigraphy facilities, a large foundry, cameras, Art-O-Graph Visualizers, enlargers, presses, motorized saws, potters wheels, kilns, clay mixers, light tables, art history slides, etc. is located in four main areas of the University campus. These four areas, designated as Art Annex, Fine Arts Building, Old Library, and Reeve Hall, occupy over 40,000 square feet of professionally organized space. Exhibits are maintained in the newly renovated Turman Art Gallery located in the Fine Arts Building. Two kinds of exhibits are arranged—the works of professional artists and student works from all levels of instruction. The University also maintains a permanent collection of art which is built primarily of works in all media from the twentieth century. This collection includes works by internationally recognized artists.

The presence in the Department of highly accomplished teachers and widely exhibited artists creates an atmosphere of dedication and professionalism that is both stimulating and demanding. The Art Department recognizes that the career goals of the studio artist and the art teacher are not the same. Both art education and performance-oriented studio programs allow the student to pursue studies that are suitable for his individual needs and aspirations.

**GENERAL EDUCATION COURSES.** Art courses 100 (non-art majors), 151, and art history courses may be counted toward category D, Philosophy and the Arts. Students not majoring in art may also elect these art courses under G, Supplementary. Art 301 and 401 (Special problems in Art) will be offered for General Education under special topics such as: Ecology and Art; The Latin American Art Experience; The Afro-American Art Experience; Art and the Human Body; The Impact of Film and Television on Art; Non-Functional Glass and Ceramics.

## CURRICULA

### Art Departmental

The following curriculum is offered to the student who may desire to specialize in the study of a particular form of art expression or in art history. Basic to any choice of study emphasis is the core curriculum of 20 semester hours, a prescribed program of instruction of basic courses required of all art majors. The degree earned is the Bachelor of Science.

#### *Core Curriculum* (20 semester hours)

101—3 hrs.; 102—3 hrs.; 205—3 hrs.; 222—3 hrs.; 251—2 hrs.; 252—2 hrs.; 300—1 hr.; 310—3 hrs.

#### *Major* (60 semester hours)

##### **Emphasis in Art History**

Core Curriculum plus:

Select 7 courses from 250—3 hrs.; 451A—3 hrs.; 451B—3 hrs.; 452—2 hrs.; 453—3 hrs.; 454—3 hrs.; 455—2 hrs.; 456A—3 hrs.; 456B—3 hrs.; 458—3 hrs.; 460—3 hrs.; 471—3 hrs.

Select 16 hours from any studio art area or areas and 457—3 hrs.

##### **Emphasis in Painting**

Core curriculum and 9 hours of Art History plus: 311—3 hrs.; 410—3 hrs.; 412—3 hrs.; 413—3 hrs.; 414—3 hrs.; 301D—1-3 hrs.; 401D—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

##### **Emphasis in Printmaking**

Core Curriculum and 9 hours of Art History plus: 361A—3 hrs.; 361B—3 hrs.; 461A—3 hrs.; 461B—3 hrs.; 464—3 hrs.; 301F—1-3 hrs.; 401F—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

##### **Emphasis in Sculpture**

Core Curriculum and 9 hours of Art History plus: 341A—3 hrs.; 341B—3 hrs.; 441A—3 hrs.; 441B—3 hrs.; 301G—1-3 hrs.; 401G—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

##### **Emphasis in Ceramics**

Core Curriculum and 9 hours of Art History plus: 322A—3 hrs.; 322B—3 hrs.; 422A—3 hrs.; 422B—5 hrs.; 301A—1-3 hrs.; 401A—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

##### **Emphasis in Commercial Art**

Core Curriculum and 9 hours of Art History plus: 330A—3 hrs.; 330B—3 hrs.; 430A—3 hrs.; 430B—3 hrs.; 301B—1-3 hrs.; 401B—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

##### **Emphasis in Metalry**

Core Curriculum and 9 hours of Art History plus: 323A—3 hrs.; 323B—3 hrs.; 423A—3 hrs.; 423B—3 hrs.; 301C—1-3 hrs.; 401C—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.



### **Emphasis in Photography**

Core Curriculum and 9 hours of Art History plus: 360—3 hrs.; 301E—1-3 hrs.; 401E—1-3 hrs.; 486A—1-3 hrs.; 486B—1-3 hrs.; 457—3 hrs.

### **Minor** (28 semester hours)

Core Curriculum plus 8 hours of free electives in an art area or areas.

## **Teacher Certification**

Students who seek teacher certification will follow one of the patterns listed below. The 52-hour area major provides for certification to teach at both elementary and secondary levels and for art education supervision. The 40-hour major meets the requirements for certification at the secondary level; the 27-hour minor prepares for teaching art at the elementary level. Students also should become familiar with the requirements of the School of Education.

### **Art Education Area Major (K-12)** (52 semester hours)

Core Curriculum plus: 311—3 hrs.; 322A\*—3 hrs.; 323A\*—3 hrs.; 341A—3 hrs.; 361A—3 hrs.; 396—3 hrs.; 454—3 hrs.; 491—2 hrs.; 492—1 hr.; 493\*\*—2 hrs.; 495\*\*—2 hrs.; 496—2 hrs.; 498—2 hrs.; 391—3 hrs.; 5 hours of electives.

\* Either of these

\*\* Either of these

### **Art Education Major** (40 semester hours)

Core Curriculum plus: 311—3 hrs.; 322A\*—3 hrs.; 323A\*—3 hrs.; 341A—3 hrs.; 396—3 hrs.; 454—3 hrs.; 491—2 hrs.; 492—1 hr.; 498—2 hrs.; 391—3 hrs.

\* Either of these

### **Art Education Minor** (27 semester hours)

Required: 101—3 hrs.; 102—3 hrs.; 205—3 hrs.; 220—3 hrs.; 222—3 hrs.; 251—2 hrs.; 300—1 hr.; 310—3 hrs.; 322A—3 hrs.; 396—3 hrs.

## **COURSES**

### **Core Curriculum**

101 DESIGN—3 hours. A basic experience of fundamentals relating to materials and their application.

102 DRAWING—3 hours. An introduction to basic visual communication through graphic means.

205 FIGURE DRAWING—3 hours. Drawing based on human form as a principal element.

222 DESIGN IN MATERIALS—3 hours. Introduction to three-dimensional form utilizing traditional and contemporary materials.

251 SURVEY OF ART HISTORY I—2 hours. Art from the prehistoric period to the close of the Middle Ages. (Also listed as Humanities 251.)

251A—SURVEY OF ART HISTORY 1A—1 hour. A continuation of the subject matter of 251, involving, for example, discussions, field trips, guest lecturers, and individual research. May only be taken concurrently with 251. (Also listed as Humanities 251A.)

252 SURVEY OF ART HISTORY II—2 hours. Art from the Renaissance to the present. (May be taken without 251.) (Also listed as Humanities 252.)

252A SURVEY OF ART HISTORY 2A—1 hour. A continuation of the subject matter of 252, involving, for example, discussions, field trips, guest lecturers, and individual research. May only be taken concurrently with 252. (Also listed as Humanities 252A.)

### *Art Education*

220A INTRODUCTORY CRAFTS—2 hours. (Designed for Special Education majors.) Experience with materials, plaster, paper-mache, yarn, etc., appropriate for schools and community organizations.

220B INTRODUCTORY CRAFTS—3 hours. Experience with materials, plaster, paper-mache, yarn, etc., appropriate for schools and community organizations. Open to art education majors or minors or non-art majors.

301 SPECIAL PROBLEMS IN ART—1-3 hours. Problems relating to specific topics within an area of art. May be taken for General Education by art majors or non-art majors. (Also listed as Afro-American 331-3.)

391 SECONDARY ART METHODS—3 hours. Philosophy and methods of teaching art in the secondary schools developed through discussion, observation, and participation. Coordinated with school programs. For art education majors.

395 ELEMENTARY ART METHODS—4 hours. Art for the education of children. Includes teaching objectives, observations, and creative use of art materials. For elementary majors.

396 ELEMENTARY ART EDUCATION—3 hours. Art for the education of children. Includes teaching objectives, observations, and creative use of art materials. For art education majors and minors.

401 SPECIAL PROBLEMS IN ART—1-3 hours. Problems relating to specific topics with an area of art. May be taken for General Education by art majors or non-art majors. (Also listed as Afro-American 431-3.)

\*490A ART EDUCATION WORKSHOP—1-3 hours. Specialized training for teachers in some form of the visual arts. Prerequisite: consent of instructor.

\*490B ART EDUCATION WORKSHOP—1-3 hours. A continuation of 490A with emphasis on additional areas of the visual arts for schools. Prerequisite: consent of instructor and chairman.

\*491 ART FOR THE EXCEPTIONAL STUDENT—2 hours. Art education methods adapted to the mentally and physically handicapped child, as well as the identification and directing of the superior child in art. School visitations for study of special programs for exceptional children. Prerequisite: consent of instructor.

492 SEMINAR IN ART EDUCATION—1 hour. Presents a continuum in the theoretical experience and professional growth of the art specialist. For art education majors.

493 MURALS FOR SCHOOLS—2 hours. The mural as a means of socializing visual expression for the schools. The education value of murals and other art forms suitable for group projects will be considered.

495 CREATIVITY AND VISUAL PERCEPTION—2 hours. A survey of current research and theoretical expression of creativity and visual perception.

\*496 SUPERVISING ART IN SCHOOLS—2 hours. Supervision of art on all levels in the public school as well as other institutions. Procedures in curriculum planning, in-service training, exhibitions, community relations, and procuring techniques. Lectures, discussions, and visitations. Prerequisite: art education major or consent of instructor.

498 CURRENT PROBLEMS IN ART EDUCATION—2 hours. The influence of recent research on current problems of teaching art in schools. Art education philosophies, recent trends discussed, visitations, individual problems studied. Prerequisite: art education major or consent of instructor.

## *Art History*

Prerequisite for enrollment in the 300-400 series of art history courses taken for Art credit is Humanities or Art 251 and 252 or the student must pass a proficiency test.

151 ARTS IN CIVILIZATION—2 hours. A topical survey of major concepts in art and their relation to the societies which produced them. The last third of the course deals with these concepts in terms of contemporary art and society. Students who have taken 251 or 252 (either as Art or Humanities) or who have taken Humanities 201 or 202 may not subsequently take Art 151.

250 ART IN THE CURRENT DECADE—3 hours. Developments in architecture, painting, sculpture, and the allied arts: especially designed for art students. (Also listed as Humanities 293.)

251 SURVEY OF ART HISTORY I—2 hours. Art from the prehistoric period to the close of the Middle Ages. (Also listed as Humanities 251.)

251A SURVEY OF ART HISTORY 1A—1 hour. A continuation of the subject matter of 251, guest lecturers and individual research. May only be taken concurrently with 251. (Also listed as Humanities 251A.)

252 SURVEY OF ART HISTORY II—2 hours. Art from the Renaissance to the present. (May be taken without 251.) (Also listed as Humanities 252.)

252A SURVEY OF ART HISTORY 2A—1 hour. A continuation of the subject matter of 252, involving, for example, discussions, field trips, guest lecturers, and individual research. May only be taken concurrently with 252. (Also listed as Humanities 252A.)

374 HISTORY OF ARCHITECTURE—3 hours. The development of Western architecture from the ancient world to the present. (Also listed as Humanities 332.)

\*400 STUDY IN ART HISTORY ABROAD—1-6 hours. Tours designed as an introduction to the history and appreciation of the arts of various selected countries. Research paper required on a specific related topic.

\*450 CLASSICAL ART—3 hours. The great art monuments which are the immediate heritage of Western man—Aegean, Greek, Etruscan, Roman. Greek architecture, sculpture, and vase painting, and Roman architecture, sculpture, and frescoes will be the principal objects of study. (Also listed as Humanities 442.)

\*451A THE EARLY RENAISSANCE IN ITALY—3 hours. The evolution of painting, sculpture, and architecture in Italy from Giotto and other antecedents in the Trecento through the work of Brunelleschi, Donatello, and Masaccio, to the late Quattrocento works of Botticelli, Sangallo, and Verrocchio; historical, political, and humanistic influences. (Also listed as Humanities 461.)

\*451B ART OF THE NORTHERN RENAISSANCE—3 hours. The transformation (1425-1500) of late medieval into Renaissance and Mannerist art in France, Germany, and the Low Countries, with special emphasis on Jan van Eyck, Rogier van der Weyden, and Durer. Distinctively Northern expressive and stylistic traditions are contrasted with Italian influences. (Also listed as Humanities 462.)

\*451C THE HIGH RENAISSANCE AND MANNERISM—3 hours. The evolution of Italian art from Leonardo, Raphael, and Michelangelo through the Cinquecento, including the painters, sculptors, and architects of the High Renaissance and Mannerism in Florence, Rome, Venice, and North Italy. (Also listed as Humanities 463.)

\*452 EARLY MEDIEVAL ART—3 hours. European architecture, sculpture, and painting (especially manuscript illumination) of the Early Christian, Carolingian, and pre-Romanesque eras. (Also listed as Humanities 451.)

\*453 ART OF THE NINETEENTH CENTURY—3 hours. Western art from the French Revolution to the post Impressionists: Classicism and Romanticism, the revival styles and new architectural developments, realism, and academic art. Impressionism and the Post-Impressionists. (Also listed as Humanities 481.)

\*454 MODERN ART—3 hours. The major movements of twentieth century art: Cubism, Fauvism, Surrealism, Action Painting, the architecture of Wright and the International Style. (Also listed as Humanities 492.)

\*455 ANCIENT ART—3 hours. The great monuments (architecture, sculpture, painting) of the ancient Egyptians and the early inhabitants of Mesopotamia, the Aegean Islands, and Greece. (Also listed as Humanities 441.)

\*456A BAROQUE AND ROCOCO ART IN ITALY—3 hours. Baroque style in the seventeenth and eighteenth centuries in Italy: architecture, painting, and sculpture. (Also listed as Humanities 471.)

\*456B BAROQUE AND ROCOCO ART IN NORTHERN EUROPE AND SPAIN—3 hours. A study of selected art monuments (painting, architecture, sculpture, the minor arts) of the seventeenth and eighteenth centuries in the Low Countries, France, England, and Spain. (Also listed as Humanities 472.)

458 INDIVIDUAL STUDY IN ART HISTORY AND CRITICISM—1-3 hours. Prerequisites: consent of instructor and of the chairman of the Humanities Department. (Also listed as Humanities 439.)

\*459 ROMANESQUE AND GOTHIC ART—3 hours. The architecture, sculpture, and painting of two particularly rich eras in the culture of Western Man, classical and Eastern influences. Regional and chronological differences will be coordinated with the religious, historical, political, and social movements occurring from the eleventh to the fifteenth centuries. (Also listed as Humanities 452.)

\*460 TOPICS IN MODERN ART—3 hours. Selected topics in modern art, architecture, and design. Each topic will be announced in advance and printed as part of the course title in the schedule of classes. This course may be repeated by the student, for a maximum of 6 semester hours, assuming a change in topic and subject content. Prerequisite: Humanities 492/Art 454 or consent of instructor. (Also listed as Humanities 499.)

\*471 AMERICAN ART—3 hours. The history of the visual arts in the American colonies and the United States from the twentieth century. Foreign influences are noted as well as the relation of these arts to the religious, political, and social conditions of American life. (Also listed as Humanities 411.)

\*472 AMERICAN PAINTING AND SCULPTURE—3 hours. The evolution of these arts in the American colonies and the United States from the seventeenth century to the present; foreign influences and indigenous traditions; the relation of these arts to the political, religious, and social conditions of American life. (Also listed as Humanities 412.)

\*473 AMERICAN ARCHITECTURE—3 hours. Sources and development of American architecture from the seventeenth century to the present: the colonial period, the early Republic, Romanticism, the post-Civil War period and recent architectural trends. (Also listed as Humanities 413.)

\*475 SOCIO-CULTURAL ASPECTS OF ART—3 hours. The relation of art forms, styles, techniques, and systems to the socio-cultural milieu, with topical emphasis on architecture, manuscript illumination, Italian Renaissance and baroque painting, nineteenth century French painting, and contemporary art. Prerequisite: two 400 courses in art history, or consent of instructor. (Also listed as Humanities 435.)

\*476 CONNOISSEURSHIP AND MUSEUM MANAGEMENT—3 hours. Survey of artistic taste and of factors contributing to formation of nineteenth and twentieth century museum collections; the museum as a resource for education and research. A laboratory approach to aspects of management, through cooperation with the Sheldon Swope Art Gallery, covers such areas as staffing, finance,

public relations, cataloguing, acquisitions, exhibition planning, conservation, etc. Students register in the fall term, but the course continues throughout the academic year. Enrollment, by consent of instructor, is restricted to two students each year. (Also listed as Humanities 436.)

\*477 PRINTS AND DRAWINGS—3 hours. A review of the history of Western art since the sixteenth century through a study of prints and drawings; the principal techniques and materials used in printmaking, followed by a chronological survey of styles of drawing and printmaking. (Also listed as Humanities 437.)

\*478 THE ART OF CHINA, KOREA, AND JAPAN—3 hours. Chinese art of the Shang and Chou Dynasties. Expansion of the Chinese culture through the Han Dynasty. Beginnings of art in Korea and Japan. Buddhist art in Japan and China. The rise of Chinese and Japanese national styles. Later Chinese and Japanese art. (Also listed as Humanities 425.)

### *Reading*

300 DIRECTED READING IN ART—1 hour. Seminar on contemporary aesthetic philosophies. (Also listed as Afro-American 321.)

457 SEMINAR IN ART THEORY AND CRITICISM—3 hours. Required for professional art majors. Presentation of research papers and discussion on selected topics. Can be repeated for credit. Prerequisite: At least one art history course on 400 level or consent of instructor.

### *Studio*

100 STUDIO ART APPRECIATION—2 hours. Experience in various media used by artists. Design, painting, and three-dimensional work. A General Education course in lieu of, or in addition to Art 151. Restricted to non-art majors.

301A SPECIAL PROBLEMS IN CERAMICS—1-3 hours. Additional experience in ceramics. Only with consent of instructor and chairman.

301B SPECIAL PROBLEMS IN COMMERCIAL ART—1-3 hours. Silk screen and other graphic processes. Prerequisite: 330A and consent of chairman.

301C SPECIAL PROBLEMS IN METALRY—1-3 hours. Specific supplementary problems related to metal. Prerequisite: 323A and consent of instructor and chairman.

301D SPECIAL PROBLEMS IN PAINTING—1-3 hours. Additional experience within painting. Only with the consent of instructor and chairman.

301E SPECIAL PROBLEMS IN PHOTOGRAPHY—1-3 hours. A concentrated effort to probe into photography as a method of exploring variations through multiple images, solarization, and bas-relief. Prerequisite: 360 and consent of chairman.

**301F SPECIAL PROBLEMS IN PRINTMAKING**—1-3 hours. Individual research into unique aspects of relief or intaglio processes. Prerequisite: 361B and consent of instructor and chairman.

**301G SPECIAL PROBLEMS IN SCULPTURE**—1-3 hours. Individual projects with emphasis on form, concept, and integration of multi-media. Prerequisite: consent of instructor and chairman.

**310 WATER MEDIA PAINTING**—3 hours. A general study exploring the many possible uses of water soluble materials.

**311 PAINTING I**—3 hours. A beginning course dealing with painted forms generally on a two-dimensional surface.

**322A CERAMICS**—3 hours. An introductory exploration into the three dimensional container form utilizing various ceramic approaches. Prerequisite: 222.

**322B CERAMICS**—3 hours. A continuing exploration of the three-dimensional form with clay and glazes as the primary media. Prerequisite: 322A.

**323A METALRY**—3 hours. An introduction to the working of metal by forming and constructing, using riveting and soldering as methods of connecting. Prerequisite: 222 or consent of instructor.

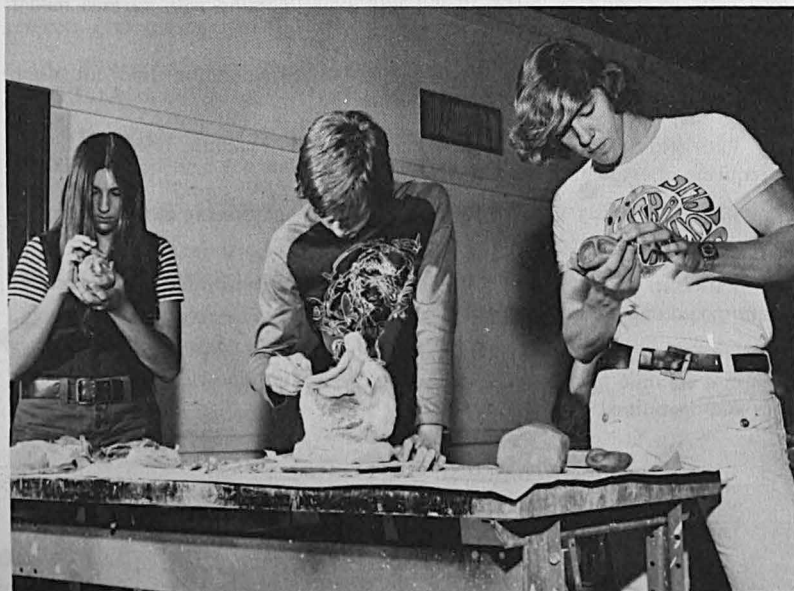
**323B METALRY**—3 hours. Techniques of sand and centrifugal casting as they may be applied to constructed objects. Prerequisite: 323A.

**330A COMMERCIAL DESIGN**—3 hours. Lettering posters. Prerequisite: 205.

**330B COMMERCIAL DESIGN**—3 hours. Layout and line technique. Prerequisite: 330A.

**341A SCULPTURE**—3 hours. An introduction into three-dimensional form, space, and content. Emphasis on carving, modeling, construction, and fabrication assemblage and varied multi-media. Prerequisite: core curriculum.

**341B SCULPTURE**—3 hours. Continuation of 341A with the addition of the fundamentals and practice of mold making, metal casting, and welded steel construction. Prerequisite: core curriculum and 341A.





- 360 ELEMENTARY PHOTOGRAPHY—3 hours. An introductory course in the fundamentals of developing film and paper. Exploration of the camera as a tool for self-expression. Prerequisite: Art major or consent of instructor.
- 361A PRINTMAKING—3 hours. A general introduction to the elements of basic printmaking techniques; relief, intaglio, and lithography. Prerequisite: 102.
- 361B PRINTMAKING—3 hours. Intaglio and mixed media print processes, etching, engraving, drypoint, and metal graphic. Prerequisite: 361A.
- 401A SPECIAL PROBLEMS IN CERAMICS—1-3 hours. A study of glaze calculation stressing formulation and experimentation of clays and raw materials. Prerequisite: consent of instructor and chairman.
- 401B SPECIAL PROBLEMS IN COMMERCIAL ART—1-3 hours. Special supplementary problems designed to improve the proficiency in any of the specific areas of commercial design. Prerequisite: 430A and consent of chairman.
- 401C SPECIAL PROBLEMS IN METALRY—1-3 hours. Specific supplementary problems related to raising, stretching, and electroforming metal. Prerequisite: 423A and consent of instructor.
- 401D SPECIAL PROBLEMS IN PAINTING—1-3 hours. Additional experience within painting. Only with consent of instructor and chairman.
- 401E SPECIAL PROBLEMS IN PHOTOGRAPHY—1-3 hours. A study of the social implications of photography. A personal portfolio of the student's own statements will be explored. Prerequisite: 301E and consent of instructor and chairman.
- 401F SPECIAL PROBLEMS IN PRINTMAKING—1-3 hours. Individual research into mixed media and/or planographic processes. Prerequisite: 461A and consent of instructor and chairman.
- 401G SPECIAL PROBLEMS IN SCULPTURE—1-3 hours. Individual projects with emphasis on form, concept, and integration of multi-media. Prerequisite: consent of instructor and chairman.
- 405 ADVANCED DRAWING—3 hours. Composing with a wide range of objects and situations including human figure and experimenting with various media. Prerequisite: 205.
- 410 ADVANCED WATER MEDIA—3 hours. Experimentation into all water soluble materials.
- 412 PAINTING II—3 hours. Expanded study into painting using 311 as a prerequisite or evaluation by instructor.
- 413 PAINTING III—3 hours. Advanced painting embracing extensive experiments into newer concepts.
- 414 PAINTING IV—3 hours. Considered the most advanced approach to painting on an undergraduate level.
- 422A CERAMICS—3 hours. An advanced study of the three-dimensional form and ceramic techniques, emphasizing a working knowledge of kiln functions and operations. Prerequisite: 322B.



422B CERAMICS—5 hours. An advanced exploration of the three-dimensional form, and ceramic techniques, processes, and raw materials. Prerequisite: 422A.

423A METALRY AND SILVERSMITHING—3 hours. Fundamentals of raising and stretching metal to produce hollow ware. Prerequisite: 323B.

423B SILVERSMITHING—3 hours. Raising, stretching, casting, and electroforming metals. Prerequisite: 423A.

430A COMMERCIAL DESIGN—3 hours. Design illustration. Prerequisite: 330B.

430B COMMERCIAL DESIGN—3 hours. Color separation and reproduction. Prerequisite: 430A.

441A SCULPTURE—3 hours. Exploration of sculptural concepts and utilization of multi-media. Emphasis on steel construction and casting. Prerequisite: 341B.

441B SCULPTURE—3 hours. Continuation of 441A. Emphasis on individual projects. Prerequisite: 441A.

461A PRINTMAKING—3 hours. Stone and metal plate lithography. Prerequisite: 361A.

461B PRINTMAKING—3 hours. Advanced problems in print mediums with special emphasis on color and photo processes. Prerequisite: 461A.

464 SERIGRAPHY—3 hours. Silk screen process as a fine art printing medium.

486A ART WORKSHOP—1-3 hours. Specialized training in some form of the visual arts. Prerequisite: consent of instructor and chairman.

486B ART WORKSHOP—1-3 hours. Specialized training in some form of the visual arts. Prerequisite: consent of instructor and chairman.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF CHEMISTRY

Dr. William B. Bunger, Chairman

Department Office: Room 51, Science Building

Students who wish to major in chemistry may qualify for a variety of fields related to chemistry depending on the curricular pattern followed. Typical of the opportunities open to the holder of the baccalaureate degree in chemistry are positions as analytical and control chemists, teachers of chemistry, technical sales personnel, clinical chemists, technical librarians, industrial supervisors, and research chemists in industrial and governmental laboratories. The baccalaureate degree is required for admission to graduate study in chemistry and may also be used to meet the preprofessional requirements in such fields as medicine and dentistry.

The philosophy of the Department is to develop a strong foundation in the fundamental principles of chemistry which will serve as the basis for future specialization. The curriculum includes essential background courses in mathematics and physics with sufficient study in philosophy and the arts and in social and behavioral sciences to assure a well-balanced education.

**DEGREE PROGRAMS.** Students majoring in chemistry may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must have completed successfully a minimum of 124 semester hours of credit including 50 hours of General Education as described elsewhere in this *Bulletin*.

The departmental curriculum leading to the Bachelor of Arts degree is designed for those who wish to prepare for industrial positions or for graduate study in chemistry and for those who wish to satisfy the entrance requirements of schools of medicine or dentistry. A description of the four-year program for chemistry majors who wish to enter medicine or dentistry can be found in this *Bulletin* in the section, preprofessional curricula. Students in the Bachelor of Arts program are required to demonstrate second-year level language competence in German or Russian. Substitution of another language must have the consent of the chairman, Department of Chemistry.

The Bachelor of Science curriculum is designed primarily for students who wish to pursue careers in specific professional areas such as teaching chemistry in secondary schools or working in forensic chemistry laboratories.

Every student majoring in chemistry is advised to consult with a counselor from the Department of Chemistry as early as possible to

ascertain that he is following the carefully structured sequence of courses, especially prerequisites.

Advanced placement examinations in freshman chemistry courses are given on request.

## American Chemical Society Certification

Students who wish to be certified as having fulfilled the requirements for professional education as adopted by the American Chemical Society should follow the departmental curriculum for majors.

Advanced chemistry electives must be selected from the following group in such a manner as to include at least 4 semester hours of lecture courses: 420—3 hrs.; 423—3 hrs.; 443—2 hrs.; 450—3 hrs.; 451—3 hrs.; 455—3 hrs.; 456—2 hrs.; 458—2 hrs.; 460—3 hrs.; 463—2 hrs.; 499—2 hrs.; (in addition to the 2 hours of 499 required).

**GENERAL EDUCATION COURSES.** Especially recommended for General Education, for non-majors, are the following: 100, 100L, 150, 150L, and 414. Non-majors may take more than 6 hours of chemistry by applying the added hours to category G, Supplementary.

## CURRICULA

### Chemistry Departmental

*Major* (72 semester hours total including required Mathematics and Physics)

Required Chemistry: 107—4 hrs.; 108—4 hrs.; 321—4 hrs.; 310—1 hr.; 353—5 hrs.; 354—5 hrs.; 421—3 hrs.; 440—3 hrs.; 461—4 hrs.; 462—4 hrs.; 468—3 hrs.; 499—2 hrs.

Required Mathematics: 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 330—3 hrs.

Required Physics: 205—5 hrs.; 206—5 hrs.

Electives: 6 hours in advanced Chemistry, Mathematics, or Physics.

A slight modification of this course pattern is necessary for those desiring to specialize in forensic chemistry.

*Minor* (23 semester hours)

Required Chemistry: 105—4 hrs.; 106—4 hrs.; 321—4 hrs.; 351—4 hrs.; 352—4 hrs. Plus electives to meet minimum requirements.

### Preprofessional Curricula

Students considering medicine, dental medicine, or other professional careers should follow a chemistry major sequence. Electives should be chosen to meet the entrance requirements of the particular professional school in question.

## Teacher Certification—Secondary Teaching

The following major and minor curricula patterns meet the minimum requirements for teacher certification in the State of Indiana. Students are requested to become thoroughly familiar with the requirements for admission to the School of Education.

### *Major* (40 semester hours)

Required Chemistry: 107—4 hrs.; 108—4 hrs.; 321—4 hrs.; 351—4 hrs.;  
352—4 hrs.; 461—4 hrs.; 462—4 hrs.

Required Physics: 105—4 hrs.; 106—4 hrs.

Advanced electives in Chemistry: 4 hrs.

### *Minor* (24 semester hours)

Required Chemistry: 105—4 hrs.; 106—4 hrs.; 321—4 hrs.; 351—4 hrs.;  
461—4 hrs.

Electives: 4 hrs.

## COURSES

Unless otherwise stated, all chemistry courses require laboratory work.

100 TERMINAL CHEMISTRY COURSE FOR NON-MAJORS—3 hours. Designed to give knowledge and understanding of selected important facts and principles of chemistry. No laboratory.

100L TERMINAL CHEMISTRY COURSE FOR NON-MAJORS—1 hour. A three hour weekly laboratory course involving selected experiments. Prerequisite or concurrent: 100.

103 ELEMENTARY CHEMISTRY—3 hours. A one-semester introduction to the principles of chemistry for students in nursing and health related professions. Concurrent with 103L or consent of instructor.

103L ELEMENTARY CHEMISTRY LABORATORY—1 hour. A weekly three-hour laboratory in which general chemistry laboratory procedures, techniques, and the use of equipment are stressed. Concurrent with 103 or consent of the instructor.

104 ELEMENTARY ORGANIC AND BIOCHEMISTRY—3 hours. A one-semester course dealing with the rudiments of organic and biological chemistry for students in nursing and health related professions. Concurrent with 104L or consent of instructor. Prerequisite: 103 or equivalent.

104L ELEMENTARY ORGANIC AND BIOCHEMISTRY LABORATORY—1 hour. A weekly three-hour laboratory in which organic and biological chemistry procedures, techniques, and use of equipment are stressed. Concurrent with 104 or consent of the instructor.

105 GENERAL CHEMISTRY I—4 hours. A systematic study of the essential nomenclature, hypotheses, theories, and laws of chemistry. Prerequisite: a working knowledge of algebra.

106 GENERAL CHEMISTRY II AND QUALITATIVE ANALYSIS—4 hours. A continuation of 105 with laboratory work in qualitative analysis. Prerequisite: 105.

107 GENERAL CHEMISTRY I—4 hours. An initial study of chemistry including atoms, periodicity, bonding, ions and molecules, states of matter, phase changes, and solutions. Three hours of lecture and three hours of laboratory per week. Required of all chemistry majors. Prerequisite or concurrent enrollment: Mathematics 115.

108 GENERAL CHEMISTRY II—4 hours. A continuation of 107 including ionic solutions, equilibria, thermodynamics, and kinetics. Three hours of lecture and three hours of laboratory work per week. Laboratory includes inorganic qualitative analysis. Required of all chemistry majors. Prerequisite: 107.

150 A TERMINAL ORGANIC CHEMISTRY COURSE FOR NON-MAJORS—3 hours. A continuation of 100 with major emphasis on the field of organic chemistry. No laboratory. Prerequisite: 100.

150L A TERMINAL ORGANIC CHEMISTRY LABORATORY COURSE FOR NON-MAJORS—1 hour. Basic laboratory techniques and skills involved in the synthesis, purification, and identification of organic compounds. Prerequisite or concurrent: 150.

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. A summer honors seminar for mature, outstanding high school students who have completed no less than six semesters of high school work. Work in the Chemistry Department over and above the regular secondary school curriculum. This shall not be for the purpose of accelerating the secondary school student at the high school level but is a means of broadening and encouraging the student's educational program. The purpose in chemistry shall be to provide intellectual stimulation and the highest quality collegiate experiences which the University can offer. Prerequisite: 1 semester of high school chemistry.

301 TOPICS IN CHEMICAL TECHNIQUES—1-3 hours. Principles and applications of special laboratory techniques used in chemical research. Examples are: spectroscopic, chromatographic, electrochemical, magnetic resonance, glass blowing and high vacuum, and photochemical techniques. Specific course title will be listed when course is scheduled.

309 HISTORY OF CHEMISTRY—1 hour. A chronological study of the important ideas, hypotheses, theories, and laws of chemistry and the creative individuals responsible for them. Prerequisite: 106 or 108. No laboratory.

310 CHEMICAL LITERATURE—1 hour. The study and use of chemical literature as a tool in teaching and research. Prerequisite: 351 or 353. No laboratory.

321 QUANTITATIVE ANALYSIS I—4 hours. The principles and techniques of gravimetric and volumetric analysis. Two class hours and six laboratory hours per week. Prerequisite: 106.

- 325 FORENSIC ANALYTICAL TECHNIQUES I—3 hours. An introductory course concerned with the identification and individualization of materials such as paint, soil, drugs, fibers, hair, blood, etc., by laboratory examinations of chemical and physical properties. One hour of lecture and six hours of laboratory per week. Prerequisites: 321, 354, 354L, and 461 concurrent, or prerequisite.
- 326 FORENSIC ANALYTICAL TECHNIQUES II—3 hours. A continuation of 325. One hour of lecture and six hours of laboratory per week. Prerequisite 325.
- 351 ORGANIC CHEMISTRY I—3 hours. The chemistry of carbon-containing compounds. Prerequisite: 106 or 108. Concurrent with 351L or consent of instructor.
- 351L ORGANIC CHEMISTRY LABORATORY I—1 hour. A three hour laboratory in which basic organic chemistry laboratory procedures and techniques, including some instrumentation, are used in the preparation, reaction, isolation, and characterization of organic compounds. Prerequisite: concurrent with 351 or consent of instructor.
- 352 ORGANIC CHEMISTRY II—3 hours. A continuation of 351. Prerequisites: 351. Concurrent with 352L or consent of instructor.
- 352L ORGANIC CHEMISTRY LABORATORY II—1 hour. Continuation of 351L. Prerequisites: 351L. Concurrent with 352 or consent of instructor.
- 353 ORGANIC CHEMISTRY I—3 hours. The fundamentals of organic chemistry with special emphasis on structure, mechanism, and spectroscopy; required for chemistry majors and recommended for science majors in related areas with a chemical orientation. Prerequisites: 106 or 108. Concurrent with 353L or consent of instructor.
- 353L ORGANIC CHEMISTRY LABORATORY I—2 hours. Two three hour laboratories weekly in which basic organic chemistry laboratory procedures and techniques, including some instrumentation, are used in the preparation, reaction, isolation, and characterization of organic compounds. An emphasis is placed on the use of modern spectroscopic and chromatographic techniques. A research attitude toward the solution of chemical problems is developed along with increasing independence. Prerequisite: concurrent with 353 or consent of instructor.
- 354 ORGANIC CHEMISTRY II—3 hours. A continuation of 353, including synthesis, natural products, and special topics of current interest. Required for chemistry majors. Prerequisite: 353. Concurrent with 354L or consent of instructor.
- 354L ORGANIC CHEMISTRY LABORATORY II—2 hours. Continuation of 353L culminating in a special project reported in both oral and written form. Prerequisites: 353L. Concurrent with 354 or consent of instructor.
- 395 THE TEACHING OF HIGH SCHOOL CHEMISTRY—2 hours. A course to familiarize the prospective chemistry teacher with successful techniques, demonstrations, curricula, films, and desirable professional organizations. No laboratory.

- \*414 **CHEMICAL CONTRIBUTIONS TO MODERN LIFE**—2 hours. The American chemical industry: the accomplishments, operations, economics, and useful products. This does not count toward the chemistry major or minor. No laboratory. Prerequisite: junior standing.
- \*416 **CHEMICAL PROCESS INDUSTRIES**—2 hours. A brief survey of the fundamentals of chemistry and chemical engineering as used in industry. Numerous field trips. Prerequisites: 352 or 354. No laboratory.
- \*420 **ADVANCED ANALYTICAL CHEMISTRY**—3 hours. The theory of separation methods in analytical chemistry, including zone melting, ion exchange, extraction, dialysis, sequestering agents, and the statistical treatment of data. Prerequisite: 421. No laboratory.
- \*421 **INSTRUMENTAL METHODS OF ANALYSIS**—3 hours. Principles and applications of instrumental analysis, including colorimetry, spectrophotometry, potentiometry, electroanalysis, polarography, emission spectroscopy, and chromatography. Prerequisite or concurrent: 462.
- \*422 **QUANTITATIVE ANALYSIS II**—4 hours. A continuation of 321. Two class hours and six laboratory hours per week. Prerequisite: 321.
- \*423 **CHEMICAL INSTRUMENTATION**—3 hours. Consideration of electronics and optics as applied to instrumentation. Principles of design and construction of instruments used in chemical research, analysis, recording, and control. Laboratory practice in design and modification to meet special needs. Prerequisite: 421.
- \*424 **ORGANIC QUANTITATIVE ANALYSIS**—3 hours. Lectures and laboratory practice in elementary analysis and functional group analysis. Prerequisites: 352 or 354, and 421; 453 is recommended but not required.
- \*431 **BIOCHEMISTRY I**—4 hours. Biochemistry of the lipids, carbohydrates, proteins, nucleic acids and enzymes, and physico-chemical principles and techniques used in their study. Prerequisite: 352 or 354.
- \*432 **BIOCHEMISTRY II**—4 hours. Chemistry of protein synthesis, blood, respiration, acid-base balance, inorganic metabolism, hormones, energy metabolism; biochemistry of the kidney and other tissues, and nutrition. Three hours lecture and three hours of laboratory per week. Prerequisites: 352 or 354, 431 or consent of instructor.
- \*435 **INTERMEDIARY METABOLISM**—4 hours. Bioenergetics, biological oxidation-reduction, energy metabolism, and the metabolism of lipids, carbohydrates, proteins, and nucleo-proteins. Three class hours and three laboratory hours per week. Prerequisite: 431.
- \*440 **THEORETICAL INORGANIC CHEMISTRY**—3 hours. Atomic structure, bonding models, coordination chemistry, symmetry and chemical applications of the group theory. No laboratory. Prerequisite or concurrent: 462.
- \*443 **NUCLEAR CHEMISTRY**—2 hours. The structure of the nucleus, nuclear models, modes of radioactive decay, nuclear reactions, and the principles of nuclear chemistry. Prerequisite: 462. No laboratory.



- \*450 ADVANCED ORGANIC CHEMISTRY—3 hours. The three fundamental aspects of organic chemistry: structure, reactions, and mechanisms. No laboratory. Prerequisites: 352 or 354, 462.
- \*451 ORGANIC POLYMER CHEMISTRY—3 hours. Preparations, structures, and properties of organic polymers (macromolecules) including a brief treatment of theoretical aspects. No laboratory. Prerequisites: 352 or 354, 462.
- \*453 ORGANIC QUALITATIVE ANALYSIS—3 hours. The development of the qualitative procedures and techniques used in organic chemistry. Prerequisites: 352 or 354, 421.
- \*455 HETEROCYCLIC ORGANIC CHEMISTRY—3 hours. The synthesis and reactions of three-, four-, five-, and six-membered heterocycles. No laboratory. Prerequisites: 352 or 354; 462 or consent of instructor.
- \*456 ORGANIC PREPARATIONS—2 hours. The development of advanced procedures and techniques in organic chemistry. Six hours of laboratory per week. Prerequisite: 352 or 354.
- 458 TOPICS IN ORGANIC CHEMISTRY—3 hours. A series of advanced courses in organic chemistry in which special topics are considered. Prerequisites: 352 or 354, recommend 462.
- \*460 ADVANCED PHYSICAL CHEMISTRY—3 hours. Fundamental principles of quantum mechanics and statistical mechanics. No laboratory. Prerequisite: 462.
- \*461 PHYSICAL CHEMISTRY I—3 hours. Development and discussion of the relationships that are the hypotheses, theories, and laws of chemistry. Prerequisites: 106 or 108, Mathematics 330.
- \*461L PHYSICAL CHEMISTRY I LABORATORY—1 hour. Laboratory portion of 461. Prerequisite or concurrent: 461.
- \*462 PHYSICAL CHEMISTRY II—3 hours. A continuation of 461. Prerequisite: 461.
- \*462L PHYSICAL CHEMISTRY II LABORATORY—1 hour. Laboratory portion of 462. Prerequisite or concurrent: 462.
- \*463 RADIOISOTOPE TECHNIQUES—2 hours. Practice in the handling of radioisotopes and in the characteristics and use of radiation detection equipment. Prerequisite: 462 or consent of instructor.
- \*468 PHYSICAL CHEMISTRY III—3 hours. An introduction to quantum mechanics and statistical mechanics with applications to molecular spectroscopy and other selected topics. No laboratory. Prerequisites: 462 and Mathematics 330.
- 499 INTRODUCTION TO RESEARCH IN CHEMISTRY—2-4 hours. Selected problems for laboratory or literature research. Open to chemistry majors only. Prerequisite: 461.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

# DEPARTMENT OF CRIMINOLOGY

Dr. William Nardini, Chairman  
Department Office: Room 227, Reeve Hall

The Department of Criminology offers a curriculum which prepares students to teach, to research, to enter a profession, or to obtain liberal arts education. The curriculum in criminology is designed for those students interested in the fields of correction, law enforcement, and programs for the prevention of crime and delinquency. This program also provides a suitable undergraduate major and minor for students who plan to go on to law school or to a school of social work, or who wish to work toward an advanced degree in criminology or other areas in the social sciences.

Career opportunities for students in criminology include: (1) adult and juvenile probation and parole agencies; (2) adult and juvenile correctional institutions (classification, counseling, case-work, and group work); (3) law enforcement (city, county, state, and federal agencies); (4) delinquency control and prevention programs; (5) Community Youth Service Bureaus; (6) criminal justice planning agencies involved in planning, research, and evaluation studies; and (7) safety and security positions in industrial, commercial, and financial organizations.

**GENERAL EDUCATION COURSES.** Courses offered by the Department of Criminology may be taken to meet the General Education program section F. These include 100, 320, 423, and 427.

## CURRICULA

Requirements for a major or minor in criminology are listed below. In addition to these requirements, the student must meet all general requirements for graduation from the University.

### *Major* (39 semester hours)

Required Criminology: 200—3 hrs.; 320—3 hrs.; 420—3 hrs.; 423—3 hrs.; 427—3 hrs.; 430—3 hrs.; 431—3 hrs.; 498—6 hrs.

Electives: 3 hours of any research methods or statistics course and 9 hours of directed electives as approved by a faculty advisor in the Department of Criminology.

### *Minor* (18 semester hours)

Required Criminology: 200—3 hrs.; 320—3 hrs.; 420—3 hrs.; 423—3 hrs.; 430—3 hrs.

Electives: 3 hours in criminology.

## COURSES

- (200) 100 CRIMINOLOGY—3 hours. A consideration of criminality, its nature and extent, particularly in the United States; and an analysis of the etiology of criminal behavior, the criminal law, and societal reactions to criminals.
- 320 INTRODUCTION TO LAW ENFORCEMENT—3 hours. Philosophical and historical background of law enforcement at the state, county, city, and village levels. An introduction to contemporary police organizations and methods of operation.
- 321 CASE STUDIES IN POLICE SERVICE—3 hours. A study of the behavior of subjects and police officers under the stress situations of arrest, interrogation, incarceration, protest demonstrations, riots and public catastrophes, using actual incidents taken from police log books, records, and accounts. An analysis will be made of the handling of each incident with reference to principles of police service and the understanding of human behavior. Prerequisite: 320.
- \*407 POLICE ORGANIZATION AND ADMINISTRATION—3 hours. The police as a functional aspect of the system of criminal justice; principles of organization and management in terms of line, staff, and auxiliary functions; specific concentration on (1) organization for police service; (2) administration services; (3) operational services; and (4) auxiliary services. Prerequisite: 200, 320 (may be taken concurrently) or consent of instructor.
- \*416 SYMPOSIUM ON CRIMINOLOGY—1-3 hours. Consideration is given to a specific area of criminology by leading national and state authorities. This course is offered for credit or non-credit, and for in-service or pre-service students. This course will be offered during the summer or the academic year. A different topic is selected for each symposium. A student may earn a maximum of 6 hours of credit by enrolling in different sessions. Prerequisite: 6 hours of criminology or consent of the Department chairman.
- \*420 CRIMINAL LAW AND PROCEDURE I—3 hours. An analysis of the history and development of the criminal law as a system of social control; the scope, purpose, and general principles of criminal law; and the essential characteristics of various crimes.
- \*421 CRIMINAL LAW AND PROCEDURE II—3 hours. This is a continuation of 420.
- \*423 JUVENILE DELIQUENCY—3 hours. Definitions and interpretations of theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation. Prerequisite: 6 hours of criminology or consent of instructor.
- \*427 DYNAMICS OF CRIMINAL AND DELINQUENT BEHAVIOR—3 hours. The dynamic interrelatedness in the formation and manifestation of criminal and delinquent behavior and various sociocultural factors and processes. Prerequisite: 6 hours in criminology or consent of instructor.
- \*430 CORRECTIONAL INSTITUTIONS—3 hours. An overview of the correctional institution in the United States as it exists today in terms of its development, objective, and standards; attention focused on the history of imprisonment as social control, retribution versus rehabilitation as a philosophy, and

modern expectations in the progressive system; examination of correctional institutions which include jails, detention homes, reformatories, work-furlough camps, and open and closed institutions. Prerequisite: 6 hours of criminology or consent of instructor.

**\*431 PROBATION AND PAROLE—3 hours.** An overview of the processes of probation and parole in the United States in terms of their historical development, philosophy, and standards; attention focused on utilization of parole and probation as tools of social control with special emphasis on the implications of their philosophical impact on field practice; non-institutional methods of correctional practice examined in terms of both juveniles and adults; special projects evaluated in relation to existing standards. Prerequisite: 6 hours of criminology or consent of instructor.

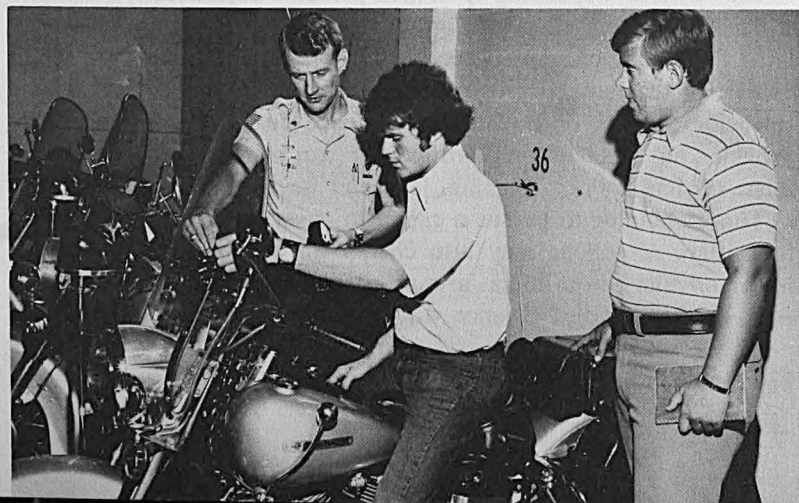
**\*432 THE LAW ON EVIDENCE—3 hours.** Analysis of the rules of evidence, their functional relationship to the culture in which they operate, and their effect on law enforcement, criminal prosecution, and the correctional processes. Prerequisite: 420, 421 or consent of instructor.

**\*435 CRIMINAL INVESTIGATION—3 hours.** Organization and functions of investigative agencies, basic considerations in the investigation of crime, collection and preservation of physical evidence, elements of legal proof in the submission of evidence, investigation of specific types of offenses. Prerequisite: 200, 320 or the consent of instructor.

**497 INDIVIDUAL DIRECTED STUDY—1-3 hours.** An individual study of a particular area or problem in criminology as decided upon by the student and the instructor. An outline of the proposed study must be submitted to the instructor for approval prior to enrollment in the course. Prerequisite: Consent of instructor.

**498 INTERNSHIP IN CRIMINOLOGY—6 hours.** Practice work in an agency involved in the administration of criminal justice. Placement may be any one of the several settings such as law enforcement, courts, or correctional institutions in accordance with the interests of the student and recommendation of the faculty. A series of varied assignments will serve to introduce the student to typical duties performed by the agency. This will be augmented with directed reading and regular consultation with the faculty member in charge. Prerequisite: Senior standing and/or consent of instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF ECONOMICS

Dr. Robert F. Cook

Department Office: Room 280, Holmstedt Hall

The Economics Department offers the opportunity for concentrated study both of the traditional core of economic theory and also of specific economic and social issues, including poverty, pollution, labor relations, government regulation and finance, urban problems, and international economic affairs. Economic majors and minors can, with the assistance of their departmental advisor, design interdisciplinary programs of study in any of the above areas by careful selection of electives in business, geography, history, political science, sociology, and other departments of the University. Internships or co-op work experiences (through the Cooperative Professional Practices Program) are arranged when possible for students who desire them.

**GENERAL EDUCATION COURSES.** Six hours of economics may be counted under Category F (Social and Behavioral Sciences). Non-economics majors may count additional courses under Category G (Supplementary). Economics 100 is specifically designed to satisfy General Education requirements and can also serve as an introduction to the field for those who prefer a course with a flexible format and an emphasis on past and present economic policies and issues. Economics 200 is a more traditional and more analytical course oriented toward business and economics majors and minors. Students who have taken *either* of these courses (taking both is not recommended) may also elect any of the following: Economics 201, 211, 280, 298, 311, 321, 351, 352, 353, 361, 362, and 406.

**DEGREE PROGRAM.** Students who are interested in a concentration in the study of economics may choose among a variety of curricular patterns, depending upon their personal objectives:

Those planning to pursue graduate studies in economics or related fields may choose an economics departmental major or minor as part of the requirements of a liberal arts program leading to the Bachelor of Arts or Bachelor of Science degree. Such a program provides an excellent background for careers in business, government service, college teaching, law, and writing and research.

Those planning to pursue a career in government or industry after four years of college may also choose an economics departmental major or minor in a liberal arts program leading to the Bachelor of Arts or Bachelor of Science degree. Typical of the opportunities

open to the holder of the baccalaureate degree in economics are positions as economic analysts, managers, urban planners, government administrators, field workers for the National Labor Relations Board and other governmental agencies, and a variety of other positions in banking, sales, business, labor relations, and non-profit organizations.

Those planning to pursue a career in secondary teaching may follow one of the three options available in economics which lead to teaching certification and the Bachelor of Arts or Bachelor of Science degree.

## CURRICULA

### Economics Departmental

Students who choose the major or minor pattern listed below must ascertain that they are also meeting the University requirements in General Education and that they will have successfully completed 124 semester hours of credit to be graduated as well as maintained the minimum index for continued enrollment.

#### *Major* (33 semester hours)

Required Economics: 200—3 hours.; 201—3 hrs.; 321—3 hrs.; 371—3 hrs.; 400—3 hrs.; 401—3 hrs.

Directed electives to meet the total required hours.

Mathematics 201 and 301 or equivalent, for a maximum of 6 hours, may be applied toward the 33 required hours.

#### *Minor* (18 semester hours)

Required Economics: 200—3 hrs.; 201—3 hrs.; 321 or 400 or 401—3 hrs.

Directed electives to meet the required total hours.

### Teacher Certification

#### *Economics for Social Studies Certification*

See Social Studies Teaching Certification in the Social Science Education section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

#### **First Endorsement on Teaching Major**—(18 semester hours)

Required Economics: 200—3 hrs. and 201—3 hrs.

Directed electives in Economics: 12 hours.

#### **Second Endorsement on Teaching Major**—(12 semester hours)

Required Economics: 200—3 hrs. and 201—3 hrs.

Directed electives in Economics: 6 hours.

**Endorsement on Teaching Minor**—(15 semester hours)

Required Economics: 200—3 hrs. and 201—3 hrs.

Directed electives in Economics: 9 hours.

Economics 100 is not acceptable on these endorsements.

A teaching major requires a minimum of 40 semester hours, a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

## COURSES

Courses are offered in the following fields (The numbers in parentheses are used as the central digit in course numbers to identify the field involved.): (0) General Economics, Economic Theory, (1) Government Regulation, (2) Money, Banking, and Monetary Theory, (3) Government Finance, (4) International Multinational Economics, (5) Labor Economics and Labor Institutions, (6) Economic History, (7) Quantitative Economics, (8) Urban-Regional Economics, and (9) Readings and Research in Economics.

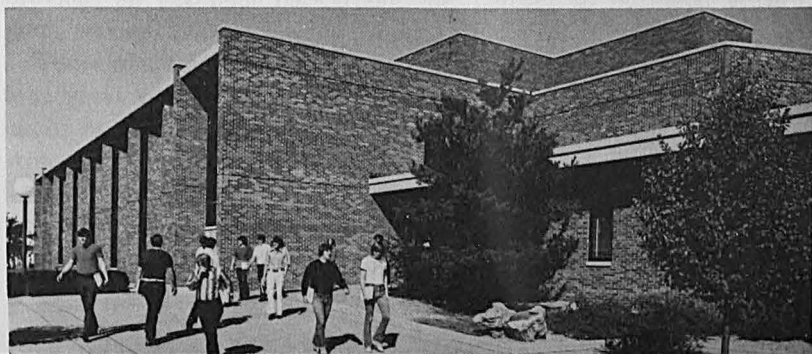
100 BASIC ECONOMICS—3 hours. Selected past and present economic issues and policies. Designed to satisfy General Education requirements.

200 MACROECONOMICS—3 hours. Introductory analysis of the nature and method of economics. National income determination and the theory of employment. Functioning and effect of the credit system and economic policies toward stability and growth.

201 MICROECONOMICS—3 hours. Determination of individual prices by supply and demand. Theories dealing with economic behavior of enterprises and individual economic sectors under differing market conditions. Introduction to international economics.

211 ENVIRONMENTAL ECONOMICS—3 hours. An economic analysis of the causes and effects of pollution and an evaluation of the alternatives in environmental control. Designed for students with minimal background in economics.

280 ECONOMICS AND URBAN PROBLEMS—3 hours. Provides the student with basic economic tools that can be used to better understand urban problems such as housing, transportation, pollution, and poverty. Public policies designed to alleviate urban problems are analyzed using efficiency and equity consideration as standards for judging proposed policy solutions. (Other study topics include: Economic Factors that Have Led to Urban Growth, Locational Patterns within Urban Areas, Export Base Theory as an Explanation of Urban Income Generation, Public Policy toward Urban Development, and the Use of Benefit-Cost Analysis to Make Non-Market Resource Allocation Decisions.)



298 SPECIAL TOPICS IN ECONOMICS—1-6 hours. An analysis of economic problems and subject areas. Topics arranged by the faculty member(s) involved. Specific course title will be listed when course is scheduled.

302 ECONOMICS OF HEALTH AND MEDICAL CARE—3 hours. Surveys the effects of institutional arrangements on the level of efficiency and the changes in the level of productivity in the provision of health and medical services. (Incentives for efficiency under third party payment are compared with those under competition. Problems in measuring health care quality are investigated, as are trends in health care delivery systems.) Economic concepts are treated on an elementary level, and the course is designed primarily for those interested in the health professions or medicine.

311 GOVERNMENT AND BUSINESS—3 hours. Socioeconomic philosophy of regulation and control. Economic and legal issues and problems arising from non-competitive market condition. Prerequisite: 100 or 200.

321 MONEY AND BANKING—3 hours. Nature and function of credit in the American economy; operation of the commercial banks, purposes and functions of the Federal Reserve System, and the introduction to monetary theory. Prerequisite: 100 or 200.

331 PUBLIC FINANCE—3 hours. Introduction to government finance. Study of public expenditures; debt management; various types of revenue, including public domain, fees, special assessments, and taxes. Theories and principles of taxation. Prerequisite: 201.

332 STATE AND LOCAL FINANCE—3 hours. Methods and problems of state and local finance. Prerequisite: 331.

351 SURVEY OF LABOR ECONOMICS AND LABOR INSTITUTIONS—3 hours. Introductory course dealing with economic problems of wage-earners in modern society; economics of labor markets; history of the American labor movement; structure, policies, and problems of labor organizations; process of collective bargaining; and public policy toward labor. Prerequisite: 100 or 200.

352 ECONOMIC SECURITY IN THE UNITED STATES—3 hours. Examination of economic problems of the aging, the disabled, and the unemployed; sub-standard working and living conditions; private programs of economic security; development of social security; and problems in social insurance. Prerequisite: 100 or 200.

353 WOMEN AND ECONOMICS—3 hours. The objective of the course is to analyze the economic aspects of women's changing role in the labor force and in the home. Areas covered include the extent of women's education; labor force participation; economic factors affecting the family; forms, theory, and consequences of economic discrimination against women; effects of government policy; and historical and international comparisons of the economic role of women.

(261) 361 ECONOMIC HISTORY OF EUROPE—3 hours. Development of leading European states since 1200. Prerequisite: 100 or 200.

(262) 362 ECONOMIC HISTORY OF THE UNITED STATES—3 hours. American industry, commerce, transportation, banking, coinage, agriculture, and labor from the colonial period to the present. Prerequisite: 100 or 200.



- (\*471) 371 ECONOMIC STATISTICS—3 hours. Collection and presentation of economic data; descriptive statistical technique as applied in Economics—including frequency distribution, time series, index numbers, and correlations; the principles and application of statistical inference.
- (340) 380 INTRODUCTION TO REGIONAL-URBAN ECONOMICS—3 hours. Introductory course dealing with the spatial order of the economy, regional-urban structure, regional-urban problems, and the role of the public and private sectors of the economy in developing feasible solutions. Prerequisite: 201.
- \*400 INTERMEDIATE MACROECONOMICS—3 hours. Measurement and analysis of national income; theory of income determination; fluctuations and growth of economic activity; problems of fiscal and monetary policy. Prerequisite: 200 and 201.
- \*401 INTERMEDIATE MICROECONOMICS—3 hours. Theory of price determination under various categories of competition; the function of prices with respect to resource allocation and income distribution. Prerequisite: 200 and 201.
- \*403 HISTORY OF ECONOMIC THOUGHT—3 hours. Development of economic thought into the present century. Emphasis on Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Veblen. Prerequisite: 201.
- \*406 THE ECONOMICS OF DISSENT—3 hours. Analysis of ideas, past and present, aimed at reform, radical change, and destruction of prevailing socio-economic institutions. Prerequisite: Economics 100 or 200.
- \*411 GOVERNMENT REGULATION AND COMPETITION—3 hours. Economic analysis of governmental efforts to promote competition and reduce or eliminate economic concentration. Emphasis placed upon governmental actions regarding mergers, price fixing, tying contracts, exclusive dealer arrangements, and unfair methods of competition. Major emphasis on Federal Government. Prerequisite: 311 or consent of instructor.
- \*414 PUBLIC UTILITY REGULATION—3 hours. Survey of the economic bases and principles of regulations; emphasis on economic factors involved in rate making and service requirements imposed upon regulated industries. Present regulations and problems of utilities and the regulatory commissions. Prerequisite: 311 or consent of instructor.
- \*430 METROPOLITAN FINANCE—3 hours. Revenue problems of metropolitan governments and various methods of using financial resources of metropolitan areas to meet fiscal needs of local governments. Prerequisite: consent of instructor.
- \*441 INTERNATIONAL TRADE—3 hours. International trade, finance, and commercial policy. Tariffs, trade controls, monetary standards, and balance of payments. Prerequisite: 201 or consent of instructor.
- \*442 COMPARATIVE SYSTEMS—3 hours. Comparison of principal economic systems, historical backgrounds, characteristic features, strengths and weaknesses. Prerequisite: 201 or consent of instructor.



\*443 ECONOMIC DEVELOPMENT OF CHINA AND JAPAN BEFORE WORLD WAR II—3 hours. Historical and analytical survey of economic organizations of China and Japan before the Second World War. Prerequisite: 201 or consent of instructor.

\*444 ECONOMIC DEVELOPMENT OF CONTEMPORARY CHINA AND JAPAN—3 hours. Contemporary economic developments in China and Japan. Rates of growth, Japan's present position in world trade, and changing structure of the economy in Mainland China. Prerequisite: 201 or consent of instructor.

\*445 SOVIET ECONOMY—3 hours. Social and economic conditions leading to the Revolution. War, communism, ideology, and reality. The bumpy road toward a planned economy. The Plan itself: theory and practice. Industrial organization, structural changes, and performance. The revisionists outside the USSR. Evaluation and speculations about future developments. Prerequisite: 201.

\*446 THEORY OF ECONOMIC DEVELOPMENT—3 hours. Theories and factors related to economic growth in United States and in the less developed countries. Problems involved in measurement and control of economic development; the role of internal and external pressures designed to influence patterns of growth. Prerequisite: 201 or consent of instructor.

\*447 INTERNATIONAL FINANCE—3 hours. Mechanism of balance of payments; adjustments and concepts of balance of disequilibrium, foreign exchange markets, and monetary standards; international liquidity and international financial institutions. Prerequisite: 441 or consent of instructor.

\*451 COLLECTIVE BARGAINING AND LABOR LAW—3 hours. Development of bargaining; emphasis on practical problems of contract negotiations and grievance procedure. Prerequisite: 351 or consent of instructor.

\*452 COMPARATIVE LABOR MOVEMENTS—3 hours. Political and social consequences of various labor movements and their economic effects. Prerequisite: 351 or consent of instructor.

\*470 QUANTITATIVE ECONOMICS—3 hours. Mathematical methods used in economic analysis. Prerequisite: college algebra or consent of instructor.

484 READINGS FOR HONORS—3 hours. Reading approved by the instructor. Detailed oral reports to the instructor. Prerequisites: 201, a cumulative G.P.A. of at least 3.00, and consent of instructor.

(\*481) \*491 CONTEMPORARY ECONOMIC LITERATURE—3 hours. Representative sampling of current literature. Following core of standard works, student will explore, more intensively, literature of a single area. Prerequisites: 400 and 401 or consent of instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF ENGLISH AND JOURNALISM

Dr. James B. Misenheimer, Chairman  
Dr. James S. Mullican, Associate Chairman  
Mr. John H. Boyd, Jr., Director of Journalism  
Department Office: Room 1, Dreiser Hall

The Department of English and Journalism provides in English a major and several minors, including English, creative writing, folklore, and linguistics, and prepares students for high school or college teaching. The Department offers in journalism a major and minor on a professional curriculum, a major and minor for teacher certification, and a liberal arts minor. Students intending to teach English in high school must take a major or minor in English. Those intending to teach journalism in high school must take a major or minor in journalism. Students whose primary interest is not in high school teaching are advised to follow the professional or liberal arts curriculum, as appropriate.

**GENERAL EDUCATION COURSES.** For all students of the University, the Department offers General Education courses in writing and literature.

English 104 and 105 or 107 (see course descriptions) are required of all students during the first year and must be continued during consecutive semesters until credit has been earned. Entering freshmen whose test scores reveal inadequate preparation in English will be required to take 100 and 101, special courses designed to prepare those students for 105.

All students who make an average of less than B+ in Freshman Writing at Indiana State may take the Upper Level Proficiency Examination at the end of their sophomore year. Those whose examinations show them deficient in English are required to take 305 or a substitute course approved by the Department. English majors and minors are not required to take the proficiency examination but must take 307 or approved substitute in advanced composition.

Literature courses especially designed to meet the General Education requirements are 230, 231, 232, 233, 243, 334, 335, 336, 370, and 371. All other literature courses in the Department also meet the General Education requirements for Category D, except 480 and 481. Other courses can be used for Category G, unless specifically excluded by the Department.

## CURRICULA IN ENGLISH

The goal of the study of English is essentially that of expanding the human spirit and sharing through the written word. This goal is reached by the cultivation of a critical appreciation for literary works of all ages and cultures and by the development of skill in writing in a practical as well as an artistic way. In general, the study of English offers a solid foundation for any position requiring a broad cultural background.

Requirements for majors and minors in English and for minors in creative writing, folklore, and linguistics on various curricula are listed below. In addition to these requirements the student must meet all general requirements for graduation from the University.

### Liberal Arts

Bachelor of Arts or Bachelor of Science degree

#### *English Major* (30 semester hours)

Required: 240—3 hrs.; 241—3 hrs.; 250—3 hrs.; 251—3 hrs.;—307—3 hrs. (or approved substitute in advanced composition); 460—3 hrs.

To complete the major, electives approved by an advisor in the Department.

#### *English Minor* (20 semester hours)

Required: 240—3 hrs.; 241—3 hrs.; 250—3 hrs.; 251—3 hrs.; 307—3 hrs. (or approved substitute in advanced composition.)

To complete the minor, electives approved by an advisor in the Department.

#### *Creative Writing Minor* (18 semester hours)

Required Technique Courses (6 hours) to be chosen from the following: 324—3 hrs., 325—3 hrs., or 326—3 hrs. (when these are offered as technique courses).

Required Writing Courses (12 hours) to be chosen from the following: 220—3 hrs., 221—3 hrs., 324—3 hrs. (when offered as a writing course), 325—3 hrs. (when offered as a writing course), 326—3 hrs. (when offered as a writing course), or 424—3 hrs.

#### *Folklore Minor* (18 semester hours)

Required: 370—3 hrs.; 371—3 hrs.; 471—3 hrs.

To complete the minor, 9 hours from folklore and related areas approved by an advisor in folklore.

#### *Linguistics Minor* (18 semester hours)

Required: 210—3 hrs.; 411—3 hrs.

To complete the minor, 12 hours from linguistics and related areas selected from at least three departments and approved by an advisor in linguistics.

## Teacher Certification

Bachelor of Arts or Bachelor of Science degree

In addition to fulfilling the requirements of the Department, students on the teaching curriculum must meet the requirements for admission to the School of Education and for the professional semester.

### *English Major* (40 semester hours)

Required: 210—3 hrs.; 240—3 hrs.; 241—3 hrs.; 250—3 hrs.; 251—3 hrs.; 307—3 hrs.; 310—3 hrs.; 460—3 hrs.; Journalism 416—3 hrs.; Speech 302—3 hrs.

Electives: 10 hours, including 6 hours of literature courses at the junior-senior level. All electives must be approved by an advisor in the Department.

### *English Minor* (24 semester hours)—Secondary, Junior High, and Elementary Endorsement.

Required: 240—3 hrs.; 241—3 hrs.; 250—3 hrs.; 251—3 hrs.; 307—3 hrs.; 310—3 hrs.

Electives: 6 hours, including one literature course at the junior-senior level. All electives must be approved by an advisor in the Department.

## ENGLISH COURSES

### *Composition*

- (100A) 100 FUNDAMENTALS OF ENGLISH—1 hour. Exercises in composition and intensive review of grammar, syntax, punctuation, and spelling. Techniques of reading for comprehension. Class meets three hours weekly. For freshmen deficient in English fundamentals as determined by entrance examinations.
- (100B) 101 FUNDAMENTALS OF ENGLISH—2 hours. A continuation of 100. Class meets three hours per week. Students who pass this course may enroll for 105. Prerequisite: 100.
- (104) 103 ENGLISH FOR THE FOREIGN STUDENT—3 hours. The structure and vocabulary of the English language; practice in reading and in oral and written communication. Required of foreign students, undergraduate or graduate, who have not met the entrance requirements in English. Unless specifically exempted, foreign students must take this course before taking 104 and 105.
- (101) 104 FRESHMAN WRITING—3 hours. Principles of rhetoric and usage with regular practice in their application to writing effective prose. Required of all freshmen except those taking 100 and 101 or those exempted on the basis of test scores.
- (102) 105 FRESHMAN WRITING—3 hours. A course which utilizes the principles of writing taught in 104, but which concentrates on specified writing areas beyond the scope of 104. Required of all freshmen except those taking 107. Prerequisite: 100 and 101 or 104.

- 103) 107 WRITING ABOUT LITERATURE—3 hours. For English majors and minors and other interested students. (Meets same requirement as 105). Prerequisite: 104 or its equivalent.
- 311) 305 EXPOSITORY WRITING—2 hours. Required of all students who earn less than a B+ average in freshman writing courses or who do not pass the Upper Level Proficiency Examination in English composition and usage. This course does not count toward a major or minor in English. Prerequisite: 105 or 107.
- 310) 307 ADVANCED COMPOSITION—3 hours. Required of English majors and minors. Satisfies 305 requirement. Open to any interested students.

### *Linguistics and Lexicography*

- (213) 210 ELEMENTS OF GENERAL LINGUISTICS—3 hours. A consideration of basic linguistic concepts and an introduction to historical, comparative, descriptive, and applied linguistics. Required of all majors on the teaching curriculum in English. Prerequisite: 105 or 107.
- (214) 310 GRAMMARS OF ENGLISH—3 hours. A study of the basic principles of English grammars, in keeping with contemporary linguistic theory. Required of all majors and minors on the teaching curriculum in English. Prerequisite: 105 or 107.
- (401) \*410 HISTORY OF THE ENGLISH LANGUAGE—3 hours. The development of the English language from Old English through Middle English to Modern English.
- (403) \*411 ENGLISH LINGUISTICS—3 hours. The phonology, morphology, and syntax of present-day English as treated in modern linguistics.
- (404) \*412 AMERICAN ENGLISH—3 hours. Development of the lexicon, phonology, and grammar of modern American English; current American regional and social dialects.
- \*414 INTRODUCTION TO WORD STUDY—3 hours. The relation of vocabulary to meaning and grammar; word classification; the origin of words; special vocabularies; vocabulary learning; standards of usage.
- \*415 THE DICTIONARY: FORM AND FUNCTION—3 hours. Study of the function, content, and form of the dictionary in relation to different reference needs and of the techniques and problems of dictionary making.
- \*416 EVOLUTION OF DICTIONARIES—3 hours. The development of dictionaries from early glossaries to large general dictionaries and various special dictionaries; evolution of the scope of entries and information; relation of dictionaries to cultural history.
- (475) \*418 STUDIES IN LEXICOGRAPHY—2-3 hours. Selected aspects of the making and using of dictionaries. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Making a Dictionary, Definition Writing, Analysis of Word Meanings, The Use of Dictionaries in Elementary Education, and The Use of Dictionaries in Secondary and Higher Education.

419 PROBLEMS IN LANGUAGE AND LINGUISTICS—2-3 hours. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Semantics, Phonetics and Phonemics, Advanced Descriptive Linguistics, Linguistics and Elementary Language Arts, and Linguistics and the Teaching of Secondary School English.

### *Creative Writing*

220 INTRODUCTION TO FICTION WRITING—3 hours. An introductory course conducted as a workshop and designed to study the problems of fiction writing. Its focus, primarily, will be the short story, although the student need not be restricted to this genre alone; work in the novel may be arranged with the instructor. Prerequisite for 324.

221 INTRODUCTION TO POETRY WRITING—3 hours. An introductory course conducted as a workshop and designed to study the problem of poetry writing. Prerequisite for 325.

- (309) 320 CREATIVE WRITING—2 hours. Various approaches to creative writing. Some sections are designed for students in elementary education. May be taken in conjunction with 280, Literature for Children. This course does not count toward the minor in creative writing.
- (360) 324 CREATIVE WRITING SEMINAR: FICTION—3 hours. Offered as either a writing course, Advanced Fiction Writing, or as a reading course, Techniques of Fiction. May consider either the short story or the novel. Each subtitle may be repeated once for credit. Prerequisite: 220 or consent of instructor.
- (361) 325 CREATIVE WRITING SEMINAR: POETRY—3 hours. Offered as either a writing course, Advanced Poetry Writing, or as a reading course, Techniques of Poetry. Each subtitle may be repeated once for credit. Prerequisite: 221 or consent of instructor.
- (362) 326 CREATIVE WRITING SEMINAR: DRAMA—3 hours. Offered as either a writing course, Drama Writing, or as a reading course, Techniques of Drama. Each subtitle may be repeated once for credit.
- (410) \*424 ADVANCED CREATIVE WRITING WORKSHOP—3 hours. May include work in fiction, poetry, or drama. Manuscripts produced in the course are read critically by the instructor, followed by individual conferences. Student manuscripts are presented to the class with guided exercises in criticism. May be repeated for credit. Prerequisite: 324, 325, or 326 (when offered as a writing course), as appropriate.

### *General Literature*

- (220) 230 INTRODUCTION TO LITERATURE—2-3 hours. A critical study of selections from literary types—fiction, drama, biography, and poetry. This course does not count toward a major or minor in English.
- (221) 231 INTRODUCTION TO THE SHORT STORY—2 hours. Its techniques, types, and history; comprehensive reading of masterpieces. This course does not count toward a major or minor in English.

- (222) 232 INTRODUCTION TO POETRY—3 hours. A selection of great poetry studied with emphasis on understanding and appreciation. This course does not count toward a major or minor in English.
- (223) 233 INTRODUCTION TO DRAMA—3 hours. Significant plays from world literature (including English and American) with emphasis on understanding and appreciation. This course does not count toward a major or minor in English.
- 330 TOPICS IN LITERATURE—2-3 hours. Topics for study, intended for upper-division students, will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Children and Adolescents in American Literature; Vagabonds and Castaways in British Literature; Sensation Fiction: The Literature of Terror, Crime, and the Occult; The War Novel; and Film and Literature.
- (335) 331 AFRICAN LITERATURE IN ENGLISH—3 hours. A reading and evaluation of literary works by English-speaking Black Africa. (Also listed as Afro-American 333.)
- (344) 332 AFRICAN SHORT STORY IN ENGLISH TRANSLATION—3 hours. A critical survey of African short stories in English translation from their early typically oral African traditions to what is now described as the contemporary African short story. (Also listed as Afro-American 343.)
- (340) 334 THE BIBLE AS LITERATURE—3 hours. The Bible as literature, particularly the quality and style of its literary forms and its influence on literature in general.
- (336) 335 SCIENCE FICTION—3 hours. The principal authors studied are More, Bacon, Swift, Mary Shelley, Bellamy, Wells, C. S. Lewis, and Heinlein; the genre is studied both as part of the literary mainstream and as a category of popular literature, with some attention to contemporary books and magazines.





- (345) 336 LATIN AMERICAN LITERATURE IN TRANSLATION—3 hours. A survey of Latin American literature, using translated materials, from the early sixteenth century to modern times. Poetry, drama, novel.
- (350) 338 EUROPEAN LITERATURE THROUGH THE RENAISSANCE—3 hours. Great movements, persons, works, and ideas of European literature in translation from the earliest times through the Renaissance.
- (351) 339 EUROPEAN LITERATURE SINCE THE RENAISSANCE—3 hours. Great movements, persons, works, and ideas of European literature in translation since the Renaissance.
- (448) \*435 LITERARY CRITICISM AND THEORY—3 hours. Literary criticism and aesthetic theory, from classical times to present.
- (495) \*439 SEMINAR IN LITERATURE—2-3 hours. Topics for study will change from term to term. May be repeated for credit as topic changes.

### *American Literature*

- (230) 240 AMERICAN LITERARY SURVEY I—3 hours. A survey of American literature from the beginnings through the Civil War, including Whitman.
- (231) 241 AMERICAN LITERARY SURVEY II—3 hours. A survey of American literature from the Civil War to the present.
- (235) 243 BLACK AMERICAN WRITERS—3 hours. A survey of the literary contributions of Black American writers. (Also listed as Afro-American 213.)

\*446 AMERICAN LITERATURE: AUTHORS—2-3 hours. Treats a single author or a group of historically related authors. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Early American Writers, Whitman, American Transcendental Authors, Faulkner, Dickinson, American Local Color Writers, Hemingway, Fitzgerald, and the Lost Generation.

\*447 AMERICAN LITERATURE: THEMES—2-3 hours. A thematic approach to selected works, offering the student opportunities to investigate a number of perspectives on persistent American ideas. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: The American Dream, Images of Women in American Literature, The American Businessman in Fiction, A Critic's American Literature, The American in Europe, The City in American Literature, and The West in American Literature.

\*448 AMERICAN LITERATURE: GENRES—2-3 hours. A study of the growth and development of a specific genre as it functions in American literature. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: American Poetry, The American Novel, American Drama, American Essays and Sketches, American Biographical and Autobiographical Works, The American Short Story, and The Prose Romance in America.

## *British Literature*

250 BRITISH LITERARY SURVEY I—3 hours. Readings in British literature from the beginnings through the Neoclassical Age.

251 BRITISH LITERARY SURVEY II—3 hours. Readings in British literature from the Romantic Period to the present.

450 MEDIEVAL LITERATURE TO 1500—3 hours. A study of the significant literature from *Beowulf* through Malory's *Morte Darthur*. Works will be read in Modern English and will be selected from dominant literary forms; allegory, drama, epic, lyric, and romance.

(426) \*451 THE ENGLISH RENAISSANCE, 1500-1660—3 hours. Poetry and prose. Wyatt, Surrey, Sidney, Spenser, Marlowe, Shakespeare, Jonson, Bacon, Donne, Milton, and others.

(427) \*452 THE NEOCLASSICAL AGE, 1660-1789—3 hours. Restoration and eighteenth century literature, with emphasis on Dryden, Swift, and Pope, and Johnson and Boswell.

(428) \*453 THE ROMANTIC MOVEMENT, 1789-1832—3 hours. Poetry and prose of the English Romantic Movement, with emphasis on Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, and De Quincey.

(429) \*454 THE VICTORIAN AGE, 1832-1880—3 hours. Victorian poetry and prose. Tennyson, Browning, Arnold, Carlyle, Mill, Newman, and others.

455 MODERN BRITISH LITERATURE SINCE 1880—3 hours. A study of significant literature written and/or published in England during the modern period and of the major literary traditions which provide the literary context for this work. Yeats, Pound, Eliot, Hardy, Joyce, Lawrence, and others.

\*456 BRITISH LITERATURE: AUTHORS—2-3 hours. Treats a single author or a group of historically related authors. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Spenser, Swift, Wordsworth, Dickens, and A Trio of Moderns: Eliot, Yeats, and Pound.

\*457 BRITISH LITERATURE: THEMES—2-3 hours. A thematic approach to selected works, offering the student opportunities to investigate a number of perspectives on persistent British ideas. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: Religious Doubt: Tennyson, Browning, Arnold, Mrs. Ward, and Hardy; The Parson Protagonist from Chaucer to Barrie; The Picaresque: Male and Female; The Quest Motif, and The British Warrior from Scott to Churchill.

\*458 BRITISH LITERATURE: GENRES—2-3 hours. A study of the growth and development of a specific genre as it functions in British literature. Topics for study will change from term to term. May be repeated for credit as topic changes. Among the possible topics to be offered are the following: The Drama Before 1642, The Drama Since 1642, The Metaphysical Poets, The Novel Through Dickens, and The Novel Since Dickens.

- (450) \*459 CHAUCER—3 hours. The life and writings of Chaucer, including the historical background of the fourteenth century and some attention to linguistic problems.
- (451) \*460 SHAKESPEARE—3 hours. Selected comedies, tragedies, and histories. Problems of Shakespearean scholarship, interpretation, and criticism. Required of English majors.
- (452) \*461 MILTON—3 hours. Poetry, including *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; major short prose works.

### *Folklore*

- (380) 370 INTRODUCTION TO FOLKLORE—3 hours. A survey of genres of folklore (tale, legend, myth, ballad, proverb), folk belief and custom, and approaches to folklore.
- (381) 371 POPULAR BALLADS AND FOLKSONGS—3 hours. An examination of the origin, form, content, style, dissemination, and textual relationships of traditional ballads and folksongs in Great Britain and the United States, with emphasis on British ballads and American ethnic and occupational folksongs.
- (383) 372 ASIAN FOLKLORE—3 hours. Intensive study of the forms and functions of folklore in selected Asian countries and the influence of folklore on Asian literature.
- (384) 373 NORTH AMERICAN FOLKLORE—3 hours. Folklore traditions in North American groups (regional, racial, ethnic, occupational, immigrant); folk humor; supernaturalism. (Also listed as Afro-American 373.)
- (481) 470 FOLKLORE IN LITERATURE—3 hours. An examination of the use of folklore in written literature; the development of literary forms in relation to folk patterns.
- (482) 471 THE INTERNATIONAL FOLKTALE—3 hours. A comparative study of the folktales of the world, with emphasis on Märchen, legend, and myth. (Also listed as Afro-American 471.)
- 475 STUDIES IN FOLKLORE—2-3 hours. Topics for study will change from term to term. May be repeated for credit as topic changes. Among possible topics to be offered are the following: Black American Folklore, Urban Folklore, British Folklore, North American Indian Folklore, and Physical Folklife or Material Culture. (Also listed as Afro-American 475.)

### *English Education*

- (243) 280 LITERATURE FOR CHILDREN—3 hours. Study of literature appropriate to the elementary grades. May be taken in conjunction with sections of 320, Creative Writing. This course does not count toward a major or minor in English.
- (391) 380 THE TEACHING OF ENGLISH, 7-12—2 hours. Aims, methods, materials, and organization, with emphasis on literature.

(392) 381 TEACHING LANGUAGE AND COMPOSITION—2 hours. Methods and materials for teaching grammar, usage, and written composition.

\*480 CRITICAL READING FOR TEACHERS OF ENGLISH—3 hours. Skills and methods for reading efficiency. Recommended for all English Education majors and minors. May not be applied toward meeting General Education requirements.

\*481 LITERATURE FOR YOUNG ADULTS—3 hours. Literature for study in junior and senior high school, including approaches to literary study. May not be applied toward meeting General Education requirements.

### *Special*

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. Topics in language, literature, and writing may change from term to term. Open to high school students on the completion of their junior year by application only.

495 INDEPENDENT STUDIES—2-3 hours. A student may elect to work with a professor with whom he has had a course. The independent project will be specialized study of some aspect of the course or an extension to the course. Each project must be approved by the chairman of the Department.

## CURRICULA IN JOURNALISM

The purpose of the professional program in journalism is to prepare students to take positions within the journalistic media and to provide leadership in the profession. All professional majors are required, therefore, to take an 18-semester-hour "core" of professional courses that will give them instruction and practice in reporting and editing, acquaint them with the history and functions of journalism in our society, and ground them in the responsibilities of the professional journalist. To complete the major, students select 12 hours in professional courses that will prepare them to specialize in advertising, magazine journalism, news-editorial, radio-TV news, photojournalism, or publishing. The teaching program is designed to prepare students to teach journalism in the high schools and to supervise student publications.

### Professional

Bachelor of Science degree

#### *Journalism Major* (30 semester hours)

Required: 116—3 hrs.; 200—3 hrs.; 300—3 hrs.; 317—3 hrs.; 400—3 hrs.; 417—3 hrs.

To complete the major, 12 hours in journalism.

### *Journalism Minor* (22 semester hours)

Required: 116—3 hrs.; 200—3 hrs.; 317—3 hrs.; 417—3 hrs.

To complete the minor, 10 hours in journalism, not including 395 and 490.

### Teacher Certification

Bachelor of Arts or Bachelor of Science degree

The major in journalism, for teacher certification, may be taken *only* by students majoring in English. In addition to fulfilling the requirements of the Department, students on the teaching curriculum must meet the requirements for admission to the School of Education and for the professional semester.

### *Journalism Major* (40 semester hours)

Required: 116—3 hrs.; 260—3 hrs.; 306—3 hrs.; 317—3 hrs.; 416—3 hrs.; English 210—3 hrs. or English 310—3 hrs. or English 410—3 hrs.; Speech 302—3 hrs.; 8 hours of writing courses chosen from 301—3 hrs., 318—3 hrs., English 320—2 hrs., English 424—3 hrs., or Speech 290—3 hrs.

To complete the major, electives in advanced journalism and related areas approved by advisor. (Electives may include courses taken for English major.)

### *Journalism Minor* (24 semester hours)

Required: 116—3 hrs.; 260—3 hrs.; 306—3 hrs.; 317—3 hrs.; 416—3 hrs.  
Electives: 9 hours approved by an advisor in journalism.

### Liberal Arts

#### *Journalism Minor* (18 semester hours)

Required: 306—3 hrs.; 417—3 hrs.

To complete the minor, 12 hours in journalism, not including 395 and 490.

## JOURNALISM COURSES

116 NEWSWRITING—3 hours. Introduction to news and the newsgatherer's role with intensive practice in organizing and writing stories of meetings, conventions, speeches, accidents, deaths, crimes, fires, trials, and other routine events.

200 REPORTING—3 hours. A study of the sources and content of news stories; planning coverage; working with and interviewing sources; and practice in covering campus, University, and University-related affairs for *The Indiana Statesman*. Lecture and laboratory. Prerequisite: 116.

260 ADVERTISING COPY—3 hours. A writing course stressing the principles and techniques of copywriting, selection and presentation of appeals and sales points, types of copy, and preparation of layout. Prerequisites: 116; English 105 or 107.

270 INTRODUCTION TO PHOTOJOURNALISM—3 hours. Study of photography and photographic processes for publications; fundamentals of lighting; composition; exposure; processing; and printing.

300 PUBLIC AFFAIRS REPORTING—3 hours. Planning for coverage of police, city and county government, the courts, and politics. Practice covering police, city hall, the courthouse, and politics for *The Indiana Statesman*. Lecture and laboratory. Prerequisite: 200.

301 FEATURE WRITING—3 hours. Researching and writing feature articles for newspapers and Sunday magazines. Prerequisite: 200 or consent of instructor.

302 EDITORIAL WRITING—3 hours. Purposes, policies, and makeup of the editorial page, and planning and writing editorials. Prerequisite: 200 or consent of instructor.

306 MASS COMMUNICATION—3 hours. Survey of newspapers, magazines, books, films, radio, and television.

312 SPECIAL PUBLICATIONS—2 hours. Makeup, printing, binding, and engraving of printed matter other than newspapers and magazines.

217) 317 COPY EDITING AND MAKEUP—3 hours. Newspaper editing, writing of headlines, typography, layout, and makeup, with practice on the copy desk of *The Indiana Statesman*. Prerequisite: 116.

318 MAGAZINE WRITING—3 hours. A study of magazine markets, and planning, gathering, organizing, and writing non-fiction articles for magazine publication.

319 NEWSPAPER MANAGEMENT—3 hours. Principles and practices of newspaper production. A survey of problems in cost and techniques of production and in coordination of editorial personnel. Prerequisite: 317.

371 ADVANCED PHOTOJOURNALISM—3 hours. Advanced study of photography for publications, darkroom techniques, care of equipment and supplies, plate making, photo offset, photo layout. Prerequisite: 270.

395 INTERNSHIP—3 hours. The professional major is urged to spend the summer between his junior and senior years in paid internship on an approved newspaper. A student who wishes to serve an internship should apply to the journalism advisor in the fall semester of his junior year. Prerequisite: 300.

400 ADVANCED REPORTING—3 hours. Depth reporting of complex events and problem areas. Prerequisite: 300.

\*416 SUPERVISION OF STUDENT PUBLICATIONS—3 hours. Problems in writing and production generally faced in supervision of newspapers, magazines, annuals, and other school publications.

417 HISTORY OF JOURNALISM—3 hours. The growth and development of journalism in the United States.

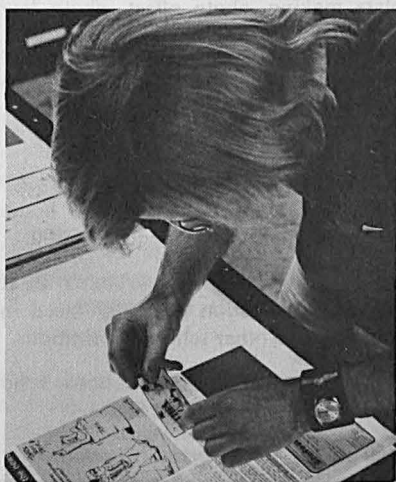
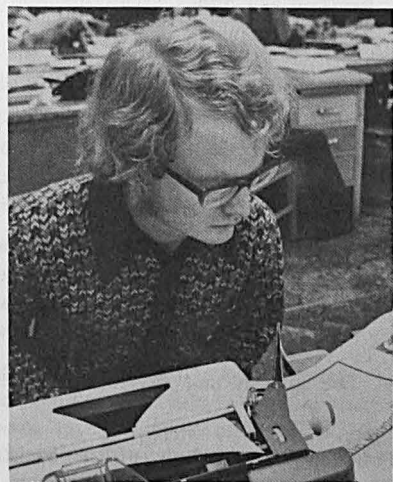
460 LAW OF PRINTED COMMUNICATIONS—3 hours. A study of the basic laws affecting the different media, such as libel, copyright, right of privacy,

postal regulations, and sedition. Freedom of information, along with a study of the First and Fourteenth Amendments, will be discussed.

489 **INDIVIDUAL PROJECTS**—1-3 hours. Individual projects for seniors as arranged with instructor.

490 **SENIOR PROJECT**—3 hours. The student plans and carries out a project to demonstrate that he has developed an advanced level of professional competence in reporting in his area of specialization. Open only to seniors who have developed an area of specialization in reporting under a journalism advisor and an outside advisor. Prerequisite: 400.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF FOREIGN LANGUAGES

Dr. Felix Ibarraz, Chairman

Department Office: Room 218, Holmstedt Hall

The Department of Foreign Languages provides a major and a minor in French, German, Latin, Russian, and Spanish in the liberal arts or on the elementary and secondary teaching curricula. It further provides students interested in a career in business or government with the necessary language and cultural background.

**LANGUAGE PLACEMENT.** All students who have taken two years of a foreign language in high school are required to take a foreign language placement test. They may receive credits for their knowledge of the language and these credit count toward General Education. Contact the Foreign Languages office for place, date, and time of placement test.

**GENERAL EDUCATION COURSES.** Six hours in any one of the languages apply toward the General Education requirement under Philosophy and Arts. Seven additional hours in any one language, except in the case of majors in that same language, may be included in the General Education requirement as supplementary courses.

**COURSES TAUGHT IN ENGLISH.** Such courses in foreign languages, linguistics, literatures, or cultures are designed for non-majors and non-minors in foreign languages. No knowledge of a foreign language is required and credits count toward the fulfillment of the General Education requirements under D, the Philosophy and the Arts.

**DEGREE PROGRAM.** Students majoring or minoring in foreign languages earn the Bachelor of Arts degree. Candidates also should consult the University requirements for graduation and should plan to complete the General Education requirements prior to the fifth semester. Students desiring information on graduate degrees in foreign languages should consult the *Bulletin of the School of Graduate Studies*.

### CURRICULA

#### Foreign Language Departmental/Teacher Certification

Liberal arts curricula are offered in the College of Arts and Sciences. The major and minor patterns satisfy the foreign language require-



ments for the Bachelor of Arts degree. Patterns for the foreign language major and minor, identical for liberal arts or teacher curriculum, follow:

### *Foreign Language Major* (40 semester hours)

Teaching majors with less than two years in any foreign language during their secondary education are required to take 46 hours. In addition, Foreign Languages 390 or Latin 390 (Latin students) is required in teaching. 101-102 or equivalent is required before taking 201.

Courses to be taken by majors in all languages:

Required: 200 level: 201—3 hrs.; 202—3 hrs. in the major language.

4 hours more in 200 level courses (These 4 hours can be substituted by the same number of hours in additional 300-400 level courses).

Electives: 300-400 level: 30 hours in 300-400 level courses, with the advisor's approval, in the same language.

### *Foreign Language Minor* (24 semester hours: Elementary, Junior High and Secondary Certification)

Teaching minors with less than two years in any foreign language during their secondary education are required to take 30 hours. In addition, Foreign Languages 390 or Latin 390 (Latin students) is required in teaching. 101-102 or equivalent is required before taking 201.

Courses to be taken by minors in all languages:

Required: 200 level: 201—3 hrs.; 202—3 hrs. in the minor language. 4 hours more in 200 level courses (These 4 hours can be substituted by the same number of hours in additional 300-400 level courses.)

Electives: 300-400 level: 14 hours in 300-400 level courses, with the advisor's approval, in the same language.

## COURSES

### Modern Languages

#### *French*

101 ELEMENTARY FRENCH I—4 hours. Drill on pronunciation, intonation, speech patterns, and grammar of the French language. No prerequisite.

102 ELEMENTARY FRENCH II—4 hours. Continuation of French 101. Prerequisite: 101 or equivalent.

161 FRENCH FOR READING KNOWLEDGE—3 hours. Designed to develop reading skill only, emphasis on recognition of verb forms and structure, practice in translation. Open without credit to seniors, graduate students, and faculty. Auditors not permitted.

162 FRENCH FOR READING KNOWLEDGE—3 hours. Continuation of French 161.

201 INTERMEDIATE FRENCH I—3 hours. Review of grammar and syntax, vocabulary building, and introduction to civilization. Prerequisite: 102 or equivalent.

202 INTERMEDIATE FRENCH II—3 hours. Continuation of French 201.

211 INTERMEDIATE FRENCH READINGS—2 hours. Prose readings of nineteenth and twentieth centuries. Prerequisite: 102 or equivalent.

214 MODERN FRENCH PROSE—2 hours. Intensive reading of modern prose, and oral reports.

311—SURVEY OF FRENCH LITERATURE I—3 hours. French literature from its beginnings through the eighteenth century. Emphasis on explication de textes.

312 SURVEY OF FRENCH LITERATURE II—3 hours. French literature of the nineteenth and twentieth centuries.

315 READINGS FROM NINETEENTH CENTURY FRENCH SHORT STORY—3 hours. Technique, structure, and style of the short story. Introduction of explication de textes.

316 READINGS FROM LA FONTAINE—3 hours. The fables, their significance and literary merit. Continuation of the explication de textes. Prerequisites: 202 and 214 or equivalent.

321 ADVANCED FRENCH COMPOSITION AND CONVERSATION I—2 hours. May be taken twice for credit with the advisor's approval.

322 ADVANCED FRENCH COMPOSITION AND CONVERSATION II—2 hours. May be taken twice for credit with the advisor's approval.

\*400 FRENCH STYLISTICS—3 hours. Outstanding styles in literature with criticism of selected texts, essay writing.

\*403A, \*403B, \*403C, \*403D FRENCH STUDY ABROAD—2-3 hours each course. Study of elementary, intermediate, advanced, or graduate French language, literature, and culture in a foreign country where French is the native language.

\*404 FRENCH DICTION—3 hours. Interpretative reading in prose and poetry, emphasis on articulation and intonation.

\*405 FRENCH CONVERSATION AND CIVILIZATION—3 hours. Practice in spoken French based on topics dealing with contemporary France. Emphasis on current vocabulary.

\*406 FRENCH CULTURE—3 hours. Fundamentals of French thought, philosophy, art, and history. Lectures, readings, reports.

\*451 TRAGEDIES OF CORNEILLE AND RACINE—3 hours. Concept of the classical tragedy. Lectures, discussion, reports.

\*454 COMEDIES OF MOLIÈRE—3 hours. The principal comedies, sources, characters, influence.

\*464 FRENCH DRAMA OF THE EIGHTEENTH CENTURY—3 hours. Development of the drama with emphasis on the plays of Marivaux and Beaumarchais.

- \*471 FRENCH LITERATURE OF THE NINETEENTH CENTURY—3 hours. Development of the novel from Balzac to Zola.
- \*474 FRENCH DRAMA OF THE NINETEENTH CENTURY—3 hours. Development of the drama from Victor Hugo to Henri Becque.
- \*476 FRENCH NOVELISTS OF THE EARLY NINETEENTH CENTURY—3 hours. Novels of Chateaubriand, Mme. de Stael, Hugo, Musset, Vigny.
- \*478 FRENCH POETRY OF THE NINETEENTH CENTURY—3 hours. Development of the poetry from Lamartine to Verlaine.
- \*484 FRENCH DRAMA I, 1900-1945—3 hours. The main plays of this period from symbolism through the war years.
- \*485 FRENCH DRAMA II, 1945 TO THE PRESENT—3 hours. Main plays of this period with emphasis on plays of Genet, Ionesco, and Beckett.
- \*486 FRENCH NOVEL OF THE TWENTIETH CENTURY—3 hours. Development of the novel from Proust to the contemporary period.
- \*488 FRENCH POETRY OF THE TWENTIETH CENTURY—3 hours. Development of poetry from Apollinaire to the contemporary period.
- \*492—STRUCTURAL PROBLEMS IN LANGUAGE TEACHING—3 hours. Problems of native language interference in the learning of a second language. Emphasis on the problems of American students in study of first modern language.

### *German*

- 101 ELEMENTARY GERMAN I—4 hours. Fundamentals of grammar; intensive drill in basic speech patterns and pronunciation. Introduction to reading.
- 102 ELEMENTARY GERMAN II—4 hours. Intensification of oral-aural techniques. Reading of short stories. Prerequisite: 101 or equivalent.
- 161 GERMAN FOR READING KNOWLEDGE—3 hours. Designed to develop reading skill only, emphasis on recognition of verb forms and structure, practice in translation. Open without credit to seniors, graduate students, and faculty. Auditors not permitted.
- 162 GERMAN FOR READING KNOWLEDGE—3 hours. Continuation of German 161.
- 201 GERMAN GRAMMAR REVIEW—3 hours. Grammar review, composition, conversation. Prerequisite: 102 or equivalent.
- 202 GERMAN GRAMMAR REVIEW II—3 hours. Continuation of German 201.
- 211 INTERMEDIATE GERMAN READINGS I—2 hours. Readings from representative authors. Contemporary prose and drama of increasing difficulty. Prerequisite: 102 or equivalent.
- 212 INTERMEDIATE GERMAN READINGS II—2 hours. Continuation of German 211.
- 306 CONTEMPORARY GERMAN CULTURE—3 hours. Readings with reference to the intellectual, artistic and social developments in present day Germany.

311 SURVEY OF GERMAN LITERATURE I—3 hours. German literature and its historical background, including reading of several complete texts from the classical period. Prerequisites: 201-202.

312 SURVEY OF GERMAN LITERATURE II—3 hours. German literature of the later nineteenth and twentieth centuries, including the reading of several complete texts from both periods.

315 READINGS FROM THE TWENTIETH CENTURY GERMAN NOVEL—3 hours. Critical literary evaluation. Reading of selected novels in unedited text, with emphasis on the student's original treatment (both oral and written) of the material.

321 ADVANCED GERMAN COMPOSITION AND CONVERSATION I—2 hours. May be taken twice for credit with the advisor's approval.

322 ADVANCED GERMAN COMPOSITION AND CONVERSATION II—2 hours. May be taken twice for credit with the advisor's approval.

362 READINGS OF NON-LITERARY GERMAN TEXTS—3 hours. Readings in the Humanities and the Sciences according to the needs of the students.

377 THE GERMAN NOVELLA—3 hours. Pre-eminent novels and short stories and their relation to political and social thought. Representative literary trends in Germany from the period of realism to the present.

\*400 GERMAN STYLISTICS—3 hours. A study of syntax, semantics, and style in German literature with criticism of selected texts, essay writing, comparison of different authors.

\*403A, \*403B, \*403C, \*403D GERMAN STUDY ABROAD—2-3 hours each course. Study of elementary, intermediate, advanced, or graduate German language, literature, and culture in a foreign country where German is the native language.

\*405 GERMAN CONVERSATION AND CIVILIZATION—3 hours. Intensive practice in spoken German based upon topics dealing with contemporary Germany. Emphasis on current vocabulary.

\*406 GERMAN CULTURE—3 hours. The fundamentals of German thought, philosophy, art, and history.

\*461 GOETHE I—3 hours. Goethe's life and works with special attention to his lyrics.

\*462 GOETHE II—3 hours. The later works of Goethe with emphasis on selected lyrics and dramas of his classical period. Problems of interpretation and criticism.

\*464 THE GERMAN DRAMA I TO 1850—3 hours. Lessing and the period of enlightenment. Classicism and the transition to Romanticism: Schiller and Kleist.

\*467 MASTERPIECES OF THE CLASSICAL AGE—3 hours. Lectures, readings, discussion, and analysis of selected lyric poetry, drama, and prose. Literary, social, and philosophical trends in Germany from 1750-1850. The principal authors studied are Lessing, Schiller, Hoffmann, Kleist, and Heine.

\*471 THE ROMANTIC MOVEMENT—3 hours. German romanticism in poetry and prose and its impact on philosophy, history, and folklore.

\*476 GERMAN POETRY UP TO THE TWENTIETH CENTURY—3 hours. Critical attention to the development from the late eighteenth century to 1900.

\*485 THE GERMAN DRAMA II, 1850 TO THE PRESENT—3 hours. The development of the drama from Hebbel to Duerrenmatt.

\*487 GERMAN LITERATURE OF THE TWENTIETH CENTURY—3 hours. The novel and the novelle. Representative literary trends in Germany; extensive readings of major authors.

### *Italian*

101 ELEMENTARY ITALIAN I—4 hours. Formation of good pronunciation and intonation habits; assimilation and use of basic speech patterns; study of grammar of the language.

102 ELEMENTARY ITALIAN II—4 hours. Continuation of Italian 101. Prerequisite: 101 or equivalent.

201 INTERMEDIATE ITALIAN I—3 hours. Review of Italian grammar and syntax: practice in the spoken language; introduction to civilization of Italy. Prerequisite: 102 or equivalent.

202 INTERMEDIATE ITALIAN II—3 hours. Continuation of Italian 201.

### *Russian*

101 ELEMENTARY RUSSIAN—4 hours. Introduction to the Russian language; intensive drill in basic speech patterns and pronunciation, essential fundamentals of grammar. Laboratory.

102 ELEMENTARY RUSSIAN—4 hours. Continuation of Russian 101. Prerequisite: 101 or equivalent.

161 RUSSIAN FOR READING KNOWLEDGE—3 hours. Designed to develop reading skill only, emphasis on recognition of verb forms and structure, practice in translation. Open without credit to seniors, graduate students, and faculty. Auditors not permitted.

162 RUSSIAN FOR READING KNOWLEDGE—3 hours. Continuation of Russian 161.

201 INTERMEDIATE RUSSIAN I—3 hours. Review of elementary grammar. Reading, writing, and conversation; introduction to the important features of Russian grammar. Laboratory arranged. Prerequisite: 102 or equivalent.

202 INTERMEDIATE RUSSIAN II—3 hours. Continuation of Russian 201. Prerequisite: 201.

212 RUSSIAN COMPOSITION AND CONVERSATION—3 hours. Reading of Russian prose; writing of short compositions; introduction to the essentials of Russian phonetics. Prerequisite: 102 or equivalent.

214 INTERMEDIATE READING AND CONVERSATION—2 hours. Intensification of Russian 212. Prerequisite: 102 or equivalent.

- 301 **ADVANCED RUSSIAN COMPOSITION**—3 hours. Syntax and stylistic features in Russian. Reading of selected texts; intensified writing and conversation. Laboratory arranged. Prerequisite: 201 or equivalent.
- 302 **ADVANCED RUSSIAN COMPOSITION**—3 hours. Continuation of 301.
- 308 **INTRODUCTION TO SCIENTIFIC RUSSIAN**—3 hours.
- 371 **RUSSIAN LITERATURE OF THE EARLY NINETEENTH CENTURY**—3 hours.
- 372 **RUSSIAN LITERATURE, 1850-1904**—3 hours. Analytical study of the major novelists and playwrights of the period.
- 376 **THE RUSSIAN NOVEL**—3 hours. Readings and reports from the works of Tolstoy, Leonov, Pushkin, Krylov, Pasternak, and Chekhov.
- 381 **INTRODUCTION TO SOVIET RUSSIAN LITERATURE**—3 hours.—The representative prose and poetry from 1917-1950.
- 474 **NINETEENTH CENTURY RUSSIAN LITERATURE I**—3 hours. Tolstoy against a background of other literary schools; his impact and influence on literature and ethics; the main characteristics and manifestations of his works.

### *Spanish*

- 101 **ELEMENTARY SPANISH**—4 hours. Drill on pronunciation, intonation, speech patterns, and grammar of the Spanish language.
- 101A **ELEMENTARY SPANISH A**—3 hours.
- 101B **ELEMENTARY SPANISH B**—3 hours.
- 101C **ELEMENTARY SPANISH C**—3 hours.
- 102 **ELEMENTARY SPANISH**—4 hours. Continuation of Spanish 101. Prerequisite: 101 or equivalent.
- 161 **SPANISH FOR READING KNOWLEDGE**—3 hours. Designed to develop reading skill only; emphasis on recognition of verb forms and structure; practice in translation. Open without credit to seniors, graduate students, and faculty. Auditors not permitted.
- 162 **SPANISH FOR READING KNOWLEDGE**—3 hours. Continuation of Spanish 161. Prerequisite: 161.
- 201 **INTERMEDIATE SPANISH I**—3 hours. Review of Spanish grammar and syntax, vocabulary building, and introduction to Spanish-Latin American civilization. Prerequisite: 102 or equivalent.
- 202 **INTERMEDIATE SPANISH II**—3 hours. Continuation of Spanish 201.
- 211 **INTERMEDIATE SPANISH READINGS**—2 hours. Prose readings of the nineteenth and twentieth centuries. Prerequisite: 102 or equivalent.
- 214 **MODERN SPANISH PROSE**—2 hours. Reading and conversation.
- 311 **SURVEY OF SPANISH LITERATURE I**—3 hours. From Poema del Cid through the seventeenth century. Emphasis on critical literary evaluation. Prerequisite: 202 or equivalent.

- 312 SURVEY OF SPANISH LITERATURE II—3 hours. From the eighteenth century to present day.
- 315 READINGS FROM TWENTIETH CENTURY SPANISH NOVEL—3 hours. Introduction to critical literary evaluation. Prerequisite: 202 or equivalent.
- 316 READINGS FROM TWENTIETH CENTURY SPANISH ESSAYISTS—3 hours. Emphasis on Spanish contemporary thought. Prerequisite 202 or equivalent.
- 321 ADVANCED SPANISH COMPOSITION AND CONVERSATION I—2 hours. May be taken twice for credit with the advisor's approval.
- 322 ADVANCED SPANISH COMPOSITION AND CONVERSATION II—2 hours. May be taken twice for credit with the advisor's approval.
- \*400 STYLISTICS—3 hours. A study of essential Spanish morphology, syntax, semantics, and linguistics as reflected in some representative authors.
- \*403A, \*403B, \*403C, \*403D SPANISH STUDY ABROAD—2-3 hours each course. Study of elementary, intermediate, advanced, or graduate Spanish language, literature, and culture in a foreign country where Spanish is the native language.
- \*404 SPANISH PHONETICS—3 hours. Interpretative reading in prose and poetry, emphasis on articulation and intonation.
- \*405 SPANISH CONVERSATION AND CIVILIZATION—3 hours. Practice in spoken Spanish based on topics dealing with contemporary Spain and South America. Emphasis on current vocabulary.
- \*406 SPANISH CULTURE—3 hours. A serious study of the fundamentals of Spanish thought, philosophy, art, and history.
- \*410 SURVEY OF SPANISH AMERICAN LITERATURE I—3 hours. From the Conquistadores to pre-Modernists.
- \*411 SURVEY OF SPANISH AMERICAN LITERATURE II—3 hours. From the Modernists to the Contemporary writers.
- \*415 SPANISH AMERICAN CULTURE—3 hours. Main characteristics of Spanish American history, art, language, and philosophy.
- \*416 SPANISH AMERICAN NOVEL—3 hours. From the Romantic to the Psychological novel.
- \*418 SPANISH AMERICAN POETRY—3 hours. The major poets of Spanish America with an understanding of traditional poetic forms as manifested in the literature of Spanish America.
- \*424 SPANISH AMERICAN DRAMA—3 hours. Drama of the twentieth century emphasizing the contribution of Argentina, Mexico, and Chile.
- \*454 GOLDEN AGE DRAMA—3 hours. The verse dramas which illustrate the dramatic techniques and themes prevalent in Spain between 1600-1700.
- \*457 GOLDEN AGE NOVEL—3 hours. The major prose works of the Renaissance and Baroque styles; the pastoral, chivalric, and picaresque novels.
- \*471 SPANISH ROMANTICISM—3 hours—The concept of Romanticism and its importance in the principal currents of Spanish literature.

\*474 SPANISH DRAMA OF THE NINETEENTH CENTURY—3 hours. The Romantic, Realistic, and Social Problem plays.

\*476 SPANISH NOVEL OF THE NINETEENTH CENTURY—3 hours. The major prose works of the century, with emphasis on the realistic novels of Alarcon, Valera, Pardo Bazan, Perez Galdos, and Blasco Ibanez.

\*478 SPANISH POETRY OF THE NINETEENTH CENTURY—3 hours. Characteristics and representatives of Pre-Romanticism, Romanticism, Post-Romanticism, Realism, and Modernism.

\*481 SPANISH LITERATURE OF THE TWENTIETH CENTURY—3 hours. The main currents and representative writers of prose, poetry, and drama.

\*485 SPANISH THEATRE BETWEEN 1900 AND 1936—3 hours. The main plays of this period with emphasis on Unamuno, Azorin, Baroja, Valle-Inclan, Machado, Quintero, Arniches, Benavente, and Garcia Lorca.

\*487 SPANISH POSTWAR THEATRE—3 hours. Plays of the Spanish postwar period with emphasis on Buero, Sastre, Ruiz, Iriarte, Calvo Sotelo, Lopez Rubio, Edgar Neville, Alfonso Paso, etc.

\*492 APPLIED LINGUISTICS—3 hours. Problems of native language interference in the learning of a second language. Emphasis on the problems of American high school students in the study of Spanish.

### *Greek*

101 ELEMENTARY GREEK I—4 hours. The fundamentals of grammar, pronunciation, and the reading of selections from Greek authors.

102 ELEMENTARY GREEK II—4 hours. Continuation of Greek 101. Prerequisite: 101 or equivalent.

201 INTERMEDIATE GREEK I—3 hours. Reading and translation of selections from Homer, Plato, Euripides, and the New Testament. Prerequisite: 102 or equivalent.

202 INTERMEDIATE GREEK II—3 hours. Continuation of Greek 201. Prerequisite: 201.

211 INTERMEDIATE GREEK READING I—2 hours. Reading in Greek prose. Prerequisite: 102 or consent of instructor.

214 INTERMEDIATE GREEK READING II—2 hours. Readings in Greek prose.

### *Latin*

101 ELEMENTARY LATIN I—4 hours. The fundamentals of grammar, pronunciation, and the reading of selections from Latin authors.

102 ELEMENTARY LATIN II—4 hours. Continuation of Latin 101. Prerequisite 101 or equivalent.

201 INTERMEDIATE LATIN I—3 hours. Thorough review of Latin grammar. Prerequisite: 102 or equivalent.



202 INTERMEDIATE LATIN II—3 hours. Continuation of Latin 201 with selected readings from major Roman authors. Prerequisite: Latin 201 or equivalent.

211 INTERMEDIATE LATIN READINGS I—2 hours. Translation from Sallust and Cicero's orations. Prerequisite: 102 or equivalent.

212 INTERMEDIATE LATIN READINGS II—2 hours. Readings in selected passages of Vergil and Ovid.

213 PLINY AND MARTIAL—3 hours. Readings in selected letters of Pliny and epigrams of Martial. Prerequisites: 211, 212, or equivalent.

214 CICERO'S MINOR PHILOSOPHICAL WORKS—3 hours. Readings in Cicero's *De Amicitia* and *De Senectute* and other minor works. Prerequisites: 211, 212, or equivalent.

312 HORACE, ODES AND EPODES—3 hours. Readings in selected Odes and Epodes of Horace.

313 LYRIC POETRY—3 hours. Selections from lyric poetry exclusive of Horace, with attention to Catullus, Propertius, and Tibullus. Prerequisites: 211, 212 or equivalent.

320 ADVANCED OVID—3 hours. Readings from Ovid's works, with emphasis on the *Metamorphoses*.

321 CAESAR AND SALLUST—3 hours. Selected passages from the historical works of Caesar and Sallust.

323 ROMAN COMEDY—3 hours. Selections from Plautus and Terence, with a study of the ancient theatre.

390 THE TEACHING OF LATIN IN HIGH SCHOOL—2 hours. Attention to lesson planning, observation, participation, and evaluation.

\*401 HISTORY OF THE LATIN LANGUAGE—3 hours. Development of Latin from a local dialect to an international language with emphasis on the phonology and morphology of classical Latin.

\*403 LATIN LITERATURE THROUGH THE GOLDEN AGE—3 hours. History of the language and reading in Latin of selections from all the authors through Ovid. Prerequisite: at least one course in Latin from the 300 level.

\*404 LATIN LITERATURE OF THE SILVER AGE—3 hours. Chronological continuation of 403 with readings from Roman authors after Ovid up to Medieval times. Latin 403 is *not* a prerequisite. Prerequisite: At least one course in Latin from the 300 level.

\*407 TACITUS—3 hours. Readings in works of Tacitus with attention to the development of Roman historiography. Prerequisite: At least one translation course from the 300 level.

\*410 CICERO'S PHILOSOPHICAL WORKS—3 hours. Readings in the major philosophical works of Cicero, with special emphasis on the *De Officiis*, *De Natura Deorum*, and the *De Republica*. Prerequisite: At least one translation course from the 300 level.

\*411 **ADVANCED COMPOSITION**—3 hours. Review of the fundamentals of grammar and pronunciation with special attention to composition. Prerequisite: At least two years of college Latin.

\*412 **ROMAN SATIRE**—3 hours. Readings in Roman Satire with special attention to Horace, Persius, and Juvenal. Prerequisite: At least one translation course from the 300 level.

\*413 **LUCRETIIUS: DE RERUM NATURA**—3 hours. Philosophical works from Lucretius, with attention to ancient Roman and Greek philosophy. Prerequisite: At least one translation course from the 300 level.

\*414 **CICERO'S LETTERS**—3 hours. Readings in letters of Cicero, with special attention to their importance for the history of the late republic. Prerequisite: At least one translation course from the 300 level.

\*415 **AUGUSTAN PROSE**—3 hours. Selections from Livy and Augustus. Prerequisite: At least one translation course from the 300 level.

\*416 **MEDIEVAL LATIN**—3 hours. Reading in medieval hymns and stories. Prerequisite: At least one translation course from the 300 level.

\*417 **VERGIL: THE AENEID**—3 hours. An intensive study of the Aeneid. Prerequisite: At least one translation course from the 300 level.

\*418 **VERGIL: ECGLOGUES AND GEORGICS**—3 hours. The Eclogues and Georgics and their relationship to other pastoral and didactic poetry of the ancient world. Prerequisite: At least one translation course from the 300 level.

\*440 **VERGIL AND THE ITALIAN LANDSCAPE**—3 hours. Readings of selections from the Aeneid, Georgics, and Eclogues which mention actual sites in Italy followed by geographical study of the sites themselves.

495 **SENIOR SEMINAR—HONORS IN FOREIGN LANGUAGES**—3 hours. Research culminating in a paper. Open to students with a grade index of 3.5 or above in foreign languages.

## Courses on Foreign Languages, Linguistics, Literatures, or Cultures Taught in English

### *Methodology*

Foreign Languages 390 **TEACHING OF MODERN FOREIGN LANGUAGES IN SECONDARY SCHOOLS**—2 hours. Aims and methods of procedure in teaching foreign languages in secondary schools; materials and organization as preparation for student teaching. (This course is also taken by teaching minors in elementary and junior high.)

### *Classics*

Latin 215 **CLASSICAL MYTHOLOGY**—3 hours. Introduction to the mythology of Greece and Rome.

Latin 216 **THE LATIN ELEMENT IN ENGLISH**—3 hours. Introduction of Latin words into English, Latin and Greek prefixes, suffixes, roots, and stems with attention to scientific, medical, and legal terms.



Latin 315 SURVEY OF GREEK LITERATURE IN TRANSLATION—3 hours. A study of ancient Greek literature from Homer through the Hellenistic Age. Open to all students.

Latin 316 SURVEY OF LATIN LITERATURE IN TRANSLATION—3 hours. The major works of Latin literature will be studied in a historical perspective. Open to all students.

Latin-Greek 394 STUDIES IN LATIN AND GREEK—1-4 hours. Studies in Latin or Greek language, literature, or culture with topics changing from semester to semester according to the needs and interests of the students.

Latin \*402 CLASSICAL MYTHS IN ANCIENT AND MODERN LITERATURE—3 hours. Mythology in the literature, religion, and philosophy of the ancient period. Application of mythological themes to Renaissance and modern literature and life.

Latin \*406 ROMAN CULTURE—3 hours. Development and influence of Roman culture and civilization, law and language, art and archeology upon Western life and thought.

Latin \*450 CLASSICAL ARCHEOLOGY—3 hours. A study of the major sites and monuments of classical antiquity. Students should have a background either in ancient history, archeology, classical languages, or have a classics concentration in humanities.

Latin \*463 APPROACHES TO THE EPIC—3 hours. A study of the epic from Homer through the Renaissance, including representative works from the major European languages. (Also listed in Humanities 448.)

## *Modern Languages*

French 394 STUDIES IN FRENCH—1-4 hours. Studies in French language, literature, or culture with topics changing from semester to semester according to the needs and interests of the students.

German 394 STUDIES IN GERMAN—1-4 hours. Studies in German language, literature, or culture with topics changing from semester to semester according to the needs and interests of the students.

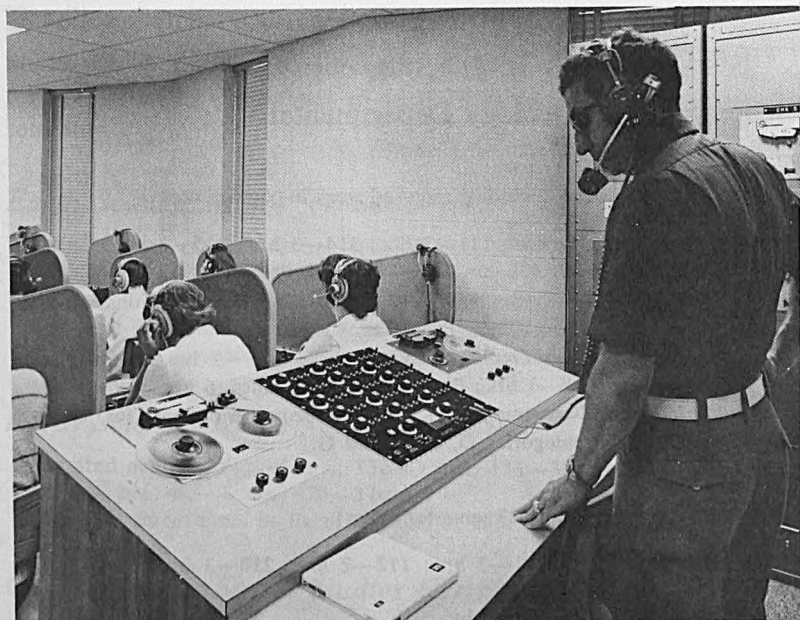
Russian 394 STUDIES IN RUSSIAN—1-4 hours. Studies in Russian language, literature, or culture with topics changing from semester to semester according to the needs and interests of the students.

Spanish 394 STUDIES IN SPANISH—1-4 hours. Studies in Spanish language, literature, or culture with topics changing from semester to semester according to the needs and interests of the students.

All these courses taught in English, with the exception of Foreign Languages 390, are designed for non-majors and non-minors in those foreign languages. No knowledge of any foreign language is required for these courses. Credits earned count toward the fulfillment of the General Education requirements under D, Philosophy and the Arts.

In addition, all the 394 courses are courses with topics changing from semester to semester and may be taken repeatedly by the student as long as the topic is different.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



# DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Dr. Benjamin Moulton, Chairman  
Department Office: Room 159, Science Building

The Department of Geography and Geology offers students courses to fulfill their needs in General Education and background work for other fields of physical, biological, and social sciences.

The Department also offers students an opportunity to major or minor in geography, geology, and earth science.

**GENERAL EDUCATION COURSES.** Recommended courses which satisfy the requirements of the General Education program: 111, 113, 152, 153, 211, 314, 330, 470.

**DEGREE PROGRAMS.** Students majoring or minoring in geography, geology, and earth science may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must have (1) completed successfully a minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the patterns in General Education; (3) complied with departmental requirements for a departmental major or with the certification requirements in teacher education; and (4) maintained the minimum index necessary for continued enrollment.

## CURRICULA

### Geography and Geology Departmental

#### *Geography Major*

(57 semester hours total, including required work in cognate areas)

Required courses: Physical, 111—3 hrs.; 314—3 hrs.; 315—3 hrs.; Cultural, 210—3 hrs.; 430, 431, or 432—3 hrs.; Economic, 213—3 hrs.; 313—3 hrs.; 433—3 hrs., Regional, 410—3 hrs.; 2-3 hrs. in regional elective; Cartography, 112—2 hrs.; Problems, 437—6 hrs.

Cognate field courses: Geology, 152—3 hrs., 153—3 hrs.; Mathematics, 122—4 hrs., 241—3 hrs.; Physics and Economics, 6 hrs.

In addition, the Department has specific recommendations for General Education courses in categories D, E, F, and G.

#### *Geography Minor* (23 semester hours)

Required Geography: 111—3 hrs.; 112—2 hrs.; 213—3 hrs.; 314—3 hrs.; 410—3 hrs.; 433—3 hrs.

Electives: six hours in Geography.

### *Geology Major* (70 semester hours)

Required courses: 111—3 hrs.; 152—3 hrs.; 153—3 hrs.; 155—1 hr.; 254—3 hrs.; 350—6 hrs.; 499—3 hrs.; 441—3 hrs. (or approved 440 series); 451—(or approved 452-455)—3 hrs.; 456—(or approved 464-469)—3 hrs.; 457—(or approved 458-460; 463)—3 hrs.; Physics 105—4 hrs.; and 106—4 hrs. (or 205-206). Chemistry 105—4 hrs. and 106—4 hrs. Mathematics 115—3 hrs.; 122—3 hrs.; 230—4 hrs.; 330—4 hrs.

Six hours of electives from 200 level courses and above in Geology, Physical Geography, Chemistry, Mathematics, or Physics.

Summary: Geology—34 hrs.; Chemistry—8 hrs.; Mathematics—14 hrs.; Physics—8 hrs.; electives—6 hrs.; total 70 hours.

### *Conservation*

Option A: For non-Life Sciences majors

#### *Minor* (25 semester hours)

Required courses in Life Sciences: 101—4 hrs.; 102—4 hrs.; 113—3 hrs.; 450—3 hrs.; Geography: 111—3 hrs.; 433—3 hrs.; Geology: 152—3 hrs.; Recreation: 201—2 hrs.

#### *Geology Minor* (18 semester hours)

Required courses: 111—3 hrs.; 152—3 hrs.; 153—3 hrs.; 254—3 hrs.; 441—3 hrs.; 451—3 hrs.

### Teacher Certification

Students should become thoroughly familiar with the requirements for admission to the School of Education and for the professional semester.

#### *Earth Science Major* (40 semester hours)

Required courses: 111—3 hrs.; 112—2 hrs.; 152—3 hrs.; 153—3 hrs.; 354—3 hrs.; 314—3 hrs.; 410—(or 459 or 460)—3 hrs.; 433—3 hrs.; 451—3 hrs.; 468—3 hrs.; 470—3 hrs.; Anthropology 353 or 354—3 hrs.

Electives: five hours in Earth Science, or Life Sciences, or Mathematics. A minor in general science is strongly recommended.

#### *Earth Science Minor* (24 semester hours)

Required courses: 111—3 hrs.; 152—3 hrs.; 153—3 hrs.; 314—3 hrs.; 354—3 hrs.; 433—3 hrs.; 470—3 hrs.

Electives: three hours in Earth Science, or Life Sciences, or Mathematics.

#### *Geography for Social Studies Certification*

See Social Studies Teacher Certification in the Social Science Education

section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

**First Endorsement on Teaching Major**—(18 semester hours)

Required Geography: 111—3 hrs. and 330—3 hrs.

Directed electives in Geography: 12 hours.

**Second Endorsement on Teaching Major**—(12 semester hours)

Required Geography: 111—3 hrs. and 330—3 hrs.

Directed electives in Geography: six hours.

**Endorsement on Teaching Minor**—(15 semester hours)

Required Geography: 111—3 hrs. and 330—3 hrs.

Directed electives in Geography: nine hours.

Geology courses and Earth and Sky 113 are not acceptable on these endorsements in Geography.

A teaching major requires a minimum of 40 semester hours; a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

## COURSES

### *Geography*

111 MAN'S PHYSICAL ENVIRONMENT—3 hours. Principles and tools of geography with application to the environment including land forms, weather, climate, soils, and vegetation.

111L PHYSICAL GEOGRAPHY LABORATORY—1 hour. Practical use with the tools and methods of geography in a laboratory setting. Prerequisite: 111 or must be enrolled in 111.

112 CARTOGRAPHY—2 hours. Basic fundamentals of map projections, map design, and map construction. Prerequisite: 111.

113 INTRODUCTION TO EARTH AND SKY SCIENCES—3 hours. Scientific method as applied to geology, oceanography, and astronomy. 113 and 113L may be used as a substitute for 152.

113L INTRODUCTION TO EARTH AND SKY SCIENCES LABORATORY—1 hour. One two-hour laboratory study per week in geology, oceanography, and astronomy. Field trips.

210 INTRODUCTION TO CULTURAL GEOGRAPHY—3 hours. Variations in human traits, diversity in forms of economy and settlement, and population change. Prerequisite: 111 or consent of instructor.

213 INTRODUCTION TO ECONOMIC GEOGRAPHY—3 hours. The distribution and locational basis of selected primary, secondary, and tertiary economic activities. Not open to freshmen.

313 ADVANCED ECONOMIC GEOGRAPHY—3 hours. Designed to provide advanced work for those students desiring an analytical study of patterns of economic activity. Prerequisite: 213.

314 METEOROLOGY—3 hours. Designed to give an understanding of the physical processes responsible for daily weather changes. Prerequisite: 111 or consent of instructor.

315 CLIMATOLOGY—3 hours. World climates with controls, classification, distribution, and influences on man. Prerequisite: 314.

330 WORLD GEOGRAPHY—3 hours. An interpretation of human activities in selected world regions.

393 THE TEACHING OF GEOGRAPHY IN THE SECONDARY SCHOOLS—2 hours. Methods of instruction and instructional materials in the fields of geography and earth science as taught in the secondary schools.

\*410 GEOGRAPHY OF ANGLO-AMERICA—3 hours. A regional study of Canada and the United States, with emphasis on the basic factors of topography, climate, and natural resources. Prerequisite: 111.

\*411 GEOGRAPHY OF MIDDLE AMERICA—2 hours. Physical features, cultural patterns, natural resources, and economic potentials, together with their political implications toward the United States. Prerequisite: 111.

\*412 GEOGRAPHY OF SOUTH AMERICA—3 hours. Physical features, cultural patterns, natural resources, and regional structure of the South American nations. Prerequisite: 111.

\*413 GEOGRAPHY OF EUROPE—3 hours. Countries of Europe, exclusive of the Soviet Union, in which an intensive geographical treatment will be given to selected countries. Prerequisite: 111.

\*414 GEOGRAPHY OF SOUTHWEST ASIA—2 hours. Physical and cultural environment of this strategic area of the world, and its relation to the rest of the world will be stressed. Prerequisite: 111.

\*415 GEOGRAPHY OF THE SOVIET UNION—3 hours. Intensive analysis of the planned economy and the geographic distribution of agricultural and industrial patterns. Prerequisite: 111.

\*416 GEOGRAPHY OF SOUTHERN AND EASTERN ASIA—3 hours. Analysis of the geography of the densely populated areas of the world with emphasis on China, India, and Japan. Prerequisite: 111.

\*417 GEOGRAPHY OF AUSTRALIA AND OCEANIA—2 hours. Regional treatment of Australia, New Zealand, and the island groups of the Pacific ocean. Prerequisite: 111.

\*418 GEOGRAPHY OF AFRICA—3 hours. Physical-regional approach including the settlement and cultures, and the economic and political problems of sub-Saharan Africa. Prerequisite: 111. (Also listed as Afro-American 412.)

\*430 HISTORICAL GEOGRAPHY OF THE UNITED STATES—3 hours. Man's changing perception, utilization, and modification of the American land.

\*431 URBAN GEOGRAPHY—3 hours. Approach to the city as a geographical phenomenon created through human effort. Historic development, classification, ecology, and city planning are emphasized. (Also listed as Afro-American 423.)



\*432 POLITICAL GEOGRAPHY—3 hours. State structure and political behavior and resource management at all levels of government.

\*433 CONSERVATION OF NATURAL RESOURCES—3 hours. Utilization of our natural resources and the maintenance and improvement of the quality of the total environment, including the role of government agencies in resource development and management.

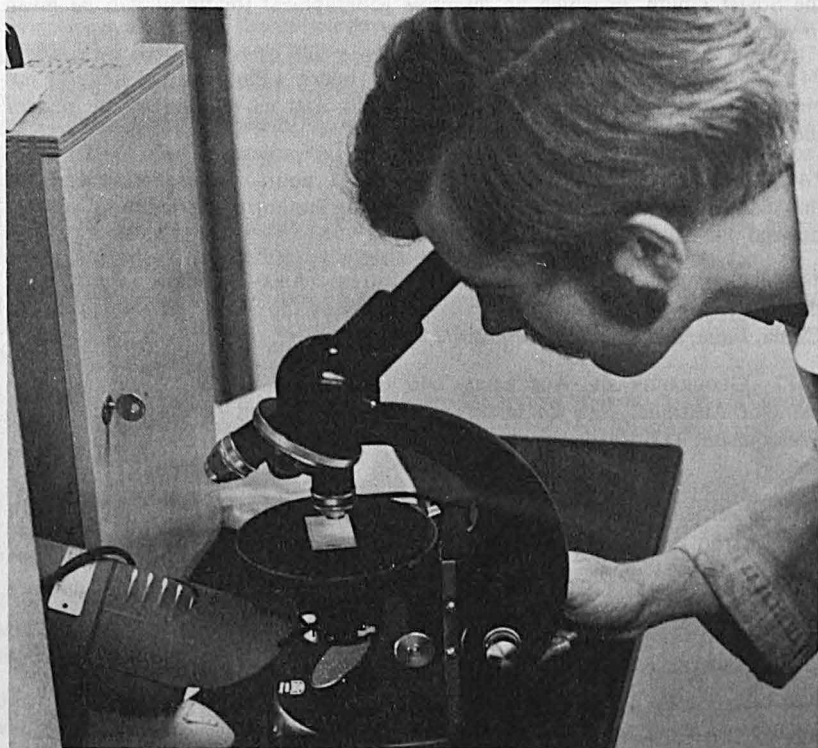
434 GLOBAL GEOGRAPHY—3 hours. Designed primarily for those students who desire a general overview of world relationships from the geographic approach.

\*435 ADVANCED CARTOGRAPHY—2 hours. Classification, analysis, interpretation, and evaluation of maps. Prerequisite: 112.

\*436 FIELD GEOGRAPHY OF THE UNITED STATES—4-6 hours. A field geography traverse of a selected area of the United States. Amount of credit depends upon area studied. Prerequisite: 85 hours of college work and consent of instructor.

\*437 PROBLEMS IN GEOGRAPHY—hours arranged. Investigation of original sources of geographic literature, statistics, and field work on geographic problems. For geography majors only.

\*438 AUTOMATED CARTOGRAPHY—3 hours. The application and analysis of computer programs as an alternate cartographic technique.



## **Geology**

**113 INTRODUCTION TO EARTH AND SKY SCIENCES—3 hours.** Scientific method as applied to geology, oceanography, and astronomy. 113 with 113L may be used as a substitute for 152.

**113L INTRODUCTION TO EARTH AND SKY SCIENCES LABORATORY—1 hour.** One two-hour laboratory study per week in geology, oceanography, and astronomy. Field trips.

**152 PHYSICAL GEOLOGY I—3 hours.** Lecture and laboratory studies of the origin and classification of rocks and minerals, the interior of the earth, volcanism, diastrophism, basic stratigraphic principles, topographic and geologic maps, and basic air photo interpretation. Field trips required.

**153 PHYSICAL GEOLOGY II—3 hours.** Lecture and laboratory studies of geomorphic agents, weathering processes, and landforms. The structure-lithology-topography relation. Topographic and geologic maps, block diagrams, and air photos. Field trips required. Prerequisite: 152 or equivalent.

**155 SPATIAL GEOGRAPHICS—1 hour.** One two-hour combined lecture/laboratory each week. The principles of descriptive geometry as applied to geology: lines and planes in space; intersections of lines and planes; the three-point problem; intersection of strata, faults, and topography; the stereonet.

**350 FIELD GEOLOGY—6-8 hours.** Field geology in the Rocky Mountains including geologic mapping of selected areas, problems, report writing, and trips. Exposure to all major facets of field geology in a field camp setting and at an area of excellent geologic exposures. Prerequisites: 12 semester hours of geology and consent of the Department chairman.

**354 HISTORICAL GEOLOGY—3 hours.** Two one-hour lectures and one two-hour laboratory weekly. Physicochemical and biological history of the earth is interpreted from rock record. Emphasis on North America. Field trip required. Prerequisite: 152 or equivalent.

**\*441 ROCKS AND MINERALS—3 hours.** A two-hour lecture and two-hour laboratory weekly. Study of the major rock-forming and economic minerals and the major groups of rocks. Emphasis is on hand specimen identification. Field trips are required. Prerequisite: 152 or consent of instructor.

**\*442 OPTICAL MINERALOGY—3 hours.** One hour of lecture and four hours of laboratory weekly. The physics of light and its interaction with crystalline materials. The identification of geologic materials by optical methods. Prerequisite: 441.

**\*447 ECONOMIC GEOLOGY—3 hours.** Lecture and laboratory studies of mineral deposits. Composition, structure, occurrence, and origin of more important economic deposits including metallics, non-metallics, and mineral fuels. Field trip required. Prerequisite: 441 or equivalent.

**450 GEOMORPHIC GEOGRAPHICS—1 hour.** One two-hour combined lecture/laboratory each week. Physiographic sketches, geologic cross-sections, block diagrams. Prerequisite: 153 or equivalent.

\*451 PRINCIPLES OF PALEONTOLOGY—3 hours. Two one-hour lectures and one two-hour laboratory weekly. Morphology and geologic significance of the most important invertebrate phyla. Field trip required. Prerequisite: 254.

\*452 MICROFOSSILS—3 hours. Two one-hour lectures and one two-hour laboratory weekly. Morphology and geologic significance of forams, ostracods, conodonts, nanno-fossils, and pollen. Prerequisite: 451 or consent of instructor.

\*454 STRATIGRAPHY—3 hours. Character, relationship, distribution, and origin of stratified rocks. Two one-hour lectures and one two-hour laboratory weekly. Field trip required. Prerequisites: 254 and 441.

\*455 SEDIMENTATION—3 hours. Two one-hour lectures and one two-hour laboratory weekly. Sediments: their distribution by type and environment; the chemical, physical, and biological factors which influence sediment formation. Field trips required. Prerequisite: 441 or consent of instructor.

\*456 STRUCTURAL GEOLOGY—3 hours. Description, recognition, origin, and economic significance of earth's crustal structures. Prerequisites: 152 and 155.

\*457 GEOMORPHOLOGY—3 hours. Landforms, processes, and interaction of landforms with other physical phenomena, including methods and tools of geomorphology. Prerequisite: 153 or consent of the instructor.

\*458 GLACIAL AND PLEISTOCENE GEOLOGY—3 hours. A comprehensive overview of the origin, regimen, and mechanics of glaciers. Effects of the pleistocene upon the North American continent with special attention to Indiana and surrounding states. Field trips required. Prerequisite: 152 or consent of instructor.

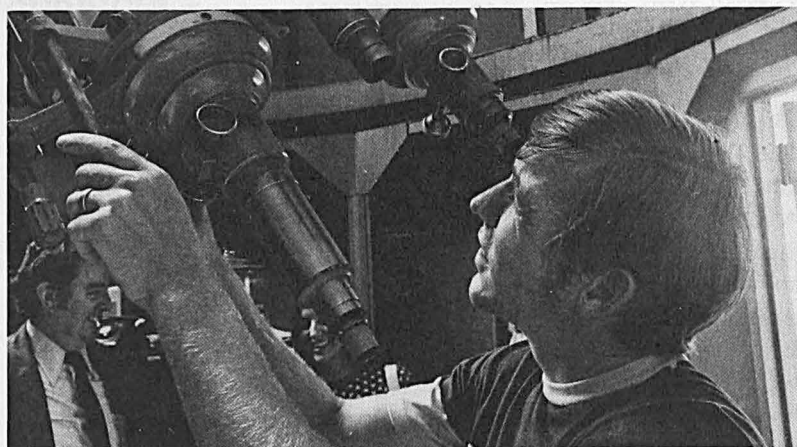
\*459 GEOMORPHOLOGY OF THE EASTERN UNITED STATES—3 hours. Geomorphology of natural geomorphic (physiographic) provinces of the Eastern United States. Maps and air photos representative of each province will be studied in the laboratory. Prerequisite: 153 or consent of instructor.

\*460 GEOMORPHOLOGY OF THE WESTERN UNITED STATES—3 hours. Geomorphology of natural geomorphic (physiographic) provinces of the Western United States. Maps and air photos representative of each province will be studied in the laboratory. Prerequisite: 153 or consent of instructor.

\*461 RESEARCH IN GEOLOGY—hours arranged. Literature, laboratory, and field research of a selected geologic problem. Prerequisite: 12 hours of geology.

\*462 SEMINAR IN ADVANCED GEOLOGY—1-3 hours. Department seminar investigating a selected field of advanced geology (topic announced prior to registration). Prerequisite: 9 hours of geology or consent of instructor.

\*463 INTRODUCTION TO PHOTOGEOLOGY—3 hours. Two hours of lecture and two hours of laboratory. For the advanced student of geology or geography. The air photo—its geometry and role in map-making. Basic principles of landform analysis and photogeologic mapping and interpretation. Prerequisite: 153 or consent of instructor.



\*466 **GEOCHEMISTRY**—3 hours. Lecture and problem sessions on the chemistry of the earth; including atmosphere, hydrosphere, crust, and mantle. Prerequisites: 152, Chemistry 106, and Calculus.

\*467 **INTRODUCTION TO GEOPHYSICS**—3 hours. Physical properties and history of the earth, dynamics of our planet, and devices for obtaining information. Knowledge of calculus and structural geology are recommended but not required. Field work included. Prerequisite: 254.

\*468 **OCEANOGRAPHY**—3 hours. Descriptive presentation of the chemistry and physics of sea water, life of the oceans, circulation of the oceans, marine climate, and marine geology. Prerequisite: two college-level science courses or consent of the instructor.

\*469 **MARINE GEOLOGY**—3 hours. Marine geological and geophysical methods and applications, structure and morphology of the continental margin and deep sea floor, shorelines, sediment types and distribution, volcanism, economic deposits, and engineering aspects. Prerequisite: 468 or consent of instructor.

499 **SENIOR SEMINAR AND RESEARCH**—3 hours. Seminars with the geology faculty on subjects of: scientific investigation, literature surveys, problem solving methods; research in depth, in some area of interest to the student; and presentation of a report of the research. Prerequisites: 153 and consent of staff.

### *Astronomy*

\*470 **GENERAL ASTRONOMY**—3 hours. Introduction to the basic concepts in astronomy. Both the solar system and stellar astronomy are covered.

\*471 **OBSERVATIONAL ASTRONOMY**—1 hour. Involves actual experience in the operation of telescopes and in astronomical photography. Meets for two hours one night each week. Prerequisites: 470 and consent of the instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF HISTORY

Dr. Herbert J. Rissler, Chairman  
Department Office: Room 251, Holmstedt Hall

The Department of History offers general courses in the history of the United States, Europe, Latin America, Asia, Near East, and Africa as well as a wide selection of specialized courses in most of these areas. Faculty members have a deep commitment to teaching and to quality education.

Study in history provides an excellent background for careers in law, theology, business, government service, writing, college and secondary teaching, and for specialized work as museum curators, librarians, archivists, editors, archeologists, historical society administrators, historic site specialists, and research historians.

**GENERAL EDUCATION COURSES.** Of the 50 hours required for General Education, a minimum of 11 must be in the Social and Behavioral Sciences. No more than six of these may be taken in the field of history. Under category G, Supplemental, non-history majors may take additional courses, however. All courses in history are acceptable for General Education, but especially recommended are 100, 101, 102, 201, 202.

**DEGREE PROGRAMS.** The Department of History offers a major and minor in its liberal arts program. Its curricula for teaching certification include two endorsement areas in United States History and two in World History. A teaching minor in United States History and another in World History also are offered.

**CREDIT BY EXAMINATION.** Qualified students may receive credit for all or any of the introductory courses in World Civilization 101 and 102 and/or in United States History 201 and 202, depending upon their scores on the Achievement or the Advanced Placement Examination administered by the national College Entrance Examination Board.

### Honors Courses

Qualified students may enroll in History Honors following consultation with the Department chairman and admission to the program. History majors with a general cumulative average of 3.0 and a 3.3 average in history are eligible for this program. Arrangements for admission must be made not later than the second semester of the sophomore year. See course descriptions for 310, 400, and 401.

## CURRICULA

### History Departmental—Liberal Arts

This curriculum pertains to students matriculating at Indiana State University in September 1969, and thereafter.

#### *Liberal Arts Major* (39 semester hours)

Required History courses: 101—3 hrs.; 102—3 hrs.; 201—3 hrs.; and 202—3 hrs.; (unless exempt); 309—3 hrs.

Electives: Six hours in one of the following areas, and nine hours in each of the other two areas: (Area a) United States history; (Area b) ancient, early modern, and modern European history; (Area c) non-Western: East Asia, Latin America, the Middle East, and Russian history.

A student electing the liberal arts major in history will select a minor area in consultation with his advisor.

#### *Liberal Arts Minor* (24 semester hours)

Required History courses: 101—3 hrs.; 102—3 hrs.; 201—3 hrs.; and 202—3 hrs.; (unless exempt)

Electives: Six hours in non-Western history, (see area "c" under liberal arts major electives) and six hours in either area "a" or area "b" (see liberal arts major electives)

Exemption will consist of advanced placement for all or any of the introductory U.S. or World Survey courses. Equivalent hours will be distributed among electives in history as determined by the student in consultation with his advisor. Exemption is based upon the results of either the College Entrance Examination Board Achievement Examination, or the College Entrance Examination Board Advanced Placement Examination.

### Teacher Certification

#### *U.S. History for Social Studies Certification*

See Social Studies Teaching Certification in the Social Science Education section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

#### **First Endorsement on Teaching Major**—(18 semester hours)

Required History: 201—3 hrs. and 202—3 hrs.

Directed electives in History: 12 hours.

#### **Second Endorsement on Teaching Major**—(12 semester hours)

Required History: 201—3 hrs. and 202—3 hrs.

Directed electives in History: six hours.

#### **Endorsement on Teaching Minor**—(15 semester hours)

Required History: 201—3 hrs. and 202—3 hrs.

Directed electives in History: nine hours.

A teaching major requires a minimum of 40 semester hours, a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

### *World History for Social Studies Certification*

See Social Studies Teaching Certification in the Social Science Education section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

**First Endorsement on Teaching Major**—(18 semester hours)

Required History: 101—3 hrs. and 102—3 hrs.

Directed electives in History: 12 hours.

**Second Endorsement on Teaching Major**—(12 semester hours)

Required History: 101—3 hrs. and 102—3 hrs.

Directed electives in History: six hours.

**Endorsement on Teaching Minor**—(15 semester hours)

Required History: 101—3 hrs. and 102—3 hrs.

Directed electives in History: nine hours.

A teaching major requires a minimum of 40 semester hours, a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

## COURSES

### *General History*

100 ENCOUNTERS IN HISTORY—2-3 hours. An introduction to the ways the past illuminates the present through the study of one or more selected topics of current interest. Prior to each semester guides relating to course theme(s) and content will be posted on the History Department bulletin board.

101 STUDIES IN WORLD CIVILIZATION—3 hours. Studies in selected world civilizations from the beginnings to the early modern age. Those social, political, economic, and intellectual themes which have a direct bearing upon contemporary culture and society will be stressed. Required of all majors and minors in history and for endorsements in world history. May be taken independently of History 102 for General Education.

102 STUDIES IN WORLD CIVILIZATION—3 hours. Studies in world history dealing with the modern era and contemporary world problems. The emergence of Western Europe and its impact upon the course of the non-Western world throughout the twentieth century will be stressed. Required of all majors and minors in history and for endorsements in world history. May be taken independently of History 101 for General Education.

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. A summer seminar for mature, outstanding, high school students who have completed no less than six semesters of high school work. The program is to represent work in the History Department over and above the regular secondary school curriculum. This shall not be for the purpose of accelerating

the secondary student at the high school level, but is a means of broadening and encouraging the student's educational program. The purpose in history shall be to provide intellectual stimulation and the highest quality collegiate experiences which the University can offer.

301 SCIENCE AND SOCIETY—3 hours. The history of major scientific developments from Aristotle to the present with special emphasis on the relationships between science and society from 1500 onward. A broad range of topics are discussed and analyzed including the significance of specific discoveries, the impact of the scientific revolution upon social institutions, and the role of the scientist and his discipline in contemporary society.

309 HISTORIOGRAPHY—3 hours. Methods of research; the basic types of historical interpretation; and the working assumptions of historians. Required of history majors and history honors students.

310 READING FOR JUNIOR HONORS—2 hours. Individual assignments in reading in a specialized area of history under the direction of the history honors committee. Open only to students in the history honors program.

395 INDEPENDENT STUDY IN HISTORY—2-3 hours. Individual study in a specialized area of history under the direction of an instructor assigned by the Department chairman. The course may *not* be counted toward the second endorsement under the social science teaching major. Prerequisite: permission of Department chairman.

400 SENIOR HONORS THESIS—2 hours. Required of and open only to seniors enrolled in the history honors programs.

\*499 TOPICS IN HISTORY—1-3 hours. The study of selected topics in history. In different years the course may concentrate on such topics as civil rights and liberties in American history, American Indian history and culture, and nationalism in Europe today. Students may enroll in different topics for a maximum of six hours, but no student may repeat a single topic. Specific course title will be listed when course is scheduled.

### *Asian History*

385 INTRODUCTION TO EAST ASIAN CIVILIZATION—3 hours. Development of the major aspects of Chinese and Japanese civilizations, and their relationship to the West.

\*485 EAST ASIA I—3 hours. China and Japan from prehistoric time to about 1000 A.D., emphasizing the development of social, economic, political, and cultural characteristics, with attention also given to Chinese and Japanese historiography.

\*486 EAST ASIA II—3 hours. China and Japan from 1000 A.D. to the modern period, emphasizing the development of these civilizations prior to and during their confrontation with the West and the contemporary situation as it related to the traditional civilizations.

\*488 MODERN CHINA—3 hours. Developments in nineteenth century China, the 1911 revolution, warlordism, Kuomentang government, rise of Communism, trends and developments in the People's Republic.



\*489 MODERN JAPAN—3 hours. Japan from the mid-nineteenth century to the present, emphasizing the adoption and adaptation of Western political and scientific ideas, struggle between democratic and militaristic elements in pre-war Japan, the impact of the American occupation, and recent developments in Japanese economy, society, and politics.

### *European History*

351 THE ANCIENT WORLD—3 hours. Major ancient Mediterranean civilizations to about 500 A.D.

353 MEDIEVAL EUROPE—3 hours. From the last years of the Roman Empire to the sixteenth century.

355 EUROPE, 1500-1815—3 hours. National states, late Renaissance, Reformation, economic developments, cultural changes, international relations.

357 EUROPE SINCE 1815—3 hours. The political, economic, and cultural changes in Europe, and of Europe's world relations.

\*455 THE RENAISSANCE, 1300-1520—3 hours. The Renaissance in Italy and northern Europe with an emphasis on the cultural contribution to the modern world.

\*456 THE REFORMATION, 1500-1650—3 hours. Religious developments and their impact on political, social, and intellectual history.

\*457 EUROPE 1715-1815: ENLIGHTENMENT, ABSOLUTISM, AND REVOLUTION—3 hours. An analysis of the intellectual, social, and political forces in Europe which combined to produce the Revolution of 1789 and the era of Napoleon. The new social and political ideals of the Revolution, and the relations of France to the rest of Europe will be emphasized.

\*460 EUROPE SINCE 1914—3 hours. Political and social survey of twentieth century Europe in its world setting.

\*465 ENGLAND UNDER THE TUDORS AND STUARTS, 1485-1714—3 hours. The Tudor national monarchy, church and state, conflict of king in parliament, the Glorious Revolution and political settlement.

\*466 VICTORIAN AND TWENTIETH CENTURY ENGLAND—3 hours. Problems of an urban society, challenge to industrial and imperial pre-eminence, political relations with the Continent, economics and social changes after World War II.

\*467 MODERN FRANCE—3 hours. The French people from the Age of Napoleon to the Age of DeGaulle. The evolution of political, economic, and social structures, and French intellectual life.

\*468 MODERN GERMANY—3 hours. The political, social, and economic history of the German people emphasizing the formation and development of the German state in the nineteenth and twentieth centuries.

\*470 TSARIST RUSSIA—3 hours. Russia's historical development from Varangian beginnings to the end of tsarist rule, emphasizing those characteristics of historic Russia which contribute to an understanding of contemporary Russia.

\*471 TWENTIETH CENTURY RUSSIA—3 hours. The background to the Revolution of 1917, the Revolution of 1917, Russia under Stalin, World War II, the Cold War, and Russia since Stalin.

\*474 EUROPEAN DIPLOMACY, 1870 TO THE PRESENT—3 hours. The factors which explain the foreign policies of the major European states emphasizing the diplomatic origins of World War I and World War II.

\*475 HISTORY OF COMMUNISM—3 hours. A historical evaluation of the theory and the practice of communism from Marxism to Leninism and Maoism.

\*476 EUROPEAN INTELLECTUAL AND CULTURAL HISTORY: NINETEENTH AND TWENTIETH CENTURIES—3 hours. Ideological reactions to the process of modernization and attempts in the twentieth century to conceive a post-modern system of values.

### *Latin American History\*\**

\*444 LATIN AMERICA: THE COLONIAL ERA—3 hours. The development of Hispanic society, culture, and institutions from the pre-Colombian Indian empires through three centuries of Iberian rule to the revolutions for independence in the nineteenth century.

\*445 LATIN AMERICA: THE NATIONAL ERA—3 hours. Latin American society in the nineteenth and twentieth centuries, with emphasis on the problems of social and political development.

\*446 LATIN AMERICA AND THE UNITED STATES—3 hours. The cultural, political, economic, and military relations between the United States and Latin America, with emphasis on the failure to construct a coherent policy in both Anglo and Latin America.

\*447 HISTORY OF BRAZIL—3 hours. The Brazilian sub-continent from 1500 to the present, focusing on traditional problems such as economic dependence, regionalism, elite social structures, and the conquest of the interior.

\*\*Courses in Latin American History may be applied to either the United States History or World History majors, minors, and endorsements.

### *Near Eastern and African History*

\*481 MEDIEVAL ISLAM—3 hours. Muslim history and civilization during the Middle Ages, with emphasis on the religious dogmas and social institutions of Islam.

\*482 THE MIDDLE EAST TODAY—3 hours. The expansion of Europe and the West into the Middle East, and the rise of independent, primarily Arab, states in the wake of the two world wars. Focus on Arab nationalism, Zionism, and the Arab-Israeli conflict.

\*495 AFRICA SOUTH OF THE SAHARA—3 hours. The historical development of the peoples of sub-Saharan Africa, their interaction with non-African societies, and their quest for identity in the contemporary world. (Also listed as Afro-American 413.)

## *United States History*

- 201 THE UNITED STATES TO 1877—3 hours. The discovery, exploration, settlement, and growth of the United States through Reconstruction. Required of majors and minors in history and for endorsements in United States History. May be taken independently of 202 for General Education.
- 202 THE UNITED STATES SINCE 1865—3 hours. The political, economic, diplomatic, intellectual, and cultural development of modern America. Required of majors and minors in history and for endorsements in United States History. May be taken independently of 201 for General Education.
- 333 AFRO-AMERICAN HISTORY TO 1890—3 hours. The Afro-American's pre-American antecedents, his role and status in America, and his contribution to the development of the United States to 1890. (Also listed as Afro-American 313.)
- 334 AFRO-AMERICAN HISTORY, 1890 TO THE PRESENT—3 hours. The Black American's history in modern America emphasizing urbanization, the Harlem Renaissance, the sources and styles of Black leadership, the civil rights movements, and the varied forms of Black nationalism. (Also listed as Afro-American 323.)
- \*411 THE COLONIAL EXPERIENCE—3 hours. The colonies: settlement, development, culture, and conflict through the Revolutionary era. Prerequisite: 201 or equivalent.
- \*413 THE NEW NATION 1783-1825—3 hours. The formation of the new American nation and its political, economic, social, cultural, and institutional development during its first generation.
- \*414 THE AGE OF JACKSON AND LINCOLN 1825-1865—3 hours. The material, political, ideological, and emotional aspects of the first phase in the emergence of modern America, emphasizing the relationship between economic developments and democratic politics and ideology. The controversy over slavery also will be discussed in detail. Prerequisite: 201 or consent of instructor.
- \*415 THE CIVIL WAR TO THE PROGRESSIVE ERA—3 hours. The origin and development of those ideas, problems, and policies which have continuing vitality in twentieth century America. Prerequisites: 201 and 202 or consent of instructor.
- \*416 UNITED STATES HISTORY 1865-1900: RESEARCH SEMINAR—3 hours. A companion course to History 415 emphasizing the preparation of seminar papers dealing with the main themes of the period. Prerequisite: 415 or consent of instructor.
- \*417 TWENTIETH CENTURY AMERICA TO 1933—3 hours. Major political, economic, diplomatic, and intellectual aspects of the Progressive Era, World War I, the Twenties, and the Great Depression.
- \*418 TWENTIETH CENTURY AMERICA SINCE 1933—3 hours. Major political, economic, intellectual, cultural, and diplomatic movements in the United States from the New Deal to the present.

\*421 AMERICAN DIPLOMACY—3 hours. The relations of the United States with foreign nations providing a foundation for understanding our present international position. Prerequisite: 202 or consent of instructor. (Also listed as Political Science \*465.)

\*423 AMERICAN CONSTITUTIONAL HISTORY TO 1861—3 hours. The Constitution and its interpretation, against the background of political, social, and economic change, from English origins to the constitutional controversy of 1861.

\*424 AMERICAN CONSTITUTIONAL HISTORY FROM 1861—3 hours. The Constitution and its interpretation, against the background of political, social, and economic change, from 1861 to the present, emphasizing the adaptation of the Constitution to the changing needs of American society.

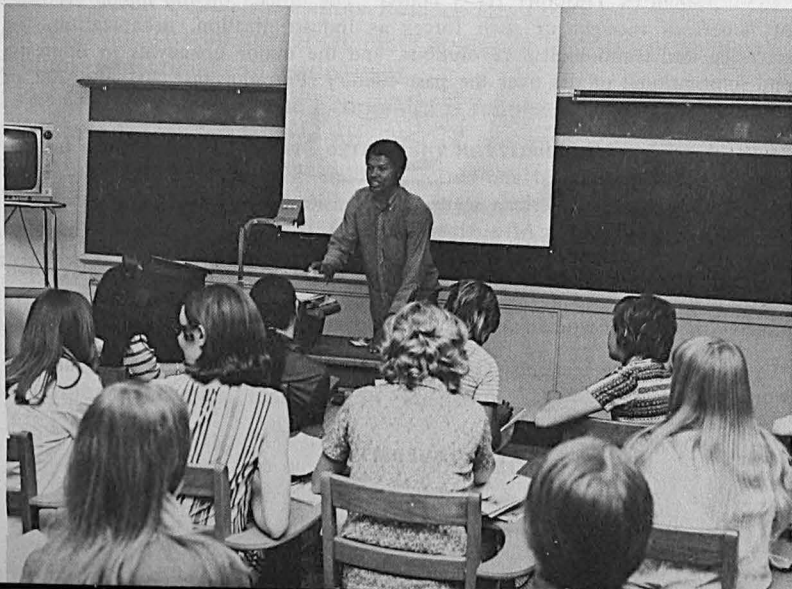
\*425 HISTORY OF INDIANA—3 hours. A survey providing a useful foundation for elementary and junior high teachers of Indiana history.

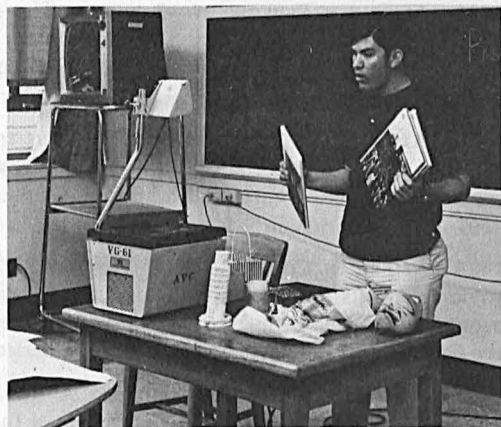
\*426 HISTORY OF THE SOUTH—3 hours. The South from colonial beginnings to the present, emphasizing the impact of its historical development upon the United States. Prerequisites: 201 and 202 or consent of instructor. (Also listed as Afro-American 453.)

\*427 WESTWARD MOVEMENT I—3 hours. The frontier, its nature, institutions, and impact on American society, from early colonial settlement to the Mississippi valley. Prerequisite: 201 or consent of instructor.

\*428 WESTWARD MOVEMENT II—3 hours. The trans-Mississippi frontier, from the late eighteenth century to the early twentieth century, focusing on the patterns of settlement and exploitation of the western half of the continent. Prerequisite: 201 and 202 or consent of instructor.

\*429 AMERICAN SOCIAL AND ECONOMIC HISTORY—3 hours. The study of selected topics in American social and economic history, including social and economic factors in the growth of the new nation, the capitalist society and its critics, crisis and reform in the American society and economy, and the origins of the welfare state. The course will also provide an overview of the evolution of the American society and economy from colonial times to the present.





\*431 THE AMERICAN CITY, 1720-1915—3 hours. The development, contributions, and problems of the city in the United States from colonial times to the early twentieth century.

\*432 METROPOLITAN AMERICA, 1915 TO THE PRESENT—3 hours. The development, contributions, and problems of urban society in the twentieth century United States, examining both city and suburbs. (Also listed as Afro-American 463.)

\*433 HISTORY OF AMERICAN LABOR—3 hours. The history of working people in the United States, including men, women, and child workers from colonial times to the present with the emphasis on the history of trade unions and other labor organizations, of labor as a social force, of labor-management relations, and of public attitudes and policy on industrial employment.

\*434 AMERICAN THOUGHT I—3 hours. Major cultural agencies and economic, political, and social concepts transplanted from Europe to colonial America; the effect of New World environment upon Old World ideas; and the growth of a body of "American" thought to the Transcendentalist period. Prerequisites: 201 and 202 or consent of instructor.

\*435 AMERICAN THOUGHT II—3 hours. The impact on the major premises of American thought of such forces as industrialization, urbanization, the scientific and technological revolutions, and the major upheavals in domestic and international affairs over the past century. Prerequisites: 201 and 202 or consent of instructor.

\*437 RACE AND NATIONALITY IN THE UNITED STATES—3 hours. The historical development of racial and national groups in the United States and their contributions to the American scene. Prerequisites: 201 and 202 or consent of instructor. (Also listed as Afro-American 433.)

\*439 WOMEN IN AMERICA—3 hours. Women in American society, their status and roles, and a survey of the attitudes and movements which have affected the lives of women and the history of the United States.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF HOME ECONOMICS

Dr. Anne M. Lee, Chairman

Department Office: Room 114, Home Economics Building

The courses offered in the Department of Home Economics are organized to meet the needs of all college students desiring an understanding of home and family living and of college students desiring a specialized preparation in home economics areas.

The Department of Home Economics is housed in the Home Economics Building, a contemporary styled structure. In addition to classrooms, this building contains laboratories for individualized instruction and research. Four apartments in the Walden Building are used as home management laboratories. Walden also houses a weaving and crafts laboratory. Decorated with varying styles of interiors, they serve as interior design examples. A nursery school, parent cooperatives, and church and day nurseries in the community provide opportunities for observation and laboratory experiences with children.

Ancillary services of the Department of Home Economics are provided through consultant and educational services, conferences, workshops, internships, and non-credit programs.

Field experiences in several home economics areas are available in Terre Haute as well as in larger metropolitan centers. Study tours involving the urban centers of Chicago and New York focus on several home economics areas. Foreign study abroad which emphasizes foods, fashions, and/or furnishings along with cultural, social, and economic aspects of various countries is available during summer sessions. Study abroad may be taken for either undergraduate or graduate credit.

The Department of Home Economics participates in the program of the Regional Center for Family Finance and Consumer Education. This center utilizes an interdisciplinary approach to promote personal economic education at all grade levels.

The Department of Home Economics is reimbursed by federal and state funds for maintaining a program of pre-service as well as in-service education of vocational home economics teachers.

The dietetics program has been funded since 1967 under the Allied Health Professions Basic Improvement Grant from the National Institute of Health, Public Health Service. Funds have been allocated for enrichment and enlargement of both the undergraduate and graduate programs in food and nutrition.

Among the opportunities for specializations in home economics are home economics teaching in vocational and non-vocational

schools; child development and family life; family economics and home management; food, nutrition, dietetics, and institution management; interior design and housing; and textiles and clothing.

Courses in the Department of Home Economics are open to non-majors provided that students have the background and prerequisites necessary for the elected courses. The following courses are recommended:

*Child Development and Family Life*

103, 236, 336, 436, 437, 438

*Family Economics and Home Management*

301, 475, 476

*Food, Nutrition, Dietetics, and Institution Management*

201, 220, 420, 421, 425

*Interior Design and Housing*

101, 251, 363, 454, 455, 456

*Textiles and Clothing*

112, 113, 211, 212A or 212B, 213, 314, 413

*General Home Economics*

122, 400

**DEGREE PROGRAMS.** Students majoring in home economics may earn the Bachelor of Science degree or the Bachelor of Arts degree provided that the language requirements are fulfilled. Candidates must have (1) completed successfully a minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the pattern in General Education totalling 50 semester hours as outlined elsewhere in this *Bulletin*; (3) complied with the home economics requirements for a departmental major or with the certification requirements in teacher education; and (4) maintained the minimum index necessary for continued enrollment.

Students looking toward graduate study are referred to the *Bulletin of the School of Graduate Studies* for information concerning advanced offerings in home economics.

**GENERAL EDUCATION COURSES.** Home Economics courses which may be selected under G, Supplementary, are: 101, 103, 201, 212A or 212B, 213, 251, 301, 314, 336, 400, 420, 427, 438, 444, 475, 476.

## CURRICULA

The courses required during the freshman year are similar for most curricula. Students majoring in home economics take **12 hours** in home economics basic courses selected from **four areas**. These

courses promote an understanding of principles which contribute to successful homemaking, form a basis for professional specialization, and introduce special career opportunities.

Home Economics basic courses are:

Child Development and Family Life—103, 336, 438

Family Economics and Home Management—301, 475, 476

Food and Nutrition—201, 226

Interior Design and Housing—101

Textiles and Clothing—113, 213, 413

Prefixes which are used to designate home economics areas in curriculum patterns and course descriptions are: CF for Child Development and Family Life; EM for Family Economics and Home Management; FN for Food and Nutrition; ID for Interior Design and Housing; TC for Textiles and Clothing; HE for General Home Economics; and HE Ed for Home Economics Education.

For several home economics curricular patterns, requirements under General Education areas are specified in the biological and physical sciences, the social sciences, and art. These courses present basic understandings that are developed further in home economics courses. For students desiring a technical background in food and nutrition, or for students majoring in Option I—Textiles and Clothing, the chemistry courses recommended under General Education should be 105 and 106 rather than Chemistry 100 and 150.

## Home Economics Departmental

Major and minor patterns in the areas of home economics which may be considered either professional or vocational in their purposes are listed on the following pages. In addition to the successful completion of the major pattern, the student must satisfy all University requirements for graduation.

### *General Home Economics Major* (40 semester hours)

Course requirements are drawn from several subject areas. Since there is flexibility in choice of electives, the student may achieve depth in one area by careful selection of courses. Choice of courses in several areas of home economics gives breadth of understanding. General Home Economics prepares students for homemaking. When combined with a sequence of courses in communication arts, General Home Economics also gives background for employment in such business fields as journalism, radio, and television.



Required courses:

Home Economics basic courses: 12 hours from four areas.

CF—103, 336, 438; EM—301, 475, 476; FN—201, 226; ID—101, 251; TC—113, 213, 413.

Select 28 additional hours from at least five home economics areas.

Basic courses not chosen above may be included in this group.

*General Home Economics Minor* (24 semester hours)

Required courses:

Home Economics basic courses: 12 hours from four areas.

CF—103, 336, 438; EM—301, 475, 476; FN—201, 226; ID—101; TC—113, 213, 413.

Select 12 additional hours from four home economics areas. Basic courses not chosen above may be included in this group.

*Child Development and Family Life Major* (40 semester hours)

Required courses:

Home Economics basic courses: 9 hours from three areas.

EM—301, 475, 476; FN—201, 220, 421; ID—101.

Child Development and Family Life: 103—3 hrs.; 236—2 hrs.; 336—3 hrs.; 436—3 hrs.; 437—3 hrs.; 438—3 hrs.; 439—3 hrs.; 440—2 hrs.; 441—3 hrs.

Approved electives: 6 semester hours.

**Child Development and Family Life Concentration** (at least 24 semester hours)

The courses indicated below do not comprise an official **minor** area. They are recommended as a curricular pattern which will provide the student with desirable cognate work, completing a total professional preparation with the child development and family life major.

Sociology and Social Work

Sociology: 120—3 hrs.; 220—3 hrs.; 240—3 hrs.; 460—3 hrs.; 461—3 hrs.;

Social Work: 391—3 hrs.; 392—3 hrs.; 490—3 hrs.

*Child Development and Family Life Minor* (24 semester hours)

A 24-hour minor in Child Development and Family Life available to students majoring in other departments.

Required courses:

Child Development and Family Life: 103 or 336—3 hrs.; 436—3 hrs.; 437—3 hrs.; 438—3 hrs.; 439 or 441—3 hrs.; 440—2 hrs.

Approved related electives: 7 semester hours.

*Family Economics and Home Management Major*

(40 semester hours)

This program provides a background for specialization in Family Economics and Home Management on the graduate level and for positions in community programs. Students in this area will have an opportunity to work in the interdisciplinary program of the Regional Center for Family Finance and Consumer Education.

**Required courses:**

Home Economics basic courses: 6 hours from two areas.

CF—103, 336, 438; ID—101; TC—113, 213, 413.

Family Economics and Home Management: 301—3 hrs.; 366—3 hrs.; 476—3 hrs.; and 6 hrs. from 470—3 hrs.; 471—3 hrs.; 475—3 hrs.

Food and Nutrition: 201—3 hrs.; 226—3 hrs.; 326—3 hrs.

Interior Design and Housing: 363—3 hrs.

Approved electives: 7 semester hours (Selected from Home Economics or related areas such as sociology, economics, business, as approved by advisor. Economics 200 and 201 should be selected under General Education pattern.)

### *Family Economics and Home Management Minor*

(24 semester hours)

A 24-hour minor is available for students who choose to combine Family Economics and/or Home Management with majors such as communications, business, or education.

**Required courses:**

Child Development and Family Life: 336—3 hrs.

Family Economics and Home Management: 301—3 hrs.; 366—3 hrs.; 475—3 hrs.; 476—3 hrs.

Food and Nutrition: 201—3 hrs.

Interior Design and Housing: 363—3 hrs.

Textiles and Clothing: 413—3 hrs.

### *Food and Nutrition Major* (40 semester hours)

This curriculum is planned for students interested in emphasizing Food and Nutrition in relation to physical and biological sciences. Students are prepared for graduate study as a basis for research in colleges, universities, medical laboratories, and industry.

**Required courses:**

Home Economics basic courses: 9 hours from three areas.

CF—103, 336, 438; EM—301, 475, 476; ID—101; TC—113, 213, 413.

Food and Nutrition: 201 or 221—3 hrs.; 226—3 hrs.; 326—3 hrs.; 420—3 hrs.; 424—3 hrs.; 426—3 hrs.; 428—3 hrs.

Chemistry: 321—4 hrs. and 432—4 hrs. (Prerequisites: Chemistry 105, 106, 351, 352)

Life Sciences: 241—3 hrs.; 274—3 hrs.

### *Food and Nutrition Minor* (24 semester hours)

This minor is planned for students with a science major.

**Required courses:**

Food and Nutrition: 201—3 hrs.; 226—3 hrs.; 420—3 hrs.; 426—3 hrs.; 497FN—3 hrs.

Approved electives: 9 semester hours.

### *Dietetic Major* (60 semester hours)

This curriculum is designed to meet the academic requirements of the American Dietetic Association for candidates for hospital and other dietetic internships.

#### Required courses:

Home Economics basic courses: 9 hours from three areas.

CF—103, 336, 438; EM—301, 475, 476; ID—101; TC—113, 213, 413.

Food and Nutrition: 201—3 hrs.; 226—3 hrs.; 321—3 hrs.; 326—3 hrs.; 333—3 hrs.; 334—3 hrs.; 420—3 hrs.; 426—3 hrs.; 428—3 hrs. or approved substitute.

Chemistry: 105—4 hrs.; 106—4 hrs., and 431—4 hrs. (Prerequisites: 351 and 352)

Life Sciences: 241—3 hrs.<sup>1</sup>; 274—3 hrs.

Business: 101—3 hrs. (Prerequisite: Business 240) or Home Economics 331—3 hrs.; 440—3 hrs.

Psychology: 322—3 hrs. or approved substitute.

Approved elective: 3 semester hours (Recommended: Home Economics 426 or 428).

<sup>1</sup> Prerequisite waived by Chairman of Department.

### *Restaurant Management* (59 semester hours)

This curriculum is designed to qualify graduates for managerial positions in food service and meets the American Dietetic Association requirements for Emphasis I, Food Service Management and Concentration B, Business Administration.

#### Required courses:

Home Economics basic courses: 9 hours from three areas.

CF—103, 336, 438; EM—301, 475, 476; ID—101; TC—113, 213, 413.

Food and Nutrition: 201—3 hrs.; 220 or 226—3 hrs.; 326—3 hrs.; 331—3 hrs.; 333—3 hrs.; 334—3 hrs.; 432—3 hrs.; 433—3 hrs.; 434—3 hrs.

Life Sciences: 241—3 hrs.<sup>1</sup>; 274—3 hrs.

Accounting: 201—3 hrs.; 202—3 hrs.

Management: 300—3 hrs.; 440—3 hrs.

Chemistry—8 hrs.

<sup>1</sup> Prerequisite waived by Chairman of Department.

### *Two-Year Food Management* (62 semester hours)

A two-year Food Management curriculum is planned for persons wishing to train for positions of responsibility in food service. It is designed to help equip the person wishing to manage a small food service establishment or a section of a large complex.

All courses in this curriculum are college level, taught by members of the University faculty, and credits earned may be applied to a four-year curriculum. All students will complete 25 hours of General Education. Graduates of the two-year program are granted certificates.

**Required courses:**

Home Economics: 201—3 hrs.; 220 or 226—3 hrs.; 331—3 hrs.; 333—3 hrs.; 334—3 hrs.; 432—3 hrs.; 433—3 hrs.; 434—3 hrs.; 493—3 hrs. or substitute.

Life Sciences: 274—3 hrs.

Accounting: 201—3 hrs.; 202—3 hrs.

Management: 300—3 hrs.; 440—3 hrs.

***Interior Design and Housing Major*** (52 semester hours)

The 52-semester hour interior design major provides preparation for a vocation in the interior design profession or related areas. Minors such as fine arts, art history, business, or general home economics, which are related to the interior design field, combine well with this major and will aid in attaining professional competence.

An Interior Design Guild in the Department of Home Economics is aimed at helping students become familiar with the profession, its procedures, and practices.

**Required courses:**

Home Economics basic courses: 6 hours from two areas.

CF—103, 336, 438; EM—301, 475, 476; FN—201, 226.

Interior Design and Housing: 251—3 hrs.; 351—4 hrs.; 363—3 hrs.; 451—4 hrs.; 453—3 hrs.; 454—3 hrs.; 455—3 hrs.; 456—3 hrs.; 463—3 hrs.

Textiles and Clothing: 213—3 hrs.; 417—3 hrs.

Approved electives: 12 semester hours. To meet the recommendations of professional organizations in the field of Interior Design, electives should be selected from the Departments of Art and Humanities, and the School of Technology with the approval of student's advisor.

***Interior Design and Housing Minor*** (24 semester hours)

This minor may be combined with a minor in other areas, but is not recommended as preparation for a profession in Interior Design.

**Required courses:**

Interior Design and Housing: 251—3 hrs.; 351—4 hrs.; 451—4 hrs.

Textiles and Clothing: 213—3 hrs.

Approved electives: 10 semester hours.

***Textiles and Clothing Major*** (40 semester hours)

**Required courses:**

Home Economics basic courses: 9 hours from three areas.

CF—103, 336, 438; EM—301, 475, 476; FN—201, 226; ID—101.

Textiles and Clothing: 113 or 311—3 hrs.; 213—3 hrs.; 314—2 hrs.; 411—3 hrs.; 412—3 hrs.; 413—3 hrs.; 416 or 417—3 hrs.

Approved electives: 11 semester hours.

***Concentration Areas***

The student who majors in Textiles and Clothing may also select a concentration of courses in either **Merchandising, Communications, or Chemistry.**

The concentration will be selected by the student (with the approval of the Home Economics Department) and will consist of at least a **24-hour cluster** from one of the following groups of courses.

The courses indicated below in each of the concentration areas do not comprise an official **minor**. They are recommended as a curricular pattern which will provide the student with desirable cognate work, completing a total professional preparation with the textiles and clothing major.

#### **Merchandising Concentration** (at least 24 semester hours)

The textiles and clothing major combined with a concentration in Business provides background for positions in retailing, promotional work, buying, or fashion coordination.

Accounting: 201—3 hrs.; 202—3 hrs.

Management: 300—3 hrs.

Marketing: 305—3 hrs.; 332—3 hrs.; 334—3 hrs.; 353—3 hrs.; 442—3 hrs.; 444—3 hrs.; 447—3 hrs.

Economics 200 and 201 are recommended General Education courses for students who select this concentration.

#### **Chemistry Concentration** (at least 24 semester hours)

The concentration of courses in chemistry is designed for students interested in textile testing and textile related industries.

Chemistry: 105\*—4 hrs.; 106—4 hrs.; 251—4 hrs.; 252—4 hrs.; 321—4 hrs.

Approved electives: 4 semester hours.

\*Before enrolling in Chemistry 105, Mathematics 111 should be taken as a General Education course by any student deficient in a working knowledge of algebra.

#### **Communications Concentration** (at least 24 semester hours)

The textiles and clothing major combined with a concentration of courses in radio, television, and journalism prepares students for professional opportunities in communications.

Speech: 218—3 hrs.; 220—3 hrs.; 290—3 hrs.; 330—3 hrs.

Additional elective hours in Radio-Television courses.

Journalism: 116—3 hrs.; 301—2 hrs.; 306—3 hrs.; 312—2 hrs.

#### *Textiles and Clothing Minor* (24 semester hours)

A 24-hour minor in Textiles and Clothing available to students majoring in other departments. The minor combines with such majors as art, business, science, journalism, radio-television, and speech.

Required courses:

Textiles and Clothing: 113 or 311—3 hrs.; 213—3 hrs.; 411—3 hrs.; 412—3 hrs.; 413—3 hrs.; 416—3 hrs.; 417—3 hrs.

Interior Design and Housing: 101—3 hrs.

#### **Teacher Certification**

Students should become thoroughly familiar with the requirements for admission to the School of Education and for the professional

semester outlined at other places in this *Bulletin*. In addition to one of the following patterns, students on the teacher curriculum must complete all University requirements for graduation.

Professional certification requires a minimum of eight hours of graduate credit in home economics to include Home Economics 654—3 hrs. and approved home economics education electives—3 hrs.

In order to meet the course requirements of both the area major and the general teaching major listed below, the student must complete the General Education requirements specified by the School of Education for secondary certification. In interpreting this requirement, students anticipating graduate study in home economics areas are advised to select basic courses from chemistry, mathematics, life-sciences, sociology, and economics.

The student who desires to become a secondary school teacher of home economics must complete the prescribed pattern of 20 semester hours of professional education, which includes teaching methods and supervised teaching.

### *Home Economics Vocational Teaching—Area Major* (52 semester hours)

College graduates who complete this major are qualified to teach home economics in junior high and senior high schools. This curriculum prepares them to teach courses in general homemaking, textiles and clothing, food and nutrition, home and family living, home management, and housing in vocationally reimbursed schools. Graduates from this curriculum are qualified for home economics extension positions. With appropriate electives they may qualify as home economists in utility companies and in business.

#### Required courses:

Child Development and Family Life: 103—3 hrs.; 236—2 hrs.; 336—3 hrs.; 438—3 hrs.

Family Economics and Home Management: 301—3 hrs.; 366—3 hrs.; 470—3 hrs.; 475—3 hrs.

Food and Nutrition: 201—3 hrs.; 226—3 hrs.; 326—3 hrs.

Textiles and Clothing: 113—3 hrs.; 213—3 hrs.; 311 or 411 or 413—3 hrs.

Interior Design and Housing: 101—3 hrs.; 363—3 hrs.

Home Economics Education: 491—1 hr. (HE Ed 391—3 hrs. is included under professional education requirements.)

Approved Home Economics electives: 4 semester hours.

### *Home Economics General Teaching—Major* (40 semester hours)

College graduates who complete this major are qualified to teach home economics in junior and senior high schools which are not vocationally reimbursed. With appropriate electives they may qualify as home economists in utility companies and in business.

Required courses:

Child Development and Family Life: 103—3 hrs.; 236—2 hrs.; 336 or 438—3 hrs.

Family Economics and Home Management: 301—3 hrs.; 366—3 hrs.; 470 or 475—3 hrs.

Food and Nutrition: 201—3 hrs.; 226—3 hrs.

Interior Design and Housing: 101—3 hrs.; 363—3 hrs.

Textiles and Clothing: 113—3 hrs.; 213—3 hrs.

Required science: Geography 433—3 hrs. or Life Sciences 450—3 hrs. Home Economics (HE Ed 391—3 hrs., is included under professional education requirements.)

Approved home economics electives: 2 semester hours.

*Home Economics General Teaching Minor* (24 semester hours)

This minor provides a general background and may be selected on any curriculum pattern specifying a 24-hour minor. This is also the pattern for the Junior High School Certificate.

Required courses:

Child Development and Family Life: 103 or 336—3 hrs.

Family Economics and Home Management: 301 or 475—3 hrs.

Food and Nutrition: 201—3 hrs., 226—3 hrs.

Interior Design and Housing: 363—3 hrs.

Textiles and Clothing: 113—3 hrs.; 213—3 hrs.

Geography: 433—3 hrs. or Life Sciences 450—3 hrs.

## COURSES

### *General Home Economics*

122 SOCIAL ORIENTATION—1 hour. Approved social practices in college, home, and community groups. Designed to strengthen social education of both men and women students.

\*400 STUDY ABROAD—2-6 hours. The resources of various geographic areas are utilized in the study of selected aspects of home economics. Evidence of individual study is required. Prerequisite: consent of instructor.

### *Home Economics Education*

391 METHODS OF HOME ECONOMICS EDUCATION—3 hours. Current trends, teaching materials, and teaching procedures; development of objectives, concepts, and generalizations for teaching home economics. Prerequisite: Education 305.

\*400 STUDY ABROAD—HOME ECONOMICS EDUCATION. See General Home Economics.

\*425 NUTRITION FOR ELEMENTARY TEACHERS—3 hours. Principles of nutrition; methods of nutrition education; planning for meals in child care centers.

\*485 HOME ECONOMICS RELATED OCCUPATIONS—3 hours. Philosophy and development of occupational home economics programs; legal requirements;

community organizations; coordinator responsibilities; pre-work orientation. Prerequisite: consent of instructor.

\*486 OCCUPATIONAL SKILLS RELATED TO FOOD SERVICE—3 hours. Analysis of food service skills suitable for occupational home economics courses; legal aspects, current trends, community needs. Prerequisite: consent of instructor.

\*487 DEMONSTRATION IN TEACHING HOME ECONOMICS—2 hours. Experience in techniques of demonstration. Open to upper division home economics majors or minors.

491 HOME ECONOMICS EDUCATION SEMINAR—1 hour. The problems encountered by students while teaching in supervisory centers. Open to students only during their professional semester.

\*493 METHODS OF ADULT HOMEMAKING EDUCATION—3 hours. Principles and techniques of teaching adults; participation in defining adult needs and implementation of programs. Prerequisite: 391.

\*497ED SPECIAL PROBLEMS IN HOME ECONOMICS EDUCATION—1-3 hours. Additional work in home economics education for which the student has a particular interest or need. Prerequisite: consent of instructor.

### *Child Development and Family Life*

103 HUMAN DEVELOPMENT WITHIN THE FAMILY CONTEXT—3 hours. In depth individual development within the family context through the various stages; evaluation of current personal development and projections for the future.

236 FAMILY HEALTH—2 hours. Mental and physical health of the individual and family members; health services available in fostering family health.

336 FAMILY RELATIONSHIPS—3 hours. Interpersonal interaction in contemporary family life; consideration of premarital, husband-wife, parent-child, and sibling relationships.

\*400 STUDY ABROAD—CHILD DEVELOPMENT AND FAMILY LIFE. See General Home Economics.

\*436 CHILD AND FAMILY—3 hours. Influence of family environment, parental expectations, and child rearing practices on the development of the adolescent in different cultural backgrounds. Prerequisites: 103 or Educational Psychology 202 and Sociology 120.

\*437 INFANT DEVELOPMENT—3 hours. Development from conception through the second year as influenced by family experiences; observation and participation in family life laboratory required. Prerequisite: Psychology 101.

\*438 CHILD DEVELOPMENT—3 hours. Development of the young child as influenced by the home and family environment; observation and participation in parent nursery required. Prerequisite: Psychology 101.

\*439 ORGANIZATION AND ADMINISTRATION OF PRESCHOOL CENTERS—3 hours. Philosophy and management of day care centers, cooperative nursery schools, Head Start Programs; home and community relationships. Prerequisite: 438 or Education 342.



\*440 FAMILY LIFE EDUCATION IN SCHOOL AND COMMUNITY—2 hours. Principles, programs, and practices of professional service in family life education programs in the school and various community agencies. Prerequisites: 336 or equivalent and 438 or Education 342, or consent of instructor.

\*441 FAMILY LIFE EDUCATION—3 hours. Current research and theoretical foundations of family life education; personal adjustment, dating, marriage, family relationships. Prerequisite: 336.

\*444 CHANGING ROLES OF WOMEN—3 hours. The changing and multiple roles of women in Western society; implications for family life, personal development, and education. Prerequisites: Educational Psychology 202, Sociology 120.

\*446 CULTURALLY DISADVANTAGED CHILD AND FAMILY—3 hours. Problems, needs, related research, current trends, and programs to assist the disadvantaged child and family toward fuller actualization of potentialities for self and society.

\*449 PRACTICUM IN CHILD DEVELOPMENT AND FAMILY LIFE—3 hours. Guided experiences in a nursery school, day care program, youth club, or family service program.

\*497CF SPECIAL PROBLEMS IN CHILD DEVELOPMENT AND/OR FAMILY LIFE—1-3 hours. Additional work in child development or family life for which the student has a particular interest or need. Prerequisite: consent of instructor.

### *Family Economics and Home Management*

301 FAMILY MANAGEMENT AND DECISION MAKING—3 hours. The family and its changing roles in relation to function and use of resources.

366 HOUSEHOLD EQUIPMENT—3 hours. The application of principles and techniques relating to selection, care, and use of household equipment.

\*400 STUDY ABROAD—FAMILY ECONOMICS AND HOME MANAGEMENT. See General Home Economics.

470 HOME MANAGEMENT RESIDENCE—3 hours. Residence in the home management house; participation in all phases of homemaking; emphasis on management and decision-making. Prerequisites: 301, 326 or equivalent.

\*471 RECENT TRENDS IN HOME MANAGEMENT—3 hours. Concepts, issues, and research in the field of home management; implications for the homemaker's management problems.

\*473 FAMILY AND CONSUMER LAW—3 hours. A study of the legal rights and responsibilities of family members as they function within the economy and society.

475 CONSUMER EDUCATION—3 hours. Application of decision-making procedures to current issues and problems which confront the family in safeguarding and spending the family income.

\*476 FAMILY FINANCIAL MANAGEMENT—3 hours. Development of a conceptual framework for family financial management in a rapidly changing economic environment; major financial alternatives available to families during the life cycle.

**\*497EM SPECIAL PROBLEMS IN FAMILY ECONOMICS AND/OR HOME MANAGEMENT**—1-3 hours. Additional work in family economics or home management for which the student has a particular interest or need. Prerequisite: consent of instructor.

### *Food, Nutrition, Dietetics, and Institution Management*

**201 FUNDAMENTALS OF NUTRITION**—3 hours. Principles of nutrition; requirements and interrelationships of nutrients, application to personal and social needs.

**220 FOOD SELECTION AND PREPARATION**—3 hours (includes laboratory). Open to non-home economics majors. Purchase and preparation of food with concern for nutritional aspects and cost.

**221 INTRODUCTION TO NUTRITION IN HEALTH AND DISEASE**—3 hours. Relationship of food intake to nutritional status; requirements and recommended allowances of nutrients; modification of food intake for disease states. Designed for nursing, premedical, and other allied health curricula.

**226 FUNDAMENTALS OF FOODS**—3 hours. (includes laboratory) The composition and structure of foods and principles underlying the preparation of standard food products. Prerequisite: Chemistry 106 or 150 or consent of instructor.

**321 DIET IN DISEASE**—3 hours. Dietary modifications necessary to meet body needs during pathological conditions. Prerequisites: 201; Chemistry 106 or 150.

**326 MEAL MANAGEMENT**—3 hours (includes laboratory). Application of principles of nutrition, food preparation, and management to meal service as influenced by the family social unit. Prerequisite: 220 or 226.

**331 QUANTITY FOOD EQUIPMENT**—3 hours. Selection, operation, and care of equipment used in quantity food production. Prerequisite: 220 or 226.

**333 QUANTITY FOOD PREPARATION I**—3 hours (includes laboratory). Methods of quantity food production; menu planning, and food costs. Prerequisite: 220 or 226 or equivalent.

**334 INSTITUTIONAL ORGANIZATION AND MANAGEMENT I**—3 hours (includes laboratory). Organization, financial control, and personnel management for food service. Prerequisite: 220 or 226 or equivalent.

**335 FIELD STUDY**—1 hour. Four weeks work experience in an approved institution under the supervision of a professionally qualified food service manager and the direction of a food and nutrition staff member; detailed written report required. Prerequisite: 334.

**\*420 NUTRITION**—3 hours. Pertinent literature and current research in human nutrition. Prerequisites: 201, 226.

**\*421 CHILD NUTRITION**—3 hours. Social-psychological and physiological aspects of feeding children individually or in groups. Prerequisite: 201.

\*425 NUTRITION FOR ELEMENTARY TEACHERS. See Home Economics Education.

\*427 CULTURAL ASPECTS OF FOOD—3 hours. Sociological and aesthetic roles of food in cultures. Prerequisite: 226.

\*428 FOOD SCIENCE—3 hours (includes laboratory). Experimental approach to the study of chemical and physical properties of foods. Prerequisite: 226.

432 QUANTITY FOOD PURCHASING—3 hours. Principles and techniques related to procurement of food in quantity and quality control. Prerequisite: 334.

433 QUANTITY FOOD PREPARATION II—3 hours. Supervised work experience in quantity food production. Prerequisite: 333 or equivalent.

434 INSTITUTIONAL ORGANIZATION AND MANAGEMENT II—3 hours. Supervised work experience in management of food service. Prerequisite: 334 or equivalent.

\*486 OCCUPATIONAL SKILLS RELATED TO FOOD SERVICE. See Home Economics Education.

\*497FN SPECIAL PROBLEMS IN FOOD AND/OR NUTRITION—1-3 hours. Additional work in food or nutrition in which the student has a particular interest or need. Prerequisite: consent of the instructor.

### *Interior Design and Housing*

101 APPLIED DESIGN—3 hours. The development of values and judgments through the study of design as applied to visual environment; clothing, interiors, housing, and community.

251 INTRODUCTION TO INTERIOR DESIGN—3 hours. Application of the elements and principles of design to interiors through creative problems with stress on graphics and color. Prerequisite: 101 or Art 101.

351 INTERIOR DESIGN I—4 hours. Continuation of 251 in the application and integration of design and furnishings for residential and non-residential interiors. Attention given to the fabrication, serviceability, and marketing of furnishings. Prerequisite: 251 or equivalent.

363 HOUSING—3 hours. Housing needs of families: house planning and furnishing from the economic, social, scientific, and aesthetic points of view.

\*400 STUDY ABROAD—INTERIOR DESIGN AND HOUSING. See General Home Economics.

\*451 INTERIOR DESIGN II—4 hours. Specialized problems of designing, planning, and executing interiors with a client, using more professional and technical graphic presentations. Prerequisites: 351 and 453.

453 INTERIOR DESIGN PROFESSIONAL PRACTICES AND PROCEDURES—3 hours. Supervised experiences in business concerns dealing with interior design or home furnishings. Open only to senior interior design majors who have appropriate part-time work and who have consent of the instructor.

\*454 INTERIORS I—3 hours. The development of European domestic furnishings from early times through the eighteenth century. Prerequisites: Art 454 or Humanities 441 and junior standing.

\*455 INTERIORS II—3 hours. The development of American domestic architecture and furnishings from the seventeenth century through the twentieth century. Prerequisites: 454 and junior standing.

\*456 INTERIORS III—3 hours. Developments and trends in contemporary interior design and furnishings. Prerequisites: 455 and junior standing.

\*463 RECENT TRENDS IN HOUSING AND URBAN DEVELOPMENT—3 hours. Further understanding of aesthetic, economic, political, and social factors with attention given to the site, structure, safety, comfort, and convenience of new and older structures. Prerequisite: 363.

\*497ID SPECIAL PROBLEMS IN INTERIOR DESIGN AND/OR HOUSING—1-3 hours. Additional work in interior design or housing for which the student has a particular interest or need. Prerequisite: consent of instructor.

### *Textiles and Clothing*

112 WEAVING—2 hours. Experimenting, designing, and constructing items using yarn and other natural materials on various looms; macramé and crocheting. Open to all students.

113 CLOTHING I—3 hours. Alteration and use of commercial patterns; basic fitting principles; construction from beginning to speed tailoring. 1 hour lecture—4 hours laboratory.

212A CLOTHING SELECTION (WOMEN)—2 hours. Personal figure analysis; elements and principles of design including use of line, color, and texture to achieve harmony in clothing; consumer aspects of textiles and wardrobe planning.

212B CLOTHING SELECTION (MEN)—2 hours. Personal figure analysis; elements and principles of design including use of line, color, and texture to achieve harmony in clothing; consumer aspects of textiles and wardrobe planning.

213 TEXTILES—3 hours. Textiles from fiber to fabric to finish; properties of fabric which affect selection, use, and care. 2 hours lecture, 1 hour laboratory. Prerequisite: science laboratory experience.

311 CLOTHING II—3 hours. Custom tailoring and advanced construction principles. Prerequisite: 113 or equivalent.

314 HISTORIC COSTUME—2 hours. Costume beginning with ancient Egypt and up to the present; social, religious, and political factors affecting costumes for men and women. Open to all students.

\*400 STUDY ABROAD—TEXTILES AND/OR CLOTHING. See General Home Economics.

\*411 DRESS DESIGN—FLAT PATTERN OR DRAPING—3 hours. Applied dress design through (A) flat pattern or (B) draping method. Prerequisite: 113 or consent of instructor.

\*412 RECENT TRENDS IN TEXTILES AND CLOTHING—3 hours. Current developments in fibers, fabric construction, design, and finishes. Prerequisite: 213; Chemistry 100L or 150L or consent of instructor.

\*413 SOCIO-PSYCHOLOGICAL ASPECTS OF CLOTHING AND TEXTILES—3 hours. Anthropological, economic, and socio-psychological aspects of textiles and clothing. Prerequisite: one course in each: Psychology and Sociology.

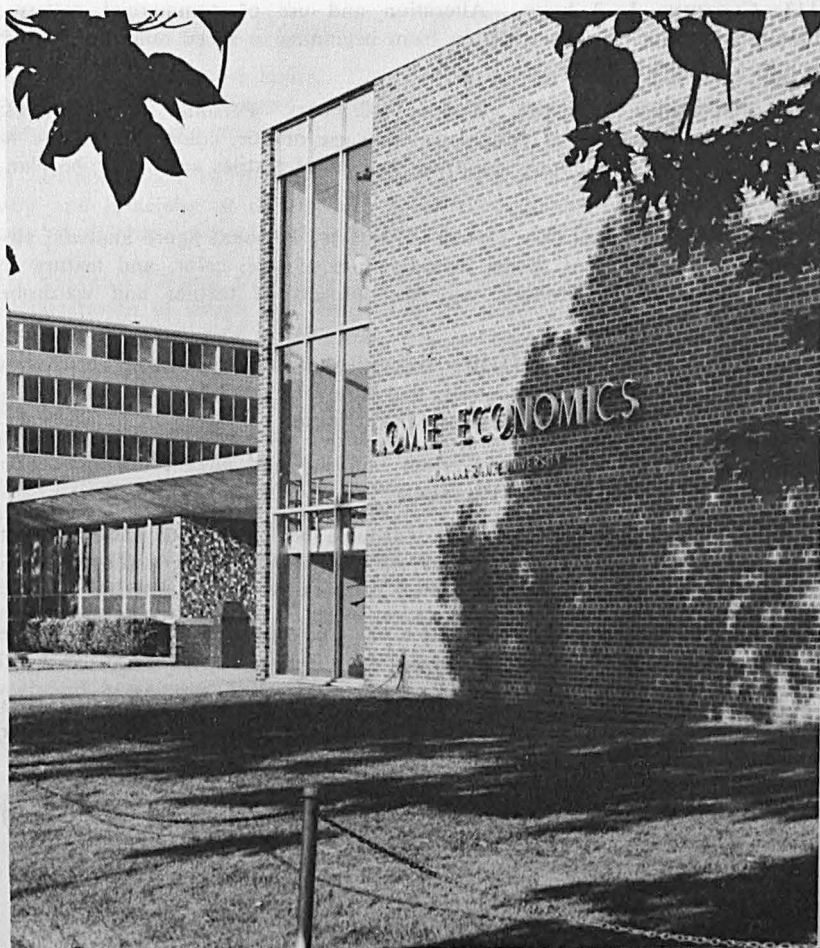
\*416 FASHION INDUSTRY—3 hours. Organization and structure of the apparel, accessory, and related industries.

\*417 HOUSEHOLD AND INSTITUTIONAL TEXTILES—3 hours. Selection, comparative cost, serviceability, specifications, aesthetic qualities, economic, and psychological aspects. Prerequisite: 213.

\*453TC TEXTILES AND CLOTHING WORK EXPERIENCE—3 hours. Supervised experiences in business concerns with textiles, fashion, merchandising, or related fields. Prerequisite: junior or senior standing or current registration in Cooperative Professional Practices Program.

\*497TC SPECIAL PROBLEMS IN TEXTILES AND/OR CLOTHING—1-3 hours. Additional work in textiles, clothing, in which the student has a particular interest or need. Prerequisite: consent of instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF HUMANITIES

Dr. Cornelius B. Canon, Acting Chairman  
Department Office: Room 130, Parsons Hall

The humanities comprise literature, the visual arts, and music, together with history, philosophy, and religion. Interdisciplinary study in the humanities is the examination of these aspects of civilization in their relationships with one another. In this Department, the interdisciplinary study of the humanities is divided into six periods: the classical world, the medieval world, the Renaissance, the baroque and the enlightenment (the seventeenth and eighteenth centuries), the nineteenth century, and the twentieth century. The Department participates also in the program in American Studies.

The major program in interdisciplinary studies provides a comprehensive and integrated knowledge of Western cultural history. Such study can be pursued as an end in itself or as a basis for graduate work in interdisciplinary studies or comparative literature, in art history or literary study, in philosophy, religion, or history. There is great need both in the universities and secondary schools and in such professional careers as government service, writing and editing, the ministry—even in business—for personnel with broad interests and interdisciplinary training. For those students who are concentrating in more narrowly defined subjects, departmental minor programs may serve to broaden knowledge and awareness or may afford training for teaching the humanities in elementary and secondary schools.

In addition to, and parallel with, the interdisciplinary programs, the Department of Humanities provides for the more specialized study of the history of art and for the study of religion.

The art history program emphasizes the connections of the visual arts with other humanistic studies. The study of Western art is divided into the same six periods as the interdisciplinary curriculum: ancient, medieval, Renaissance, baroque, nineteenth century, and twentieth century. Primitive, Eastern, and American art are also comprised in the curriculum. The study of art history can be pursued simply for its own sake, as ancillary to other humanistic subjects, or as preparation for graduate study in art history, where there is pressing need for students to take positions in universities, museums, and libraries.

The program in the study of religion examines religion as an aspect of the intellectual and cultural development of civilization. The thought, ethical systems, institutional forms, and essential writings both of Western and of non-Western religions are canvassed. Also

examined are the interconnections of religion with literature, the arts, philosophy, and the general movement of history.

**GENERAL EDUCATION COURSES.** All undergraduate courses offered by this Department may serve as General Education. Especially fitted for General Education are the introductory courses in interdisciplinary study, in art history, and in the study of religion: General Humanities 201 and 202; Humanities in the Twentieth Century 291 and 292, Survey of Art History 251 and 252, Introduction to Religion 190; and World Religions 250. The six senior seminars in interdisciplinary studies (446, 456, 466, 479, 480, and 491) are also particularly recommended for qualified students from other departments.

## CURRICULA

The Department of Humanities offers degree programs in interdisciplinary studies, in art history, and in the study of religion. Offered also are minor programs in these three fields and a teaching minor in interdisciplinary studies.

### *Liberal Arts Major in Interdisciplinary Study, B.A. degree* (57 semester hours, plus a foreign language)

This program, which allows wide latitude of choice to fit the interests and aptitudes of each student, comprises:

General Humanities: 201—3 hrs.; 202—3 hrs. These are sophomore courses, but entering freshmen intending to major in Humanities may secure consent of the Department to enroll.

History: 351—3 hrs.; 353—3 hrs.; 355—3 hrs.; 357—3 hrs. This series of courses is in Western History. Other history courses may be substituted with the consent of the Department.

Philosophy: 204—3 hrs. or 404—3 hrs.

Three periods of concentration totaling 36 hours, and usually consisting of 12 hours each. The three periods are selected by the student (with the approval of the Department) from among these: the classical world, the medieval world, the Renaissance, the baroque and enlightenment, the nineteenth century, the twentieth century, and American culture. Each 12-hour cluster should include (a) a course in art history or music history, (b) a course in English or foreign literature, (c) a course in philosophy (or, in not more than one period, an additional course in literature), (d) an interdisciplinary seminar in the Department of Humanities which will integrate the various aspects of the period under study.

One foreign language: six hours of study in literature, the courses to serve as components in the student's chosen periods of concentration. Students who begin a language in the University will need at least 20 hours, 14 of which comprise the University requirement for the B.A. degree.

### *Liberal Arts Major in Art History, B.A. degree*

(40 semester hours, plus 14 in a foreign language and 12 in related fields)

Humanities: 251—2 hrs. and 252—2 hrs. or 201—3 hrs. and 202—3 hrs. as prerequisite to upperclass art history courses.

History: at least six hours—e.g., 101—3 hrs.; 102—3 hrs. The four semester sequence of Western History, 351-353-355-357 (3 hrs. each), is especially recommended.

Aesthetics and theory of fine art: three hours—e.g., Philosophy 204 or 404.

Art History: A total of 24 hours at the 300 or 400 level; these must include at least one course devoted to each of the ancient world, the medieval period, and the Italian Renaissance. Certain courses in the history of interior design and of costume, offered by the Department of Home Economics, may be counted here with the consent of the Department of Humanities.

Practical art work: at least one semester of elementary studio practice—e.g., Art 101—3 hrs.

One foreign language: The University requirement of 14 hours is to be fulfilled in French, Italian, or (preferably) German.

Literature and Music: at least 12 hours of study in literature or music at the 300 or 400 level. The interdisciplinary seminars in Humanities will also satisfy this requirement.

### *Liberal Arts Major in the Study of Religion, B.A. degree*

(33 semester hours, plus 14 in a foreign language and 18 in a related field)

Required courses in the Study of Religion (18 hours): Humanities 250; 351 and 352; 353 and 354; 403; or substitutes for the preceding. Substitutes must be approved by the advisor and the chairman of the Department.

Humanities electives in the Study of Religion (9 hours): 416; 450; 453; 496. 403 (required above) may be repeated here with a change of subject. These electives and those below must be chosen in such a way that the student has at least nine hours in Western religions and at least nine hours in Eastern.

Non-Humanities electives (6 hours): Anthropology 301; English 334; History 481, 488, 489, 456; Philosophy 333, 413; Sociology 462.

The 14-hour requirement in a foreign language will be fulfilled in French, German, Greek, or Latin—the language to be chosen in terms of its pertinence to the student's area of concentration.

The student will select an additional 18 hours on the 200 level or above, 12 hours of which must be on the 300 level or above, in an area related to his primary focus in the Study of Religion—e.g., art history, interdisciplinary humanities, literature, philosophy. The selection of the 18 hours will be made by the student in consultation with his advisor.

### *Liberal Arts Minor in Interdisciplinary Study*

(36 semester hours, part of which will normally overlap the major)

Since so wide a latitude of choice is allowed, the minor program must be approved by the Department of Humanities.



General Humanities: 201—3 hrs. and 202—3 hrs.

History: two courses (6 hrs.) chosen to support the periods of concentration.

Philosophy: 204—3 hrs. or 404—3 hrs.

Two periods of concentration totaling at least 21 hours. At least one period should include a philosophy course, and each should include a course in art history or music history, a course in English or foreign literature, and a seminar in the Department of Humanities which will integrate the various aspects of the period under study.

### *Minor in Art History* (28 semester hours, including supporting courses)

Humanities: 251—2 hrs. and 252—2 hrs. or 201—3 hrs. and 202—3 hrs. as prerequisites to upperclass art history courses.

History: 101—3 hrs. and 102—3 hrs. or approved substitutes.

Aesthetics and theory of fine art: three hours—e.g., Philosophy 204 or 404.

Art History: A total of 15 semester hours at the 300 or 400 level; these must include at least one course in ancient or in medieval art and one in Italian Renaissance.

### *Minor in the Study of Religion* (18 semester hours)

Humanities: 250—3 hrs.; 351—3 hrs. and 352—3 hrs.; or 353—3 hrs.; 354—3 hrs.; and 496—3 hrs. or approved substitute.

Electives: 6 hours chosen from the following (3 hours each). Anthropology 301; English 334; History 456, 481, 488, 489; Humanities 403, 416, 450, 453, and other Humanities courses in the study of religion; Philosophy 333, 413; Sociology 462.

### *Teaching Minor in Interdisciplinary Study*

At present no teaching certificates in humanities are issued by the State of Indiana. But more and more secondary (and elementary) schools are offering interdisciplinary courses in the humanities; teachers of history, English, foreign language, art, and music, who wish to participate in such courses may take the liberal arts minor in interdisciplinary study (above). Secondary majors in world history, English, or foreign language may also take the slightly different teaching minor program below; it is assumed that the history major will have taken in his major program the history courses appropriate to his chosen periods of concentration and that the literature major will have taken literature courses appropriate to his chosen periods.

**With a major in world history:** Humanities 201-202 (6 hours), plus two periods of concentration (18 hours), each of which is to include a course in literature, a course in art history or music history, and a seminar in the Department of Humanities.

**With a major in English or foreign language:** Humanities 201-202 (6 hours) plus two periods of concentration (18 hours) each of which is to include a course in history, a course in art history or music history, and a seminar in the Department of Humanities.

In both cases, Philosophy 204 or 404 (3 hours each) should be taken as an elective.

## COURSES

### *General Interdisciplinary*

201 GENERAL HUMANITIES: THE CLASSICAL WORLD TO THE RENAISSANCE—3 hours. The imaginative literature, the philosophical and historical writing, the art and music of Western civilization from the classical world to the Renaissance. Prerequisite: English 104 (with 105 or 107 taken concurrently).

202 GENERAL HUMANITIES: THE RENAISSANCE TO THE TWENTIETH CENTURY—3 hours. The imaginative literature, the philosophical and historical writing, the art and music of Western civilization from the Renaissance to the present century. Prerequisite: English 104 (with 105 or 107 taken concurrently); may be taken without 201.

291 THE HUMANITIES IN THE TWENTIETH CENTURY I—2 hours. Literature, philosophy and religion, the visual arts, and music from 1890 to 1930. Prerequisite: English 104 (with 105 or 107 taken concurrently).

292 THE HUMANITIES IN THE TWENTIETH CENTURY II—2 hours. Literature, philosophy and religion, the visual arts, and music from 1930 to the present. Prerequisite: English 104 (with 105 or 107 taken concurrently); may be taken without 291.

301 TOPICS IN THE HUMANITIES—3 hours. Selected topics in the interdisciplinary study of the humanities. Each topic will be announced in advance and printed as part of the course title in the Schedule of Classes. This course may be repeated by the student assuming a change in topic and subject content.

393 POPULAR CULTURE—2 hours. Tendencies in contemporary popular culture: in drama, film, poetry, fiction, popular music, dance, the plastic arts. Prerequisite: sophomore status.

401 HUMANITIES: INDIVIDUAL STUDY—1-3 hours. Directed individual study in any of the subjects offered by the Department, either to help meet a departmental requirement or as an elective. By arrangement with the instructor and with the approval of the Department; junior standing is prerequisite.

\*402 TEACHING THE HUMANITIES—3 hours. Objectives of interdisciplinary study of the humanities; principles of design of the several kinds of humanities courses; teaching methods; equipment and materials; techniques of testing.

\*421 PHILOSOPHY IN LITERATURE—3 hours. Philosophical implications of significant literary works of the novel, poetry, and drama. (Also listed as Philosophy 421.)

\*434 SURVEY OF THE OPERA—3 hours. The development of operatic forms, styles, and conventions from Monteverdi to the present. Besides a wide variety of selections from individual operas, several representative works will be studied in their entirety. (Also listed as Music 458.)

\*447 CLASSICAL MYTHS IN ANCIENT AND MODERN LITERATURE—3 hours. Mythology in the literature, art, religion, and philosophy of the classical world; the use of mythological themes in the literature, art, and life of the Renaissance and modern periods. (Also listed as Latin 402.)

\*448 APPROACHES TO THE EPIC—3 hours. The epic from Homer through the Renaissance, including representative works from the major European languages. (Also listed as Latin 463.)

### *Interdisciplinary Seminars*

In each of the six periods of civilization studied in the Department of Humanities, a seminar is offered which embraces several aspects of that epoch—its imaginative literature, its art, its music, its philosophical and historical writing. These courses are designed both for students within the Department of Humanities and for students of other departments who desire interdisciplinary study. Humanities 201 and 202 are desirable prerequisites, but able students from other departments are encouraged to elect these seminars without the prerequisite, provided that they have training in one of the component disciplines. The courses combine lecture and seminar methods and are offered to permit the student both to survey and to study in depth the periods listed. Since the subject of the course will differ somewhat each time it is offered, the student may repeat the course with the approval of the chairman.

\*446 HUMANISTIC STUDIES IN THE CLASSICAL WORLD—3 hours. Literature, philosophy, religion, and the arts in the cultural synthesis of the classical world. In different years the seminar may concentrate on pre-Greek cultures, Hellenistic Greece, the Roman Republic, etc.

\*456 HUMANISTIC STUDIES IN THE MIDDLE AGES—3 hours. Literature, philosophy, religion, and the arts in the cultural synthesis of the middle ages. In different years the seminar may concentrate upon Byzantine, Carolingian, Romanesque, and/or Gothic eras.

\*466 HUMANISTIC STUDIES IN THE RENAISSANCE—3 hours. Literature, philosophy, religion, and the arts in the cultural synthesis of the Renaissance in Europe. In different years the seminar may concentrate on fifteenth century Italy, the high and/or late Renaissance, the Northern Renaissance, the Reformation and/or the Counter Reformation.

\*479 HUMANISTIC STUDIES IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES—3 hours. Literature, philosophy, religion, and the arts in the cultural synthesis of the seventeenth and eighteenth centuries. In different years the seminar may concentrate upon the baroque, rococo, and/or Neoclassical eras.

\*480 HUMANISTIC STUDIES IN THE NINETEENTH CENTURY—3 hours. Literature, philosophy, religion, and the arts in the cultural synthesis of the nineteenth century. In different years the seminar may concentrate on the early Romantic movement, Realism, German Romanticism, etc.

\*491 HUMANISTIC STUDIES IN THE TWENTIETH CENTURY—3 hours. Literature, philosophy, religion, and the arts. In different years, the seminar may deal with a short period (between two world wars), a country, or a cultural trend (Expressionism).

### *Art History*

Prerequisite for enrollment in the 300-400 series of art history courses (whether taken as Humanities or as Art) is (a) Humanities or Art 251 and 252,

or (b) Humanities 201 and 202, or (c) Art 151 with a grade of B or better, or (d) passing a proficiency test.

A student may not take 251 (unless it is inexorably required as part of a program) if he has had Art 151 or Humanities 201; similarly, he may not take 252 if he has had Art 151 or Humanities 202.

**251 SURVEY OF ART HISTORY I**—2 hours. Art from the prehistoric period to the close of the Middle Ages. (Also listed as Art 251.)

**251A SURVEY OF ART HISTORY 1A**—1 hour. A continuation of the subject matter of 251, involving, for example, discussions, field trips, guest lecturers, and individual research. May be taken concurrently only with 251. (Also listed as Art 251A.)

**252 SURVEY OF ART HISTORY II**—2 hours. Art from the Renaissance to the present. (May be taken without 251.) (Also listed as Art 252.)

**252A SURVEY OF ART HISTORY 2A**—1 hour. A continuation of the subject matter of 252, involving, for example, discussions, field trips, guest lecturers, and individual research. May be taken concurrently only with 252. (Also listed as Art 252A.)

**293 ART IN THE CURRENT DECADE**—3 hours. Developments in architecture, painting, sculpture, and the allied arts: especially designed for art students. (Also listed as Art 250.)

**332 HISTORY OF ARCHITECTURE**—3 hours. The development of Western architecture from the ancient world to the present. (Also listed as Art 374.)

**\*400 STUDY IN ART HISTORY ABROAD**—1-6 hours. The study of art history, whether in classes or on individual plans, carried on abroad with the approval of the Department.

**\*411 AMERICAN ART**—3 hours. The history of the visual arts in the American colonies and the United States from the seventeenth century through the first half of the twentieth century. Foreign influences are noted as well as the relation of these arts to the religious, political, and social conditions of American life. (Also listed as Art 471.)

**\*412 AMERICAN PAINTING AND SCULPTURE**—3 hours. The evolution of these arts in the American colonies, and the United States from the seventeenth century to the present; foreign influences and indigenous traditions; the relation of these arts to the political, religious, and social conditions of American life. (Also listed as Art 472.)

**\*413 AMERICAN ARCHITECTURE**—3 hours. Sources and development of American architecture from the seventeenth century to the present: the colonial period, the early republic, Romanticism, the post-Civil War period, and recent architectural trends. (Also listed as Art 473.)

**\*425 THE ART OF CHINA, KOREA, AND JAPAN**—3 hours. Chinese art of the Shang and Chou Dynasties. Expansion of the Chinese culture through the Han Dynasty. Beginnings of art in Korea and Japan. Buddhist art in Japan and China. The rise of Chinese and Japanese national styles. Later Chinese and Japanese art. (Also listed as Art 478.)

- \*435 SOCIO-CULTURAL ASPECTS OF ART—3 hours. The relation of art forms, styles, techniques, and systems to the socio-cultural milieu, with topical emphasis on architecture, manuscript illumination, Italian Renaissance and baroque painting, nineteenth century French painting, and contemporary art. Prerequisites: two 400 courses in art history, or consent of instructor. (Also listed as Art 475.)
- \*436 CONNOISSEURSHIP AND MUSEUM MANAGEMENT—3 hours. Survey of artistic taste and of factors contributing to formation of nineteenth and twentieth century museum collections; the museum as a resource for education and research. A laboratory approach to aspects of management, through cooperation with the Sheldon Swope Art Gallery, covers such areas as staffing, finances, public relations, cataloging, acquisitions, exhibition planning, conservation, etc. Students register in the fall term, but the course continues throughout the academic year. Enrollment, by consent of instructor, is restricted to two students each year. (Also listed as Art 476.)
- \*437 PRINTS AND DRAWINGS—3 hours. A review of the history of Western art since the sixteenth century through a study of prints and drawings; the principal techniques and materials used in printmaking, followed by a chronological survey of styles of drawing and printmaking. (Also listed as Art 477.)
- \*439 INDIVIDUAL STUDY IN ART HISTORY AND CRITICISM—1-3 hours. Prerequisites: consent of the instructor and of the Department. (Also listed as Art 458.)
- \*441 ANCIENT ART—3 hours. The great monuments (architecture, sculpture, painting) of the ancient Egyptians and the early inhabitants of Mesopotamia, the Aegean Islands and Greece. (Also listed as Art 455.)
- \*442 CLASSICAL ART—3 hours. The great art monuments which are the immediate heritage of Western man—Aegean, Greek, Etruscan, Roman, Greek architecture, sculpture, and vase painting, and Roman architecture, sculpture, and frescoes will be the principal objects of study. (Also listed as Art 450.)
- \*451 EARLY MEDIEVAL ART—3 hours. European architecture, sculpture, and painting (especially manuscript illumination) of the Early Christian, Carolingian, and pre-Romanesque areas. (Also listed as Art 452.)
- \*452 ROMANESQUE AND GOTHIC ART—3 hours. The architecture, sculpture, and painting of two particularly rich eras in the culture of Western man. Classical and Eastern influences. Regional and chronological differences will be coordinated with the religious, historical, political, and social movements occurring from the eleventh to the fifteenth centuries. (Also listed as Art 459.)
- \*461 THE EARLY RENAISSANCE IN ITALY—3 hours. The evolution of painting, sculpture, and architecture in Italy from Giotto and other antecedents in the Trecento through the work of Brunelleschi, Donatello, and Masaccio, to the late Quattrocento works of Botticelli, Sangallo, and Verrocchio; historical political, and humanistic influences. (Also listed as Art 451A.)
- \*462 ART OF THE NORTHERN RENAISSANCE—3 hours. The transformation (1425-1550) of late medieval into Renaissance and Mannerist art in France, Germany, and the Low Countries, with special emphasis on Jan van Eyck,

Rogier van der Weyden, and Durer. Distinctively Northern expressive and stylistic traditions are contrasted with Italian influences. (Also listed as Art 451B.)

\*463 THE HIGH RENAISSANCE AND MANNERISM—3 hours. The evolution of Italian art from Leonardo, Raphael, and Michelangelo through the Cinquecento, including the painters, sculptors, and architects of the High Renaissance and Mannerism in Florence, Rome, Venice, and North Italy. (Also listed as Art 451C.)

\*471 BAROQUE AND ROCOCO ART IN ITALY—3 hours. Baroque style in the seventeenth and eighteenth centuries in Italy: architecture, painting, and sculpture. (Also listed as Art 456A.)

\*472 BAROQUE AND ROCOCO ART IN NORTHERN EUROPE AND SPAIN—3 hours. A study of selected art monuments (painting, architecture, sculpture, and the minor arts) of the seventeenth and eighteenth centuries in the Low countries, France, England, and Spain. (Also listed as Art 456B.)

\*481 ART OF THE NINETEENTH CENTURY—3 hours. Western art from the French Revolution to the post-Impressionists; Classicism and Romanticism, the revival styles and new architectural developments, realism and academic art, Impressionism and the post-Impressionists. (Also listed as Art 453.)

\*492 MODERN ART—3 hours. The major movements of twentieth century art: Cubism, Fauvism, Surrealism, action painting, the architecture of Wright and the International Style. (Also listed as Art 454.)

499 TOPICS IN MODERN ART—3 hours. Selected topics in modern art, architecture, and design. Each topic will be announced in advance and printed as part of the course title in the schedule of classes. This course may be repeated by the student for a maximum of 6 semester hours, assuming a change in topic and subject content. Prerequisite: Humanities 492/Art 454 or consent of instructor. (Also listed as Art 460.)

### *The Study of Religion*

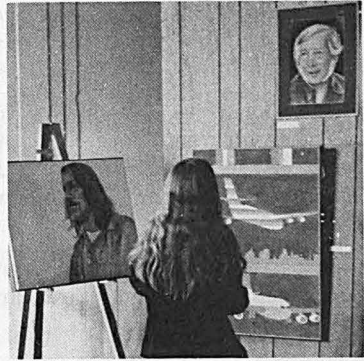
190 INTRODUCTION TO RELIGION—3 hours. An introduction to the academic study of religion, involving definitions and methods of exploring the subject, key concepts and basic terms of analysis, and an intensive examination of a specific topic or problem in religion.

250 WORLD RELIGIONS—3 hours. The system of thought, classical writings, and institutional expressions of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Prerequisite: sophomore status.

351 HISTORY OF WESTERN RELIGIONS I—3 hours. Major Western religions: Egypt, Mesopotamia, and Greece; Judaism; early and medieval Christianity and Islam.

352 HISTORY OF WESTERN RELIGIONS II—3 hours. Western religions from the Reformation to the present: Protestantism and the Reformation, the Catholic Counter-Reformation, the Enlightenment and religious liberalism.

353 HISTORY OF EASTERN RELIGIONS: INDIA—3 hours. Religious systems of India from their beginnings to the modern period.



354 HISTORY OF EASTERN RELIGIONS: THE FAR EAST—3 hours. Major religious systems of East Asia: Taoism, Confucianism, Buddhism, and Shinto.

\*403 SEMINAR IN THE STUDY OF RELIGION—3 hours. Intensive study of a problem or topic which is announced in advance and printed in the schedule of classes. The seminar may be repeated once, with a different topic and with consent of instructor. Prerequisites: senior status and nine completed hours in the study of religion, including 250; or consent of instructor. (Also listed as Afro-American 433.)

\*416 RELIGION IN AMERICAN HISTORY AND CULTURE—3 hours. The significant periods, prevailing motifs, pivotal figures, major systems of thought, and primary movements in the American religious heritage. The religious roots and dimensions of American politics, literature, philosophy, art, and music. Prerequisite: previous work in history of religion or consent of instructor. (Also listed as Afro-American 463.)

\*450 PRIMITIVE RELIGIONS—3 hours. Primitive religions, with special emphasis upon underlying patterns: the religious life of the Paleolithic hunters, the Neolithic religions, the discovery of agriculture and its religious phenomena. Emphasis upon primitive mythologies and "hierophanies" (manifestations of the sacred) of the sky, earth, water, etc. At least one primitive religious system will be explored in depth. Prerequisite: previous work in history of religion or consent of instructor.

\*453 RELIGIOUS THOUGHT IN MODERN INDIA—3 hours. Leading religious thinkers of the nineteenth and twentieth centuries. Special attention is given to problems of reconstructing traditional religious systems in terms of modern concerns of nationalism, secularism, and egalitarianism. Prerequisite: previous work in history of religions or consent of instructor.

\*496 MODERN RELIGIOUS THOUGHT—3 hours. The present theological scene in the West and its background since 1900, with stress on its implications for America: Liberalism, Neoorthodoxy, movements beyond Neoorthodoxy, God-is-dead theology, and secular theology. Emphasis upon such modern theologians as Barth, Niebuhr, Tillich, Chardin, Buber. Prerequisite: previous work in history of religion or in philosophy; or consent of instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF LIBRARY SCIENCE

Dr. Robert D. Little, Chairman  
Department Office: Room 304, Reeve Hall

### Librarianship

Professional education for librarianship is viewed by the Department of Library Science as culminating in a Master of Library Science degree. All undergraduate programs in library science articulate with the Department's Master of Library Science program.

Within this professional framework, the Department offers two preprofessional library science minors on the undergraduate level: (1) School Library and Audiovisual Services (teaching minor) requiring provisional certification as either a General Elementary or Secondary School Teacher and (2) Public Librarian IV (minor) taken as part of a broadly based, liberal arts undergraduate major.

Both programs have been established to satisfy educational requirements as outlined by library certification agencies of the State of Indiana. For this reason, it is essential that students consult with the faculty of the Department of Library Science prior to enrollment in either of these programs.

Students may elect individual library science courses. These provide a valuable introduction to the organization of information and its use in education, research, and society. Students wishing to enroll in such courses should confer with the faculty of the Department prior to registration.

The Department of Library Science provides a limited number of scholarships each year to students minoring in Library Science. For further information consult with the Department chairman.

**GENERAL EDUCATION COURSES.** Library Science 306, 412, and 413 may be taken as General Education under category G, Supplementary.

### CURRICULA

#### *School Library and Audiovisual Services—Teaching Minor*

(24 semester hours)

Required Library Science: 411—3 hrs.; 412—3 hrs. or 413—3 hrs.; 421—3 hrs.; 431—3 hrs.; 456—3 hrs.

Education 314L—2 hrs., Introduction to Instructional Systems Technology; 443—3 hrs., Production of Instructional Materials; 347L—1 hr., Instructional Technology.

Directed electives: 3 hrs.



*Public Librarian IV—Minor* (16 semester hours)

Required Library Science: 306—2 hrs.; 411—3 hrs.; 412—3 hrs. or 413—3 hrs.; 421—3 hrs.; 431—3 hrs.; 455—3 hrs.

**COURSES**

306 INTRODUCTION TO LIBRARIES—2 hours. Introductory study of the library field and its opportunities. Includes a brief history of libraries and outlines the purposes of libraries in general. Emphasis upon activities and functions of the librarian as related to information and educational services.

\*411 SELECTION OF LIBRARY MATERIALS—3 hours. Evaluation of books and other media of communication. Emphasis upon principles of selection, aids used, and the process of building library collections.

\*412 LIBRARY MATERIALS FOR CHILDREN—3 hours. Materials published for children. Includes a history of children's books, their selection, and evaluation. Emphasis upon the relationship of materials to the needs, abilities, and interests of children.

\*413 LIBRARY MATERIALS FOR ADOLESCENTS—3 hours. Materials published for adolescents. Includes techniques in reading guidance and some attention to the gifted child and the retarded reader. Emphasis upon the relationship of materials to the needs, abilities, and interests of adolescents.

\*421 INTRODUCTION TO CATALOGING AND CLASSIFICATION—3 hours. Methods employed in the organization of all forms of published information for library use. Emphasis upon the use of standard cataloging and classification tools in organization of information.

\*431 BIBLIOGRAPHY AND REFERENCE SOURCES—3 hours. The sources of bibliographic and reference information. Emphasis upon the study of dictionaries, handbooks, indexes, national bibliographies, and bibliographical control. Some concern with the theory and practice of reference.

\*442 BUILDING LIBRARY COLLECTIONS FOR CHILDREN—3 hours. Psychological, sociological, and curriculum basis for the selection of library materials for children. Emphasis upon the theory of building collections for children in grades 1-6. Prerequisite: 412.

\*443 BUILDING LIBRARY COLLECTIONS FOR ADOLESCENTS—3 hours. Psychological, sociological, and curriculum basis for building library collections for the adolescent. Emphasis upon materials and library collection building to enrich teaching. Prerequisite: 413.

455 PUBLIC LIBRARY SERVICE—3 hours. An examination of the organization and operation of public libraries. Emphasis upon the legal basis, administration, personnel, planning, and activities involved in public library service. Includes directed practical experiences in a public library. Prerequisites: 411, 421, 431, or consent of instructor.

456 SCHOOL LIBRARY SERVICE—3 hours. An examination of the organization, operation, planning, and equipping of school libraries. Emphasis upon the role of the library and the librarian in the curriculum. Includes directed

practical experiences in a school library. Prerequisites: 411, 421, 431, or consent of instructor.

459 PRACTICUM IN SCHOOL LIBRARIES—3 hours. Provides practical experiences in a school library or media center program. Experiences including working with children and teachers, selection, acquisition and preparation of materials, circulation procedures, and other appropriate library routines.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF LIFE SCIENCES

Dr. Christopher P. Sword, Chairman  
Department Office: Room 255, Science Building

The curriculum developed by the Department of Life Sciences is based on the premise that a biology student, no matter what the professional goal, should be well-informed about basic aspects of the biological sciences. Minimal requirements in chemistry, physics, and mathematics have always been essential for biologists, but in recent years, the contributions of the latter disciplines make a thorough grounding in the physical sciences both absolute and imperative. A knowledge of physical phenomena provides a basis for understanding new developments in biology. Hence, the curriculum requires several courses in the physical sciences in addition to courses in life sciences. The life sciences are in a period of rapid discovery concerning organisms, their cellular components, and their interactions with each other and with their environment. Through an integrated approach, bringing together several fields, biology is making substantial contributions to the many applied areas, such as medicine, agriculture, and environmental management. For these reasons, whether a student plans to teach, attend graduate or professional school, or pursue a career in field or laboratory biology, the same basic core curriculum is required.

A life sciences major may be used to prepare a student for academic, industrial, or governmental careers. Students may fulfill the requirements for medical school, dental school, veterinary school, graduate school, or entrance into an AMA approved school of medical technology or other allied medical sciences with a major in life sciences.

**GENERAL EDUCATION COURSES.** In the sciences and mathematics areas of the General Education requirements, a minimum of 11 semester hours is required, with not over six hours in any one of the six areas listed. The following courses are recommended as suitable for this requirement: 112, 113, 231, 241, 274, 410, 411, 413, 415, 416, 455, and 456. Any other life sciences course may be used as General Education provided that the student has the necessary prerequisite and/or consent of the instructor.

### CURRICULA

The Department of Life Sciences offers one general curriculum leading to a Bachelor of Arts or a Bachelor of Science degree. Candidates for either degree must successfully complete the University

requirement of a minimum of 124 semester hours of credit, which includes 50 hours of General Education course work, and the requirements of the Department. A Bachelor of Arts degree is granted upon the completion of two years, or the equivalent, of a foreign language in addition to those requirements for the B.S. degree. Six hours of a language may be counted toward the Philosophy and the Arts requirements of the General Education courses. A foreign language is recommended for those planning to attend graduate school. A minor is not required for either a B.A. or B.S. degree.

A Bachelor of Science degree in medical technology is awarded those students who complete a special four-year curriculum, which includes clinical studies in affiliated hospitals. Three-year, non-degree programs are available to students who plan to enter medical, dental, or veterinary schools or wish to become physical therapists. Two-year, non-degree programs are available to students who plan to enter optometry or pharmacy schools. A one-year program is outlined for students planning to become dental hygienists. Consult the *Bulletin* index for the location of these preprofessional or special curricular patterns.

## Life Sciences Departmental

### *Major* (40 semester hours)

Required Life Sciences core curriculum: 101—4 hrs.; 102—4 hrs.; 330—4 hrs.; 350—2 hrs.; 351—2 hrs.; 374—4 hrs.; 380—3 hrs.

Electives: To complete the 40 hours required for the major a minimum of 17 hours beyond the core curriculum must be selected from the following: 342, 381, 401, 402, 403, 407, 409, 421, 422, 423, 424, 425, 426, 427, 428, 431, 432, 435, 437, 441, 447, 451, 452, 453, 455, 456, 457, 461, 471, 475, 479, 480, 481, 483, 485, 490, 491, 492. Life Sciences 413 is an acceptable elective only for life sciences majors pursuing a secondary school teachers curriculum. A maximum of four credit hours of Life Sciences 492 may be used to fill the elective requirement but only with the consent of the Department chairman.

A portion of the 17 hours of elective credit required of life sciences majors beyond the core curriculum may be composed of courses from cognate areas subject to the approval of the student's advisor and in agreement with the Department chairman. This excludes cognate courses which are prerequisite for courses in life sciences.

Students enrolled as teaching majors are urged to take a course in developmental biology and a course in conservation as part of the 17 hours of electives beyond the core curriculum.

Prerequisites for the Life Sciences major include the following: Physics 105—4 hrs., 106—4 hrs.; Chemistry 105—4 hrs.; 106—4 hrs., 351—3 hrs., 351L—1 hr., 352—3 hrs., 352L—1 hr.; Mathematics 230—4 hrs. or 241—3 hrs. or Life Sciences 485—3 hrs. (Total 27 or more semester hours; thus no fewer than 67 semester hours in sciences and mathematics are needed to complete a life sciences major.

A chemistry minor is recommended to accompany a life sciences major. Those students planning to enter medical school should select Life Sciences 342—4 hrs. and 461—3 hrs. It is recommended that these students consider for inclusion in their course work the following: a chemistry minor, a foreign language, electives in philosophy and arts, Psychology 101—3 hrs. and Psychology 426—3 hrs.

Because several physical science courses are prerequisites for the required courses in life sciences, a chemistry minor can be completed with a minimum of additional hours with a life sciences major.

### *Minor* (24 semester hours)

Required Life Sciences: 101—4 hrs.; 102—4 hrs.; 330—4 hrs.; 350—2 hrs.; 351—2 hrs.; 374—4 hrs.; 380—3 hrs.

Elective: 1 hour.

Prerequisites for the required Life Sciences courses include the following: Chemistry 105—4 hrs.; 106—4 hrs.; 351—3 hrs.; 351L—1 hr.; 352—3 hrs.; 352L—1 hr.; Mathematics through 122—3 hrs. or 241—3 hrs. or Life Sciences 485—3 hrs. (with necessary mathematics prerequisites); Physics 105—4 hrs. (Total 26-30 semester hours.)

### *Conservation Minor* (29 semester hours, for life sciences majors)

Required courses: Life Sciences 415—3 hrs.; 451—3 hrs.; 455—2 hrs.; 456—1 hr.; 457—3 hrs.; Geography 111—3 hrs.; 213—3 hrs.; 433—3 hrs.; Geology 152—3 hrs.; 153—3 hrs.; Recreation 209—2 hrs.

## Secondary Teacher Certification

Those students planning to be certified to teach biology must complete the professional requirements listed elsewhere in this *Bulletin* (see School of Education) in addition to those of the Department which are listed above. For professional certification eight semester hours of appropriate graduate credit in life sciences must be completed.

## Elementary Teaching Endorsement

The endorsement in life sciences requires the completion of 24 semester hours. The courses are: Life Sciences 101—4 hrs.; 102—4 hrs.; 274—3 hrs.; 350—2 hrs.; 351—3 hrs.; 351L—1 hr.; and 492—1 or 2 hrs. An additional six or seven semester hours should be selected in consultation with a life sciences advisor.

## General Science Curriculum

The curricular patterns for General Science certification can be found in the section—Science Teaching Center. Consult index for page number.

## COURSES

- 101 **PRINCIPLES OF BIOLOGY I**—4 hours. An introductory course, lecture and laboratory, dealing with the unifying fundamentals of life with emphasis on the organization of living things. Prerequisite: Chemistry 105 or concurrently.
- 102 **PRINCIPLES OF BIOLOGY II**—4 hours. A continuation of 101 with emphasis on development, controls, evolution, and environmental biology (lecture and laboratory). Prerequisites: 101, Chemistry 106 or concurrently.
- 112 **INTRODUCTION TO LIFE SCIENCES**—3 hours. General concepts in the life sciences stressing those fundamental to life processes. Laboratory experiences provide opportunities for self-directed study and problem solving. This course does not count for credit on the biology major and minor except with the consent of the Department chairman.
- 113 **A SURVEY OF THE PLANT KINGDOM**—3 hours. Lectures and laboratories deal with the basic aspects of representatives of the principal groups of the plant kingdom. A general course for students majoring in areas other than life sciences.
- 199 **HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS**—2 hours. A summer seminar for mature, outstanding high school students who have completed no less than six semesters of high school work. The program is to represent work in the Life Sciences Department over and above the regular secondary school curriculum. This shall not be for the purpose of accelerating the secondary school student at the high school level, but is a means of broadening and encouraging the student's education program. The purpose in life sciences shall be to provide intellectual stimulation and the highest quality collegiate experiences which the university can offer.
- 201 **PHARMACOLOGY**—2 hours. A study of drugs including the scientific knowledge of drugs, the physiological actions on the human organism, the principles of drug therapy, and current practice.
- 231 **HUMAN ANATOMY AND PHYSIOLOGY I**—3 hours. The skeletal, muscular, and nervous systems of man are studied in relation to the anatomy, physiology, and histology.
- 241 **HUMAN ANATOMY AND PHYSIOLOGY II**—3 hours. The circulatory, respiratory, excretory, digestive, reproductive, and endocrine systems of man are studied in relation to the anatomy, physiology, and histology. All students who need six hours of anatomy and physiology on any major or minor curriculum must have the prerequisite 231 before taking 241.
- 274 **INTRODUCTORY MICROBIOLOGY**—3 hours. The study of the structure and physiology of microorganisms and their relation to health, sanitation, agriculture, and industry. A general course for students majoring in areas other than life sciences.
- 310 **THE TEACHING OF LIFE SCIENCES IN THE SECONDARY SCHOOLS**—2 hours. The techniques of instruction and instructional materials in the biological sciences of the secondary schools. It cannot be counted on the major or minor but only toward professional education credit.

- 330 **GENERAL PHYSIOLOGY**—4 hours. The basic concepts of physiology. The course includes many of the important physiological phenomena of both plants and animals. Prerequisites: 102, Chemistry 352 and 352L, or 150 and Physics 105 or concurrently.
- 342 **COMPARATIVE ANATOMY**—4 hours. Lectures and laboratory studies of the anatomical similarities and differences to be found in Chordata. Prerequisite: 102.
- 350 **GENERAL ECOLOGY**—3 hours. A study of the ecological principles common to all populations of organisms and to their supporting systems. Prerequisite: 102.
- 351 **GENERAL ECOLOGY LABORATORY**—1 hour. Laboratory and field studies of selected ecosystems. Independent study projects are encouraged. Prerequisite: 350 or concurrently.
- 374 **GENERAL MICROBIOLOGY**—4 hours. A study of the structure, function, and interrelationship of microorganisms. The role of microbiology in the development of modern concepts of biology will be presented. Prerequisites: 102 and Chemistry 351, 351L.
- 380 **GENETICS**—3 hours. The study of hereditary mechanisms including classical, biochemical, and population concepts using appropriate examples. Prerequisites: 102 and Mathematics 104 or 111.
- 381 **GENETICS LABORATORY**—1 hour. Demonstrations of genetic phenomena using a variety of organisms for a better understanding of heredity mechanisms. Prerequisite: 380 or concurrently.
- \*401 **GENERAL CYTOLOGY**—4 hours. The structure, function, and interaction of cellular constituents at various levels of biological organization in connection with the processes of cellular differentiation, growth, and heredity. Prerequisites: 102 and Chemistry 106 or 100.
- \*402 **MOLECULAR BIOLOGY**—3 hours. A discussion of the structure-function relationships between biological macromolecules and the cellular substructures which they comprise. Prerequisites: 102, 330, and Chemistry 352, 352L. (409 and Chemistry 431 are recommended).
- \*403 **GENERAL VIROLOGY**—3 hours. A general course covering classification, structure, and pathology of viruses. Emphasis is placed on the virus-cell association. The area of tumor virology is also covered as well as oncogenesis in general. Prerequisite: 374.
- \*407 **BIOPHYSICS**—3 hours. The applications of principles and techniques of physics to biology and physical properties and energy transfers of living systems, including the effects of ionizing radiation. Prerequisites: 102 and Physics 106. (Also listed as Physics 407.)
- \*409 **BIOINSTRUMENTATION**—4 hours. Lectures, including theory, and demonstrations of the application of modern scientific instruments and research techniques in solving problems in biology, biophysics, and biochemistry. Prerequisites: 101 and 102; Chemistry 105 and 106; Physics 105 and 106; or equivalents and consent of instructor. (Also listed as Physics 409.)
- \*410 **HISTORY OF BIOLOGY**—2 hours. The historical development of life sciences, including the principal contributions of outstanding biologists.

\*411 HUMAN GENETICS WITH EMPHASIS ON RACE AND MAN'S FUTURE—3 hours. Lectures and discussions concerning basic information and possible future developments in the areas of human genetics, evolution and race, and the application of this information to consideration of problems facing mankind.

\*413 FIELD BIOLOGY—3 hours. Local plants and animals in their natural environment. Included will be methods of collecting, culturing, and preserving specimens. Especially designed for in-service teachers.

\*415 FIELD ZOOLOGY—3 hours. A field study of local animal life in Indiana, including classification, distribution, and natural history.

\*416 HUMAN BIOLOGY—3 hours. Biological and physiological processes as they function in the life of the individual.

\*421 INVERTEBRATE ZOOLOGY—3 hours. Lecture and laboratory studies of the natural history, classification, adaptations, life cycles, phylogeny, and field studies of invertebrate animals. Prerequisite: 102.

\*422 ENTOMOLOGY—3 hours. The study of insects, their relation to other arthropods, structure, taxonomy, development, ecology, and economic aspects; includes lecture, laboratory, and field work. Prerequisite: 102.

\*423 ANIMAL PARASITOLOGY—3 hours. The taxonomy, anatomy, life cycles, and significance of animal parasites. Prerequisite: 102.

\*424 MAMMALOLOGY—3 hours. Lectures, laboratory, and field work on mammals, including their classification, evolution, ecology, and methods of study. Prerequisite: 428.

\*425 HERPETOLOGY—3 hours. Lectures, laboratory, and field studies on reptiles and amphibians, including their classification, evolution, ecology, and methods of study. Prerequisite: 428.





- \*426 ORNITHOLOGY—3 hours. Lectures, laboratory, and field studies on Indiana birds, including their life histories, ecology, and economic importance. Prerequisite: 102.
- \*427 PLANT TAXONOMY—4 hours. Principles of taxonomy, evolution, and phylogeny. Emphasis on the variation within the relationships between selected orders and families of vascular plants represented in the Indiana flora. Lectures, laboratory, and field study. Prerequisite: 102.
- \*428 VERTEBRATE ZOOLOGY—4 hours. Principles of taxonomy and evolution as applied to vertebrates. Includes lectures, laboratories, and field work on classification, identification, and behavior. Prerequisite: 102.
- \*431 GENERAL ENDOCRINOLOGY—3 hours. The glands of internal secretion, including their structure, biochemistry, and physiology. Prerequisite: 330.
- \*432 VERTEBRATE PHYSIOLOGY—4 hours. The function of the various vertebrate organ systems with emphasis on functions as related to the adaptations and survival of organisms in their natural environments. Prerequisites: 330 and Chemistry 352 and 352L.
- \*435 CELLULAR PHYSIOLOGY—3 hours. Cellular metabolism, its regulation, and its relation to various cellular organelles and structures. Prerequisites: 330 and Chemistry 352 and 352L.
- \*437 PLANT PHYSIOLOGY—4 hours. Unique aspects of plant metabolism such as water relations, mineral nutrition, photosynthesis, nitrogen metabolism, growth, and morphogenesis. Prerequisite: 330.
- \*441 HISTOLOGY AND MICROTECHNIQUE—4 hours. Lectures and laboratory studies dealing with microscopic structures of the principal animal tissues, including preparation of animal materials for microscopic study. Prerequisite: 102.
- \*447 COMPARATIVE MORPHOLOGY OF VASCULAR PLANTS—3 hours. Relationships of morphology, taxonomy, and experimental morphogenesis of vascular plants. Prerequisite: 102.
- \*451 ANIMAL ECOLOGY—3 hours. Advanced field studies of the interrelationships between animals and the physical and biotic factors of the environment. Prerequisites: 350 and 351.
- \*452 LIMNOLOGY I—4 hours. A general introduction to the physical, chemical, and biological aspects of freshwaters, composition of the freshwater biota and the influence of physical and chemical parameters on the biota. Lecture and laboratory. Field investigations of lake and stream environments will be performed. Prerequisites: 102 and Chemistry 106.
- \*453 LIMNOLOGY II—4 hours. An in-depth examination of topical areas in limnology: primary productivity, population dynamics, abnormal communities, etc. Lecture and laboratory. Prerequisite: 452 or consent of instructor.
- \*455 MAN AND ENVIRONMENT—2 hours. The history, principles, practice, and philosophy of man's relationship to the total environment.
- \*456 MAN AND ENVIRONMENT LABORATORY—1 hour. Field and laboratory studies of the human environment. Stress is placed on developing a manage-

ment model for a small Vigo County environmental system. Concurrent enrollment in 455 required.

\*457 **PLANT ECOLOGY**—3 hours. Autecological and synecological studies of plants, including a review of current literature in plant ecology. Laboratory and field work problems. Prerequisites: 350, 351, and 427.

\*461 **EMBRYOLOGY**—3 hours. Lectures and laboratory studies of development and differentiation of germ layers into organs and systems of vertebrate animals. Prerequisite: 102.

\*467 **PLANT GROWTH AND DEVELOPMENT**—3 hours. Growth and development of plants with emphasis on regulatory factors. Prerequisite: 437.

\*471 **PROTOZOOLOGY**—3 hours. Discussion and laboratory studies on taxonomy, structure, physiology, life cycles, and behavior of protozoa. Prerequisite: 102.

\*474 **APPLIED MICROBIOLOGY**—4 hours. Microbiology of food, milk, water, sewage, soils, and industrial fermentations. Prerequisite: 374.

\*475 **MEDICAL BACTERIOLOGY**—4 hours. Pathogenic bacteria in relation to infection and methods of immunology. Prerequisite: 374.

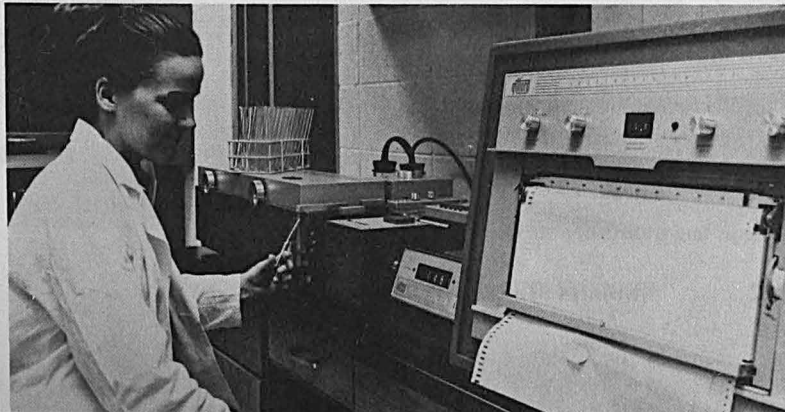
\*479 **PATHOGENIC MYCOLOGY**—4 hours. Survey of mycotic infections of man and animals including the source of infection, agent involved, and the mycology of the infective agent. Prerequisite: 374.

\*480 **GENERAL EVOLUTION**—3 hours. A discussion of evidences for and mechanisms and theories of evolution emphasizing how evolution provides unifying patterns for understanding living organisms at all levels of organization. Prerequisite: 380.

\*481 **MOLECULAR GENETICS**—3 hours. A study of gene action at the molecular level, with emphasis on the contributions of microbial genetics. Prerequisites: 374, 380, and Chemistry 352 and 352L.

\*483 **QUANTITATIVE GENETICS**—3 hours. The mathematical theory of genetics and its application to natural populations, with particular emphasis directed to forces acting on the gene pool, and the effects of different systems of mating on the genetic status of population. Prerequisites: 380 and 485.

\*485 **INTRODUCTION TO BIOMETRY**—3 hours. Principles of probability and statistics applied to biological data. Binomial, chi-square, and normal distributions, including analysis of variance, regression, and correlation. Prerequisite: Mathematics 111.



490 SEMINAR IN LIFE SCIENCES—1-2 hours. A review of current research topics in biology.

491 SPECIAL TOPICS IN LIFE SCIENCES—1-4 hours. Advanced course for life sciences majors in which special topics are considered. Recent topics have included immunology, electron microscope techniques, and neurophysiology.

492 SPECIAL PROBLEMS IN LIFE SCIENCES—1-3 hours. Individual undergraduate research in an area of common interest to student and instructor. By arrangement and by consent of individual instructors.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.

### *Life Sciences Mini Courses*

114-1 CONVERSATIONAL BIOLOGY: REPRODUCTION AND DEVELOPMENT—1 hour. Study of reproduction, growth and development, and disease with emphasis on the human organism.

114-2 CONVERSATIONAL BIOLOGY: ENERGY FLOW IN THE LIVING WORLD—1 hour. An introduction to some of the basic concepts of biology utilizing the unifying thread of energy flow.

### *Medical Technology*

The following courses are special to the medical technology curriculum. Only students following the medical technology pattern are eligible to enroll after consultation with the associate director of the Center for Medical Technology.

MT 100 INTRODUCTION TO MEDICAL TECHNOLOGY—1 hour. Medical technology as a career. Audiovisual presentation of special topics, field trip to hospital laboratories, general consideration of the organization and administrative structure of hospital laboratories, medical ethics, medical terminology, introduction to instrumentation in clinical laboratories, and basic laboratory safety.

MT 200 CLINICAL MICROSCOPY—3 hours. Includes functions of renal and gastro-intestinal systems; laboratory exercises on clinical tests of urine and gastro-intestinal specimens; practice microscopic study of normal and pathologic urinary sediments; basic immunology, pregnancy and clinical serology tests; and the significance of tests in diagnosis.

MT 210 HEMATOLOGY—4 hours. Functions of blood and blood-forming organs; pathology related to these tissues; tests to measure various constituents of blood; and significance of these tests to clinical diagnosis. Emphasis is on cellular differentiation, hemoglobinometry, hemostasis, and quality control.

MT 310 IMMUNOHEMATOLOGY—3 hours. The theories and techniques of blood banking with emphasis on the relation to the fundamentals of immunology and genetics. Clinical experience includes all aspects of blood group systems and transfusion services.

**MT 320 ESSENTIALS OF PATHOLOGY**—1 hour. Basic concepts of origin and process of disease. Students are introduced to the recent advancements in pathological diagnosis.

**MT 400 SPECIAL TOPICS IN MEDICAL TECHNOLOGY**—3 hours. Clinical laboratory experience for senior students in various areas of clinical pathology under direct supervision of hospital staff. The students will work in various divisions of the clinical laboratory.

**MT 401 CLINICAL MICROBIOLOGY**—5 hours. Emphasis is placed on the methods of isolation, cultural characteristics, and identification of bacteria, viruses, and parasites of clinical importance. Students are introduced to susceptibility testing, hospital sepsis as well as training in the most recent immunologic methods which are of diagnostic aid. The students work with actual clinical specimens.

**MT 440 DIAGNOSTIC RADIO NUCLIDES**—2 hours. Introduction to nuclear medicine and practice in the handling of radioisotopes. Special emphasis is placed on the clinical application of diagnostic radioisotopes.

**MT 450 CLINICAL CHEMISTRY**—5 hours. Principles of chemical analysis of blood and other body fluids with clinicopathologic correlations. Clinical laboratory experience in comparative methodology including basic and advanced techniques. Biochemistry and metabolism of carbohydrates, proteins, and lipids are covered in detail. Enzymes, metal metabolism, acid-base balance, and selected topics are discussed. Special emphasis is placed on instrumental systems and quality control.

**MT 490 MEDICAL TECHNOLOGY SEMINAR**—1 hour. Presentation of reports by senior students on recent techniques and advancements in the field of medical technology.



## DEPARTMENT OF MATHEMATICS

Dr. Vesper D. Moore, Chairman

Department Office: Room 209, Holmstedt Hall

Mathematics courses are offered to support undergraduate and graduate mathematics programs in teacher education and liberal arts with a provision for initial specialization in areas of the algebras, the geometries, analysis, statistics, or computer science. Some mathematics offerings are especially designed to support General Education and curricula in other departments and divisions, such as Business, Technology, etc.

The courses in mathematics are highly sequential. It is important that students planning to major in mathematics begin their work early. For those students who neglect to start their mathematics major in the freshman year, the necessary doubling-up of courses must be done with due regard for the prerequisites.

Entering freshman students may take advanced placement tests and receive credit by examination in Mathematics 115 (Finite Mathematics) and Mathematics 122 (Analytic Geometry). For place, date, and time of examination contact the Mathematics Department Office.

**GENERAL EDUCATION COURSES.** All mathematics courses are applicable for General Education. Suggested: 104, 111, 112, 115, 122.

**DEGREE PROGRAMS.** Students majoring or minoring in mathematics may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for these degrees also should consult the University requirements for graduation, including the General Education requirements. Students desiring information concerning graduate degrees in mathematics should consult the *Bulletin of the School of Graduate Studies*.

### CURRICULA

#### Mathematics Departmental

Liberal arts curricula are offered in the College of Arts and Sciences. The major and minor patterns satisfy the mathematics requirements for either the Bachelor of Science or Bachelor of Arts degree. Patterns for the mathematics major and the mathematics minor follow.

### **Mathematics Major** (40 semester hours)

Required Mathematics: 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 330—3 hrs.; 335—3 hrs.; 410—3 hrs.; 412—3 hrs. Three hours from: 413—3 hrs. or 414—3 hrs. Three hours from: 430—3 hrs., 431—3 hrs., 432—3 hrs.

Elective Mathematics: 11 hours directed electives from upper division courses.

### **Mathematics Minor** (24 semester hours)

Required Mathematics: 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 330—3 hrs.; 335—3 hrs.; 412—3 hrs.

Elective Mathematics: 4 hours directed electives from upper division courses.

## **Teacher Certification**

A candidate for the baccalaureate degree in the School of Education should consult the requirements for admission to the School of Education and for the professional semester. In addition, students desiring a mathematics major or minor for teacher certification must complete one of the following patterns:

### **Mathematics Major** (40 semester hours)

Required Mathematics: 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 323—3 hrs.; 330—3 hrs.; 335—3 hrs.; 410—3 hrs.; 412—3 hrs.; 414—3 hrs.; 492—2 hrs. Three hours from 441—3 hrs., 443—3 hrs.

Elective Mathematics: 6 hours from upper division courses.

### **Mathematics Minor** (26 semester hours)

Required Mathematics: 115—3 hrs.; 122—4 hrs.; 230—4 hrs.; 323—3 hrs.; 330—3 hrs.; 335—3 hrs.; 412—3 hrs.

Elective Mathematics: 3 hours from upper division courses.

### **Elementary Endorsement** (24 semester hours)

Required Mathematics: 104, 122, 204, 230, 304—17 hours.

Electives: 241, one of 251 or 352, 323, 330, 412, 492.

Other directed electives with approval of advisor.

## **Pre-engineering Curriculum**

For Pre-engineering curriculum refer to the section of the *Bulletin*, Preprofessional Curricula.

## **Honors Courses**

The purpose of Mathematics Honors courses is to encourage independent study, to provide for acceleration, to enable students to pursue various topics in mathematics to greater depths than normally could be attained in the regular

classroom, and to encourage a limited number of seminar-type meetings for undergraduate students. Admission to these courses will be by invitation from the mathematics staff members. The number of semester hours for each student will be determined prior to registration. The area of mathematics in which a student works will be identified in the student's permanent record.

200 MATHEMATICS HONORS I—1 to 6 hours.

300 MATHEMATICS HONORS II—1 to 6 hours.

400 MATHEMATICS HONORS III—1 to 6 hours.

## COURSES

104 BASIC ELEMENTARY MATHEMATICS I—3 hours. Fundamental concepts in mathematics for the elementary major and appropriate for General Education including sets, logic, relations, functions, graphs, and algebraic systems.

111 COLLEGE ALGEBRA—4 hours. Polynomials, rational algebraic expressions, functions, graphs, inequalities, theory of equations, and right triangle trigonometry.

112 TRIGONOMETRY—2 hours. Trigonometric functions, their properties, and graphs. Trigonometric identities and solutions of triangles. This course does not count toward the Mathematics major or minor.

115 FINITE MATHEMATICS—3 hours. Advanced topics in algebra. The real numbers, mathematical induction, complex numbers, absolute values, inequalities, functions, theory of equations, progressions, vectors, matrices, determinants, and probability.

122 ANALYTIC GEOMETRY—4 hours. Coordinate geometry of two and three dimensions. Lines, circles, conic sections, planes, and surfaces. Prerequisite: 115 or 115 may be taken concurrently.

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. A summer honors seminar for high school students who have completed their junior year. Topics covered include computer programming, mathematical logic, probability, and field work in mathematics.

201 FUNDAMENTALS AND APPLICATIONS—3 hours. Provides a background for those students desiring a foundation in systems of equations, matrices, determinants, matrix operations, and applications to linear systems. For students in social sciences, business, and applied areas. Not open to mathematics majors. Prerequisite: 111 or equivalent.

204 BASIC ELEMENTARY MATHEMATICS II—3 hours. Geometry appropriate for the elementary teacher including both experimental and formal geometry, congruence, similarity, parallelism, measurement, and special concepts. Open only to elementary majors. Prerequisite: 104.

212 MATHEMATICS OF FINANCE—3 hours. Compound interest, annuities, depreciation, valuation, etc., as used in economics and business. Prerequisite: 104 or 111 or equivalent.



230 **CALCULUS I**—4 hours. The theory of limits, differentiation, successive differentiation, the definite integral, indefinite integral, and applications of both the derivative and integral. Prerequisite: 122 or 122 may be taken concurrently.

241 **PRINCIPLES OF STATISTICS**—3 hours. A terminal type course for non-mathematics majors and minors. Tabular and graphical representation of statistical data, measures of central tendency and dispersion, probability, sampling, statistical inference, simple correlation, and regression. Prerequisite: 104 or 111 or equivalent.

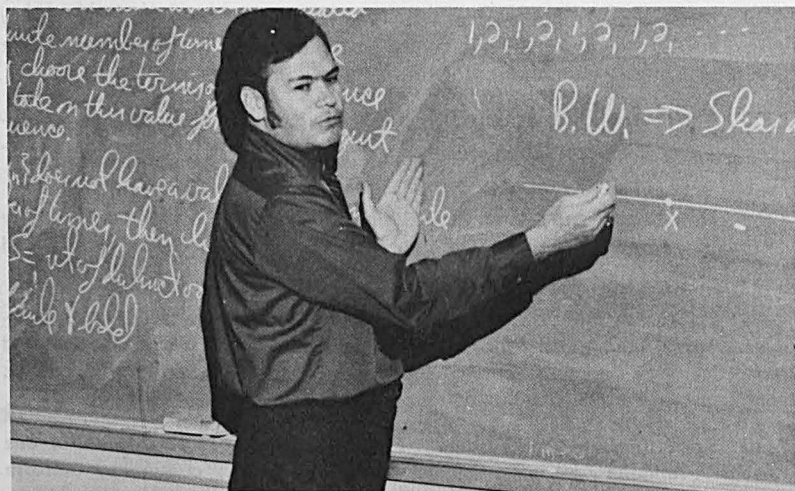
251 **INTRODUCTION TO COMPUTER TECHNOLOGY**—3 hours. Historical and recent developments, description of data processing equipment and its uses, computer languages data representation, numeration systems, computer logic, discussions of computer applications, terminology, and professions in the computer industry.

301 **FUNDAMENTALS AND APPLICATIONS OF CALCULUS**—3 hours. Inequalities, polynomial functions, logs, and exponentials. Fundamentals and applications of differential and integral calculus. For students in social sciences, business, and applied areas. Not open to mathematics majors. Prerequisite: 201 or equivalent.

304 **BASIC ELEMENTARY MATHEMATICS III**—3 hours. The structure of various numbers systems relating to operations and to computation algorithms in these systems. Also selected topics in probability, statistics, and numeration systems essential for the elementary teacher. Open only to elementary majors. Prerequisite: 104.

323 **COLLEGE GEOMETRY**—3 hours. Foundations of Euclidean geometry—metric and synthetic approaches. Incidence, betweenness, separation, congruence, similarity, and the role of the parallel postulate.

330 **CALCULUS II**—3 hours. Theory of integration, integration techniques, applications of calculus, transcendental functions, and indeterminate forms. Prerequisite: 230.





335 CALCULUS III—3 hours. Partial differentiation, multiple integration, infinite series, and applications of calculus to parametric equations and polar coordinates. Prerequisite: 330.

352 COMPUTER SCIENCE I—3 hours. A detailed introduction to algorithms, machine orders, description of an algebraic language, problem solving techniques, and a variety of practical problems. Prerequisite: 251.

390 TOPICS IN MATHEMATICS—3-6 hours. Includes topics in mathematics which are not usually presented in a traditional mathematics course. The course is designed to meet the needs of special interest groups and is presented by experts in various areas of mathematics.

391 THE TEACHING OF HIGH SCHOOL MATHEMATICS—2 hours. The materials, devices, and methods of teaching mathematics in the high schools. Prerequisites: 18 hours on the major or minor. (This course is taken during the professional semester for eight weeks.)

410 INTRODUCTION TO ANALYSIS—3 hours. The real number system as a complete ordered field, completeness properties and their equivalences, function of a single real variable, continuity differentiability, uniform continuity, the Reimann integral. Prerequisite: 335.

\*411 THEORY OF NUMBERS—3 hours. The transition between problem-solving mathematics and mathematics which develops a theory. This course is rich in material useful for the secondary and elementary teacher. Prerequisite: 335.

\*412 MODERN ABSTRACT ALGEBRA I—3 hours. Logic, the number system, theory of sets, groups, Boolean algebra, functions, and relations.

\*413 LINEAR ALGEBRA I—3 hours. Systems of linear equations, vector spaces, basic properties of matrices and determinants, linear transformations on a vector space, canonical representations of a linear transformation. Prerequisite: 412.

\*414 MODERN ABSTRACT ALGEBRA II—3 hours. Basic ideas from the theory of groups, rings, and fields including discussions of morphisms, quotient groups and rings, a characterization of the integers. Prerequisite: 412.

\*424 PROJECTIVE GEOMETRY—3 hours. Geometrical theorems of a projective nature; theorems relating to the concurrence of lines and the collinearity of points.

\*425 NON-EUCLIDEAN GEOMETRY—3 hours. A course denying the validity of Euclid's Parallel Postulate. The hyperbolic geometry of Gauss, Bolyai, and Lobachevski.

\*426 POINT SET TOPOLOGY—3 hours. Definition and properties of a topological space; continuous functions and homeomorphisms; various topological properties such as compactness, separation properties, and connectedness; metric spaces. Prerequisites: 410, 412.

\*430 REAL VARIABLES I—3 hours. Fundamental notions of calculus of one variable: functions of one variable, sequences, limits, continuity, uniform continuity, differentiation, integration. Prerequisite: 410.

**\*431 COMPLEX VARIABLES I**—3 hours. The theory of functions of complex variables. Properties of complex numbers, analytic functions and their power series expansions, singularities, integral theorems. Prerequisite: 410.

**\*432 ADVANCED CALCULUS**—3 hours. Functions of several real variables, transformations, differentiation, integration, inverse function theorem, implicit function theorem, and an introduction to calculus in manifolds. Prerequisite: 410.

**\*433 DIFFERENTIAL EQUATIONS**—3 hours. Particular solutions and simple applications, equations of the first order and first degree, simultaneous equations, first order equations of degree higher than the first, etc. Prerequisite: 335, or 335 may be taken concurrently.

**\*434 ADVANCED DIFFERENTIAL EQUATIONS**—3 hours. Solution of the general linear differential equation using the method by series. Numerical methods, Fourier series with applications in the solution of partial differential equations. Prerequisite: 433.

**\*435 INTRODUCTION TO VECTOR ANALYSIS**—3 hours. General vector spaces and inner products. Three dimensional Euclidean vector space, dot product, cross product, curl, and divergence of a vector field. Vector differential and integral calculus. Green's Theorem, surface integrals, divergence theorem, and Stoke's Theorem. Prerequisite: 330.

**\*436 NUMERICAL ANALYSIS I**—3 hours. Iterative techniques for the solution of non-linear equations, interpolation and approximation, numerical differentiation and integration, numerical solution of ordinary differential equations, error analysis. Prerequisites: 335, 352.

**\*441 MATHEMATICAL STATISTICS I**—3 hours. Basic probability, frequency functions, empirical and theoretical frequency distributions, mathematical models, elementary sampling theory, statistical inference, correlation, and regression. Prerequisite: 335.

**\*442 MATHEMATICAL STATISTICS II**—3 hours. Continuation of Mathematics 441. Multiple linear regression, curvilinear regression, theoretical frequency distribution for correlation and regression, principles for testing hypotheses and estimation, testing goodness of fit, small sampling distributions, statistical design, nonparametric methods. Prerequisite: 441.

**\*443 THEORY OF PROBABILITY**—3 hours. Probability theory as applied to mathematical models of random events, independent and dependent events, numerical-valued events, mean and variance of a probability law, normal and Poisson probability laws, random variables. Prerequisite: 335.

**\*445 EXPERIMENTAL DESIGN**—3 hours. The design and analysis of experiments (does not take up components of variance). Principles and classification of experimental designs, sampling, statistical tools, completely randomized design (with confounding designs), and block designs. Prerequisite: 241 or 441.

**\*446 INTRODUCTORY OPERATIONS RESEARCH**—3 hours. An introductory techniques course. Sampling, linear programming, the general theories and mathematical techniques (as opposed to general methods of Operations Research) that are used in Operations Research in the fields of waiting lines, inventory, replacement, allocation, and competitive strategies. Prerequisite:

441 or 241 and familiarization with main concepts of differential and integral calculus.

\*447 **STATISTICAL QUALITY CONTROL**—3 hours. Criteria for choice of estimators or parameters, principles of estimation, tests of hypotheses and confidence limits, analysis of variance, test of control of a variable, analysis of historical data, use of control charts, O.C. curves, control charts for non-normal populations. Prerequisite: 241 or 441.

\*448 **STATISTICAL RELIABILITY**—3 hours. Mathematical models in reliability, redundant systems, renewal theory, maintenance and replacement policies, confidence limits for reliability, system reliability analysis. Prerequisite: 442.

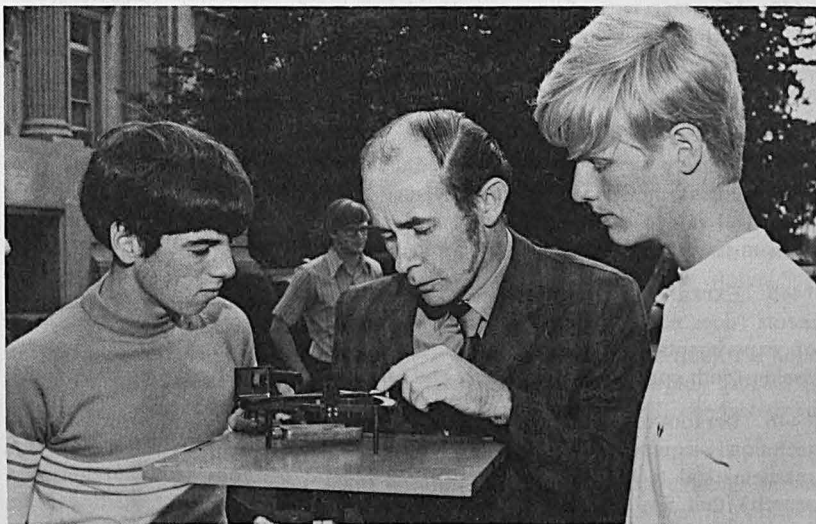
\*449 **ANALYSIS OF VARIANCE**—3 hours. Tests under normal theory, multiple comparison, complete two and three way layouts, incomplete layouts, analysis of covariance, mixed models, randomization models. Prerequisite: 241 or 441.

\*451 **COMPUTER SCIENCE II**—3 hours. The role of hardware in the total computer system. Includes a functional and physical description of computer system components; logical design; system design considerations; analog-digital conversion devices; and a survey of available hardware in computer systems. Prerequisites: 230 and 352.

\*452 **COMPUTER SCIENCE III**—3 hours. The role of software in the total computer system: assembly systems, macros, theory of compilers, comparison of algebraic language, list processing languages, operating and executive systems. Prerequisites: 230 and 352.

\*492 **HISTORY OF MATHEMATICS**—2 hours. The history of mathematics for the teacher of secondary school mathematics. The course meets for eight weeks and may be taken during the professional semester. Prerequisite: 18 hours of mathematics.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF MUSIC

Dr. Cardon V. Burnham, Chairman

Department Office: Room 303, Fine Arts Building

The Department has as its primary purpose the preparation of musicians who will teach in the public and parochial schools of Indiana and the nation, perform, or teach privately. Music education students may carry a single field major of 46 hours in choral, instrumental, or general (classroom) music, a combined field area major of 56 hours, or a single field minor of 24 hours in either choral or instrumental music. Elementary education majors may carry a single field minor of 24 hours and receive a junior high school and elementary subject endorsement in music. Liberal arts students may carry a major of 30 hours in either music performance or music theory and composition, or a minor of 18 hours in music theory and either performance or history. Professional-vocational students may carry a major of 42 hours in either music performance or music theory and composition, or a minor of 24 hours in music performance.

An additional function of the Department, however, is that of supplying competent instruction in voice and in the various instruments, rich experiences in choral and instrumental groups, and fine listening opportunities to all students who may desire them.

The entering music major, in addition to satisfying University admission requirements, is expected to demonstrate distinct talent in music, reasonably well-developed music reading skills, satisfactory facility on one instrument or in voice, and sufficient experience with music to reveal sensitivity to this cultural area. All music majors and minors must demonstrate such skills at, or prior to, the beginning of the freshman year. Likewise, students desiring to transfer credit from other institutions for advanced standing are required to audition by playing their principal instrument or singing before the faculty, and may be required to take examinations in music theory and literature. These transfer students are required to demonstrate a degree of proficiency equal to that demanded of resident students at the same level. Failing to do so, they will be required to enroll in appropriate courses to eliminate the deficiency.

Facility on an instrument, or in voice, is primary. It is advisable that the prospective music student audition with the faculty during his senior year of high school. The Music Department invites interested high school seniors and their parents to visit the campus on High School Music Auditions-Senior Day. On this day students have the opportunity to audition for admittance to a music program and for possible scholarships. They are also counseled concerning scholarships, costs, and courses of study. Anyone desiring information concerning any of the above should write to the Music Department Chairman.

The instrument which the student chooses for most intensive study during his university career is known as the principal instrument. It may be voice. On most curricula the principal instrument will be studied through private lessons for three or more years depending on the breadth of the selected area, growth being demonstrated in recitals and in examinations before the faculty

at the end of each semester. Formal junior and senior recitals are required of majors on the professional-vocational curriculum but are invitational for others.

Piano is an essential tool for all music students. All music education majors are required to take at least two semesters of piano instruction unless excused from doing so by audition before the piano faculty.

A keyboard proficiency examination must be passed before a student can be admitted to the Teacher Education Program in the School of Education.

Voice will be studied as a secondary instrument by all teacher education area majors whose principal performance medium is an instrument.

A fee of \$15 per semester hour (subject to change) is charged for each course which involves individual instruction. Practice rooms, pianos, organs, stringed instruments, wind, and percussion instruments are available for use by students without fee.

The music major or minor may count as many as six hours of music studies toward the Philosophy and the Arts requirement in General Education. Courses usually so counted are 121, 122, 350, and 351.

The Music Department requires each incoming music student (major, minor) to take a theory placement examination on High School Music Auditions-Senior Day, during the summer preceding his first semester on campus, or at the scheduled time during Orientation Week. The examination will determine the extent of the student's background in the fundamentals of music so that he may be placed in the appropriate theory class (see course descriptions for 101 and 111).

In order to encourage intellectual and musical motivation of exceptionally talented music students, and to meet the needs of those strong students who have attained a well-above-normal background in music, the Department will provide one or more of the following adjustments in such an individual's curriculum:

- (1) The entering student who scores in the top decile on the Indiana State University Undergraduate Placement Examination in Music Theory, Written Section and Aural Section, may be granted advanced placement in the sequence of theory courses on the written recommendation of the theory staff.
- (2) All sophomore music theory students who have earned a grade of B+ or higher in freshman music theory (111, 112) may, on written recommendation of the theory staff, carry a special section of 211 and 212 in which the analytical-creative approach to music will be stressed.
- (3) Music students who can demonstrate knowledge of the textual and musical materials of 121 and 122 may, on written recommendation of the history and literature staff, receive credit for one or both of these courses, or alternately, do independent study of appropriate advanced musical materials and related literature.
- (4) Music minors and elementary education majors who demonstrate skill in keyboard facility and understanding of musical concepts may, upon the written recommendation of both course instructors involved in the adjustment, make the following substitutions: 302 or 493 for 301P; 392, 402, or 403 for 301M.
- (5) Music education area majors who demonstrate advanced solo skills may, on the written recommendation of the principal instrument teacher,

substitute one or two semesters of the 253-353 ensembles for private instruction on the principal instrument; refer to the prerequisites for the ensembles.

- (6) Vocal and instrumental skills and needs of individuals may vary greatly. Any student who can demonstrate performing skills equal to those demanded to pass the course plus other requirements may be permitted, with the written recommendation of the instructor or instructors who teach the course, to substitute an advanced course in the same area or elect another music class.
- (7) A student may by audition be excused from some or all the secondary piano courses required on his curriculum and receive credit toward graduation for such courses if he auditions before first registering at Indiana State University and if he enrolls for the piano course to which he is assigned during his first or second semester on campus and earns a sufficiently high grade in that piano course.

Students interested in qualifying for any of the above adjustments in their curriculum should apply to the Department of Music.

All University students who sing or play acceptably are eligible for membership in the many music ensembles which maintain a continuous program of concert preparation and performance; refer to course descriptions and prerequisites.

Other courses of general interest and value include: piano classes, Music 193-194; voice classes, 183-184; and the courses designated as individual instruction. (Also see General Education courses below.) Elementary education majors who wish to expand their music skills may carry 183-184, 193-194, individual instruction, and many other courses such as 201, 302, 324, 402, and 493 which are of particular value for the potential classroom teacher. However, the elementary education major who has facility in piano or voice and strong interest in music may wish to elect the junior high school and elementary subject endorsement 24 hour minor.

**GENERAL EDUCATION COURSES.** In the philosophy and the arts area of the General Education requirements, six hours in Music may be elected from courses in music theory, music literature, and music history. The Music Department recommends the following courses: Non-music majors or minors, 233, 333, and 425; Music majors and minors, 121, 122, 350, and 351.

**DEGREE PROGRAMS.** The Bachelor of Arts or the Bachelor of Science degree may be earned by the student majoring in music. Candidates for either degree must satisfy all University requirements for graduation, including the patterns in General Education and the minimum of 124 semester hours. In addition, they must meet the music requirements and the certification requirements in teacher education if majoring in one of the music education teaching areas, or the music requirements for the professional-vocational or liberal arts curricula if majoring in either of those areas. Students are referred to the *Bulletin of the School of Graduate Studies* for inform-

mation concerning professional certification and advanced degrees in music.

## CURRICULA

### Liberal Arts

Departmental requirements for the major and minor in the liberal arts curriculum are listed below. In addition to the successful completion of the major pattern, the student must satisfy all University requirements for graduation. For the Bachelor of Arts degree, a foreign language is required. A student who chooses to follow the liberal arts curriculum, except for the foreign language, will be granted the Bachelor of Science degree. Courses in addition to these minimum requirements may be elected according to the desires and needs of the student.

#### *Major in Music Performance* (30 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.  
History and Literature: 121—2 hrs.; 350—2 hrs.; 351—2 hrs.  
Individual Instruction: 12 hours.

#### *Major in Music Theory and Composition* (30 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.  
History and Literature: 121—2 hrs.; 350—2 hrs.; 351—2 hrs.  
Individual Instruction: 6 hours.  
Advanced Theory and Composition: 448—2 hrs.; 4 hours from 441—2 hrs.; 443—2 hrs.; 445—2 hrs.

#### *Minor in Music Theory and History or Performance* (18 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.  
History and Literature: 2 to 6 hours from 121—2 hrs.; 350—2 hrs.; 351—2 hrs.  
Individual Instruction: 4 to 0 hours.

### Professional-Vocational

Departmental requirements for the major and minor in the professional-vocational curriculum are listed below. The degree awarded is the Bachelor of Science, unless the student meets the foreign language requirements for a Bachelor of Arts degree.

#### *Major in Music Performance* (42 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.; 445—2 hrs.

History and Literature: 121—2 hrs.; 122—2 hrs.; 350—2 hrs.; 351—2 hrs.  
Individual Instruction: Principal Instrument Study—18 hrs.; Minor Instrument or elective—2 hrs.

### *Major in Music Theory and Composition* (42 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.; 445—2 hrs.  
History and Literature: 121—2 hrs.; 122—2 hrs.; 350—2 hrs.; 351—2 hrs.  
Individual Instruction: 8 hours.  
Advanced Theory: 441—2 hrs.; 443—2 hrs.; 448—2 hrs.  
Electives: 6 hours.

### *Minor in Music Performance* (24 semester hours)

Theory: 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.  
History and Literature: 2 to 6 hours from 121—2 hrs.; 122—2 hrs.; 350—2 hrs. or 351—2 hrs.  
Individual Instruction: 10 to 6 hours.

### *Teacher Certification*

Students should become thoroughly familiar with the requirements: (1) for admission to the teacher education program in the School of Education; and (2) for the professional semester. A grade-point average of 2.0 or above in specified music courses is required of each student before he can be unconditionally admitted to the teacher education program or be allowed to do his student teaching. The credentials of students seeking admission to the teacher education program or applying for student teaching are verified by the Department chairman.

In addition to one of the area major or subject matter patterns below, students on a teaching curriculum must complete all University requirements for graduation.

### *Area Major* (56 semester hours)

Required Basic Music (for Choral-General, Instrumental, and General-Choral Emphasis): 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.; 121—2 hrs.; 122—2 hrs.; 222—2 hrs.; 260—2 hrs.; 350—2 hrs.; 351—2 hrs.; 392—2 hrs.

Required courses for Choral-General Emphasis:

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (voice, piano, or organ.)

Class Instrument Study: 185—1 hr. or 195—1 hr.; 186—1 hr. or 196—1 hr.; 295—1 hr.; 296—1 hr.; 395—1 hr. or 396—1 hr.; 4 hours from 420—1 hr., 421—1 hr., 422—1 hr., 423—1 hr.—distributed according to the needs of the individual—normal pattern is at least one of each.

Ensemble: 4 hours from 217—1 hr. or 219—1 hr.; 2 hours from 259—1 hr. or 269—1 hr.

Music Education: 287—1 hr.; 381—2 hrs.; 412—2 hrs.; 413—2 hrs.



Elective: 2 hours in any music or music education courses except principal instrument.

Music 391—2 hrs. and 394—2 hrs. These courses are part of the professional semester.

Required courses for General-Choral Emphasis:

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (voice, piano, or organ).

Class Instrument Study: 185—1 hr. or 195—1 hr.; 186—1 hr. or 196—1 hr.; 324—1 hr.; 3 hours from 420—1 hr.; 421—1 hr.; 422—1 hr., 423—1 hr.—normal pattern is to omit course on family of student's ensemble instrument.

Ensemble: 4 hours from 217—1 hr. or 219—1 hr.; 2 hours from 259—1 hr. or 269—1 hr.

Music Education: 201—2 hrs.; 311—1 hr.; 381—2 hrs.; 393—2 hrs.; 416—2 hrs.

Electives: 3 hours in any instrumental music or music education course except principal instrument or ensemble.

Music 415—2 hrs. and 394—2 hrs. These courses are part of the professional semester.

Required courses for Instrumental Emphasis with Choral Association:

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (any instrument other than voice and harp).

Class Instrument Study: 185—1 hr.; 186—1 hr.; 195—1 hr.; 196—1 hr.; 5 hrs. from 420—1 hr., 421—1 hr., 422—1 hr., 423—1 hr.—distributed according to the needs of the individual—normal pattern is at least one of each.

Ensemble: 4 hours from 259—1 hr. or 269—1 hr.; 2 hours from 217—1 hr. or 219—1 hr.

Music Education: 382—2 hrs.; 411—2 hrs.; 424—1 hr.; 427—2 hrs.

Electives: 2 hours in any music or music education courses except principal instrument.

Music 391—2 hrs. and 394—2 hrs. These courses are part of the professional semester.

Required courses for Instrumental Emphasis with General Music Association:

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (any instrument other than voice and harp).

Class Instrument Study: 195—1 hr.; 196—1 hr.; 311—1 hr.; 324—1 hr.; 5 hours from 420—1 hr., 421—1 hr.; 422—1 hr.; 423—1 hr.—distributed according to the needs of the individual—normal pattern is at least one of each.

Ensemble: 4 hours from 259—1 hr. or 269—1 hr.

Music Education: 201—2 hrs.; 382—2 hrs.; 393—2 hrs.; 416—2 hrs.; 424—1 hr.; 427—2 hrs.

Music 394—2 hrs. and 415—2 hrs. These courses are part of the professional semester.

**Major** (46 semester hours)

Required Basic Music (for Choral-General, Instrumental, and General-Choral): 111—3 hrs.; 112—3 hrs.; 211—3 hrs.; 212—3 hrs.; 121—2 hrs.; 122—2 hrs.; 350—2 hrs.; 351—2 hrs.; 222—2 hrs.; 260—2 hrs.

**Required courses for Choral-General:**

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (voice, piano, or organ).

Class Instrument Study: 185—1 hr. or 195—1 hr.; 186—1 hr. or 196—1 hr.; 285—1 hr. or 295—1 hr.; 286—1 hr. or 296—1 hr.

Ensemble: 4 hours from 217—1 hr. or 219—1 hr.

Music Education: 381—2 hrs.; 392—2 hrs.; 411—2 hrs.; 413—2 hrs.

Music: 391—2 hrs. This course is part of the professional semester.

**Required Courses for Instrumental:**

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (any instrument other than voice and harp).

Class Instrument Study: 195—1 hr.; 196—1 hr.; 4 hours from 420—1 hr., 421—1 hr., 422—1 hr., and 423—1 hr.—distributed according to the needs of the individual—normal pattern is at least one of each.

Ensemble: 4 hours from 259—1 hr. or 269—1 hr.

Music Education: 382—2 hrs.; 424—1 hr.; 427—2 hrs.; 431—1 hr.

Music 394—2 hrs. This course is part of the professional semester.

**Required courses for General-Choral:**

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr.; 374—1 hr.; 375—1 hr. (voice, piano or organ).

Class Instrument Study: 185—1 hr. or 195—1 hr.; 186—1 hr. or 196—1 hr.; 311—1 hr.; 324—1 hr.

Ensemble: 4 hours from 217—1 hr. or 219—1 hr.

Music Education: 201—2 hrs.; 392—2 hrs.; 393—2 hrs.; 416—2 hrs.

Music 415—2 hrs. This course is part of the professional semester.

**Minor (24 semester hours)**

Required Basic Music (for Choral-General and Instrumental): 111—3 hrs.; 112—3 hrs.; 121—2 hrs.; 222—2 hrs.

**Required courses for Choral-General:**

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr. (voice, piano, or organ).

Class Instrument Study: 311—1 hr.; 324—1 hr.; 2 hrs. from 185—1 hr. or 195—1 hr.; 186—1 hr. or 196—1 hr.; 285—1 hr. or 295—1 hr.; 286—1 hr. or 296—1 hr.

Ensemble: 2 hours from 217—1 hr. or 219—1 hr.

Music Education: 413—2 hrs.; 416—2 hrs.

Music 391—2 hrs. This course is part of the professional semester.

**Required courses for Instrumental:**

Applied Music: 174—1 hr.; 175—1 hr.; 274—1 hr.; 275—1 hr. (any instrument other than voice, organ, and harp).

Class Instrument Study: 4 hours from 420—1 hr., 421—1 hr., 422—1 hr., 423—1 hr.—distributed according to the needs of the student—normal pattern is at least one of each.

Ensemble: 2 hours from 259—1 hr. or 269—1 hr.

Music Education: 424—1 hr.; 427—2 hrs.; 431—1 hr.

Music 394—2 hrs. This course is part of the professional semester.

Required courses for Junior High School and Elementary General Subject Endorsement:

Basic Music: 111—3 hrs.; 112—3 hrs.; 121—2 hrs. or 233—3 hrs.

Applied Music and Class Instrument Study: 5 hours from 174—1 hr..

175—1 hr., 274—1 hr., 275—1 hr. (voice, piano, or organ); 185—1 hr., 186—1 hr., 195—1 hr., 196—1 hr., 285—1 hr., 286—1 hr., 295—1 hr., 296—1 hr.—distributed according to the needs of the individual.

Ensemble: 217—1 hr. or 219—1 hr.

Music Education: 201—2 hrs.; 311—1 hr.; 392—2 hrs.; 393—2 hrs.; 402—3 hrs.

## Individual Instruction on Instruments and in Voice

By following the directions given below, any University student may enroll for individual or class instruction in voice and on the following instruments: violin, viola, violoncello, string bass, flute, clarinet, oboe, saxophone, bassoon, cornet-trumpet, French horn, baritone horn, trombone, tuba, piano, and percussion. Individual instruction only is available on organ and on harp. Music majors and minors may study harp as a principal instrument on the liberal arts or professional-vocational curricula, but not on the teacher certification curricula.

Before registering for individual instruction for the first time, each student must audition before at least one music faculty member and, if possible, before a committee of music faculty members. This includes students who desire to take individual instruction music courses as electives, even though majoring in subjects other than music. At the close of his audition each student, if eligible to enroll for individual instruction, will be told the course number to use. Other information about auditions is available from the secretary of the Department of Music.

After auditioning, but before registering, the student must get an Applied Music Permission Card either from his counselor or from the music faculty member who heard his audition. This card, signed by the student's counselor, must be presented on registration day in order for the student to receive a class card for admission to study. If a student has a choice of teacher, he should also have that teacher sign his Applied Music Permission Card. The division coordinator will assign each student to a specific instructor within one or two days after registration ends, taking into consideration the student's choice of teacher when possible. Notice of applied music assignments will be posted on the Department's official bulletin board, third floor hallway of the Fine Arts Building.

Suitable lesson times should be arranged with the instructor following registration, but no later than two days after the posting of applied music assignments.

Each credit hour in an individual instruction course implies a minimum of seven and one-half hours of private instruction. During the fall and spring semesters, this means one half-hour lesson each week University classes are in session. During a summer term each student receives two 45 minute lessons each week for five weeks. All individual instruction courses in the fall or spring semester require a final examination. All individual instruction courses in a summer term require either a final examination or an appearance in a recital.

The course *number* for all individual instruction is the same for voice and all instruments at any given *level* of study within a *designated category*. A student will be registered for the appropriate course number, which designates the *category and the level of study*, plus the name of the instrument as described and outlined below.

The 100 number courses are probationary study for prospective music majors or minors for all instruments and voice. Examples: 100 Voice, probationary voice course; 100 Saxophone, probationary saxophone course. A prospective music major or minor who, through audition for the music faculty, has received only conditional approval on his declared principal instrument, should enroll for Music 100, designating the instrument (including voice) he wishes to study. The final examination requirements for Music 100 and the entrance audition requirements are identical. If the student earns a grade of C+ or better for Music 100 and attains a sufficient degree of technical skill as ascertained by the faculty members hearing the final examination, he may receive approval for enrollment in Music 174 or 176, courses for music majors or minors.

Note: the hour of credit earned for Music 100 (any instrument) counts toward graduation but may not substitute for any hour required under another private instruction course number. Music 100 may not be repeated for the purpose of qualifying for Music 174 or 176.

## Principal Instrument Study for Music Majors and Minors—Individual Instruction

All music majors and most music minors study a principal instrument for four or more semesters or terms, enrolling in the appropriate courses until the required amount of satisfactory work has been completed. Each student is encouraged to study his principal instrument longer if possible. Detailed information about the semester-by-semester requirements for the various instruments is available from the secretary of the Department of Music.

After auditioning successfully for the music faculty and receiving consent, the following music majors and minors should enroll successively for 174, 175, 274, 275, 374, 375, 474, 475 until the required credit is earned.

1. Music education students on all curricula.
2. Liberal arts students majoring in theory and composition.
3. Liberal arts students on the minor curriculum.
4. Professional-vocational students majoring in theory and composition.
5. Professional-vocational students on the minor curriculum.

The name of one of the following instruments should always accompany the above course numbers. Each course number is a prerequisite for the following course number and carries one hour of credit.

VOLIN	FLUTE	CORNET-TRUMPET	VOICE
VIOLA	CLARINET	FRENCH HORN	PIANO
VIOLONCELLO	OBOE	TROMBONE	ORGAN
STRING BASS	BASSOON	BARITONE HORN	HARP
	SAXOPHONE	TUBA	PERCUSSION

Any voice student, enrolled on a teacher certification curriculum, who has completed all required junior college music credits may, on the written recommendation of his counselor and the approval of the Department chairman, enroll: (1) for individual voice instruction and coaching during the same semester; (2) for individual voice instruction and recital credit during the same semester; or (3) for coaching and recital credit during the same semester. Any instrumental student, enrolled on a teacher certification curriculum, who has completed all required junior college music credits may, on the written recommendation of his counselor and the approval of the Department chairman, enroll: (1) for two hours of credit in individual instruction on his principal instrument during the same semester; or (2) for individual instruction on his principal instrument and recital credit during the same semester. When enrolling for two hours of credit in individual instruction on his principal instrument during the same semester, he must use two adjacent course numbers in the sequence for principal instrument study. A student's recital must be presented during the semester in which he enrolls for recital credit; however, a student need not present a recital during the semester in which he enrolls for coaching. When a student completes the required semesters of principal instrument study and wishes to continue this study, he must continue to use the course numbers for principal instrument study until he completes the sequence. Appropriate elective numbers should be used for additional study.

After auditioning successfully for the music faculty and receiving consent, the following music majors and minors should enroll successively for 176, 177, 276, 277, 376, 377, 476, 477 until the required credit is earned.

1. Liberal arts students majoring in performance.
2. Professional-vocational students majoring in performance.

The name of one of the following instruments should always accompany the above course numbers. Each course number is a prerequisite for the following course number and carries two hours of credit.

VIOLIN	FLUTE	CORNET-TRUMPET	VOICE
VIOLA	CLARINET	FRENCH HORN	PIANO
VIOLONCELLO	OBOE	TROMBONE	ORGAN
STRING BASS	BASSOON	BARITONE HORN	HARP
	SAXOPHONE	TUBA	PERCUSSION

## COURSES

The following individual instruction courses may be taken for coaching or recital credit:

378 VOCAL COACHING FOR JUNIOR VOICE PRINCIPALS—1 hour. Interpretation and presentation of basic song styles; language problems, stage presence, gesture. Prerequisites: 275 Voice or 277 Voice and completion of a minimum of 55 semester hours.

379 JUNIOR RECITAL—1 hour. Performance of a whole or half recital during the semester enrolled; concurrent enrollment for individual instruction or coaching on principal instrument advisable. Prerequisites: 275, any instrument or 277, any instrument; consent of individual instruction teacher; and the completion of a minimum of 55 semester hours.

478 **VOCAL COACHING FOR SENIOR VOICE PRINCIPALS**—1 hour. Interpretation and presentation of basic song styles; language problems, stage presence, and gesture. Prerequisites: 275 Voice or 277 Voice and completion of all freshman and sophomore music requirements.

479 **SENIOR RECITAL**—1 hour. Performance of a whole or half recital during the semester enrolled; concurrent enrollment for individual instruction or coaching on principal instrument advisable. Prerequisites: 275, any instrument, or 277, any instrument; consent of an individual instruction teacher; and completion of all freshman and sophomore music requirements.

## Secondary Instrument Study for Music Majors and Minors—Individual and Class Instruction

Secondary Voice is required of certain music education majors and minors. The following courses are for those needing beginning instruction:

185 **SECONDARY VOICE I**—1 hour. For music education majors and minors; training in basic skills of voice production, respiration, pronunciation, resonance, and phonation. Two class hours a week.

186 **SECONDARY VOICE II**—1 hour. Continuation of 185; training in the application and use of basic voice production skills. Two class hours a week. Prerequisite: 185.

285 **SECONDARY VOICE III**—1 hour. Individual instruction designed to meet the needs of each student. Prerequisite: 186.

286 **SECONDARY VOICE IV**—1 hour. Individual instruction designed to meet the needs of each student. Prerequisite: 285.

Secondary Piano is required of all music education majors except those whose principal instrument is piano and of many music education minors. An audition is necessary for placement in the proper course listed below. Beginners are usually placed in Music 195, but those who cannot identify isolated treble and bass notes from the printed page, locate these notes on the keyboard and clap printed rhythms in simple meters, will be advised to enroll in 193. Non-music majors may occasionally be admitted to 195, 196, and 295 by audition.

195 **SECONDARY PIANO I**—1 hour. Beginning class instruction for music majors and minors. Notation, key signatures, all major scales and arpeggios, harmonization of simple melodies, transposition, and improvisation. Beginning piano literature, sight reading, and ensemble playing. Two class hours a week. Prerequisite: entrance by audition.

196 **SECONDARY PIANO II**—1 hour. Class instruction for music majors and minors. Major and minor scales, minor arpeggios, harmonization of simple major and minor melodies, transposition, and improvisation. Easy piano literature, sight reading, and ensemble playing. Two class hours a week. Prerequisite: 195 or audition.

295 **SECONDARY PIANO III**—1 hour. Class instruction for music majors and minors. Major and minor scales, arpeggios, and musical terminology. Moderately easy piano literature, sight reading, and ensemble playing. Two class hours a week. Prerequisite: 196 or audition.

296 SECONDARY PIANO IV.—1 hour. Individual instruction for music majors and minors. Arpeggios and minor scales. Intermediate piano literature and sight reading. Prerequisite: 295 or audition.

395 SECONDARY ACCOMPANYING—1 hour. Class instruction for music majors and minors whose principal instrument is other than piano or organ. Improvisation of accompaniment patterns for melodies, simple modulations useful to the voice teacher, accompaniment of group singing, and score reading. Two class hours a week. Prerequisites: 296 or audition; and 212.

A student may by audition be excused from some or all the secondary piano courses required on his curriculum and receive credit toward graduation for such courses if he auditions before first registering at Indiana State University and if he enrolls for the piano course to which he is assigned during his first or second semester on campus and earns a sufficiently high grade to receive credit for all the courses from which he is excused will be required to elect music courses to make up the difference.

A student who is excused from all the secondary piano courses required on his curriculum and who does not want credit toward graduation for these courses may take other music credits for those he would have earned in secondary piano.

### Elective Instrument Study for Music and Non-Music Majors and Minors—Individual Instruction

The content of each elective individual instruction course is designed to meet the needs of the individual student.

Freshman and sophomore *non-music majors or minors* shall use the following numbers for elective study:

170 for 1st credit hour in voice or on a given instrument. Prerequisites: 184, 194, 320, 321, 322, 323, or equivalent skills; and consent of the individual instructor.

171 for 2nd credit hour on the same instrument or in voice. Prerequisites: 170 and consent of instructor.

270 for 3rd credit hour on the same instrument or in voice. Prerequisites: 171 and consent of instructor.

271 for 4th credit hour on the same instrument or in voice. Prerequisites: 270 and consent of instructor.

Junior and senior *non-music majors or minors* shall use the following numbers for elective study:

370 for 1st credit hour in voice or on a given instrument earned after reaching junior standing. This may be the 1st, 2nd, 3rd, 4th, or 5th credit hour in voice or on the given instrument, depending on when study was begun. Prerequisites: consent of instructor; and 184, 194, 320, 321, 322, 323, or equivalent skills, for 1st credit hour; and one to four credit hours from 170, 171, 270, 271 for 2nd, 3rd, 4th, or 5th credit hour.

371 for 2nd credit hour earned on a given instrument or in voice after reaching junior standing. Prerequisites: 370 and consent of instructor.

470 for 3rd credit hour earned on a given instrument or in voice after reaching junior standing. Prerequisites: 371 and consent of instructor.

471 for 4th credit hour earned on a given instrument or in voice after reaching junior standing. Prerequisites: 470 and consent of instructor.

Freshman and sophomore *music majors or minors* shall use the following numbers for elective study.

172 for 1st credit hour in voice or on a given instrument. Prerequisites: 186, 295, 320, 321, 322, 323, or equivalent skills; and consent of instructor.

173 for 2nd credit hour on the same instrument or in voice. Prerequisites: 172 and consent of instructor.

272 for 3rd credit hour on the same instrument or in voice. Prerequisites: 173 and consent of instructor.

273 for 4th credit hour on the same instrument or in voice. Prerequisites: 272 and consent of instructor.

Junior and senior *music majors or minors* shall use the following numbers for elective study.

372 for 1st credit hour in voice or on a given instrument earned after reaching junior standing. This may be the 1st, 2nd, 3rd, 4th, or 5th credit hour in voice or on the given instrument, depending on when study was begun. Prerequisites: consent of individual instructor; and 186, 295, 320, 321, 322, 323, or equivalent skills, for 1st credit hour; and one to four credit hours from 172, 173, 272, 273 for 2nd, 3rd, 4th, or 5th credit hour.

373 for 2nd credit hour earned in voice or on a given instrument after reaching junior standing. Prerequisites: 372 and consent of instructor.

472 for 3rd credit hour earned in voice or on a given instrument after reaching junior standing. Prerequisites: 373 and consent of instructor.

473 for 4th credit hour earned in voice or on a given instrument after reaching junior standing. Prerequisites: 472 and consent of instructor.

With at least a 2.5 cumulative grade-point average: (1) any freshman with 13 through 27 credit hours; (2) any sophomore with 28 through 56 credit hours; and (3) any junior with 57 through 85 credit hours, if he desires and has the recommendation of his principal instrument instructor and the instructor of the instrument he desires to study, shall be permitted to enroll for his 1st hour of elective credit without meeting the prerequisites.

The following list of course numbers includes those for all of the current individual instruction courses for: (1) elective study for non-music majors or minors; and (2) elective study for music majors or minors. Each course carries one hour of credit. 170, 171, 172, 173, 270, 271, 272, 273, 370, 371, 372, 373, 470, 471, 472, 473.

VIOLIN	FLUTE	CORNET-TRUMPET	VOICE
VIOLA	CLARINET	FRENCH HORN	PIANO
VIOLONCELLO	OBOE	TROMBONE	ORGAN
STRING BASS	BASSOON	BARITONE HORN	HARP
	SAXOPHONE	TUBA	PERCUSSION



## Beginning Instrument Study for Non-Music Majors and Minors—Class Instruction

The following courses are available to those desiring beginning instruction in voice:

183 BEGINNING VOICE I—1 hour. First semester class instruction for the beginning voice student. Open only to non-music majors or minors. Two class hours a week.

184 BEGINNING VOICE II—1 hour. Second semester class instruction for beginning voice students. Open only to non-music majors or minors who have had 183 or the equivalent. Two class hours a week.

After completing 184, a student desiring further voice study may, with the consent of instructor, enroll for individual instruction under the appropriate number designating elective study for non-music students. See section on "Elective Instrument Study for Music and Non-Music Majors and Minors—Individual Instruction."

The following courses are available to those desiring beginning instruction on piano:

193 BEGINNING PIANO I—1 hour. Elective beginning class instruction for non-music majors. Notation, key signatures, rhythms, all major scales, harmonization of simple melodies, transposition, and sight reading. Two class hours a week.

194 BEGINNING PIANO II—1 hour. Elective class instruction for non-music majors. All minor scales, harmonization of simple major and minor melodies, transposition, sight reading improvisation, and ensemble playing. Two class hours a week. Prerequisites: 193 or audition.

After completing 194, a student desiring further piano study may, with the consent of instructor, enroll for individual instruction under the appropriate number designating elective study for non-music students. See section on "Elective Instrument Study for Music and Non-Music Majors and Minors—Individual Instruction."

One semester of class instruction on a string, woodwind, brass or percussion instrument is available to any student desiring beginning instruction. (Refer to courses 320, 321, 322, and 323.) Having satisfactorily completed one semester of class instruction, the student may, with the consent of the private instructor of the instrument desired, enroll for the appropriate number designating elective study for non-music students. See section on "Elective Instrument Study for Music and Non-Music Majors and Minors—Individual Instruction."

## Ensembles

All freshman music majors and minors are permitted to participate in one required ensemble during their freshman year, either Concert Choir (217-317), University Singers (219-319), University Symphony (259-359), Symphonic Band (269S-369S), or Varsity Band (269S). In addition, a first-semester freshman whose SAT score is 800 or above, may, with the approval of his counselor, the ensemble director, and the Department chairman, also

participate in one elective ensemble. A second-semester freshman may, with the approval of his counselor, also enroll in an elective ensemble.

All music students enrolled on a teacher certification curriculum, 40-hour major, must complete four semester hours of required principal ensemble credit; and all music students enrolled on a teacher certification curriculum, 52-hour area major, must complete four semester hours of required principal ensemble credit and two semester hours of required secondary ensemble credit.

All music students should refer to the curricular patterns for information concerning ensemble requirements.

109-309 MARCHING BAND—1 hour. Open to all men and women who play a wind or percussion instrument. Six class hours a week first half of Semester I.

115-315 MEN'S GLEE CLUB—1 hour. Reading, rehearsal, and performance of traditional and popular literature for men's voices. Open to all male students. Two class hours a week. Prerequisites: audition and consent of instructor.

116-316 WOMEN'S GLEE CLUB—1 hour. Reading, rehearsal, and performance of traditional and popular literature for women's voices. Open to all women students. Two class hours a week. Prerequisites: audition and consent of instructor.

118-318 UNIVERSITY SINFONIETTA—1 hour. Study and performance of small orchestral works from Baroque to Contemporary. Open to all students. Six class hours a week first half of Semester II. Prerequisites: audition and consent of instructor.

169V-269S-369V VARSITY BAND—1 hour. Study and performance of standard literature as well as training in ensemble playing. Serves as an overflow from Symphonic Band. Open to all wind and percussion instrument players. Three class hours a week. Prerequisites: none for 169V and 369V; audition and consent of symphonic band conductor for 269S.

169B-369B BASKETBALL BAND—1 hour. Plays for most home basketball games. Open to all brass or percussion players. Two class hours a week, last half of Semester I and first half of Semester II. Prerequisites: audition and consent of instructor.

217-317 CONCERT CHOIR—1 hour. Reading, rehearsal, and performance of major choral work. Open to all students. Three class hours a week. Prerequisites: audition and consent of instructor.

219-319 UNIVERSITY SINGERS—1 hour. Reading, rehearsal, and performance of traditional and experimental literature from the Renaissance through the twentieth century. Open to all students. Three class hours a week. Prerequisites: audition and consent of instructor.

253B-353B BRASS CHOIR—1 hour. Study and performance of music for large and small brass ensembles and other chamber ensembles in which brasses play a prominent part.

253M-353M MADRIGAL SINGERS—1 hour. Reading, rehearsal, and performance of madrigal literature. Two class hours a week. Prerequisites: audition and consent of instructor.

- 253P-353P **PERCUSSION ENSEMBLE**—1 hour. Study and performance of all forms of percussion literature, diagnosis, analysis, and correction of percussion playing problems related to individual and group improvement and application in future teaching situations. Two class hours a week. Prerequisites: audition and consent of instructor.
- 253S-353S **STRING ENSEMBLE**—1 hour. Study and performance of standard chamber literature for piano and strings. Two class hours a week. Prerequisites: audition and consent of instructor.
- 253W-353W **WOODWIND ENSEMBLE**—1 hour. Study and performance of ensemble literature for woodwinds and horns. Two class hours per week. Prerequisites: audition and consent of instructor.
- 253T-353T **MUSIC THEATRE PERFORMANCE (MAJOR ROLE AND/OR CHORUS)**—1 hour. The rehearsal and performance of opera or musical comedy. Open to all students. Two class hours a week. Prerequisites: audition and consent of instructor.
- 259-359 **UNIVERSITY SYMPHONY ORCHESTRA**—1 hour. Study and performance of standard orchestral music. Open to all students. Three class hours a week Semester I. Six class hours a week last half of Semester II. Prerequisites: audition and consent of instructor.
- 269S-369S **SYMPHONIC BAND**—1 hour. Study and performance of standard concert literature. Open to all wind or percussion instrument players. Six class hours a week last half of Semester I. Three class hours a week Semester II. Prerequisites: audition and consent of instructor.
- 288-388 **JAZZ ENSEMBLE**—1 hour. An investigation of the stylistic characteristics of jazz and popular music through the performance and study of the literature, both professional and secondary school level, for the large ensemble; basic improvisational techniques. Two class hours a week. Prerequisites: audition and consent of instructor.

## COURSES

- 001 **MUSIC EDUCATION SEMINARS**—No credit hours. Presentations by professional music educators, demonstration lessons, panel discussions, and presentation of functional teaching material. Specific attendance requirements are announced each semester. Two meetings a semester.
- 011 **CONCERTS AND RECITALS**—No credit hours. Recitals by professional artists, faculty members, and students; concerts by University ensembles and professional groups. Required of all students enrolled in 100, 174, 175, 176, 177, 274, 275, 276, 277. Specific attendance requirements are outlined in the Student Recital Attendance Policy.
- 101 **FUNDAMENTALS OF MUSIC**—1 hour. Preparatory course in basic musicianship covering elementary aspects of rhythm, notation, key knowledge, intervals, and scales. Three class hours a week. Prerequisite: Placement Examination in Music Theory.
- 111 **MUSIC THEORY I**—3 hours. Integrated approach to music theory incorporating drills in aural and visual skills including pitch materials (tonality,

intervals, scales, keys), rhythm materials (meters, durations), and characteristics of melody in one, two, and three voices; skill applied through dictation, vocal and instrumental sight reading, and keyboard activities. Five class hours a week. Prerequisite: satisfactory score on the Placement Examination in Music Theory or completion of 101 with a grade of C+ or higher.

112 MUSIC THEORY II—3 hours. Continuation of 111 extending through homophonic textures in four voices, primary and secondary triads in all positions, dominant sevenths, secondary dominants, mutated chords, harmonic rhythm, elements of form, and procedures of tonality change. Five class hours a week. Prerequisite: 111.

121 MUSIC LITERATURE I—2 hours. Significant forms, styles, and media from the Middle Ages to 1750. Three class hours a week. Required for music majors. Open to General Education students with strong music background upon consent of instructor.

122 MUSIC LITERATURE II—2 hours. Significant forms, styles, and media from 1750 to the present. Three class hours a week. Required for music majors. Open to General Education students with strong music background upon consent of instructor.

201 GENERAL MUSIC EDUCATION—2 hours. Philosophy and organization of general music education within the total school program with methodology and materials.

211 MUSIC THEORY III—3 hours. Continuation of 111 and 112 extending through the study of embellishing sonorities, contrapuntal techniques, and rondo and variation forms. Five class hours a week. Prerequisite: 112.

212 MUSIC THEORY IV—3 hours. Continuation of 111, 112, and 211 extending through the study of contrapuntal procedures in the fugue, formal procedures in sonata-allegro form, enriched tonal resources, and procedures in twentieth century music. Five class hours a week. Prerequisite: 211.

222 BASIC CONDUCTING—2 hours. Fundamental conducting techniques, using instrumental and choral scores.

233 INTRODUCTION TO MUSIC LITERATURE I—3 hours. Music of Western civilization, stressing the art of listening, with discussions of prominent composers and their works. A General Education course.

260 BASIC SCORING—2 hours. An introduction to the analysis of existing choral, orchestral, and band scores; the study and reading of different clefs and transpositions of instruments, the ranges of all voices, orchestral, and band instruments, and the limitations of certain instruments; the arrangement of short excerpts for the full choral, orchestral, and band scores; and rudimentary score realization at the keyboard. Prerequisite: 112.

287 DICTION FOR SINGING—1 hour. Basic rules for singing in Italian, German, and English. Two class hours a week.

301M ELEMENTARY MUSIC EDUCATION METHODS—2 hours. Sources of man's music and the uses he makes of it. Materials and methods of instruction including classroom instruments, voice, and recordings. For the elementary education major. 301P must be taken concurrently.

- 301P **ELEMENTARY MUSIC EDUCATION PIANO LABORATORY**—2 hours. General music skills and concepts featuring the keyboard as a learning aid and teaching tool in the elementary school classroom. For the elementary education major. 301M must be taken concurrently.
- 302 **EARLY CHILDHOOD EDUCATION MUSIC SKILLS**—1 hour. Music skills, methods, and materials for early childhood education using musical instruments and recordings. Required for nursery-kindergarten endorsement. Open to other students with approval of instructors. Two class hours a week. Prerequisites: 301M and 301P or consent of instructor.
- 311 **THE ADOLESCENT VOICE**—1 hour. Basic vocal fundamentals as applied to the developmental stages of the changing voice. Materials for the general music class and junior high choral organization.
- 324 **INSTRUMENTAL TECHNIC FOR THE GENERAL MUSIC CLASSROOM**—1 hour. A practical study in playing classroom instruments (guitar, recorder, percussion, autoharp, etc.) for use in the general classroom. Two class hours a week. Open only to music majors and minors; or elementary education majors who have completed 301M and 301P.
- 333 **INTRODUCTION TO MUSIC LITERATURE II**—3 hours. The music of Western civilization from antiquity to the present; the stylistic characteristics of the various periods. A General Education course. Prerequisite: 233 or equivalent.
- 350 **MUSIC HISTORY I**—2 hours. Music of Western civilization from the Greeks through J. S. Bach. Three class hours a week. Prerequisite: 121 or consent of instructor.
- 351 **MUSIC HISTORY II**—2 hours. Music from J. S. Bach to the present. Three class hours a week. Prerequisite: 122 or consent of instructor.
- 381 **CHORAL CONDUCTING**—2 hours. Realization of musical styles through the use of expressive conducting techniques; procedures which contribute to the efficient rehearsal and performance of choral music. Three class hours a week. Prerequisite: 222.
- 382 **INSTRUMENTAL CONDUCTING**—2 hours. Realization of musical styles through the use of expressive conducting techniques; procedures which contribute to the efficient rehearsal and performance of instrumental music. Three class hours a week. Prerequisite: 222.
- 391 **THE TEACHING OF SECONDARY CHORAL MUSIC**—2 hours. The objectives, materials, and procedures in teaching choral classes. Prerequisite: 381 or 382.
- 392 **MUSIC PROCEDURES IN THE ELEMENTARY SCHOOL**—2 hours. The philosophy, objectives, materials, and procedures in teaching music to lower and upper elementary grade children.
- 393 **GENERAL MUSIC PROCEDURES IN THE JUNIOR HIGH SCHOOL**—2 hours. The philosophy, objectives, materials, and procedures in teaching general music to junior high school pupils.
- 394 **THE TEACHING OF SECONDARY INSTRUMENTAL MUSIC**—2 hours. Philosophies and methods for instructing instrumental classes, bands, and orchestras. Prerequisites: 320, 321, 322, 323, and 382 or 381.

- 396 ACCOMPANYING—1 hour. Performance class for piano or organ principals. Accompanying techniques, ensemble, styles, and other problems. Required of piano and organ principals who are choral emphasis area majors. Two class hours a week. Prerequisite: 275 or 277 (Piano or Organ); or consent of instructor.
- \*402 LISTENING IN CLASSROOM MUSIC—3 hours. Music which may be used in the literature phase of general music in grades one through eight; typical procedures for presenting such materials. Prerequisites: 301M and 301P or 392.
- \*403 PROBLEMS IN ELEMENTARY MUSIC—2 hours. Laboratory and demonstration activities treating problems in the teaching of elementary school music. Four hours daily in an 11-day summer workshop. Prerequisites: 391 or 415 and student teaching or consent of instructor.
- \*405 PIANO PEDAGOGY—2 hours. Methods and materials suitable for piano students at the elementary and intermediate levels. Prerequisite: 175 or 177 Piano; or consent of instructor.
- \*406 PIANO LITERATURE—2 hours. Important keyboard works in the pianist's standard repertoire. Prerequisite: 275 or 277 Piano; or consent of instructor.
- \*410 CHORAL LITERATURE—3 hours. Masterworks from the Renaissance to the present. Prerequisite: 121.
- \*411 VOCAL TECHNIC—2 hours. Basic procedures for teaching voice, including materials drawn from literature for solo voice; presented in a laboratory situation. Prerequisite: 186; or 175 or 177 Voice.
- \*412 MUSIC THEATRE WORKSHOP—2 hours. Materials, procedures, and techniques of opera and/or musical comedy production.
- \*413 CHORAL ORGANIZATION—2 hours. The organization and administration of choral groups in public schools.
- \*414 PROBLEMS IN JUNIOR HIGH SCHOOL MUSIC—2 hours. Teaching problems treated with contemporary techniques and current materials. Four hours daily in an 11-day summer workshop. Prerequisites: 391 or 415 and student teaching; or consent of instructor.
- 415 GENERAL MUSIC TECHNIQUES IN THE CLASSROOM—2 hours. The techniques of teaching general music demonstrated in an actual classroom with supervised situations of teaching provided for the music student. Prerequisites: 392, 393, or 416.
- 416 INTRODUCTION TO GENERAL MUSIC EDUCATION AT THE SECONDARY LEVEL—2 hours. Developing general music education based on understandings of the high school pupil. Teaching techniques, materials, insights presented on the basis of contemporary teaching trends for the non-performing pupil.
- \*420 STRING TECHNIC—1 hour. Developing basic playing skills on one or two string instruments (violin, viola, cello, and string bass); methods for organizing and teaching string classes. Class may be repeated when additional instruments on which credit has not been received are studied. Two class hours a week.

\*421 WOODWIND TECHNIC—1 hour. Developing basic playing skills on a flute, clarinet, saxophone, bassoon, or an oboe; methods for teaching the instrument in woodwind classes. Class may be repeated when another instrument on which credit has not been received is studied. Two class hours a week.

\*422 BRASS TECHNIC—1 hour. Developing basic playing skills on a cornet or trumpet, horn, trombone, baritone, or tuba; methods for teaching the instrument and brass classes. Class may be repeated when another instrument on which credit has not been received is studied. Two class hours a week.

\*423 PERCUSSION TECHNIC—1 hour. Developing basic playing skills on the graduated pitched membrane and accessory percussion instruments as preparation for teaching them in percussion classes. Not open to students who received credit in 323. Timpani and mallet instruments introduced. Two class hours a week.

\*424 MARCHING BAND PROCEDURES—1 hour. Fundamental individual and group movements; school of the bandsman; manual of the baton; and baton signals for the parade band. Two class hours a week.

425 SURVEY OF AFRO-AMERICAN MUSIC—3 hours. Identification of the characteristics of African music and their survival in the music of Afro-Americans in the United States. Distinction between Afro-American music and Afro-Americans in music. (Also listed as Afro-American 423.)

\*427 INSTRUMENTAL ORGANIZATION—2 hours. Library procedures, maintaining uniform and instrument inventory, booster groups, summer classes, beginning instrument guidance program, news bulletin to parents, and responsibilities to students, school, and community. Three class hours a week.

\*428 STRING LITERATURE AND MATERIALS—2 hours. String music and materials for private instruction, auditions, and recitals emphasizing stylistic elements. Prerequisite: skill on a string instrument.

\*429 WOODWIND LITERATURE AND MATERIALS—2 hours. Materials used in private instruction, school music auditions, and recitals, emphasizing interpretive factors and performance problems. Prerequisite: 321 or comparable skill.

\*430A BRASS SOLOS—1 hour. Elementary, intermediate, and advanced literature for use in public schools; sequential presentation of materials in keeping with an individual's progress; selection of solos for contest preparation. Two class hours a week. Prerequisite: skill on a brass instrument.

430B BRASS ENSEMBLES—1 hour. Elementary, intermediate, and advanced literature for use in public schools; examining literature for all standard ensembles, from trios through sextets; and selection of ensembles for contest preparation. Two class hours a week. Prerequisite: intermediate skill on a brass instrument.

\*431 INSTRUMENT ADJUSTMENT AND MINOR REPAIR—1 hour. Projects on brass, string, and woodwind instruments. Two class hours a week.

\*432 BAND MATERIALS—2 hours. A reading of recent publications for school bands. Four hours daily in an 11-day summer workshop. Prerequisite: intermediate skill on a wind or percussion instrument.

\*433 **ORCHESTRA WORKSHOP**—2 hours. A reading of standard and new publications for string and full orchestra. Four hours daily in an 11-day summer workshop. Prerequisite: intermediate skill on an orchestra instrument.

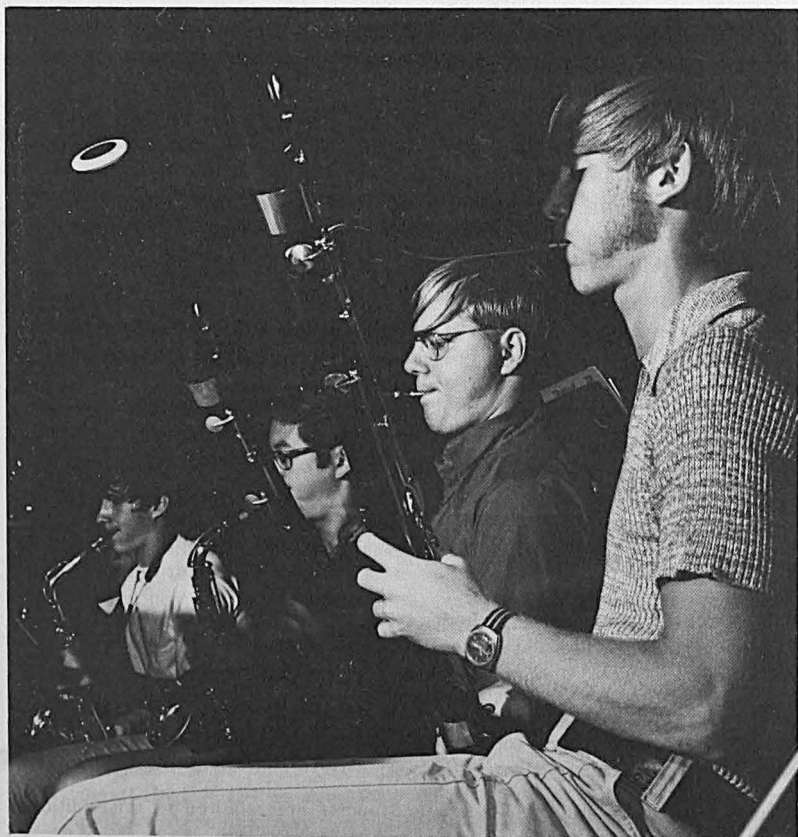
\*434 **CHORAL MATERIALS**—2 hours. A reading of standard and new publications for elementary and secondary school choral groups. Four hours daily in an 11-day summer workshop.

\*441 **HARMONIC STYLES**—2 hours. Tonal and non-tonal resources of music; analysis and exercises in creative writing. Prerequisite: 212 or consent of instructor.

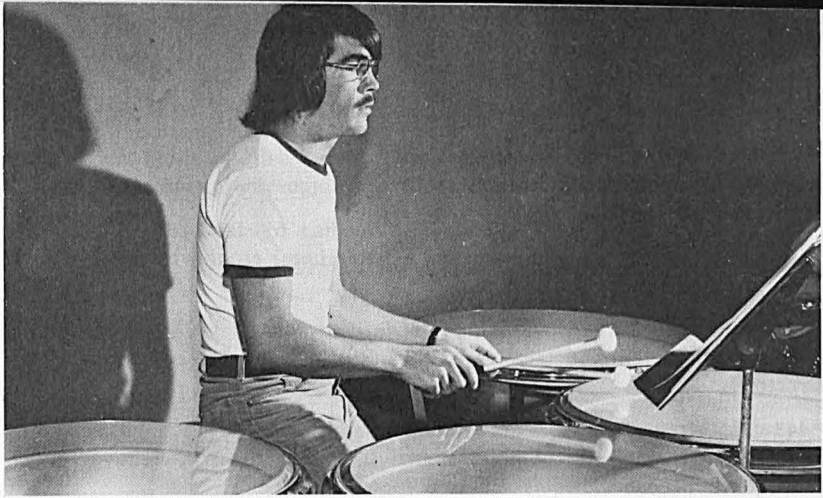
\*443 **COUNTERPOINT**—2 hours. Contrapuntal forms, devices, and techniques from the Renaissance to the present; analysis and exercises in creative writing. Prerequisite: 212 or the equivalent or consent of instructor.

\*445 **FORM AND ANALYSIS**—2 hours. The formal structure of music from the Baroque to the present; analysis and exercises in creative writing. Prerequisite: 212 or the equivalent or consent of instructor.

\*448 **COMPOSITION**—2 hours. Creative writing using twentieth century sound resources. Prerequisite: 212 or the equivalent or consent of instructor.







\*453 **MUSIC IN THE MIDDLE AGES AND RENAISSANCE**—3 hours. The musical cultures of the West from its roots in the Ancient World and Early Middle Ages to the full growth of polyphony in the Late Middle Ages and Renaissance. Prerequisite: 350 or consent of instructor.

\*454 **MUSIC IN THE BAROQUE AND CLASSICAL ERAS**—3 hours. The musical culture in the seventeenth and eighteenth centuries; significant composers and works from the Baroque, Rococo, and Classical eras. Prerequisite: 350 or consent of instructor.

\*455 **MUSIC IN THE ROMANTIC ERA**—3 hours. Music in the nineteenth century; styles, forms, composers, works. Prerequisite: 351 or consent of instructor.

\*456 **MUSIC IN THE TWENTIETH CENTURY**—3 hours. Contemporary musical trends; works representative of significant composers and schools. Prerequisite: 351 or consent of instructor.

\*458 **SURVEY OF THE OPERA**—3 hours. The development of operatic forms, styles, and conventions from Monteverdi to the present. Besides a wide variety of selections from individual operas, several representative works will be studied in their entirety. (Also listed as Humanities 434.)

\*460 **ARRANGING FOR BAND**—2 hours. The technical and tonal resources of band instruments with practical exercises in scoring. Prerequisite: 260 or consent of instructor.

461 **ORCHESTRATION**—2 hours. Scoring for orchestral instruments: strings, woodwinds, brass, and percussion; score analysis and realization. Prerequisite: 260.

462 **CHORAL ARRANGING**—2 hours. Arranging pre-existing materials for children's voices, adolescent voices, men's, women's, and mixed voices. Prerequisite: 260.

\*493 **KEYBOARD EXPERIENCES I FOR ELEMENTARY EDUCATION MAJORS**—2 hours. Functional piano for the classroom. Expansion of classroom song repertoire. Prerequisites: 194 or 301M and 301P or equivalent.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.

# DEPARTMENT OF PHILOSOPHY

Dr. Marcus E. Riedel, Chairman  
Department Office: Room 102, Parsons Hall

A study of philosophy provides students with a cultural breadth and a power of logical analysis which is of value in a large number of academic endeavors. With appropriate work in related fields, a study of philosophy prepares the student for continuing education in law, theology, humanities, and a variety of graduate curricula.

Philosophy, contributing essentially to the understanding of the necessary union between thought and action in life, thus provides for a comprehensive world view and demonstrates its importance and relevance in contemporary society.

**GENERAL EDUCATION COURSES.** Recommended, for the six hours which may be taken under Philosophy and the Arts, are courses in the 200 group, such as Philosophy 200, 201, 202, 204, and 205. A non-major may take up to seven additional hours in Philosophy under category G, Supplementary.

## CURRICULA

### Philosophy Departmental

The student who desires to complete a major or minor in philosophy for a liberal arts degree may do so within a period of two residence years. Students should consult the section of this *Bulletin* describing the liberal arts program for detailed information about the University requirements for the Bachelor of Arts degree.

#### *Major* (30 semester hours)

Required Philosophy: 330—3 hrs.; 333—3 hrs.; 335—3 hrs.; 336 or 337—3 hrs.; 343 or 344—3 hrs.; and 205 or 405—3 hrs.

Directed electives to complete semester hour requirements, provided that no more than six hours of 200 level courses are used for the 30 hours. Philosophy 421 may not be counted toward the 30 hour requirement.

#### *Minor* (18 semester hours)

Directed electives to complete semester hour requirements, provided that no more than six hours of 200 level courses are used for the 18 hours.

Prerequisites, except where otherwise stated: for any course in the department, English 104 or equivalent; for any 300 or 400 level course, one philosophy course. Any prerequisite may be waived by the instructor.

## COURSES

- 195 TOPICS IN PHILOSOPHY—1-3 hours. Philosophic issues selected for their current or perennial interest. (This is a generic title. Specific titles and number of semester hours offered to be announced in the semester schedule of classes. Repeatable with a change in course content.)
- 200 INTRODUCTION TO PHILOSOPHY—3 hours. The nature of philosophy and some of its problems, such as: how we know, man and nature, individual and society, religious belief, the nature of reality, the relation of philosophy to life.
- 201 INTRODUCTION TO ETHICS—3 hours. The nature of problems of right and wrong. Moral values and judgments, responsibility and freedom, the relativity of values, conscience and happiness.
- 202 INTRODUCTION TO MORALITY AND THE LAW—3 hours. Selected moral and legal issues confronting people living in contemporary society. The problems considered may include, but are not limited to, censorship, civil disobedience, sexual morality, drug use and abuse, racial conflict, capital punishment, abortion, transplantation.
- 204 INTRODUCTION TO AESTHETICS—3 hours. Representative theories of art and beauty. Special topics concerning aesthetic perception, the notion of aesthetic sensibility, and the moral criticism of art.
- 205 INTRODUCTION TO LOGIC—3 hours. Forms of inference and scientific method. The conditions of clear statement and valid argument, definition and classification; syllogism and other types of formal reasoning; detection of fallacies; exercise in skills of clear thinking and statement.
- 330 ANCIENT PHILOSOPHY—3 hours. The beginning of Greek philosophy as scientific speculation or religious development. The culmination of ancient philosophy in Plato and Aristotle.
- 333 MEDIEVAL PHILOSOPHY—3 hours. Development of philosophy in the Middle Ages including Augustine and Aquinas. Prerequisite: 330.
- 335 MODERN PHILOSOPHY I—3 hours. Development of rationalism and empiricism in the early modern period, including Descartes, Spinoza, Berkeley, and Hume.
- 336—MODERN PHILOSOPHY II—3 hours. Development of German idealism in the later modern period, including Kant and Hegel.
- 337 MODERN PHILOSOPHY III—3 hours. Development of philosophy in the nineteenth century after Hegel.
- 340 AMERICAN PHILOSOPHY—3 hours. Development of philosophy in America, including idealism, naturalism, and pragmatism.
- 343 CONTEMPORARY PHILOSOPHY I—3 hours. Development of phenomenology and existentialism.
- 344 CONTEMPORARY PHILOSOPHY II—3 hours. Major philosophers in the twentieth century development of philosophical analysis.

**\*401 ETHICAL THEORY—3 hours.** Concentrated studies in selected ethical theories. Problems may include the possibility and nature of ethical knowledge, the meaning of "right" and "good," and the logic of ethical discourse. Prerequisite: 201.

**\*404 AESTHETIC THEORY—3 hours.** Concentrated studies in selected aesthetic theories. Examination of the concepts involved in the interpretation and evaluation of works of art. The nature of aesthetic experience and expression. Prerequisite: 204.

**\*405 SYMBOLIC LOGIC I—3 hours.** An examination of several important branches of modern logic, including truth-functional logic and quantificational logic.

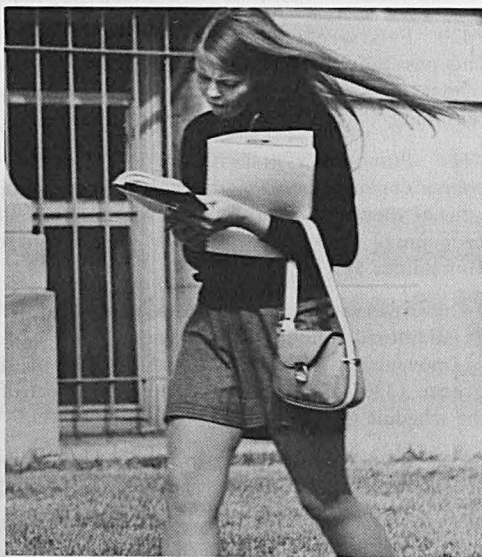
**\*409 PHILOSOPHY OF NATURAL SCIENCE—3 hours.** A philosophic examination of natural science. Causation, law, hypothesis, measurement, the role of mathematics in science, and other topics.

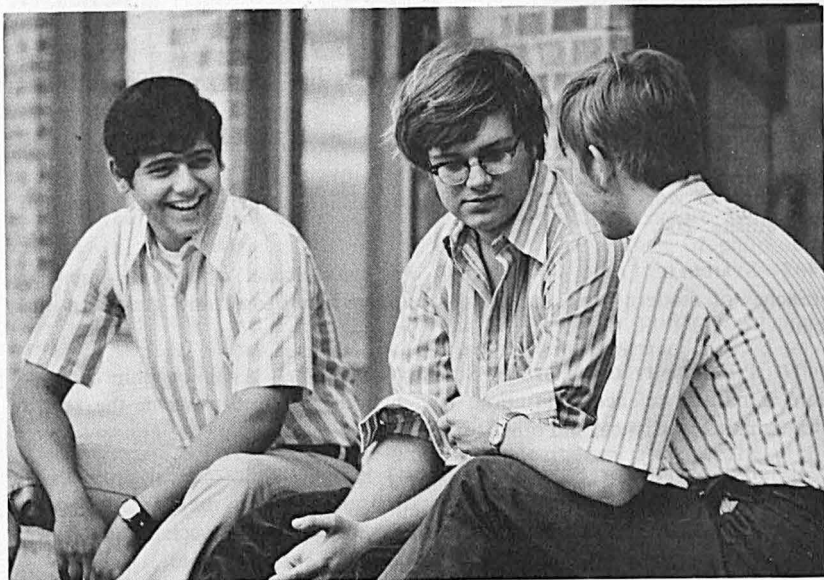
**\*410 PHILOSOPHY OF SOCIAL SCIENCE—3 hours.** Philosophical problems of the social sciences including the formation of concepts used in interpreting human behavior and cultural forms, the methods of the social sciences, objectivity and subjectivity, the practical value of the social sciences.

**\*413 PHILOSOPHY OF RELIGION—3 hours.** Basic problems and philosophically significant theories of religion, including such problems as the relation of faith and reason, the existence of God, the meaning of religious language.

**\*414 PHILOSOPHY OF HISTORY I—3 hours.** Selected philosophical theories of history from ancient Greek to the early modern period.

**\*415 PHILOSOPHY OF HISTORY II—3 hours.** Selected philosophical theories of history from the early modern period to the present.





\*416 **POLITICAL PHILOSOPHY I**—3 hours. Selected philosophical theories of state and society from the ancient Greek to the early modern period.

\*417 **POLITICAL PHILOSOPHY II**—3 hours. Selected philosophical theories of state and society from the early modern period to the present.

\*418 **METAPHYSICS**—3 hours. Alternative theories of the nature of ultimate reality and their component topics such as: mind and matter, substance, causality, universals, space and time, freedom and necessity, *sein* and *dasein*; related questions about the function and possibility of such theories.

\*420 **EPISTEMOLOGY**—3 hours. Alternative theories of the origin, nature, and possibility of knowledge. An introduction through classical and contemporary texts to the problems of perception, experience, pattern recognition, reasoning, logical inference, a prior knowledge, testability, and presupposition.

\*421 **PHILOSOPHY IN LITERATURE**—3 hours. (Repeatable with a change in course content, for an additional 3 hours.) Philosophical implications of significant literary works of the novel, poetry, and drama. This course may not be counted toward the 30 hour requirement of the major. (Also listed as Humanities 421.)

\*430 **SEMINAR**—3 hours. (Repeatable with a change in course content for an additional 3 hours.) An intensive study of a problem, philosopher, period, or movement. Prerequisite: that portion of the History of Philosophy sequence (330 to 344) pertinent to the subject of the seminar as announced in the schedule of classes.

\*490 **INDEPENDENT STUDY IN PHILOSOPHY**—3 hours. Arranged literature and consultation on philosophic topics.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF PHYSICS

Dr. Ralph A. Llewellyn, Chairman  
Department Office: Room 112, Science Building

The physics curriculum at Indiana State University is designed to provide the physics student, no matter what his future goals might be, with a strong foundation in the basic science and an understanding of its principle techniques.

Physics consists of the most lasting and universal things man knows about inanimate nature. It is, as a consequence, at the center of all the sciences. Discovery of the universal physical laws has enabled man to understand more of what goes on in his universe, to learn that it is essentially simple and extra-ordinarily well-ordered. This recognition has been the source of a host of developments including such advances as transistors, computers, lasers, communications satellites, nuclear reactors, cryogenic medical devices, and solar energy cells, to name just a few. Among the most fundamental concepts of physics is that of energy. Energy, its sources, transmission, transformations, and storage are common elements that bind together the subfields of physics and have allowed man to move from the hunter-gatherer into the technological age. The need for solutions to current world energy problems, the development of new sources, and finding ways to better use those man now has, emphasizes the opportunities for persons trained in physics.

Students may select from three areas of concentration in physics at Indiana State University. Those planning to earn their living as physicists or physics teachers follow either a liberal arts major or a physics teaching major. Those whose primary interest is in a related field, such as mathematics, chemistry, life sciences, or technology, follow a physics minor. The major preparations provide the Indiana State University physics student with a variety of future options, such as teaching, applied physics in industry, physics graduate study, and further study in such allied areas as oceanography, law, science policy, medicine, engineering, and computer technology.

**GENERAL EDUCATION COURSES.** Courses offered by the Department of Physics may be chosen to meet the requirements of the General Education program, Section E. In making a course choice, ascertain that all existing prerequisites can be met. Recommended: 105, 106, 111.

**DEGREE PROGRAMS.** Students majoring in physics may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must have (1) completed successfully a

minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the patterns in General Education; (3) maintained the minimum index necessary for continued enrollment. Students planning on graduate study in physics are referred to the *Bulletin of the School of Graduate Studies* for information about advanced degrees in physics.

**RADIATION LABORATORY.** The Radiation Laboratory is a service facility designed to meet the needs of individuals requiring gamma ray irradiations and health physics service. A nuclear laboratory equipped with a cave-type, 10,000 curie Cobalt-60 irradiation source, remote handling facilities, and instrumentation for measuring radiation dosimetry is available under supervision. Director of the laboratory is Dr. John Swez, Department of Physics.

**ADVANCED STANDING.** The Department of Physics may grant credit or exempt a student from any course whose content he has mastered, as evidenced by examination or by a suitable grade from an accredited institution of higher learning.

## CURRICULA

### *Major* (48 semester hours)

Required Physics: 205-206—10 hrs.; 310—3 hrs.; 340—3 hrs.; 345—3 hrs.; 371—3 hrs.; 390—3 hrs.; 447—1 hr.; 455—2 hrs.; 496—3 hrs.; plus nine hours of physics electives.

Required Chemistry: eight hours.

Suggested electives: Mathematics through Differential Equations and Mathematics 251 or 352—Computer Science—3 hrs. Foreign Language: Reading knowledge of German, Russian, or French.

### *Minor* (24 semester hours)

Required Physics: 205-206—10 hrs.; 310—3 hrs.; 340—3 hrs.; 371—3 hrs.; 390—3 hrs.

Elective Physics: 2 hours.

## Teacher Certification

Students should become thoroughly familiar with the requirements for admission to the School of Education and for the professional semester. Following are the course requirements for becoming certified as a secondary school physics teacher.

### *Major* (40 semester hours)

Required Physics: 205-206—10 hrs.; 310—3 hrs.; 340—3 hrs.; 345—3 hrs.; 371—3 hrs.; 390—3 hrs.; 447—1 hr.; 460—3 hrs.; Chemistry 105-106—8 hrs.

Elective Physics: 3 hours.

**Minor** (24 semester hours)

Required Physics: 205-206—10 hrs.; 310—3 hrs.; 340—3 hrs.; 371—3 hrs.;  
390—3 hrs.

Elective Physics: 2 hours.

## COURSES

**GH102 HONORS IN MODERN SCIENCE**—3 hours. Enrollment is limited to students invited to participate by the University Honors Committee. The course concerns itself with many of the most recent developments in all the sciences; from astronomy through zoology. The course also emphasizes the large areas of controversy not only within the scientific community but also between science and other groups. The student is exposed to different modes of thought and the relation of scientific ideas to general intellectual activity is stressed.

**105 GENERAL PHYSICS I**—4 hours. The topics to be studied include motion, force, energy, heat, and wave motion. Pertinent laboratory exercises are performed in class at appropriate times. Prerequisite: working knowledge of algebra.

**106 GENERAL PHYSICS II**—4 hours. The sequential continuation of 105, this course includes the topics of light, electricity and magnetism, and atomic and nuclear physics. Appropriate laboratory exercises are performed in class. Prerequisite: 105.

**111 INTRODUCTION TO THE PHYSICAL SCIENCES**—2 hours. Lectures, recitations, and selected demonstrations in the physical sciences. Open to all students except physical science majors. Must be taken concurrently with 111-RL.

**111-RL INTRODUCTION TO THE PHYSICAL SCIENCES—RECITATION LABORATORY**—1 hour. Selected experiments involving concepts developed in 111. Discussion of these experiments is the foundation of the course. Must be taken concurrently with 111.

**199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS**—2 hours. A seminar for high school juniors only, featuring intensive summer study in a number of physics topics of high current interest.

**205 INTERMEDIATE PHYSICS I**—5 hours. An initial study of the phenomena and concepts of classical and modern physics in the areas of mechanics, heat, wave motion, and sound with applications involving elementary calculus. A series of laboratory experiments are keyed to these topics. Required of physics majors, minors, and pre-engineering students. Prerequisite: Mathematics 230 may be taken concurrently.

**206 INTERMEDIATE PHYSICS II**—5 hours. A continuation of 205 in the areas of optics, electricity, magnetism, and modern physics. Required of physics majors, minors, and pre-engineering students. Prerequisites: 205; Mathematics 330 may be taken concurrently.

**300 LABORATORY SEMINAR IN APPLIED PHYSICS**—1 hour. A detailed discussion and experimentally oriented course dealing with applications of physics concepts of interest to non-science majors. Emphasis is placed initially on



modern physics topics such as x-ray and radiation physics. Extension, in depth, of topics raised in 111. An introduction to physical science, or a high school physics course will be treated from an applicative point of view. Prerequisites: 111, 111-RL.

310 ANALYTICAL MECHANICS—3 hours. Newtonian mechanics involving selected topics in particle and rigid dynamics. Vector calculus is used, where applicable, for conciseness and clarity. Problem applications are stressed. Prerequisites: 206; Mathematics 330.

340 ELECTRICITY AND MAGNETISM—3 hours. Circuit theory treated with differential equations in both real and complex variable form. Theory and applications of electrostatics; properties of dielectrics; magnetic force on moving charges; magnetic fields due to currents; electromagnetic induction; magnetic properties of materials. Vector calculus is used where applicable. Prerequisites: 206, Mathematics 330.

345 ELECTRONICS—3 hours. Basic circuit theory, semi-conductors and crystal diodes, rectifiers, power supplies, filters, triodes, transistors, amplifiers, oscillators, pulse forming and switching circuits, glow tubes, photoelectric devices. Prerequisite: 206.

352 MODERN PHYSICS LABORATORY—1-3 hours. Selected experiments in various branches of modern physics: relativity, particle physics, nuclear physics, solid state physics, and optics. The emphasis in the course will be to illustrate some of the important basic concepts of modern physics and also to familiarize the student with modern laboratory techniques. Prerequisite or parallel: 390.

371 ELECTRICAL MEASUREMENTS—3 hours. Provides familiarity with the uses of electrical instruments and methods of measurement. Prerequisite: 106 or 206.

385 TOPICS IN PHYSICS—1-3 hours. Current topics in physics; topic and hours to be arranged with appropriate members of the physics faculty. Specific course title will be listed when course is scheduled.

390 MODERN PHYSICS—3 hours. The two great developments in twentieth century physics—relativity and quantum mechanics—and their consequences, treated at the junior level. The theory and practical applications of: relativity; kinetic theory of gases; atomic, nuclear, and molecular structure; x-rays; cosmic rays; wave mechanics and Schroedinger's equation. Prerequisites: 310 and 340.

392 THE TEACHING OF PHYSICS IN THE SECONDARY SCHOOLS—2 hours. The techniques of instruction and instructional materials in physics for secondary schools, including general science.

\*401 HISTORY OF PHYSICS—2 hours. The evolution of the "great ideas" and "great experiments" in physics.

\*402 DEMONSTRATION AND LABORATORY TECHNIQUES IN PHYSICS TEACHING—2 hours. Laboratory and seminar oriented. Examination of the laboratories and demonstration materials associated with physics curriculum programs.

\*407 BIOPHYSICS I—3 hours. The application of the principles and techniques of physics to biology. Course study includes absorption spectroscopy.

physical methods of studying macromolecules, use of radioisotopes as metabolic tracers, theoretical analysis of a living cell. Three hours lecture. Prerequisites: 106, Mathematics 230, and Life Sciences 102, or consent of instructor.

\*408 RADIATION BIOPHYSICS II—3 hours. A continuation of 407 as a study of radiation effects in biology. Includes ultraviolet radiation of single cells, action of ionizing radiation, use of ionizing radiation as a study of cellular structure. Three hours lecture. Prerequisite: 407 or consent of instructor.

\*409 BIOINSTRUMENTATION—4 hours. Lectures, including theory, and demonstrations of the application of modern scientific instruments and research techniques in solving problems in biology, biophysics, and biochemistry. Prerequisites: Physics 105-106; Chemistry 105-106; or equivalent and consent of instructor. (Also listed as Life Sciences 409.)

\*412 ADVANCED MECHANICS—3 hours. Statics, dynamics, central force motion, accelerated reference systems, Lagrangian and Hamiltonian mechanics, and the theory of relativity. Prerequisites: 310; Mathematics 434 may be taken concurrently.

\*420 THERMODYNAMICS AND STATISTICAL MECHANICS—3 hours. The four laws of thermodynamics and their practical applications; work, heat, entropy, enthalpy, partition function, Maxwell-Boltzmann statistics; Gibbs and Helmholtz functions; heat engines and refrigerators; the physics of low temperatures; Planck's radiation law, introduction to Fermi-Dirac and Einstein-Bose statistics; elementary information theory. Prerequisites: 310; Mathematics 330 may be taken concurrently.

447 ELECTRONICS LABORATORY—1-2 hours. Selected experiments involving both tubes and transistors. Experiments include amplifiers, oscillators, power suppliers, filters, and pulse shaping circuits. Prerequisite: 345 may be taken concurrently.

\*450 ELECTROMAGNETIC THEORY—3 hours. Advanced topics in the theory and application of electricity and magnetism treated by methods of the vector calculus, including: boundary value problem; Maxwell's equations; radiation; Poynting's vector; d'Alembert's equations; Fresnel's equations. Prerequisites: 340; Mathematics 434 may be taken concurrently.

\*455 INTRODUCTION TO MATHEMATICAL PHYSICS—2 hours. An introduction to the algebra and calculus of vectors in three dimensions including products, differential operations, integral theorems, and general curvilinear coordinates. Additional topics are selected from the following: matrix algebra; orthonormal functions as solutions of partial differential equations; complex variables including elementary functions, conformal mapping, and complex integration. Prerequisites: 205, 206, calculus.

\*460 OPTICS—3 hours. The theory of geometrical and physical optics. Prerequisites: 206, 310; Mathematics 433 may be taken concurrently. An optional optics lab may be taken concurrently.

\*465 ASTROPHYSICS—2 hours. The application of physical and mathematical principles applied to astronomy. Selected topics in optics, mechanics, and stellar physics. Prerequisites: 106 or 206, and Astronomy 470.

\*470 ENVIRONMENTAL PHYSICS—3 hours. One lecture per week plus experimental time as required. Instrumentation and methods of physics are applied to environmental studies on interactions at the terrestrial and atmospheric interface. The student will perform the same type of experiments as are currently being done by professional physical environmentalists. Each student will deliver at least one seminar on the results of his work. Prerequisites: 205 and 206 or consent of instructor.

\*473 NUCLEAR PHYSICS LABORATORY—1-2 hours. Selected experiments in the characterization of nuclear radiations; beta and gamma ray spectroscopy; neutron physics. Prerequisite or parallel: 493.

475 INDEPENDENT STUDY IN PHYSICS—1-3 hours. A course in which special problems in physics are solved. Prerequisites: Arrangement of topics and hours with a member of the Department of Physics faculty. May be repeated once.

476H HONORS IN PHYSICS—1-3 hours. The Department encourages students whose physics grade index is 3.5 or above to engage in independent research for variable credit. The object of this research is to develop the student's initiative and creativity. Hopefully, the results of the research will be publishable. To arrange for this course, a qualified student should consult with the instructor specializing in the area he wishes to explore. Not open to graduate students. Prerequisite: consent of the Department of Physics.

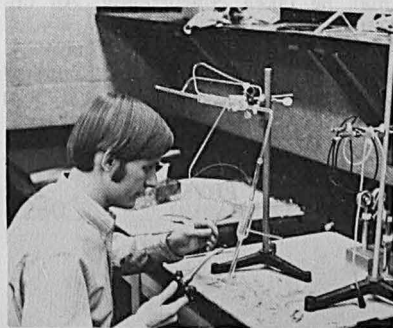
\*483 THE PHYSICS OF MATERIALS—1-3 hours. Contemporary theories of matter in bulk; the electronic structures of materials; properties characterized primarily by the motions of electrons; properties associated primarily with atomic motions, and examples of applications of the atomistic approach to solving several real problems.

\*487 SOLID STATE PHYSICS I—3 hours. Topics considered in the study of physical properties of crystalline solids include crystallography, elastic properties, lattice vibrations and thermal properties. Associated laboratory work gives an introduction to experimental techniques employed in the study of solids. Prerequisites: 390, calculus.

\*493 NUCLEAR PHYSICS—3 hours. The following topics will be treated: properties of nuclear radiations, radiation detection, instrumentation, statistics in nuclear process, neutron physics, nuclear structure, and the fundamental particles of physics. Prerequisite: 390.

\*496 QUANTUM MECHANICS I—3 hours. An introduction to wave mechanics and solutions of Schrodinger's equation; Heisenberg's matrix mechanics; operators; perturbation theory; applications to the harmonic oscillator, rotators, and angular momentum; the hydrogen atom; the periodic table. Prerequisites: 390; Mathematics 434 may be taken concurrently.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF POLITICAL SCIENCE

Dr. Arthur E. Dowell, Acting Chairman  
Department Office: Room 288, Holmstedt Hall

Courses offered by the Political Science Department seek to shed light on the problems of power, government, and public life in contemporary societies. These matters are interesting and important to many kinds of people. Accordingly, the possible learning experiences in this subject are being shaped with the needs of the entire University community in mind. Offerings in political science can make a solid contribution to a person's undergraduate education regardless of career objectives. Persons planning careers in teaching, the professions, governmental service, business, and law will find political science especially important.

**GENERAL EDUCATION AND COURSES FOR NON-MAJORS.** Any political science course can be counted toward General Education requirements. A number of offerings including 105, 270, and experimental courses not listed below are designed especially for non-majors. (Students interested in experimental offerings should request current information from the Department office.) Non-majors are also encouraged to consider 130 and 201. None of these courses have any prerequisites. Any student also is welcome to enroll in upper division courses. However, in such cases, the appropriate introductory course should be taken, or the consent of the instructor obtained. No course has more than one prerequisite. Prerequisites consist only of the introductory courses (listed below under requirements for the major), and in many individual cases, the instructor may feel that the prerequisite can be appropriately waived.

**DEGREE PROGRAMS.** The Department of Political Science offers a major (33 semester hours) and a minor (21 semester hours) in the College of Arts and Sciences. As a social studies teacher a student may be certified to teach political science in the secondary schools by completing a first endorsement (18 semester hours) or a second endorsement (12 semester hours) in political science. Candidates for the Bachelor of Arts or Bachelor of Science degree must fulfill the University requirements for graduation and the departmental major or teacher certification requirements. Students planning to pursue graduate studies are referred to the *Bulletin of the School of Graduate Studies* for information about advanced degrees in political science.

## CURRICULA

### Liberal Arts

The major and minor curriculum patterns are drawn from the five major fields of political science and allow for a wide range of course selection. Each is listed below. Through counseling, the student will be provided with as much breadth of contact with the areas of political science as possible within the framework of the student's interests and career objectives. These programs are part of the College of Arts and Sciences and the degree awarded is the Bachelor of Arts, or the Bachelor of Science if the foreign language requirement is omitted.

#### *Major* (33 semester hours)

Political Science 130

Any four of the following introductory courses:

201 for the field of American Government and Politics

245 for the field of Political Theory

280 for the field of Comparative Politics

330 for the field of Public Administration

370 for the field of International Relations

Eighteen semester hours of Political Science electives with at least nine semester hours at the 400 level.

#### *Minor* (21 semester hours)

Political Science 130

Any two courses selected from 245, 280, 330, or 370.

Nine semester hours of Political Science electives with at least three semester hours at the 400 level.

### *Bachelor of Arts Degree in Political Journalism*

The curriculum is a professional, interdisciplinary program for training political analysts and reporters. It provides a well-rounded training in political science and related behavioral disciplines (economics, sociology, and history). The student will develop an understanding of the institutional, cultural, social, economic, and historic forces which shape contemporary political events. The broadcasting and journalism courses will provide the student with an understanding of the nature of the profession of journalism and develop scientific journalistic skills through both classroom work and practical experience.

The student may choose to concentrate on domestic politics or international relations and comparative politics. There is also the option of preparing for a career in either printed or broadcast journalism.

Political Science Requirements (33 semester hours).

Required courses (18 semester hours): 130—3 hrs.; 201—3 hrs.; 280—3 hrs.; 245—3 hrs.; 370—3 hrs.; 330—3 hrs.

Electives: 15 semester hours selected in consultation with the student's political science advisor.

### Social Science Requirements (21 semester hours).

Required courses (9-12 semester hours): Domestic politics concentration: History 201—3 hrs.; 202—3 hrs.; Economics 200—3 hrs.; 201—3 hrs. International and comparative politics concentration: History 335—3 hrs.; Economics 200—3 hrs.; 201—3 hrs.

Electives: 9-12 semester hours selected in consultation with the student's advisor.

### Language Requirement (0-14 semester hours)

Students concentrating in international comparative politics must demonstrate a working knowledge of a foreign language or complete two years (12 semester hours) of a single foreign language.

### Journalism-Radio-Television Requirements (15 semester hours)

Required courses (12 semester hours): Journalism 116—3 hrs.; 317—3 hrs.; Speech 218—3 hrs.; 290—3 hrs.

Electives (3 semester hours): Journalism 200—3 hrs.; 300—3 hrs.; 417—3 hrs.; Speech 337—3 hrs.; 360—3 hrs.; 436—3 hrs.; 459—3 hrs.

### Practicum in Political Journalism (Political Science 496—3 hrs.)

Individualized practical experience as a working journalist to be taken in the student's senior year.

### General Education (50 semester hours)

Many of the above courses may be counted toward meeting the University's General Education requirements.

## *Prelaw Curriculum*

Virtually all law schools require their applicants to have an undergraduate college or university degree. Although they do not prescribe any particular curriculum or course, they do recommend as broad and thorough an intellectual preparation in the liberal arts as possible. The Department of Political Science, therefore, provides an interdepartmental and flexible Prelaw major, making it possible to fit it to the needs of the individual students, with particular programs selected with the approval of the Prelaw advisor.

## *Major (42 semester hours)*

Political Science, 24 hours, selected from 130, 201, 245, 306, 308, 309, 405, 406, 409, 410, 414, 431, 445, 473.

Anthropology, Economics, and Sociology, 6 hours, selected from Anthropology 100, 304; Economics 200, 201, 311, 331; Sociology 120.

History, 6 hours, selected from 413, 423, 424, 465, 466.

Philosophy and Speech, 6 hours, selected from Philosophy 201, 205; Speech 156.

Students are to consult as soon as possible the Law School Information office in the Department of Political Science, which has the responsibility for the advisement of Prelaw majors. This office has an extensive collection of law school materials and a staff with many years of experience in assisting Prelaw students.

## Teacher Certification

### *Political Science for Social Studies Certification*

See Social Studies Teaching Certification in the Social Science Education section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

#### **First Endorsement on Teaching Major**—(18 semester hours)

Required Political Science: 130—3 hrs. and 201—3 hrs. Six hours from Political Science 280, 245, and 370.

Directed electives in Political Science: Six hours from 300 or 400 level courses, one of which must be a 400 level course.

#### **Second Endorsement in Teaching Major**—(12 semester hours)

Required Political Science: 130—3 hrs. and 201—3 hrs. Six hours from Political Science 280, 245, and 370.

#### **Endorsement on Teaching Minor**—(15 semester hours)

Required Political Science: 130—3 hrs. and 201—3 hrs. Six hours from Political Science 280, 245, and 370.

Directed electives in Political Science: Three semester hours from 300 or 400 level courses.

A teaching major requires a minimum of 40 semester hours, a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

## COURSES

105 CONTEMPORARY POLITICAL ISSUES—3 hours. Continuing problems and controversies of political life. An examination of some specific issues of general concern. For non-majors.

130 INTRODUCTION TO POLITICAL SCIENCE—3 hours. Basic information about the contemporary political world. Analytic approaches to the study of political phenomena. Required of all political science majors and minors.

199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—2 hours. Problems of public policy analyzed, discussed, and debated. Open to high school students on the completion of their junior year by application only.

### *American Government and Politics*

201 AMERICAN GOVERNMENT—3 hours. Government and politics in a time of crisis. Power and policy making at the national level. Basic institutions.

305 STATE AND LOCAL GOVERNMENT—2 hours. Framework of government at the state and local level in the United States. Importance of state and local communities for fundamental problems of American society. Modern state and local functions. Indiana government.

- 306 **POLITICAL PARTIES**—3 hours. Problems and currents in American electoral politics. Nature of American parties and practical politics. Alienation, apathy, and reform of American politics.
- 307 **URBAN GOVERNMENT**—2 hours. Introduction to government and politics in urban society. Municipal government and community power structures. Role of urban governments in housing, planning, pollution, ghettos, public safety, transportation, and other matters. (Also listed as Afro-American 312.)
- 308 **THE JUDICIAL PROCESS**—3 hours. A citizens survey of the nature, function, and characteristic procedures of Anglo-American courts of law.
- 309 **AMERICAN POLITICAL THOUGHT**—3 hours. An exploration of major currents in American political thought and their relation to problems facing contemporary American Society.
- \*405 **CONSTITUTIONAL LAW: POWERS OF GOVERNMENT**—3 hours. Decisions of the Supreme Court relating to judicial review, federalism, and separation of powers. Analysis of substance and methods of decision making.
- \*406 **CONSTITUTIONAL LAW: RIGHTS AND LIBERTIES**—3 hours. Decisions of the Supreme Court relating to federalism and the Bill of Rights, rights of persons accused of crime, freedom of speech, press, assembly, and religion; separation of church and state; economic rights; and equal protection of the laws. (Also listed as Afro-American 413.)
- \*407 **LEGISLATIVE PROCESS AND BEHAVIOR**—3 hours. Organization and operation of American legislative assemblies; role of the representative assembly in American politics; role and behavior of the legislator in the American political system; current reform proposals for improving the legislative institution.
- \*408 **AMERICAN POLITICAL ORDER**—3 hours. Reading and reflection on matters raised in important works on the American system. Students are expected to participate actively in class discussion, and do independent work.
- \*409 **CONGRESS AND PUBLIC POLICY**—3 hours. Congressional elections, constituencies, legislative and party organization. Rules and procedures as relevant to public policy outcomes. Students present one or more papers.
- \*410 **GROUPS AND THE POLITICAL PROCESS**—3 hours. A group orientation to political analysis with attention to organized interest or lobby groups, protest groups, minority and ethnic groups, mass movements, and other groups relevant to contemporary politics.
- \*411 **METROPOLITAN PROBLEMS**—2 hours. This course focuses on Unigov and other approaches to problems of fragmented urban government. How multiple government units react to complex conflicts and uneven or inadequate services in very large urban area.
- \*412 **THE POLITICS OF EDUCATION**—3 hours. Relationship of the political process to public and private education in the United States. Resulting problems and controversies.
- \*413 **GOVERNMENT, POLITICS, AND THE ENVIRONMENT**—3 hours. Political realities of the "environmental crisis"; political requirements of environmental decision-making in government; interest groups, public opinion and environ-



mental conflicts; technology and politics; politics of specific environmental problem areas.

414 THE AMERICAN CHIEF EXECUTIVE—3 hours. The constitutional, political, and administrative responsibilities of the chief executive and related agencies in national, state, and local governments of the United States.

\*415 INTERGOVERNMENTAL RELATIONS—3 hours. Economic, social, and political aspects of American federalism. Relationships among the thousands of units of American government.

### *Public Administration*

330 PUBLIC ADMINISTRATION—3 hours. Government in action. Methods and procedures used by governments; bureaucratic organization, finance, personnel—staff-line relations, headquarters and field relations, and intergovernmental relations. Prerequisites: 130, 201, or consent of instructor.

\*426 PUBLIC PERSONNEL ADMINISTRATION—3 hours. Organization, structure, recruitment practices, and policies of local, state, and federal departments and agencies. Prerequisites: 130, 330, or consent of instructor.

\*427 STATE GOVERNMENT AND ADMINISTRATION—3 hours. Major issue areas of state government and administration such as finance, organization, public welfare, insurance regulation, parks and recreation, housing, and development.

\*428 CASE STUDIES IN PUBLIC ADMINISTRATION—3 hours. Problems and issues which confront the public administrator, involving decision making, organization, program, and relations with the legislature and the public. Prerequisites: 130, 201, or consent of instructor.

\*429 GOVERNMENT ORGANIZATION AND MANAGEMENT—3 hours. Theory and practice of government organization including the scientific bases and research methods, and consideration of the classical and behavioral approaches to government.

\*430 THE ADMINISTRATIVE PROCESS—3 hours. Significance of bureaucracy in modern society. Special emphasis upon administrative models. The explicit and implicit goals of bureaucracy. Specially designed for students in government, education, and management.

\*431 PRIVATE ENTERPRISE AND PUBLIC POLICY—3 hours. Governmental process in the formulation of policy in relation to the private enterprise sector. Framework and organization of administrative agencies in the regulation and supervision of private industry. Nature of the "public interest" and the interrelationships of interests affecting governmental policy toward business enterprise.

\*432 GOVERNMENTAL BUDGETING—3 hours. Budgetary practices of federal, state, and local governments. The budget cycle, budget execution, preparation, and justification of estimates and comparative practices and techniques are considered.

\*433 URBAN GOVERNMENT AND ADMINISTRATION—3 hours. Major issue areas of urban government and administration such as finance, organization,

public welfare, insurance regulation, parks and recreation, housing, and development.

### *Political Theory*

245 **POLITICAL INQUIRY**—3 hours. Political analysis and methodology. Dimensions of political systems and activity.

309 **AMERICAN POLITICAL THOUGHT**—3 hours. Exploration of major currents in American political thought and their relation to problems facing contemporary American society.

345 **MAN VS. THE STATE: DEMOCRACY, FASCISM, AND COMMUNISM**—2 hours. Theoretical foundations of three major political philosophies which define and explain the basic relationship between the individual and the state and the position of the state in society.

\*445 **TOPICS IN CLASSICAL POLITICAL THOUGHT**—3 hours. Major problems of political philosophy (such as democracy vs. elitism and the limits of state action) which have engaged political writers from Plato to the nineteenth century.

\*450 **POLITICAL CULTURE**—3 hours. Development, change, and significance of loyalties, identifications, and belief systems. Political socialization. (Also listed as Afro-American 423.)

### *International Relations*

270 **INTERNATIONAL RELATIONS—PROBLEMS OF WAR AND PEACE**—3 hours. Factors influencing the actions of nations on the international scene with an emphasis given to the study of peace. For non-majors.

370 **INTERNATIONAL POLITICS**—3 hours. Power and influence, transformation and integration in international politics, strategic analysis of war and peace, diplomacy and decision-making.

\*460 **AMERICAN FOREIGN POLICY**—3 hours. The politics of American foreign policy formulation and implementation.

\*465 **AMERICAN DIPLOMACY**—3 hours. Decision-making in a selected number of crisis situations in the history of United States foreign relations. (Also listed as History 421.)

\*467 **EUROPE AND THE PROBLEM OF PEACE: 1919-1939**—3 hours. The foreign policies of the "Great Powers" of Europe as they relate to the causes of World War II.

\*470 **THEORIES OF INTERNATIONAL POLITICS**—3 hours. Institutions and processes of international politics. Premises and principles of different theories of world politics. Problems of description, conceptualization, classification, and generalization.

\*471 **INTERNATIONAL ORGANIZATION**—3 hours. Principles and practices of international organizations. Premises and achievements of the United Nations organization in the context of the League of Nations' experience. Major problems facing the United Nations and its related agencies.

\*473 INTERNATIONAL LAW—3 hours. Origins, objects, sources, and theories of international law. Foremost in importance in this course is the aim to assist students to analyze the basic premises and principles of international law and to develop an awareness of the major international legal problems.

### *Comparative Politics*

280 INTRODUCTION TO COMPARATIVE POLITICS—3 hours. Theoretical problems of comparative politics and examination of the institutions, behavior, and problems of selected political systems.

\*481 POLITICS IN WESTERN EUROPE—3 hours. An analysis of patterns of change in the European Community.

\*483 LATIN AMERICAN GOVERNMENT AND POLITICS—3 hours. An analysis of Latin American government and politics from a cultural perspective. Historical, social, and institutional antecedents of post-World War II trends and problems. The parameters and variables of the political process in selected countries.

\*484 FORCES AND COUNTER-FORCES OF CHANGE IN LATIN AMERICA—3 hours. A cross-national analysis of social, economic, and political aspects of Latin American culture, as they relate to stability and change in selected countries.

\*486 GOVERNMENT AND POLITICS OF THE SOVIET UNION—3 hours. The theory, structure, and practice of Soviet government and politics.

\*487 GOVERNMENT AND POLITICS OF COMMUNIST STATES—3 hours. Comparative examination of the theory, structure, and practice of government and politics in selected Communist states (other than the Soviet Union).

\*490 GOVERNMENT AND POLITICS OF THE MIDDLE EAST—3 hours. Contemporary political forces, issues, and trends in Egypt, the Fertile Crescent, the Arabian Peninsula, Turkey, and Iran.

\*492 CONTEMPORARY AFRICAN POLITICS—3 hours. Africa south of the Sahara only. Brief historical introduction followed by analysis of selected factors in particular states including single party states, military rule, and African socialism. Includes international relations, the UAU, and the Southern Africa issue. (Also listed as Afro-American 492.)

### *Service Courses*

\*497 FIELD WORK IN POLITICAL SCIENCE—1-6 hours. Supervised field work in an agency of government or a political party. Students follow a specific plan of activity worked out with the instructor, and consult regularly with him. Prior consent of instructor required for enrollment. (Also listed as Afro-American 451-6.)

\*498 READINGS IN POLITICAL SCIENCE—2-6 hours. Supervised reading or independent study. Students follow a specific plan of activity worked out with the instructor and consult regularly with him. Prior consent of instructor required for enrollment. (Also listed as Afro-American 483).

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## SPECIAL PROGRAMS

### The Center for Governmental Services

The work of the Center is divided into three areas: (1) providing research and services for appropriate agencies and units of federal, state, and local government; (2) providing research facilities and training for graduate and undergraduate students in political science and public administration; and (3) gathering and disseminating government employment information to students interested in careers in government service and related fields. Through opportunities arranged by the Center, students are enabled to enrich and supplement their classroom experiences by participating in internship programs with government agencies, political parties, and public officials.

### Inter-University Consortium for Political Research

Political science is a prime beneficiary of Indiana State University's membership in the Inter-University Consortium for Political Research (ICPR). Through the ICPR, survey and other data are available to students for use in class exercises and individually supervised research. In making their own computations and cross tabulations on the basis of hypotheses which they have constructed themselves, students arrive at original conclusions about a major political event. Opportunities for acquiring skill in research also exist in many other course settings through internship experience, analysis of library materials, field interviews, and data gathering. Where appropriate, political science students can draw upon the facilities of the University Computer Center.

### Washington Semester Program

In cooperation with the American University, Indiana State University students may elect to spend one semester in the nation's capital and receive credit toward their degree. The program includes a seminar, featuring direct contacts with government leaders and other experts, and an independent study project using the resources available only in Washington. The program offers tracts in American politics, urban affairs, international development, foreign policy, economic policy, and science-technology policy.



## DEPARTMENT OF PSYCHOLOGY

Dr. Gordon Spies, Chairman  
Department Office: Room 1, Parsons Hall

The Department of Psychology, in the College of Arts and Sciences, offers a broad program of study aimed at a fuller understanding of behavior, both human and subhuman. A strong emphasis on the core aspects of psychology is reflected in the required courses. Psychology has strong ties to both the natural and social sciences, and the student should look to these for academic work closely related to his Psychology curriculum.

**GENERAL EDUCATION COURSES.** Psychology courses to a total of 6 hours may count as General Education under category F. A non-major may take additional hours under category G, Supplementary.

### CURRICULA

#### General Psychology

The Department offers programs leading to the Bachelor of Arts or the Bachelor of Science degree with a psychology major, a psychology minor, and a psychology teaching minor. Psychology 101 is a prerequisite to all other courses.

#### *Major* (35 semester hours)

Required: 207—4 hrs.; 302—3 hrs.; 310—4 hrs.; two of the following: 342—4 hrs., 414—3 hrs., 456—4 hrs.; plus 421—3 hrs.; 462—3 hrs.

Directed electives: to fulfill total requirement for major.

The order of the requirements reflects the recommended sequence, except that 421 should be taken last.

#### *Minor* (15 semester hours)

Required: 207—4 hrs.

Directed electives: Psychology courses to complete minor requirements.

#### Teacher Certification

#### *Minor* (25-27 semester hours)

Required: 207—4 hrs.; 302—3 hrs.; 311—3 hrs. or 310—4 hrs.; 421—3 hrs.; 462—3 hrs.; Sociology 240—3 hrs.; Psychology 460—4 hrs. or Special Education 428—3 hrs.

The order of the Psychology requirements reflects the recommended sequence except that 421 should be taken last.

## Clinical Psychology

Commencing in the Fall 1974, the Department will offer a Bachelor of Science degree in clinical psychology. It is designed to train students for the delivery of services in a variety of clinical settings such as mental hospitals, community clinics, half-way houses, juvenile centers, alcoholism-drug addiction centers, etc. After completing core courses, a student will choose one of the following areas on which to concentrate: Emotional Disturbances of Children; Alcoholism and Drug Addiction; Correctional Psychology; Adult Clinical Populations. Application must be made in advance to the Department of Psychology for admission to this program as the number of students who can be admitted is limited.

### *Major* (75 semester hours)

Required: Psychology 101—3 hrs.; 207—4 hrs.; 302—3 hrs.; 310—4 hrs.; 368—3 hrs.; 421—3 hrs.; 461—3 hrs.; 466—3 hrs.; 479—2 hrs.; 481—2 hrs.; 484—12 hrs.; 464A—3 hrs. and 464B—3 hrs.; 465A—3 hrs.; and 465B—3 hrs.; and either 342—4 hrs., 356—3 hrs., or 414—3 hrs.; Sociology 240—3 hrs.

Electives: directed electives in area of concentration, 3 hours within the Department and 11 or 12 hours outside the Department.

## COURSES

100 **PSYCHOLOGY OF HUMAN SEXUALITY AND SEXUAL RESPONSIBILITY**—2 hours. A consideration of the psychological and physiological aspects of human sexual development, adjustment, function and dysfunction. Emphasis is upon emotions, attitudes, values, and learning. The course will include lectures and required attendance at small-group discussions. No prerequisite.

101 **GENERAL PSYCHOLOGY**—3 hours. An introduction to psychology as a science, surveying learning, motivation, perception, psychobiology, cognition, intelligence, personality, etc.

207 **EXPERIMENTAL PSYCHOLOGY**—4 hours. An introduction to scientific method as applied to psychology. The design and analysis of experiments with examples taken from areas of sensation and perception, learning, and motivation. With laboratory.

302 **INTRODUCTORY PSYCHOLOGICAL STATISTICS**—3 hours. The organization and presentation of data, measures of central tendency and variability, correlation and regression, and statistical inference including simple analysis of variance.

310 **LEARNING I**—4 hours. Current learning theories and recent research in the area. With laboratory. Prerequisites: 207 and 302.

311 **HUMAN LEARNING**—3 hours. Study of verbal behavior and other complex learning processes such as motor skills, transfer of learning, short and long term memory, problem solving, perceptual learning, and concept learning.

Examples from the literature will, so far as possible, be taken from human studies and prominence given to practical applications as well as theory. Not open to psychology majors. Prerequisite: 101.

315 ENVIRONMENTAL PSYCHOLOGY—3 hours. The influence of the physical environment on the behavior of man. Data from both human and lower animal research considered in relation to environmental control.

342 PERCEPTION—4 hours. An introduction to the basic problems and methods associated with the study of perceptual and related processes. With laboratory. Prerequisite: 207.

343 INTRODUCTION TO PSYCHOLINGUISTICS—3 hours. A survey of recent research in topics such as language acquisition, language perception and memory, meaning, the relation between language and other cognitive processes—all viewed in the light of modern linguistic theory. Prerequisites: none, but English 210 would be useful.

356 PHYSIOLOGICAL PSYCHOLOGY—3 hours. The physiological mechanisms of human and animal behavior, normal and abnormal. Prerequisite: 310 or consent of instructor.

368 INTRODUCTION TO ABNORMAL PSYCHOLOGY—3 hours. Encompasses transient personality disturbances, neuroses, character disorders, psychosomatic disorders, psychotic disorders, and mental deficiency.

400 ADVANCED GENERAL PSYCHOLOGY—3 hours. Major processes and problem areas in psychology reviewed and integrated at the advanced level. Intended for transfer students whose prior preparation has been inadequate, and for students majoring in other disciplines who wish to obtain knowledge of psychology beyond the elementary level.

\*403 INSTRUMENTATION AND CIRCUIT DESIGN—1-3 hours. An introduction to equipment widely used in psychological research, to the logic of electrical circuits used to control such equipment, and to the principles and techniques of equipment construction. Wiring and testing of control circuits are an integral part of the course. Prerequisite: 310.

\*414 MOTIVATION AND BEHAVIOR—3 hours. Human and animal motivation treated as a function of physiological processes, learning, development, and social interaction. Prerequisite: 310.

\*421 HISTORY AND SYSTEMS OF PSYCHOLOGY—3 hours. The historical development of psychology, with emphasis on the major contemporary systems of psychology. Prerequisite: 310 plus 15 additional hours of psychology or consent of instructor.

\*455 COMPARATIVE PSYCHOLOGY—4 hours. Introduction in the comparative study of animal, primarily infrahuman, behavior. Prior study in experimental approaches to behavior, especially animal behavior, and/or zoology is recommended. Prerequisite: 207 or consent of instructor.

\*456 LABORATORY TECHNIQUES IN PHYSIOLOGICAL PSYCHOLOGY—1 hour. Practical work in brain perfusions, electrolytic lesions and ablations, acute and chronic electrode and cannula implantation in the brain, brain wave recording, adrenalectomy, orchietomy, oophorectomy, and other techniques useful in the study of physiological psychology. Prerequisite: 356 or equivalent.

**\*458 PSYCHOPHARMACOLOGY—3 hours.** The influence of drugs on the psychological functioning of organisms and the methods used to study that influence. A prior course in physiological psychology is recommended, but not required.

**460 PRINCIPLES OF PSYCHOLOGICAL TESTS AND MEASUREMENTS—4 hours.** What measurement is, measurement scales and scaling, reliability theory and validity, special correlational techniques, evaluation of various test and measurement instruments, and the construction of a measuring instrument. With laboratory. Prerequisites: statistics and consent of instructor.

**\*461 INDIVIDUAL DIFFERENCES—3 hours.** Introduction to methodology and survey of quantitative studies of the nature of psychological traits and the influence of age, sex, heredity, and environment as determinants of individual differences in ability and temperament. Prerequisite: statistics or consent of instructor.

**462 PSYCHOLOGY OF PERSONALITY—3 hours.** Introduction to basic concepts, methods, views, and results of research in the field of personality. Prerequisites: 310 and consent of instructor.

**\*464A PSYCHOLOGICAL ASSESSMENT AND EVALUATION I—3 hours.** The first of a sequence of two courses. The student will be trained, under supervision, to undertake all the responsibilities which the clinical process of assessment entails, beginning with interview techniques up to and including the interpretation of a complete protocol of test data (objective and projective), drawing conclusions and making disposition recommendations. The issues of reliability, validity, discrepancies between verbal reports and test data, various instruments available to the clinician, and the experimental studies bearing on these matters will be discussed. Prerequisite: consent of instructor.

**\*464B PSYCHOLOGICAL ASSESSMENT AND EVALUATION II—3 hours.** A continuation of 464A. During this part of the sequence the student will take on such degree of responsibilities for the patient as to prepare the student for internship. Prerequisite: 464A and consent of instructor.

**\*465A TECHNIQUES AND THEORY OF BEHAVIOR CHANGE I—3 hours.** The first of a sequence of two courses which acquaint the student through readings, lectures, and actual experience, with the various techniques currently utilized in behavior change; these include individual psychotherapy as practiced by major theorists; group therapy and psychodrama (and their recent offshoots, such as encounter therapy and sensitivity training), and behavior modification. Research findings and the appropriateness of specific techniques for the treatment of particular problems will be focal topics throughout this course and the one subsequent to it. Prerequisite: consent of instructor.

**\*465B TECHNIQUES AND THEORY OF BEHAVIOR CHANGE II—3 hours.** A continuation of 465A. During this part of the sequence the student will be given more autonomy, and encouraged to experiment so as to discover the mode of treatment which suits his personal style best. Students will be carrying cases, discussing them and their theoretical and research implications in class, and utilizing the time of their instructors less as supervisors and more as consultants. Prerequisite: 465A and consent of instructor.



- \*466 HUMAN ONTOGENY—3 hours. A survey of the theories and research findings relative to the development of the organism from conception to death. The forces which shape the individual's behavior throughout the life span will be examined from the biological, social-psychological and situational perspectives. Inasmuch as most students will already be acquainted with childhood and adolescent development, the bulk of the course will focus more on early adulthood, maturity, and old age. Students who have not had exposure to early development are expected to do extra reading on their own time to make up for the deficiency.
- \*467 NEURAL AND BIOCHEMICAL BASES OF PSYCHOPATHOLOGY—3 hours. An examination of current research into the biological and biochemical basis of psychopathology. Genetic and metabolic factors will be particularly scrutinized. Theoretical models and implications for clinical psychology will also be included.
- \*471 COMMUNITY AND REHABILITATION PSYCHOLOGY—3 hours. An introduction, with practicum experience, to (a) group psychology and social movements from the perspective of the clinician as he orients himself toward assessing psychological ills and devising remedies for them and (b) educating and consulting with the public, or those in contact with the public such as teachers, community leaders, nurses, physicians, social workers, as to the best methods available for preventing psychological ills from spreading or developing. Students will also be introduced to crises prevention techniques for dealing with problems calling for immediate intervention, e.g., suicide, drug use, panic, runaways, marital conflict, etc. Prerequisite: consent of instructor.
- \*475 THE PSYCHOLOGICAL AND SOCIOCULTURAL ASPECTS OF ADDICTION—3 hours. The psychological, sociocultural, and situational factors associated with addiction as may be inferred from case histories, psychological profiles of addicts, historical events, and sociopolitical climates.
- \*476 ADVANCED PSYCHOLOGICAL ASSESSMENT AND TREATMENT (WITH PRACTICUM)—3 hours. Supervised work at an advanced level in the areas of assessment, management, and treatment will be carried out with psychiatric populations. Prerequisite: 464A/B, 465A/B.
- \*478 MANAGEMENT AND REHABILITATION OF EMOTIONALLY DISTURBED CHILDREN (WITH PRACTICUM)—3 hours. Supervised clinical work with the emotionally disturbed child emphasizing treatment of the child within the family context.
- \*479 THE MENTAL HEALTH FIELD AND PROFESSIONAL ETHICS (WITH PRACTICUM)—2 hours. An introduction, through observation and participation, to the roles and functions of personnel in the field of mental health and social action, and study of APA's code of ethics.
- \*481 CRITICAL INCIDENTS ENCOUNTERED IN MENTAL HEALTH SETTINGS—2 hours. The course attempts to sensitize the students to critical problems a psychological worker encounters in clinical settings.
- \*482 MANAGEMENT AND REHABILITATION OF THE ALCOHOLIC AND DRUG ADDICT (WITH PRACTICUM)—3 hours. Examination of and training in the treatment of alcoholics and drug addicts, with supervised practical experience. Prerequisite: 475/575 may be taken concurrently.

484 **CLINICAL INTERNSHIP**—12 hours. Intensive, 40-hour-a-week supervised experience in a clinical setting approved by the Department.

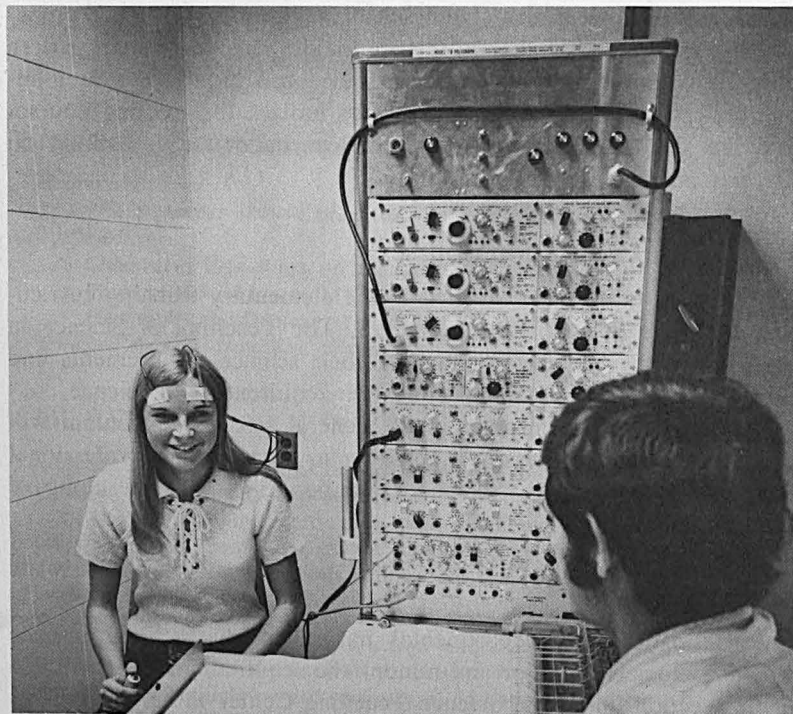
\*490 **SEMINAR IN PSYCHOLOGY**—3 hours. A different topic of contemporary interest to psychologists will be offered for intensive study each semester. Prerequisites: senior standing, 3.00 G.P.A. in psychology, and consent of instructor.

\*497 **RESEARCH PROJECT IN PSYCHOLOGY**—1-3 hours. For upperclass psychology majors who wish to undertake a research project with a view to publication, or a pilot study for a more complex thesis. Prerequisite: consent of the selected instructor and the Department chairman. May be repeated for credit with consent of the Department chairman.

\*498 **INDIVIDUAL STUDY IN PSYCHOLOGY**—1-3 hours. Research and reading in psychology to meet the needs of the students involved. May be elected on an arranged basis upon approval of the chairman of the Department and the faculty member who is to serve as instructor in the course.

499T **HONORS THESIS**—3-6 hours. Individual research for selected students who show high creative and productive promise in psychology. The student, under the supervision of a faculty sponsor, designs and executes an original experiment, or does an in-depth study, in either case producing a paper of superior quality. Prerequisite: senior standing and Departmental invitation.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## SCIENCE TEACHING CENTER

Dr. Kenneth W. Uhlhorn, Director  
Center Office: Room 127, Science Building

The Science Teaching Center has two areas of responsibility. First, it provides the professional methods courses which deal with the teaching of science from kindergarten through grade six and with the teaching of general science in the secondary school. Second, the Center provides for seniors and graduate students professional science education courses which are directly related to science teaching at all grade levels from kindergarten through university level.

The orientation of the Center is toward current developments in science pedagogy. This includes direct experience with the major concepts and materials now evolving internationally in science instruction.

All the courses offered by the Science Teaching Center are directed toward people interested in the teaching of science. However, these offerings will develop perspective and an understanding of the current philosophy of science teaching for persons interested in careers in commerce, industry, or communication.

The staff members of the Science Teaching Center are the academic advisors for students who select the secondary teacher preparation program with a general science major. This curriculum pattern enables majors in general science to develop a broad, interdisciplinary background in science. This major utilizes the existing courses and the staff of the various science departments. (See section on General Science Curricula below.)

### Professional Education Courses

Those students who are enrolled in the elementary teaching curriculum will take Science Education 393, The Teaching of Science in the Elementary School, to complete their science requirements and also to fulfill the professional education requirement in science.

Students who are enrolled in the general science curriculum will take, during their professional semester as part of their professional education requirements, Science Education 396, The Teaching of General Science.

### *Special Curricula*

Because of the interdepartmental nature of the general science teaching curricula (major and minor) the requirements are included in this section under the Science Teaching Center rather than listed

with chemistry, geography-geology, life sciences, and physics. The general science patterns are accepted for teacher certification.

The major in general science is a teaching curriculum major. Students in liberal arts may minor in general science.

## General Science

### *Major* (40 semester hours)

Required courses:

Life Sciences: 101—4 hrs.; 102—4 hrs.

Chemistry: 105—4 hrs.; 106—4 hrs.

Physics: 105—4 hrs.; 106—4 hrs.

Geography and Geology: 152—3 hrs.; 153—3 hrs.; 314—3 hrs.; 470—3 hrs.

Directed electives from science areas.

Students are cautioned to ascertain the prerequisites for courses listed above in the general science pattern.

### *Minor* (24 semester hours)

Required courses:

Life Sciences: 101—4 hrs.; 102—4 hrs.

Chemistry: 105—4 hrs.

Physics: 105—4 hrs.

Geography and Geology: 152—3 hrs.; 470—3 hrs.

Directed electives to complete required hours.

Students are cautioned to ascertain the prerequisites for courses listed above in the general science patterns.

### *Elementary Science Endorsement* (24 semester hours)

Required courses:

Life Sciences: 101—4 hrs.; 102—4 hrs. or 112S—3 hrs. and approved electives.

Chemistry: 105—4 hrs. or 100 and 100L—4 hrs.

Physics: 105—4 hrs. or 111—3 hrs.

Geography and Geology: 111—3 hrs.; 113—3 hrs. or 152—3 hrs.

Directed electives from science area.

## COURSES

The Science Teaching Center is responsible for the science methods course for majors in elementary education and the methods course required by the general science teaching curriculum. All other secondary science methods courses are the responsibility of the subject matter disciplines. However, for convenience, all science methods courses are listed here.

**Life Sciences 310 THE TEACHING OF LIFE SCIENCES IN SECONDARY SCHOOLS—** 2 hours. The techniques of instruction and instructional materials in the biological sciences for the secondary schools. It cannot be counted on the major or minor but only toward professional education credit.

Physics 392 THE TEACHING OF PHYSICAL SCIENCES IN SECONDARY SCHOOLS—2 hours. The techniques of instruction and instructional materials in the physical sciences for secondary schools, including general science.

Geography 393 THE TEACHING OF GEOGRAPHY IN THE SECONDARY SCHOOLS—2 hours. The methods of instruction and instructional materials in the field of geography as taught in the secondary schools.

393 THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL—5 hours. Designed to complete the requirement in science for students on the elementary teaching curriculum and also to serve as their professional methods course in the teaching of science. This lecture-laboratory course gives the students many opportunities to participate in solving practical problems in science while discovering science teaching techniques. It is recommended that students taking this course should have completed 12 hours of science.

Chemistry 395 THE TEACHING OF HIGH SCHOOL CHEMISTRY—2 hours. A course to familiarize the prospective chemistry teacher with successful techniques, demonstrations, curricula, films, and desirable professional organizations.

396 THE TEACHING OF GENERAL SCIENCE—2 hours. Designed to present those techniques of science instruction and instructional materials most applicable to the teaching of general science in the secondary schools. The student generally takes this course during his student teaching (professional) semester.

\*423 PHOTOGRAPHIC FUNDAMENTALS AND APPLICATIONS—3 hours. Investigation into the basic characteristics of light, how light is influenced by lenses, and how a picture is produced on photographic film. Experiences in film processing, printing, preparing enlargements, and the operation of video tape equipment will be included. Emphasis will also be given those techniques necessary in planning, organizing, and utilizing photographic media for the preparation of instructional aids, entertainment, and/or personal enjoyment.

\*424 SPECIAL PROBLEMS IN THE PREPARATION AND UTILIZATION OF FILM AND TAPE MEDIA—1-3 hours. Special projects in the preparation and utilization of film and tape materials. The experiences in this course will be designed using the background, needs, and interests of the students as points of departure. Opportunities to experience sophisticated techniques will be provided. Prerequisite: Science Education 423 or consent of instructor.

\*460 THE SCIENCE CURRICULUM (K-12)—2 or 3 hours. The history of science education, the various philosophies of science education, science curricula patterns, curriculum construction, curricula trends, and the current effort to devise new science curricula. It is recommended that the student complete science methods before registering for this course. #

\*461 THE SUPERVISION OF SCIENCE (K-12)—2 or 3 hours. Special attention is given to the supervision of student teachers, in-service teachers, science workshops, in-service programs, and special science programs. Guidelines for planning and/or developing science facilities and new or experimental science curricula, as well as criteria for selecting science equipment and supplies, are investigated. It is recommended that the student complete science methods before registering for this course. #

**\*462 TESTING, EVALUATION, AND RESEARCH DESIGN IN SCIENCE EDUCATION—** 2 or 3 hours. A review of techniques of science evaluation, research design for science educators, and current investigations and problems in science education. It is recommended that the student complete science methods before registering for this course. #

**\*473 TOPICS IN SCIENCE EDUCATION—**1-6 hours. A science education course which includes topics that are not usually presented in traditional science education courses. Topic titles, prerequisites, credit, course outline, and content will be arranged by the faculty member(s) involved.

**480 SPECIAL PROBLEMS IN SCIENCE EDUCATION—**1-3 hours. Research, reading and/or study in science and science teaching designed to meet the needs of the students. Available on an arranged basis with approval of the Department chairman and the faculty member who is to serve as instructor.

**\*491 SCIENCE LABORATORY AND DEMONSTRATION TECHNIQUES—**3 hours. Laboratory demonstrations and techniques used in devising equipment, gathering laboratory materials, and preparing science exhibits. Special emphasis is placed upon applications to teaching science in the secondary school. It is recommended that the student complete science methods before registering for this course.

**\*492 LABORATORY DEMONSTRATION TECHNIQUES—**3 hours. Collecting and assembling materials for successful teaching of science in the elementary and junior high schools. It is recommended that the student complete science methods before registering for this course.

**\*495 ENVIRONMENTAL SCIENCES—**1-6 hours. An interdisciplinary study which emphasizes the content and experiences in ecology and associated sciences using a natural setting. This workshop develops the content, background, and activities an elementary or secondary teacher could use in teaching science concepts in a natural laboratory.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

# Science Education 460, 461, and 462 or offered in rotation with one of the courses offered each semester or summer session.



## SOCIAL SCIENCE EDUCATION CENTER

Dr. Charles W. Engelland, Director  
Center Office: East Knisely

The Social Science Education Center coordinates programs of teacher education in history and the social sciences; supervises locally assigned social studies student teachers; engages in research and in-service consultative programs; develops classroom materials for use in secondary history and social science courses; advises social studies teaching majors and minors; and offers undergraduate and graduate courses in social science education. The Center is responsible for administering admission, retention, and graduation policies for secondary social studies teaching majors, such administration to be carried out in conjunction with the School of Education and with the College of Arts and Sciences.

### Social Studies Teaching Certification

A student seeking provisional certification as a secondary (grades 7 through 12) social studies teacher should contact the Center early in his educational career at Indiana State. In this initial contact the student will be given assistance in planning his entire four-year program leading to certification. An advisor in the student's first endorsement department will be appointed. This academic advisor will help the student in planning for his first endorsement work. Staff members in the Center will furnish advisement for all other parts of the program. A complete file on each student will be maintained in the Center's office.

Application for formal admission to the program should be initiated in the fourth semester of a student's four-year program. Application forms for this purpose are obtained in the Student Personnel Office for Teacher Education, Room 246, Alumni Center. The recommendation of the chairman of the Department of the student's first endorsement and of the Center is required for formal admission to the program. An appeal procedure is provided in instances of non-recommendation.

Once on the program, students will be seeking a bachelor's degree from Indiana State University and provisional certification as a social studies teacher. Provisional certification allows one to teach in Indiana for five years. At that point, teachers must have earned professional certification which requires completion of an appropriate master's degree and three years of teaching experience. Certification

in Indiana, at both the provisional and professional levels, is by endorsement. The endorsements are:

UNITED STATES HISTORY	POLITICAL SCIENCE (GOVERNMENT)
WORLD HISTORY	SOCIOLOGY
ECONOMICS	GEOGRAPHY

A grade point average of 2.00 or higher must be earned in work in each endorsement sought and in the total major and/or minor programs. For graduation, an over-all G. P. A. of 2.00 or higher is required.

Two certificating programs are offered, the teaching major and the teaching minor.

1. The teaching major requires a minimum of 40 semester hours; 18 semester hours in the first endorsement, 12 in the second and subsequent endorsements, with nine semester hours distributed among at least three endorsements outside the first and second endorsement.
2. The teaching minor requires a minimum of 24 semester hours; 15 semester hours in the first endorsement, with the additional nine semester hours distributed among at least three of the remaining endorsements. Not more than nine semester hours of social studies in the General Education program may be used toward meeting requirements for the teaching minor.

Once certified on a teaching major or minor program, certification will include only those subjects in which an endorsement has been attained. Neither the teaching major nor minor provides comprehensive certification to teach social studies. Certification is based on *endorsements*.

### Programs Leading to Certification

Three components comprise each program leading to Indiana certification as an endorsed teacher of United States history, world history, government, economics, sociology, or geography. These components are:

1. General Education courses (50 semester hours)
2. Professional education (21 semester hours)
3. Endorsement courses



**GENERAL EDUCATION COURSES:** (50 semester hours) General Education requirements are described elsewhere in this *Bulletin*. Candidates who desire certification as secondary teachers of social studies subjects must fulfill these requirements. Within the framework of these requirements, candidates should select General Education courses that are supportive of teacher education in social studies. Candidates are advised to:

1. Select Geography 111 and 330 as General Education courses in science and mathematics.
2. Select English 240 and 241 as General Education courses in philosophy and the arts, if American history is an endorsement.
3. Select Psychology 101, Sociology 120, Political Science 130, Economics 200, History 101 or 102 in social and behavioral sciences. *Note:* Psychology 101 is **REQUIRED**.

Additionally, courses in art history, philosophy, world literature, anthropology, music appreciation, and history might be selected to support certain combinations of teaching endorsements. Courses in mathematics might prove especially useful to candidates seeking an endorsement in economics and in sociology.

**PROFESSIONAL EDUCATION:** (21 semester hours) On-campus course work and off-campus supervised teaching comprise the professional education component. On-campus courses required *prior* to the professional semester are Educational Psychology 202, with its prerequisite Psychology 101, Secondary Education 305, and Secondary Education 347. For students with first and third platoon assignments in supervised teaching, Social Science 305 should be taken immediately prior to the professional semester.

The professional semester is divided into two platoons, each of eight weeks duration. During one platoon, a student will be on campus taking course work and during the other platoon, will be off-campus in a secondary school completing his supervised teaching.

The on-campus course requirements are Secondary Education 347, 448, 449, and Social Science 305 and 306. During the off-campus supervised teaching platoon, students will enroll for Secondary Education 431, 453, and 454.

Students may request either the first semester or second semester as their professional semester. This selection is highly important and requires careful and long range planning. Application for supervised teaching may not be made until a student has been admitted to this Teacher Education program.

**ENDORSEMENT COURSES:** Candidates may seek endorsement in United States history, world history, political science (government), economics, sociology, or geography in any combination. Two programs are offered: the teaching major and the teaching minor.

*Teaching Major* (40 semester hours minimum)

First Endorsement	18 semester hours
Second Endorsement	12 semester hours
Each subsequent Endorsement	12 semester hours
Distributed in Social Science disciplines	9 semester hours*

On the teaching major, a first and second endorsement must be completed. Social Science 305 and 306 are required, except for majors with first endorsement in Geography. For such majors, Social Science 305 and Geography 393 are required.

*Teaching Minor* (24 semester hours minimum)

First Endorsement	15 semester hours
Distributed in Social Science disciplines	9 semester hours*

On the teaching minor, not more than nine semester hours of General Education social science courses may be used to meet the teaching minor requirements. Social Science 305 is recommended on this minor.

\*These nine semester hours must be distributed among three endorsements outside the first and second endorsement.

Candidates should select endorsements with care. On the teaching major, the first endorsement of 18 semester hours and the second endorsement of 12 semester hours might well be augmented by a third and fourth endorsement. This would provide rather broad certification, enabling the certificate holder to be placed in a wider range of positions than the holder of a narrower certificate. If the candidate elects to take a teaching minor outside any of the social studies endorsements, it should be a minor that is compatible with and supportive of the major.

Specific requirements for endorsement courses are listed in this *Bulletin* for the various endorsements in those sections devoted to the Departments of History, Economics, Geography and Geology, Political Science, and Sociology and Social Work.

## COURSES

### *Social Science Education*

**305 TEACHING SOCIAL STUDIES IN SECONDARY SCHOOLS—2 hours.** Method, techniques, and goals of secondary social studies; unit organization; and testing and evaluation. Includes weekly laboratory period. Required of all secondary social studies teaching majors, prior to student teaching.

**306 PROBLEMS OF TEACHING SOCIAL STUDIES AT THE SECONDARY LEVEL—2 hours.** Organization of secondary social studies courses; secondary learning

materials in social studies; teaching academic and non-academic students; and teaching in the areas of values and value conflicts. May be taken in conjunction with Social Science Education 305, or following student teaching. Includes weekly laboratory period. Required of all social studies teaching majors, except majors with first endorsement in geography, who may substitute Geography 393 for the requirement.

**\*410 NON-WEST STUDIES FOR TEACHERS—2-6 hours.** Primarily for 7th grade teachers of Non-West Studies and senior high world history teachers, this seminar deals with substantive concepts relating to areas of the Non-West, curricular materials, and teaching strategies and techniques. The seminar is interdisciplinary and utilizes specialists from a number of disciplines for substantive content presentations. To repeat the seminar, students must have the approval of the director of the Social Science Education Center.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



# DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Dr. Charles D. King, Chairman  
Department Office: Room 273, Holmstedt Hall

The Department of Sociology and Social Work offers curricula which prepare students to teach, to do research, to enter a profession, or to obtain a liberal arts education. The undergraduate major leading either to the Bachelor of Arts or Bachelor of Science degree is available in sociology. The undergraduate major leading to a Bachelor of Science degree is available in social work.

**GENERAL EDUCATION COURSES.** The following courses in sociology are recommended: 120, 220, 240, 260, 306, 321, 324, 343, 368. Some have prerequisites. No courses in Social Work may be counted toward the requirement in category F.

## CURRICULA

### Sociology Departmental

#### *Major* (33 semester hours)

Required Sociology: 120—3 hrs.; 220—3 hrs.; 240—3 hrs.; 380—3 hrs.; 381—3 hrs.; 483—3 hrs.

Electives:

One course from: 321—3 hrs.; 324—3 hrs.; 420—3 hrs.; 422—3 hrs.; 426—3 hrs.

One course from: 343—3 hrs.; 440—3 hrs.; 441—3 hrs.; 442—3 hrs.; 444—3 hrs.; 445—3 hrs.; 447—3 hrs.; 448—3 hrs.; 449—3 hrs.; 452—3 hrs.

Two courses from: 260—3 hrs.; 368—3 hrs.; 460—3 hrs.; 461—3 hrs.; 462—3 hrs.; 463—3 hrs.; 464—3 hrs.; 465—3 hrs.; 466—3 hrs.; 467—3 hrs.

One course from: 480—3 hrs.; 481—3 hrs.

#### *Minor* (18 semester hours)

Required Sociology: 120—3 hrs.

Electives: 15 hours of directed electives in Sociology.

### Social Work Departmental

The following courses comprise the social work curriculum. Not included are 50 hours of General Education as required by the University.

#### *Major* (70 semester hours)

Required: Social Work 290—2 hrs.; 390—3 hrs.; 391—3 hrs.; 490—3 hrs.; 491—3 hrs.; plus two of the following: 392—2 hrs.; 492—2 hrs.;

493—2 hrs.; 494—2 hrs.; 495—2 hrs.; 496—2 hrs.; Sociology 120—3 hrs.; 220—3 hrs.; 240—3 hrs.; 381—3 hrs.; plus 8 hours from approved courses in Sociology; Political Science 130—3 hrs.; plus any other 2 courses Economics 100—3 hrs.; Psychology 101—3 hrs.; 368—3 hrs.; Educational Psychology 426—3 hrs.; Special Education 262—3 hrs.; plus 6 hours from Psychology and Special Education as directed; and Anthropology 406—3 hrs.

### *Urban Regional Studies: Sociology Specialization.*

See Center for Urban-Regional Studies in this *Bulletin*.

## Teacher Certification

### *Sociology for Social Studies Certification*

See Social Studies Teaching Certification in the Social Science Education section of this *Bulletin* for complete description of the social studies teaching major and social studies teaching minor.

#### **First Endorsement on Teaching Major—(18 semester hours)**

Required Sociology: 120—3 hrs. Nine semester hours in Sociology courses treating Social Organization and Disorganization—3 hrs., Social Psychology—3 hrs., and Social Institutions—3 hrs.

Directed electives in Sociology: six semester hours

#### **Second Endorsement on Teaching Major—(12 semester hours)**

Required Sociology: 120—3 hrs. Nine semester hours in Sociology courses treating Social Organization and Disorganization—3 hrs., Social Psychology—3 hrs., and Social Institutions—3 hrs.

#### **Endorsement on Teaching Minor—(15 semester hours)**

Required Sociology: 120—3 hrs. Nine semester hours in Sociology courses treating Social Organization and Disorganization—3 hrs., Social Psychology—3 hrs., and Social Institutions—3 hrs.

Directed electives in Sociology: three semester hours

A teaching major requires a minimum of 40 semester hours, a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Bulletin*.

## COURSES

### *Sociology*

120 PRINCIPLES OF SOCIOLOGY—3 hours. Sociology as the science of human groups. Structure, function, and processes of human groups, cultures, and institutions. Required of majors and minors.

220 CONTEMPORARY SOCIAL PROBLEMS—3 hours. Problems of social and individual maladjustment, the causes of maladjustment, and the attempted and planned efforts for the solution of these problems. Prerequisite: 120.

240 INTRODUCTION TO SOCIAL PSYCHOLOGY—3 hours. Consideration of human behavior in social situations with particular emphasis on the communication processes, socialization, social role, social self, and social groupings. Prerequisite: 120. (Also listed as Afro-American 243.)

260 COURTSHIP AND MARRIAGE—3 hours. The psychological and sociological factors involved in courtship, marriage, and the family cycle. Prerequisite: 120.

\*406) 306 SEMINAR IN SOCIOLOGICAL DIMENSIONS—3 hours. Lectures by guest speakers on a variety of sociologically relevant topics. The student, under the guidance of the coordinator, is expected to prepare the subject matter in advance of each meeting and participate in the discussion. Prerequisite: 120 or honors status, or consent of instructor.

\*424) 321 SOCIOLOGY OF AGING AND RETIREMENT—3 hours. The analysis of aging and retirement in modern society, the attitudes and values which surround the processes, the social definitions which make aging a personal and social problem, and cross-cultural comparisons of the aging experience. Prerequisite: 120.

\*444) 324 POPULATION PROBLEMS—3 hours. The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prerequisite: 120.

343 SOCIAL CONTROL—3 hours. The processes through which order is established in society from the internalization of group norms to institutional control; the nature, significance, types, techniques, and problems of social control; and examination of various theories of social control. Prerequisite: 120.

368 EDUCATION AND MODERN SOCIETY—3 hours. The sociological analysis of the role of education in modern society, as an agent of socialization, and a force in social change. Relations with other social institutions are studied, as are cross-cultural comparisons. Prerequisite: 120.

380 INTRODUCTION TO SOCIOLOGICAL RESEARCH—3 hours. The development of research methods, the preparation of research designs, the selection of samples, the collection of data, and the interpretation and analysis of research findings. Prerequisite: 120.

381 STATISTICS FOR SOCIAL RESEARCH—3 hours. An introductory one-semester course in probability and statistics for students who intend to engage in social research and for those who wish to develop an ability to read the literature of empirical research in the social sciences. Prerequisite: 120.

\*482) 400 INDIVIDUAL STUDIES—1-3 hours. The student is expected to read widely and critically in the sociological literature, and to present a paper covering

these readings. Enrollment in the course and selection of the topic are by prior arrangement with the Department chairman. Prerequisites: junior or senior standing and consent of instructor.

\*420 MINORITY GROUPS—3 hours. The psychological factors creating minority groups; dominant attitudes of minority and majority groups and their social products. Prerequisite: 6 hours of sociology or consent of instructor. (Also listed as Afro-American 423.)

\*422 SOCIOLOGY OF MODERN WAR—3 hours. Warfare in its social setting; the causes of war; the principles of war, military strategy, and tactics; grand strategy—civil-military relationships; and the emergence of modern unconventional warfare. Prerequisite: 6 hours of sociology or consent of instructor.

\*423 JUVENILE DELINQUENCY—3 hours. Definitions and interpretations; theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation. Prerequisite: 6 hours of sociology or consent of instructor.

\*424 POPULATION—3 hours. The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prerequisite: 6 hours of sociology or consent of instructor.

\*425 BLACK THEMES IN AMERICAN SOCIOLOGY—3 hours. An examination of the basic theories and research related to the black experience in America. Basic works in the following substantive areas are underscored: (1) the black family; (2) the black community; (3) black youth; (4) stratification, power and leadership; (5) modern trends in the civil rights movement; and (6) general classics written on the American Negro. Prerequisite: 9 hours of sociology and/or consent of instructor. (Also listed as Afro-American \*473.)

\*426 SOCIOLOGY OF DEVIANT BEHAVIOR—3 hours. Conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis upon the relationship of such behavior to social structure and social processes. Prerequisite: 6 hours of sociology or consent of instructor.

\*427 DYNAMICS OF CRIMINAL AND DELINQUENT BEHAVIOR I: SOCIOLOGICAL—3 hours. The dynamic interrelatedness in the formation and manifestation of criminal and delinquent behavior and various sociocultural factors and processes. Prerequisite: 6 hours in sociology and/or psychology.

\*440 PUBLIC OPINION—3 hours. The nature, importance, and implications of public opinion and the means of creating, influencing, and manipulating public opinion in democracies and in totalitarian states. Prerequisite: 6 hours of sociology or consent of instructor.

\*441 SOCIAL MOVEMENTS—3 hours. A social movement as an attempt to establish a new order of life; an analysis of the stages of development from its inception to the achievement of full institutionalization; specific social movements are examined such as the labor movement; the women's movement; and racial, religious, and political movements. Prerequisite: 6 hours of sociology or consent of instructor.

\*442 SMALL GROUP DYNAMICS—3 hours. Social interaction and social processes in the small group context, group norms, conformity, behavioral change.

formal and informal structures, communication networks, leadership patterns and group interaction processes. Prerequisite: 6 hours of sociology or consent of instructor.

**\*443 SOCIAL CONTROL—3 hours.** The processes through which order is established in society from the internalization of group norms to institutional control; the nature, significance, types, techniques, and problems of social control; and examination of various theories of social control. Prerequisite: 6 hours of sociology or consent of instructor.

**\*444 ADVANCED SOCIAL PSYCHOLOGY—3 hours.** (Personality, Society, and Culture) Personality from the point of view of social interaction with specific attention to recent contributions of learning theorists, psychiatric theorists, sociologists, and social anthropologists. Prerequisite: 9 hours of sociology and psychology or consent of instructor.

**\*445 SOCIAL STRUCTURE AND PERSONALITY—3 hours.** The interrelationships between position in society and personality characteristics. Prerequisite: 6 hours of sociology or consent of instructor.

**\*447 SOCIAL ATTITUDE THEORY AND MEASUREMENT—3 hours.** Attitude as a basic construct in social psychology, basic properties of an attitude, techniques of attitude measurement, the logical assumptions underlying the various attitude measures, and the selection of appropriate attitude measures and statistical techniques. Prerequisites: 120 and 240.

**\*448 SOCIAL PSYCHOLOGY OF THE DISADVANTAGED—3 hours.** Personal, social, and subcultural correlates of role-playing competence in urban-industrial society. Dimensions of roles in urban-industrial society. Prerequisite: 6 hours sociology and/or psychology. (Also listed as Afro-American 443.)

**\*449 EXPERIMENTAL SOCIAL PSYCHOLOGY—3 hours.** Experimental research methods in social psychology with planned research investigation. Designing field and laboratory social psychology experiments, analysis of experimental data in social psychology, methods of measuring social behavior, and study of specialized techniques. Prerequisites: 240 and 381 or consent of instructor.

**\*450 PRINCIPLES OF SOCIAL PERCEPTION SEMINAR—3 hours.** How persons appraise others in social relationships. The relationship between the processes of social judgment and functioning in social contexts. Prerequisites: 120 and 240 or consent of instructor.

**\*452 SOCIOLOGY OF COMMUNICATION—3 hours.** The role of communication in social interaction and change. Theoretical, methodological, and applied aspects are discussed with regard to communication structure, mass media, opinion leadership, and diffusion of innovations. Prerequisites: 6 hours of sociology or consent of instructor.





\*460 SOCIOLOGY OF THE FAMILY—3 hours. Family structure—primitive, rural, and industrial—with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, and child training. Prerequisite: 6 hours of sociology or consent of instructor.

\*461 THE COMMUNITY—3 hours. Analysis of various types of communities, simple and complex, rural and urban, with special emphasis upon the emerging pattern of American communities. Prerequisite: 6 hours of sociology or consent of instructor.

\*462 SOCIOLOGY OF RELIGION—3 hours. Structure and function of religious institutions in societies, with emphasis on religious leadership, and religion and social change. Prerequisites: 120 and 220 or 240 or consent of instructor.

\*463 SOCIAL CLASSES—3 hours. Theories and systems of class and caste, specific consideration given to status, occupation, income, education, and other elements in contemporary American stratification. Prerequisite: 6 hours of sociology or consent of instructor.

\*464 INDUSTRIAL SOCIOLOGY—3 hours. Consideration of modern industrializing societies with particular reference to the sociology of work groups, formal and informal organization in the industrial plant, the labor union as an occupational association, the increasing bureaucracy of management and labor, and the emergence of managerial classes. Prerequisite: 6 hours of sociology or consent of instructor.

\*465 COMPARATIVE SOCIETIES—3 hours. Concepts of pluralism are used to compare societies, especially India and the United States, in terms of their value systems, social structures, and orientations to change. Prerequisites: 6 hours of sociology or consent of instructor.

\*466 SOCIOLOGY OF URBAN LIFE—3 hours. Urbanization processes examined with respect to the antecedents and consequences of urbanization of the world population. Western urban growth with special reference to the United States of America. Prerequisites: 120 and 220.

\*467 SOCIOLOGY OF OCCUPATIONS AND PROFESSIONS—3 hours. The psychological and social implications to the individual of participation in a given occupation, the means by which occupations and professions affect societal stability and change, the methods by which societies control occupations and professions, and the significance of professional versus nonprofessional status. Prerequisite: 6 hours of sociology or consent of instructor.

\*480 THE DEVELOPMENT OF SOCIAL THOUGHT—3 hours. The emergence of systematic sociological theory out of the social philosophies of the past. The development of sociology in the nineteenth and early twentieth centuries. Prerequisites: 9 hours of sociology or consent of instructor.

\*481 SOCIAL CHANGE—3 hours. The meaning of social change; techniques and process of change; areas of change; differential rate of change; and the impact of change on man and his institutions. Prerequisite: 6 hours of sociology or consent of instructor.

\*482 CONTEMPORARY SOCIOLOGICAL LITERATURE—3 hours. Students are expected to read widely and critically in the main sociological journals and

related psychological, anthropological, and educational journals, and to present papers covering their readings. Prerequisite: 9 hours of sociology or consent of instructor.

\*483 **SOCIOLOGICAL THEORY**—3 hours. The meaning and purpose of theory and its relationship to empirical research. Specific consideration of contemporary theories—monistic, biological, psychological, ecological, culturological—and their convergence and synthesis. Prerequisite: 9 hours of sociology or consent of instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

### *Social Work*

190 **CAREERS IN SOCIAL WORK**—1 hour. The general field of social work, the professional roles of social workers, and career opportunities in the field. Course open to all interested students irrespective of their major.

290 **FIELDS OF SOCIAL WORK**—2 hours. The philosophy, history, problems, and techniques; opportunities for employment and service in private and government agencies. Prerequisite: Sociology 120.

390 **PUBLIC WELFARE**—3 hours. American public welfare services; social philosophies concerning public welfare, historical background of present programs: the social worker's role in public welfare; trends concerning future public welfare services. Prerequisite: Sociology 120.

391 **COMMUNITY WELFARE ORGANIZATION**—3 hours. Social legislation including social security laws; a study of private and government policies and activities especially significant for the welfare of children and youth; and an introduction to the organization of welfare agencies in the community. Prerequisite: Sociology 120.

392 **CHILD WELFARE**—2 hours. Historical background and present programs in child welfare including study of public and private guardianship, adoptions, foster home care, institutional care, children born out-of-wedlock, juvenile delinquency, child labor, and maintenance of the child in his own home. Prerequisite: Sociology 120.

490 **SOCIAL WORK METHODS**—3 hours. The concepts and procedures in social work method; the psychosocial disorders; the various methods used in treatment; the team approach to therapy; interviewing techniques; and trends in accepted methodology. Prerequisite: Sociology 120.

491 **INTERNSHIP IN SOCIAL WORK**—3-6 hours. Actual practice as case-aids or group work-aids in local social welfare agencies and/or correctional institutions. Course work entails agency work for two afternoons per week plus one-hour class period with discussion of the dynamics of actual practice. Prerequisite: Sociology 120.

492 **SOCIAL WORK LEGISLATION**—2 hours. The social needs and pressures underlying past, recent, and pending state and national legislation; methods

in social action in transforming needs into specific legislative proposals; the social worker's role in social action; group discussion of specific legislative proposals and projects. Prerequisite: Sociology 120.

493 INTRODUCTION TO SOCIAL GROUP WORK—2 hours. The scope and method of social group work; the nature of groups and group processes; the specific roles of group workers in social welfare settings. Opportunities for some observation of group work activities in local group work agencies. Prerequisite: Sociology 120.

494 SOCIAL WORK IN THE SCHOOLS—2 hours. The scope and focus of school social work; the position of school social worker as differentiated from the roles of vocational counselors, guidance counselors, etc.; the team approach in the academic and the community settings in assisting children and their parents in problem solving. Prerequisite: Sociology 120.

495 SOCIAL WORK IN MENTAL HEALTH—2 hours. The roles of social workers in community mental health programs, clinics, public mental institutions, etc.; in-patient and out-patient care programs; agency structure and local and national social welfare programs for improvement of mental health services. Prerequisite: Sociology 120.

496 SOCIAL WORK IN CORRECTIONS—2 hours. Survey of casework and group work practices in correctional field; roles of social workers in institutional and community programs concerned with rehabilitation, probation, parole, and crime prevention. Prerequisite: Sociology 120.



## DEPARTMENT OF SPEECH

Dr. John C. Stockwell, Chairman  
Department Office: Room 107, Dreiser Hall

The Department of Speech offers professional and liberal arts programs in three areas: Broadcasting: Radio, TV, and Film; Speech Communication; and Theatre. For those interested in teacher certification, the combined program listed below is available. The curricular character and co-curricular activities as well as the program of the professional and liberal arts curricula are detailed under the headings Broadcasting, Speech Communication, and Theatre, located on the following pages.

**GENERAL EDUCATION COURSES.** Speech 101 is required of all students under General Education, category B, but those students with extensive backgrounds in speech or those majoring in speech should take 102. Students whose last names begin with the letters A through L inclusive should enroll in 101 during the first semester of the academic year; those whose last names begin with the letters M through Z inclusive should plan to enroll in 101 during the second semester. The following courses meet the category D, General Education requirements: 105, 174, 413, 460, 471, 474, 478I, 478II, 478III, 482. Speech 218 meets the category G, General Education requirement.

**DEGREE PROGRAMS.** Students majoring in speech may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must have (1) completed successfully a minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the patterns in General Education; (3) complied with the speech requirements for a departmental major or with the certification requirements in teacher education; and (4) maintained the minimum index necessary for continued enrollment. Students looking toward graduate study are referred to the *Bulletin of the School of Graduate Studies* for information about advanced degrees in speech.

### CURRICULA

#### Speech Departmental

##### *Broadcasting: Radio-TV-Film*

The Radio-Television-Film area of the Speech Department provides a broad media approach to the study of broadcasting. The curriculum

is designed to give the student the essentials in the production elements of radio, television, and film, along with an understanding of broadcasting and other media in society. In addition to the basic core requirements of the curriculum, students specialize in the area of broadcasting which is consistent with their professional objectives.

In addition to curricular requirements and electives, broadcast students avail themselves of the several curricularly related activities of the Radio-TV-Film area. These include radio station WISU-FM, an 11,500 watt radio station; two TV studios, which are utilized in the production of instructional and educational TV programming; the Radio Tape Network of Indiana State University, which produces and distributes radio programs to stations throughout the United States; and a portable TV Unit Center which provides University-wide service in instructional television.

*Broadcasting: Radio-Television-Film Major* (50 semester hours)

Required Broadcasting courses (15 hours): 160—3 hrs.; 218—3 hrs.; 220—3 hrs.; 330—3 hrs.; 343—3 hrs.

Electives: Broadcasting courses at the 400 level—12 hours.

Elective Broadcasting courses—14 hours.

Approved cognate courses (9 hours) should come from those listed for any one of the areas below. Other courses may be substituted with approval of the Director of Broadcasting.

Business Administration: 363—3 hrs.; 376—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.

Marketing: 305—3 hrs.; 332—3 hrs.; 334—3 hrs.; 338—3 hrs.; 442—3 hrs.

Journalism: 116—3 hrs.; 200—3 hrs.; 300—3 hrs.; 317—3 hrs.

Political Science: 201—3 hrs.; 305—2 hrs.; 306—3 hrs.; 307—2 hrs.; 308—2 hrs.; 406—3 hrs.; 407—2 hrs.; 408—3 hrs.

Psychology: 207—4 hrs.; 302—3 hrs.; 311—3 hrs.; 342—4 hrs.; 414—3 hrs.

Sociology: 240—3 hrs.; 343—3 hrs.; 380—3 hrs.; 440—3 hrs.; 442—3 hrs.; 447—3 hrs.; 452—3 hrs.; 481—3 hrs.

*Broadcasting: Radio-Television-Film Minor* (24 semester hours)

Required Broadcasting courses (15 hours): 160—3 hrs.; 218—3 hrs.; 220—3 hrs.; 330—3 hrs.; 343—3 hrs.

Directed electives to complete minor.

*Speech Communications Majors*

The Speech Communications area offers three concentrations; communications, public relations, and oral interpretation.

### *Communication Concentration* (40 semester hours)

The communication program is designed to help the student become aware of factors that provide a basis for critical evaluation of messages and media. As professional education, it is intended to prepare the student to become a communication specialist; for example, in marketing, management, social work, or the public media. Finally, the program is intended for those interested in a career in scholarship and research by preparing the student for graduate education. To accomplish these goals the Speech Communication area offers the student three possible concentrations listed below:

Required Speech Communication courses: (29 hours): 102—2 hrs.; 212—3 hrs.; 303—3 hrs.; 261—3 hrs.; 412—3 hrs.; 413—3 hrs.; 460—3 hrs.; 461—3 hrs.; 468—3 hrs.; 471—3 hrs.

Electives (11 hours) in Speech Communication or cognate areas:

Suggested electives in Speech Communication: 105—3 hrs.; 492—3 hrs.

Suggested cognate courses and areas:

Marketing: 305—3 hrs.; 332—3 hrs.; 334—3 hrs.

English: All courses in linguistics.

History: 201—3 hrs.; 202—3 hrs.; 351—3 hrs.; 421—3 hrs.; 430—3 hrs.; 434—3 hrs.; 435—3 hrs.; 465—3 hrs.; 466—3 hrs.

Political Science: 245—3 hrs.; 306—3 hrs.

Psychology: 414—3 hrs.; 443—3 hrs.

Sociology: 440—3 hrs.

A student may wish to minor in one of the above cognate areas.

### *Public Relations Concentration* (50 semester hours)

This emphasis within Speech Communication and Broadcasting is designed to accompany a minor in journalism. With the addition of intensive study in related cognate areas this emphasis can prepare a student for work in the field of public relations.

Required Speech courses (32 hours): 160—3 hrs.; 212—3 hrs.; 261—3 hrs.; 290—3 hrs.; 303—3 hrs.; 330—3 hrs.; 360—3 hrs.; 412—3 hrs.; 464—2 hrs.; 492—3 hrs.

Required cognate courses (18 hours): Business 240—3 hrs. and 260—3 hrs.; Marketing 305—3 hrs. and 332—3 hrs.; Sociology 240—3 hrs. and 424—3 hrs.

Approved journalism minor for Public Relations Concentration (24 hours): 116—3 hrs.; 260—3 hrs.; 270—3 hrs.; 300—3 hrs.; 301—3 hrs.; 317—3 hrs.; 318—3 hrs.; 460—3 hrs.

### *Oral Interpretation Concentration* (40 semester hours)

The Oral Interpretation concentration focuses on printed materials and their preparation for listening and viewing. The student may draw upon often disparate and specialized areas, such as communication theory and literature, or rhetorical theory and theatre.

Required Speech courses (23 hours): 102—2 hrs.; 212—3 hrs.; 265—3 hrs.; 303—3 hrs.; 365—3 hrs.; 367—3 hrs.; 467—3 hrs.; 280—3 hrs. or 380—3 hrs.

Required English courses (9 hours). A minimum of 6 hours of 300-400 level literature courses and 435.

Cognate courses (8 hours) selected with the advisor's approval from the following:

English (literature and linguistics courses).

Humanities—201—3 hrs.; 202—3 hrs.; 291—2 hrs.; 292—2 hrs.; 401—3 hrs.; 421—3 hrs.; and any interdisciplinary seminars.

Suggested Electives above the required 40 hours should be courses such as these:

Theatre: 174—3 hrs.; 277—3 hrs.; 281—3 hrs.; 376—2 hrs.; 381—3 hrs.; 478I—3 hrs.; 478II—3 hrs.; 478III—3 hrs.

Speech: 300 or 400 level courses in Communication.

### *Speech Communication Minor* (23 semester hours)

Required courses: 102—2 hrs.; 212—3 hrs.; 261—3 hrs.; 303—3 hrs.

Electives: In consultation with advisor 12 semester hours selected from 300/400 level courses in Speech Communication.

### *Theatre*

The purpose of the theatre curriculum is two-fold: (1) to offer courses for the student of theatre and (2) to provide laboratory experiences outside the classroom to develop proficiency in the theatre arts. The laboratory experiences are open to qualified students from any department.

The student interested in theatre may elect one of two curricula: (1) the theatre major, or (2) the speech major for teacher certification with an emphasis in theatre. Public performance is emphasized to allow students opportunity for practical experience in the elements of theatre production.

Theatre facilities are located in Dreiser Hall and the experimental theatre in the Conference Center which provides summer theatre facilities.

Theatre activities include major main-stage plays, Children's Theatre plays, Summer Theatre plays, and experimental productions. Theta Alpha Phi, national honorary society, is open to those who excel in Theatre. Merit scholarships are granted for excellence in scholastic standing and performance.

### *Theatre Major* (50 semester hours)

Required Theatre courses (39 hours): 174—3 hrs.; 175—2 hrs.; 201—3 hrs.; 277—3 hrs.; 281—3 hrs.; 282—3 hrs.; 307—3 hrs.; 375—2 hrs.; 376—2 hrs.; 381—3 hrs.; 382—3 hrs.; 478I—3 hrs.; 478II—3 hrs.; 478III—3 hrs.

Elective Theatre courses (11 hours): 279—2 hrs.; 350—3 hrs.; 377—3 hrs.; 379—2 hrs.; 390—3 hrs.; 400—1-3 hrs.; 474—3 hrs.; 479—2 hrs.; 482—3 hrs.



### *Theatre Minor* (24-34 semester hours)

Required Theatre courses (19 hours): 174—3 hrs.; 277—3 hrs.; 281—3 hrs.; 375—2 hrs.; 376—2 hrs.; 381—3 hrs.; 478I or 478II or 478III—3 hrs.

Directed electives in Theatre courses to complete minor.

### *Liberal Arts Minor Requirements*

The minor patterns below are adapted to the Bachelor of Arts degree program.

### *General Speech Minor* (12-23 semester hours)

Required Speech: 174—3 hrs.; 202—3 hrs.; 218—3 hrs.; 365—3 hrs.

Electives from Speech to complete minor.

### *Radio-Television Minor* (14-23 semester hours)

Required Speech: 218—3 hrs.; 220—3 hrs.; 330—3 hrs.; 331—2 hrs.

Electives from the following: 201—3 hrs.; 202—3 hrs.; 265—3 hrs.; 290—3 hrs.; 338—3 hrs.; 339—3 hrs.; 343—3 hrs.; 425—3 hrs.

## Teacher Certification—Secondary Teaching

Students should become thoroughly familiar with the requirements for admission to the School of Education and for the professional semester. In addition to one of the major patterns below, students on the teaching curriculum must complete all University requirements for graduation.

The State of Indiana requirements include nine hours from the Speech Communication course offerings, nine hours from Theatre or Oral Interpretation course offerings, six hours of Radio-TV course offerings, six hours from Speech Science course offerings, and six hours of Social Science and English course offerings. This leaves four hours of electives on the 300-400 level from Speech Communication, Theatre and/or Oral Interpretation, or Radio-Television.

### *General Speech Teaching Major* (40 semester hours)

Required Speech Communication courses (9 hours): 156—3 hrs.; 202—3 hrs.; 261—3 hrs.

Required Theatre and/or Oral Interpretation courses (9 hours): 265—3 hrs.; 280—3 hrs.; 380—3 hrs.

Required Radio-TV-Film courses (6 hours): 218—3 hrs.; 220—3 hrs.; or 330—3 hrs.

Required Speech Science courses (6 hours): 201—3 hrs.; Special Education 145—3 hrs.



Required Advanced Social Science or English (6 hours): any 300 or 400 level courses from either area. English literature courses on the 200 level will meet this requirement.

Electives (4 hours) from Speech Communication, Theatre, Oral Interpretation, or Radio-TV.

### *Radio-Television Teaching Major* (40 semester hours)

Required Radio-TV courses (21 hours): 218—3 hrs.; 220—3 hrs.; 290—3 hrs.; 320—3 hrs.; 330—3 hrs.; 331—3 hrs.; 425—3 hrs.

Required Speech Science course: 201—3 hrs.

Required Theatre course: 280—3 hrs.

Electives from Radio-TV to complete major.

### *General Speech Teaching Minor* (24 semester hours)

Required Speech Communication courses (3 hours), one of the following: 156—3 hrs.; 202—3 hrs.; 261—3 hrs.

Required Radio-TV courses (3 hours), one of the following: 218—3 hrs.; 220—3 hrs.

Required Theatre course: 280—3 hrs.

Required Speech Science course: 201—3 hrs.

Electives from Speech Communication, Theatre, Radio-TV curricula (12 hours).

### *Radio-Television Teaching Minor* (24 semester hours)

Required Radio-TV courses (21 hours): 218—3 hrs.; 220—3 hrs.; 290—3 hrs.; 320—3 hrs.; 330—3 hrs.; 331—3 hrs.; 425—3 hrs.

Required Theatre course: 280—3 hrs.

## COURSES

### *Speech Communication*

101 INTRODUCTION TO SPEECH COMMUNICATION—2 hours. Basic principles and practices of oral communication. Emphasis is on discussion and public speaking with guided experience in their use. Required of freshmen on all curricula. Class meets three hours weekly.

102 FUNDAMENTALS OF COMMUNICATION THEORY—2 hours. The emerging discipline of communication as a behavioral science. The description and explanation of the process of human communication in systems of varying levels of complexity. An approved substitute for 101. Required of majors and minors in speech communication.

105—HISTORY OF FREE SPEECH IN DECISION MAKING—3 hours. Investigation of the history of the concept of free speech, the relationship between the development of democratic institutions and freedom of expression, the role of public discussion and debate, and the ethical responsibilities implied by free speech.

156 ARGUMENTATION AND DEBATE—3 hours. The focus is on understanding the process of argumentation in various real work situations and developing some pragmatic skills useful in formalized policy debating. Students participate in legal argument exercises and academic debates.

201 VOICE AND DICTION—3 hours. For the teacher in the field or in training. Students will investigate and evaluate their own speech characteristics and plan speech development programs. Teacher certification requirement.

202 PUBLIC SPEAKING—3 hours. An introduction to the process of communication as it operates in person to group settings.

212 PERSUASION AND PUBLIC RELATIONS—3 hours. An introduction to the process of influencing human behavior through persuasive communication, and its application to the field of public relations.

215 BUSINESS AND PROFESSIONAL COMMUNICATION—3 hours. Basic principles and practices of communication formats especially useful to the business and professional person.

251 PARLIAMENTARY PROCEDURES—1 hour. The principles and practices of parliamentary law. Students will gain experience in the use of parliamentary procedure.

256 INTERCOLLEGIATE DEBATE—1 hour. Curricular credit for participating in the co-curricular intercollegiate debate program. A student may enroll four different semesters so as to earn a maximum total of four hours of credit. Prerequisite: consent of instructor.

261 SMALL GROUP COMMUNICATION—3 hours. An introduction to the process of communication as it operates in small group settings. Students will gain experience in small group interaction as participants, leaders, and observer analysts.

265 ORAL INTERPRETATION OF LITERATURE—3 hours. An introduction to the process of communicating prose and poetry from the printed page to an audience.

267 ORAL INTERPRETATION OF POETRY—3 hours. A continuation of Speech 265. Emphasis is on the analysis and communicative reading of poetry.

302 SPEECH COMMUNICATION FOR THE ENGLISH TEACHER—3 hours. Philosophy, organization, and concepts of interpersonal speech communication. Methods, procedures, and activities appropriate to the secondary and junior high school. Emphasis on two orientations: concepts taught in both the basic and advanced speech course; concepts related to the English curriculum of the public schools.

303 METHODS OF INQUIRY—3 hours. Philosophies of inquiry available to students of speech communication. Emphasis on two strains of inquiry: humanistic and scientific. Required of speech communication majors.



365 ADVANCED ORAL INTERPRETATION OF LITERATURE—3 hours. Study and practice in the techniques of oral interpretation: introducing selections, building programs, utilizing full vocal and visual skills. Emphasis is on a thorough criticism and evaluation of the individual's own reading and the readings of others.

367 ORAL INTERPRETATION LABORATORY—2-4 hours. Guided experience in choosing, preparing, and communicating selections to specific public audiences. A student may enroll two different semesters and earn a maximum of four hours credit.

388 ORAL INTERPRETATION OF CHILDREN'S LITERATURE AND STORYTELLING—3 hours. The fundamentals of communicative reading and storytelling techniques. Emphasis is on confidence and enjoyment in reading aloud and telling stories.

389 COMMUNICATION AND THE CLASSROOM TEACHER—2 hours. Application of communication principles and practices to the classroom situation.

391 METHODS OF TEACHING SPEECH COMMUNICATION—2 hours. Application of speech principles to practical classroom use. Schedule two hours per day for eight weeks during the first and third platoon.

412 THEORY AND RESEARCH IN PERSUASION—3 hours. Advanced course in the process of influencing human behavior through persuasive communication. Prerequisite: 212, its equivalent, or consent of instructor.

\*413 GENERAL SEMANTICS—3 hours. Analysis of the process of verbal symbolization as employed in thought and in speech communication. Consideration of the nature of meaning, the problems inherent in its transmission, and the means to increase clarity and accuracy.

\*414 TOPICS IN SPEECH COMMUNICATION—1-6 hours. The content of each course will relate to concepts or current trends in specialized areas of speech communication. Topics will concentrate on areas of intrapersonal, interpersonal, and public communication. A workshop approach may be utilized during summer terms. Prerequisite: 5 hours of study in speech communication or consent of instructor. Students may enroll in different topics for a maximum of 6 hours, but no student may repeat a single topic. Specific course title will be listed when course is scheduled.

456 DIRECTING THE CO-CURRICULAR PROGRAM IN SPEECH COMMUNICATION—3 hours. Philosophy, principles, and practices in the management of the speech communication co-curricular program. Essential for prospective directors of speech communication activities. Prerequisites: 156, 256 or its equivalent, or consent of instructor.

\*460 HISTORICAL PERSPECTIVES ON RHETORICAL COMMUNICATION—3 hours. The historical development of rhetorical theory including contemporary trends and developments.

\*461 THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION—3 hours. Advanced course in the process of communication as it operates in small group settings. Prerequisite: 261, its equivalent, or consent of instructor.

\*464 **SPECIAL PROBLEMS IN SPEECH COMMUNICATION**—1-6 hours. Independent investigation of selected problems in the areas of rhetorical theory, rhetorical criticism, oral interpretation, and communication theory. A student may enroll for a minimum of 1 semester hour to a maximum of 3 hours per semester. A student's enrollment in this course must not exceed a maximum of 6 credit hours.

\*465 **THEORY AND TEACHING OF ORAL INTERPRETATION OF LITERATURE**—2 hours. The history of oral interpretation from the Greek rhapsodies through the nineteenth century elocutionists. Emphasis is on the implications for today's readers and teachers including discussion of current philosophies and practices.

\*467 **READERS' THEATRE**—3 hours. The presentational staging of prose, poetry, and drama by oral interpreters. Emphasis is on theoretical and practical problems.

\*471 **CRITICAL PERSPECTIVES ON RHETORICAL COMMUNICATION**—3 hours. A taxonomy of critical methods for the investigation of rhetoric.

\*492 **THE THEORY AND PROCESS OF COMMUNICATION**—3 hours. Advanced course in communication as a behavioral science. Emphasis on theoretic positions and research data in systems of varying levels of complexity. Prerequisite: Psychology 101, its equivalent, or consent of instructor.

\*495 **COMMUNICATION RESEARCH METHODS**—3 hours. Application of scientific methods to the study of the human communication process. Emphasis on experimental designs and statistical techniques.

### *Broadcasting*

160 **INTRODUCTION TO MASS COMMUNICATIONS**—3 hours. Basic communication theory and its application to mass communication.

218 **SURVEY OF BROADCASTING**—3 hours. History and survey of broadcasting. Emphasis on its social, cultural, and economic implications. Required of broadcasting majors and minors; meets teacher certification requirements.

220 **RADIO PRODUCTION**—3 hours. Fundamentals of radio production; studio procedures, microphone techniques, and basic control room operations. Required of broadcast majors and minors; meets teacher certification requirement.

240 **SURVEY OF FILM**—3 hours. Cinema history and aesthetics, and study of the development of the cinematic art.

290 **WRITING FOR THE BROADCAST MEDIA**—3 hours. The techniques and philosophy, with writing of radio and television news, music continuity, public service announcements, and commercials.

320 **ADVANCED RADIO PRODUCTION**—3 hours. Advanced study in the techniques of radio production and direction. Emphasis upon production of radio programs, radio program logs, special types of radio productions, and advanced techniques of control room operation. Prerequisite: 220.

330 **FUNDAMENTALS OF TELEVISION PRODUCTION**—3 hours. Training in the fundamentals of television production. Students receive television production

theory and actual laboratory and station participation in television programs. Required of broadcast majors and minors; meets teacher certification requirement.

331 **ADVANCED TELEVISION PRODUCTION AND DIRECTING**—3 hours. Television production involving producing, directing, and participating in television programs. Prerequisite: 330.

337 **BROADCAST JOURNALISM**—3 hours. Aspects of gathering and presenting news for radio and television, including news reports, commentaries, and editorials. Sources of news, organization of a broadcast news department, and ethical and legal responsibilities.

338 **BROADCAST PROGRAMMING**—3 hours. Current theories and practices of radio and television programming.

339 **BROADCAST STATION MANAGEMENT**—3 hours. Management and operation of radio and television broadcast stations.

343 **FILM PRODUCTION**—3 hours. Basic film production methods experienced in the 16mm format. Picture and sound continuity, storyboarding, and film production. Required of broadcast majors and minors.



345 HISTORY AND DEVELOPMENT OF THE FILM—3 hours. Historical development of the motion picture as an art form. Emphasis on the silent and early sound film up to 1940.

360 MASS MEDIA AND MODERN SOCIETY—3 hours. The social and psychological effects of mass communication, with emphasis upon backgrounds essential to understanding of the impact of mass communication.

\*422 PRODUCTION COLLOQUIUM—3 hours. Application of specialized techniques to arranged individual student projects with emphasis on either educational or commercial broadcasting. Prerequisite: advanced production course or equivalent in radio, TV, or film.

\*425 RADIO AND TELEVISION IN EDUCATION—3 hours. Analysis of radio and television as instructional tools and of their potential in the development of instructional systems.

\*426 PUBLIC BROADCASTING—3 hours. Survey of public broadcasting including its theoretical and philosophical base; the federal legislation patterning; its establishment, growth, and potential; an analysis of audience; and a study of problems involved in staffing, programming, and funding.

\*433 BROADCAST CRITICISM—3 hours. The elements of critical evaluation in broadcast programming, the critic's role in broadcasting, and the broadcaster's role in self-criticism.

\*436 ADVANCED BROADCAST AND FILM WRITING—3 hours. Techniques and problems of writing for radio and television, emphasizing documentaries and dramas. Prerequisite: 290 or equivalent.

\*444 ADVANCED FILM PRODUCTION—3 hours. Production techniques experienced in the 16mm format. Synchronized picture/sound film techniques. Experimentation in film theory and editing methods. Prerequisite: 343 with consent of instructor.

\*457 SPECIAL PROBLEMS IN BROADCASTING—3 hours. Major issues, practices, and problems affecting commercial or educational broadcasting. (Intensely guided study of a single issue per semester; students should inquire as to subject prior to enrollment).

\*458 COMPARATIVE BROADCAST SYSTEMS—3 hours. Comparison of the major broadcasting systems throughout the world and a discussion of broadcasting organizations and systems that cross national boundaries.

\*459 LAW AND RESPONSIBILITIES OF BROADCAST COMMUNICATIONS—3 hours. Examination of the multiple regulations—statutory, common law, self-imposed, moral, and ethical—applicable to broadcast communication.

\*468 THEORIES OF MASS COMMUNICATION—3 hours. Study of the empirical knowledge and philosophic insights required to understand contemporary theories of mass communication.

\*469 COMMUNICATION AND DEVELOPING NATIONS—3 hours. Application of communication and mass communication theory to problems of the developing countries, and the application of communication research to international problems.

## *Theatre*

174 INTRODUCTION TO THE THEATRE—3 hours. Appreciation of the dramatic and theatric arts. Required of all theatre majors. Satisfies a General Education requirement.

175 INTRODUCTION TO THEATRE TECHNOLOGY—2 hours. An introduction to technical theatre with laboratory experience. Required of all theatre majors.

277 STAGECRAFT—3 hours. Fundamentals of scene design and construction. Practical activity with current production.

279 GRAPHIC ARTS IN THE THEATRE—2 hours. Basic graphic arts applicable to theatrical design. Prerequisite: 277.

280 THEATRE PRACTICE: ACTING AND DIRECTING—3 hours. Survey of fundamental acting and directing techniques for the non-major. Required of speech-teaching majors.

281 ACTING I—3 hours. Basic introduction to acting, focusing upon the vocal, physical, and mental tools of the actor. Laboratory sessions in voice, elementary movement training, and improvisation for the theatre major.

282 ACTING II—3 hours. Study of character interpretation and development through character analysis and stage presentation. Special attention is given to acting styles. Prerequisite: 281.

307 STAGE COSTUME—3 hours. Study of costumes for the theatre with laboratory practice.

350 PLAYWRITING—3 hours. Theory and practice in writing of plays for the stage. Each student will write assigned scenes and a one-act play acceptable for public performance. Prerequisite: consent of the instructor.

375 STAGE MAKE-UP—2 hours. Survey of the basic principles of the art of make-up with laboratory practice.

376 STAGE LIGHTING—2 hours. Lighting instruments and their manipulation. Laboratory practice.

377 SCENE DESIGN—3 hours. Principles of scene design. Prerequisite: 279.

379 THE STRUCTURE AND PHILOSOPHY OF AMERICAN THEATRE—2 hours. Study of professional and educational theatre structure: syndicates, organizations, laws, union, and social trends.

380 THEATRE PRACTICE: PRODUCTION TECHNIQUES—3 hours. Survey of the technical elements for the non-theatre major. Required of all speech majors on teaching curriculum.

381 DIRECTING I—3 hours. An examination of the procedures and principles of play direction with laboratory experience.

382 DIRECTING II—3 hours. A consideration of script analysis, production coordination, actor-director relationships, and stylistic methods.

390 CREATIVE DRAMATICS—3 hours. A study of the nature of creativity in children and of the techniques through which are developed sensitivity, freedom of body movement, characterization, and impression.



\*400 INDIVIDUAL STUDIES IN THEATRE—1-3 hours. Special experimental and research projects under staff supervision. For advanced theatre majors. Prerequisite: consent of theatre area head.

\*401 THEATRE WORKSHOP—3 hours. New techniques and methods of play production. The participants will be involved in the summer theatre program. Prerequisite: consent of the theatre area head.

\*402 ADVANCED THEATRE WORKSHOP—3 hours. Additional practical experience in the summer theatre program. Prerequisite: consent of theatre area head.

\*403 SEMINAR IN PROBLEMS OF TECHNICAL PRODUCTION—3 hours. Selected problems in technical theatre. Prerequisite: consent of theatre area head.

\*404 SEMINAR IN ACTING, REHEARSAL, AND PERFORMANCE—3 hours. Selected problems in analyzing and creating dramatic roles for performance. Prerequisite: consent of theatre area head.

\*405 SEMINAR IN PROBLEMS IN DIRECTING—3 hours. Selected problems in directing.

\*406 SEMINAR IN THE METHODS OF THEATRE MANAGEMENT—3 hours. Selected problems in theatre management.

474 CONTEMPORARY THEATRE—3 hours. A study-tour of contemporary theatre in New York. Research paper required.

478I HISTORY OF DRAMA AND ITS PRODUCTION—3 hours. The development of the theatre, its literature and staging practices, from the Greeks through the Italian Renaissance.

478II HISTORY OF DRAMA AND ITS PRODUCTION—3 hours. The development of the theatre, its literature and staging practices, from the Renaissance to the nineteenth century.

478III HISTORY OF DRAMA AND ITS PRODUCTION—3 hours. A history of modern trends in the theatre from the nineteenth century to the present.

\*479 JUNIOR THEATRE PROBLEMS—2 hours. Dramatic literature and production problems in the theatre for children.

\*482 DRAMATIC THEORY AND CRITICISM—3 hours. A survey of major critical writing on drama from Aristotle to the present.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.





# SCHOOL OF BUSINESS

Dr. Edward L. Goebel, Interim Dean

Dr. Carl F. Hicks, Jr., Associate Dean

Mr. J. Richard Becker, Coordinator of Advising

School Office: Room 140, School of Business

## Bureau of Business Research—

Dr. Harry F. Krueckeberg, Director; Bureau Office: Room 130,  
School of Business Building

## Graduate Programs in Business Administration—

Dr. Wynnie Ford, Acting Director; Office: Room 450, School of  
Business Building

## Graduate Programs in Business Education—

Dr. Ralph E. Mason, Chairman; Office: Room 202, School of  
Business Building

The primary purpose of the School of Business at Indiana State University is to provide professional education for business occupations and business leadership. The School provides opportunity for specialization in various aspects of business and seeks to provide a sound foundation in the liberal arts and business courses upon which the professional education for specialization in a field of business is based.

The School of Business provides the student with the opportunity for a breadth of preparation that will enable him to identify and cope with the problems of life—both personal and professional. Sensitive to the demands of modern business on specialists and managers, the School seeks to instill in the student a strong sense of personal integrity, a willingness to be judged by the results of his actions, and a high measure of intellectual curiosity. Aware of the fact that the businessman must function as a member of society, the School of Business also helps the student develop a mature understanding of the place and responsibilities of business as a part of contemporary society.

The School recognizes that education should be a highly personalized process. Close faculty-student liaison is maintained to help the student in formulating realistic individual objectives and in attaining them. Under careful faculty guidance the student may elect from a wide range of majors.

**Objectives.** The primary mission of the School of Business is education—education which has as its goals the development of graduates who have the capacity either for professional careers in business, government, and public affairs or for teaching positions in education for business; and who have the willingness to accept the responsibility for their own further personal and professional growth; and the development of flexible individuals who expect and can adjust to change as it occurs.

The major objectives of the programs of the School of Business are: (1) to provide breadth and depth in the student's perspective through a broad background of academic offerings and an integration of knowledge from various fields of learning; (2) to encourage the student to learn concurrently the responsibilities of an effective citizen and of an effective occupational or professional member; (3) to develop specialized abilities and skills needed by the college graduate to enter and progress in his chosen career; (4) to provide leadership and service in the business and education communities; (5) to encourage professional growth of the faculty through exchange of ideas, research, and participation in professional societies; (6) to provide continuing education through forums, workshops, courses, and seminars; and (7) to provide consulting services in areas related to business.

**Academic Advising.** The School of Business provides course advisement services to all of its students. Freshmen and transfer students on four-year programs are advised by the Coordinator of Advising in the Office of the Dean through the freshman and sophomore years. Students are assigned to an academic advisor in the department of his major field for advisement for the junior and senior years. Upon a change of major, a new and appropriate advisor is assigned.

Students on the two-year secretarial program are assigned faculty advisors in their major department upon entering the School of Business.

**Career Opportunities.** The future of the business enterprise is fundamentally integrated into evolution of the country and of the entire institutional framework of modern society. Careers in business, leadership, and business teaching continue to hold promising prospects for graduates. A list of selected career choices can be found under each department.



## The Undergraduate Program

The various curricula of the School of Business are offered through four departments—Accounting, Business-Distributive Education and Office Administration, Management-Finance, and Marketing. In addition to the specific requirements each department has established for its majors, there is a 36-semester-hour core of courses which comprises a background common to all four-year curricular programs offered by the School of Business. Included in this core are courses in accounting, business law, economics, finance, management, marketing, mathematics, and statistics. The General Education requirement common to all business curricula consists of a minimum of 50 semester hours of credit and includes courses in areas such as the arts, English, philosophy, physical education, science, social and behavioral sciences, and speech.

## Graduate Studies

The School of Business offers courses leading to the Master of Business Administration degree. The curriculum may be pursued by either a business or non-business major who has completed undergraduate studies. This program is designed to provide a broad education in a core of basic business disciplines including management, finance, marketing, and accounting. In addition, the student may elect courses in one field of specialization.

In the area of business teaching, master's, Education Specialist, and Ph.D. degree programs are available.

## Prelaw

A study of business is useful to those contemplating a career in law. Without a basic competence in business, the modern practitioner can face serious problems. Today's lawyer is called upon to provide guidance for management decisions within a complex business-government environment. In fact, many leading corporate executives rose from a legal background.

Although the School of Business does not have a Prelaw major as such, a major in any of the business fields with a careful choice of electives can provide excellent preparation.

## The Bureau of Business Research

The Bureau of Business Research provides services and counsel to the businesses and agencies in the area served by Indiana State University.

The objectives of the Bureau are as follows: (1) to acquaint students with research purposes and practices; (2) to improve business research methods and techniques through interchange between the Bureau and both professional and business groups; and (3) to furnish aid to business in areas of special Bureau competency.

By participating in Bureau projects, students gain knowledge in the formulation of objectives, questionnaire design, sampling, interviewing, and analysis of data. They also gain insight into current business practices through Bureau assignments with business firms.

### Ancillary Services of the School

Ancillary services of the School of Business are provided through consulting and educational services, conferences, workshops, non-credit programs, internships, work-scholarship programs, part-time work experience, and the Cooperative Professional Practice Program. The Co-op program is open to students on all business programs except the two-year secretarial and the teaching programs.

**GENERAL EDUCATION COURSES.** Courses offered by the School of Business may be chosen to meet the requirements of the General Education program, Section G. The following business courses have been approved as General Education: Business Administration 140, 340, 347, 363, Finance 308.

**TEACHER CERTIFICATION.** Students on teacher education programs in the School of Business should become thoroughly familiar with requirements for teacher certification outlined elsewhere in this *Bulletin*.

**GRADUATION REQUIREMENTS.** The School of Business has the following requirements for graduation beyond those required by the University.

**Grade-Point Average.** In addition to the overall University grade-point average requirements, a 2.00 grade-point average is required for graduation by the School of Business on all courses specifically required on the major. These courses include those listed in departmental listings under the categories (1) courses required on all four-year majors and (2) specific courses required by the major.

**Hours in Business and Economics.** School of Business majors must complete satisfactorily 54 semester hours but no more than 68 semester hours of course work in the School of Business and Department of Economics to be applied toward the Bachelor of Science degree.

# DEPARTMENT OF ACCOUNTING

Dr. Henry W. Longfield, Jr., Chairman

Department Office: Room 454, School of Business Building

The curriculum of the Department of Accounting has been developed to train and educate the accounting major to become a member of the accounting profession in a public accounting firm, an industrial firm, or government service. The student is provided with a foundation of principles that will enable an acceptance of the challenge of change and a mastering of new situations as they develop. Accounting has assumed a prominent place in the use of information for planning, control, and evaluation of the activities of the enterprise.

**CAREER OPPORTUNITIES AVAILABLE.** Accounting has long been considered the language of business. Through the financial data and statements provided by accountants, the financial status of any organization is communicated to interested persons and institutions. As the business and economic structures of our system have become more technical and complex, the need for highly trained and competent accountants in business, government, and industry has increased. A major in the field of accounting prepares a student for such career opportunities as a Certified Public Accountant, an auditor, a government accountant, a tax specialist, a corporate accountant, or an industrial cost accountant.

## CURRICULA

### *Accounting Major* (66 semester hours)

#### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

#### Courses Required of Accounting Majors: (30 semester hours)

Accounting: 301—3 hrs.; 302—3 hrs.; 311—3 hrs.; 321—3 hrs.; 404—3 hrs.; 415—3 hrs.; 431—3 hrs.; choice of three hours from 401—3 hrs.; 405—3 hrs.; 413—3 hrs.; 439—3 hrs.

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 336—3 hrs.

## *Accounting Minor* (18 semester hours)

### Courses Required of Accounting Minors

Accounting: 201—3 hrs.; 202—3 hrs.; 301—3 hrs.; 302—3 hrs.

Accounting Electives: Choice of three hours from Accounting 311—3 hrs.; 321—3 hrs.; 404—3 hrs.; 413—3 hrs.; 415—3 hrs.

Electives: Choice of three hours from Finance 300—3 hrs.; Management 300—3 hrs.; Marketing 305—3 hrs.

## COURSES

201 ACCOUNTING PRINCIPLES I—3 hours. The development and use of the basic financial statements.

202 ACCOUNTING PRINCIPLES II—3 hours. The development and use of managerial and financial reports and basic accounting information systems. Prerequisite: 201.

300 FINANCIAL ACCOUNTING—3 hours. For non-accounting majors. Aid for individual investors or business managers in understanding how accounting information may be used for investment and control decisions. Purposes and methods of statement analysis and internal control. This course may not be used as an elective by accounting majors. Prerequisite: 202 or equivalent.

301 INTERMEDIATE ACCOUNTING I—3 hours. The theoretical framework for accounting principles and procedures. Generally accepted accounting principles and financial statement presentation as applied to the assets of an enterprise. Prerequisite: 202.

302 INTERMEDIATE ACCOUNTING II—3 hours. The theoretical framework for accounting principles and procedures. Generally accepted accounting principles and financial statement presentation as applied to liabilities and equities. Purposes and methods of statement analysis, flow of funds, and special reports. Prerequisite: 301 or consent of instructor.

311 COST ACCOUNTING—3 hours. Purposes and methods of cost accounting as used for planning and control. Budgets, standards, and profitability analysis. Job-order, process, and standard cost accounting systems. Prerequisite: 301 or consent of instructor.

321 ADVANCED ACCOUNTING PROBLEMS—3 hours. Consolidation procedures and problems of business combinations. Theory and problems in actuarial science and capital budgeting. Prerequisite: 302 or consent of instructor.

401 SPECIAL PROBLEMS IN ACCOUNTING—3 hours. Partnerships, joint ventures, consignments, installment sales, estates, trusts, receiverships, bankruptcies, governmental accounting, special application of cost accounting, and other special accounting problems. Prerequisite: 302.

\*404 INTRODUCTION TO TAX ACCOUNTING—3 hours. Federal tax accounting for individuals, partnerships, and corporations. Effective decisions on timing of income and expenses and capital investments. The structure of the Internal Revenue Code, regulations, and court decisions in the framework of the evolution of the federal tax system. Prerequisite: 202 or consent of instructor.

\*405 TAX RESEARCH AND PROBLEMS—3 hours. Problems of business in minimizing taxes. Effects of changes in tax laws on compensation methods, investment and disinvestment decisions, and estate planning. Prerequisite: 404.

413 ACCOUNTING SYSTEMS—3 hours. The design and use of accounting systems as they relate to total informational needs of management. Prerequisite: 15 hours in accounting.

415 AUDITING THEORY AND PRACTICE—3 hours. Auditing with emphasis on standards, scope of audits, workpapers, and audit reports. Prerequisite: 15 hours in accounting.

431 CONTEMPORARY ACCOUNTING THEORY—3 hours. Analysis of recent pronouncements of the American Institute of Certified Public Accountants and the American Accounting Association and investigation of potential theoretical problem areas. Prerequisite: 18 hours of accounting or consent of the instructor.

439 ACCOUNTING INTERNSHIP—2-6 hours. Students work full time under supervision for a minimum of eight weeks. Work must be approved in advance and the amount of credit established at the time of registration. A written report is required of the student, and a written evaluation of the student's work must be made by the employer to the instructor supervising the course. Prerequisite: 24 hours in accounting.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



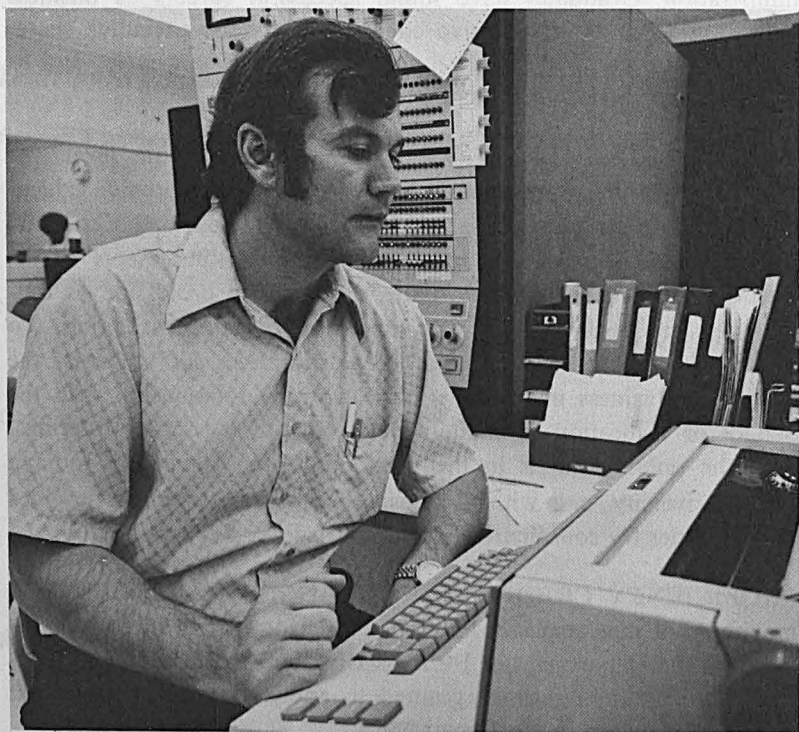


## DEPARTMENT OF BUSINESS- DISTRIBUTIVE EDUCATION AND OFFICE ADMINISTRATION

Dr. Ralph E. Mason, Chairman

Department Office: Room 202, School of Business Building

The field of business is broad and so is the field of business teaching. Courses in business subjects are part of the curricular programs of junior and senior high schools, private business schools, two-year colleges and technical schools, colleges and universities, and frequently are included in training departments in business firms and government bureaus. The subject matter covers a wide range of topics—from basic business knowledges and understandings of value to everyone living and working in a business-oriented society to specialized courses that develop skills and understandings requisite for careers in business occupations. The five business-distributive education curricular programs offered meet the certification requirements for teaching business and distributive education courses in Indiana high schools as well as in the secondary schools of most other states.





There is a tremendous need in business offices for personnel who have the occupational know-how and the technical competency to perform in "executive-complementing" roles. The individual qualified to fill an "executive-complementing" position must have insight into what is involved in the office function, a capacity for and willingness to assume responsibility, and the ability and background for decision making. Both a two-year and a four-year program makes provision for the development of the broad liberal arts and business and economics background required of all other business majors. The two-year program combines the liberal arts and specialized courses in office administration and secretarial techniques to develop a high level of secretarial skills as well as knowledge and understanding of General Education vital to associating with other well-educated people.

**CAREER OPPORTUNITIES AVAILABLE.** The programs of the Department of Business-Distributive Education and Office Administration focus on two basic objectives: (1) the preparation of teachers for careers in secondary schools and (2) preparation of office personnel for careers in professional secretarial work or office administration. Graduates have found successful careers as business education teachers, distributive education teachers, executive secretaries, legal secretaries, medical secretaries, office managers, and as administrative assistants to management.

**TEACHER CERTIFICATION.** At the undergraduate level, the function of business and distributive education is to provide education for those students preparing for careers in teaching. Curricula are organized to meet the specific needs and requirements of the men and women preparing to enter the teaching profession as outlined by the Indiana State Department of Public Instruction. To make possible the realization of those objectives for students, the School of Business maintains a close working relationship with the School of Education in matters pertaining to curricular offerings, with the public schools in the geographic area served by Indiana State University, and with the business community which provides opportunities for coordinated and supervised work experience.

**PROFICIENCY CREDIT AND ADVANCED PLACEMENT.** A maximum of nine semester hours of proficiency credit in courses offered by the Department of Business-Distributive Education and Office Administration may be granted to apply toward a certification or degree program in the Department.

## CURRICULA

### *Business Education Area Major* (68 semester hours)

#### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

#### Courses Required of Business Education Area Major: (32 semester hours)

Accounting: 300—3 hrs.

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>2</sup>—2 hrs.; 223—2 hrs.; 210<sup>2</sup> or 211<sup>2</sup>—2 hrs.; 312<sup>2</sup>—3 hrs.; 313—3 hrs.; 330—3 hrs.; 396—2 hrs. will be taken and counted in the professional education requirements. (BDOA 392—1 hr.; 393—1 hr.; 394—1 hr.; 395—1 hr. are additional methods courses recommended.)

Economics: Choice of six hours from 311—3 hrs.; 321—3 hrs.; 331—3 hrs.; 351—3 hrs.

Geography: 213—3 hrs.

### *Distributive Education Area Major* (66 semester hours)

#### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

#### Courses Required of Distributive Education Area Major: (30 semester hours)

Accounting: 300—3 hrs.

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 330—3 hrs.; 396—2 hrs.; 497—2 hrs.; 498—2 hrs. BDOA 392—1 hr. and 394—1 hr. must be taken and counted in professional education.

Economics: Choice of three hours from 311—3 hrs.; 321—3 hrs.; 351—3 hrs.

Geography: 213—3 hrs.

Marketing: 334—3 hrs.; 442—3 hrs.; 447—3 hrs.

Additional requirements in the form of occupational experience of approved and supervised work: 1500 clock hours or a total of two years part-time and full-time employment.

*Business Education Major A* (62 semester hours)

Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

Courses Required of Business Education Major A: (26 semester hours)

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>1</sup>—2 hrs.; 223—2 hrs.; 210<sup>2</sup> or 211<sup>2</sup>—2 hrs.; 312<sup>2</sup>—3 hrs.; 313—3 hrs.; 330—3 hrs. BDOA 393—1 hr. and 395—1 hr. will be taken and counted in professional education requirements.

Economics: Choice of three hours from 311—3 hrs. 321—2 hrs.; 351—3 hrs.

Geography: 213—3 hrs.

*Business Education Major B* (62 semester hours)

Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

Courses Required of Business Education Major B: (26 semester hours)

Accounting: 300—3 hrs.

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>1</sup>—2 hrs.; 223—2 hrs.; 330—3 hrs. Two hours must be taken and counted in professional education from the following: 392—1 hr.; 393—1 hr.; 394—1 hr.

Economics: Choice of six hours from 311—3 hrs.; 321—3 hrs.; 331—3 hrs.; 351—3 hrs.

Finance: 308—2 hrs.

Geography: 213—3 hrs.

TEACHER CERTIFICATION FOR VOCATIONAL BUSINESS AND OFFICE EDUCATION. Any teacher who qualifies under *Bulletin 192* or *Bulletin 400* for a Business Major A, Major B, or Area Major (or Comprehensive Area A or B or Special Area) may qualify for the Vocational Business and Office Education Teacher Certificate by completing the pattern described in the *Bulletin of the School of Graduate Studies*.

## *Office Administration Major* (71 semester hours)

### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

### Courses Required of Office Administration Major: (35 semester hours)

Business Administration: 376—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>1</sup>—2 hrs.; 210<sup>2</sup> or 211<sup>2</sup>—2 hrs.; 214—2 hrs.; 223—2 hrs.; 330—3 hrs.; 312<sup>2</sup>—3 hrs.; 313—3 hrs.; 314—3 hrs.; 323—1 hr.; 339—3 hrs.; 349—3 hrs.; 436—3 hrs.

## *Two-Year Secretarial* (62 semester hours)

### Courses Required of Two-Year Secretarial Curriculum

Accounting: 201—3 hrs.

Business Administration: 140—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>1</sup>—2 hrs.; 210<sup>2</sup>—2 hrs.; 211<sup>2</sup>—2 hrs.; 214—2 hrs.; 223—2 hrs.; 312<sup>2</sup>—3 hrs.; 313—3 hrs.; 314—3 hrs.; 323—1 hr.; 330—3 hrs.; 339—3 hrs.; 349—3 hrs.

English: 104—3 hrs.; 105—3 hrs.

Electives: Nineteen hours including six hours from business courses required on all four-year programs; 13 hours from courses that meet School of Business requirements for General Education.

## *Business Teaching Minor Secondary* (27 semester hours)

### (Junior High School Endorsement and Elementary Endorsement)

#### Courses Required of Business Teaching Minor Secondary

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 140—3 hrs.

Business-Distributive Education and Office Administration: 120<sup>1</sup> or 121<sup>1</sup>—2 hrs.; 122<sup>1</sup>—2 hrs.; 223—2 hrs.; 237—1 hr.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 308—2 hrs.

Marketing: 305—3 hrs.

Note: Students who complete this minor are urged to take appropriate methods courses: BDOA 393—1 hr. and 394—1 hr.

<sup>1</sup>These subjects cannot be taken for credit by students who have acquired equivalent ability in high school. Substitutes must be approved by the chairman of the Department of Business-Distributive Education and Office Administration. Appropriate substitutes: BDOA 214—2 hrs.; 237—1 hr.; 314—3 hrs.

\*These subjects cannot be taken for credit by students who have acquired equivalent ability in high school. Substitutes must be approved by the chairman of the Department of Business-Distributive Education and Office Administration. Appropriate substitutes: BDOA 339—3 hrs.; 349—3 hrs.

## COURSES

- 120 BEGINNING TYPEWRITING—2 hours. For students who have had no previous instruction in typewriting.
- 121 ELEMENTARY TYPEWRITING—2 hours. For students who have had one or two semesters in high school typewriting or its equivalent. Many students who have had two semesters of high school typewriting which included application of their skill to problems as well as straight copy skill development are qualified for BDOA 122.
- 122 INTERMEDIATE TYPEWRITING—2 hours. Emphasis on increased skill development in typewriting techniques and the application of this skill to basic problems. Prerequisite: 120 or 121 with minimum grade of C or two or more semesters of high school typewriting or its equivalent.
- 210 BEGINNING SHORTHAND—2 hours. For students who have had no previous instruction in shorthand or one semester of high school shorthand. Prerequisite: 120 or 121 or their equivalents, or concurrent enrollment.
- 211 ELEMENTARY SHORTHAND—2 hours. For students who have had one or two semesters in high school shorthand or its equivalent. Prerequisite: 122 or its equivalent, or concurrent enrollment.
- 214 OFFICE MACHINES—2 hours. Provides instruction and practice in the use of machines commonly found in business offices with special emphasis upon calculating machines. Develops a working knowledge of the rotary, ten-key printing, and electronic calculators.
- (123) 223 ADVANCED TYPEWRITING—2 hours. Development of higher levels of skill and vocational competency. Emphasis on production typing and the ability to follow directions. Prerequisite: 122 with minimum grade of C or four semesters in high school typewriting with minimum grade of B.
- 237 MACHINE DUPLICATING—1 hour. Instruction in the preparation and use of stencils and masters by the use of typewriters, styli, and lettering guides. Includes instruction in the use of the mimeoscope and the operation of stencil and liquid duplicating machines. Prerequisite: 122 with minimum grade of C or consent of the instructor.
- 238 MACHINE DICTATION AND TRANSCRIPTION—1 hour. Vocational skill is developed in the use of dictation and transcription machines, with attention given to grammar, punctuation, and other English mechanics. Prerequisite: 223 with minimum grade of C.
- (212) 312 INTERMEDIATE SHORTHAND—3 hours. Emphasis on speed building through dictation and vocabulary development. Special attention is given to grammar, punctuation, spelling, and transcription techniques. Prerequisites: 223 or concurrent enrollment; 210 or 211 with minimum grades of C or four semesters of high school shorthand.

(213) 313 **ADVANCED SHORTHAND**—3 hours. Continued speed building and vocabulary development. Emphasis on sustained dictation, specialized vocabularies, and transcription to meet office standards. Prerequisites: 312 with minimum grade of C; 223 with minimum grade of C.

314 **OFFICE PRACTICE**—3 hours. Instruction in machine duplication, machine transcription, and records management. Prerequisite: 223 or concurrent enrollment.

323 **HUMAN RELATIONS FOR THE SECRETARY**—1 hour. Discussion of human relations problems in the office. Problem-solving techniques applied to realistic office situations involving human relations. Prerequisite: 339 or concurrent enrollment.

(230) 330 **BUSINESS COMMUNICATIONS**—3 hours. Analysis and practice in writing a variety of messages used to communicate in business and industry—letters and informal reports. Fundamentals of appearance, style and language, tone, and psychology of effective business communications. Prerequisites: English 104, 105.

336 **BUSINESS REPORT WRITING**—2-3 hours. Writing assignments selected from staff report, short internal report, problem-solving report, case study, formal analytical report, informal informational report, personal data sheet, and application letter. The three-semester-hour option studies report writing in depth, including a major analytical report. Prerequisites: English 104, 105.

339 **SECRETARIAL PROCEDURES**—3 hours. Instruction and practice in office and secretarial procedures; development of professional secretarial concepts. Prerequisites: 223 and 312 or concurrent enrollment.

349 **OFFICE LABORATORY**—3 hours. A series of simulated office experiences with work stations covering the positions of administrative assistant, administrative secretary, secretary, stenographer, clerk-typist, receptionist, and general clerk. Prerequisite: 339.

392 **METHODS OF TEACHING BOOKKEEPING AND CLERICAL RECORD KEEPING**—1 hour. Emphasis given to the principles, methods, and materials used in teaching bookkeeping and record keeping in the secondary school. Prerequisite: junior standing.

393 **METHODS OF TEACHING TYPEWRITING AND OFFICE PRACTICE**—1 hour. Emphasis given to principles, methods, and materials used in teaching typewriting and office practice in the secondary school. Prerequisite: junior standing.

394 **METHODS OF TEACHING BASIC BUSINESS SUBJECTS**—1 hour. Emphasis given to principles, methods, and materials used in teaching basic business subjects in the secondary school. Prerequisite: junior standing.

395 **METHODS OF TEACHING STENOGRAPHY AND SECRETARIAL PRACTICE**—1 hour. Emphasis given to the principles, methods, and materials used in teaching shorthand, transcription, and secretarial practice in the secondary school. Prerequisite: junior standing.

396 METHODS OF TEACHING VOCATIONAL BUSINESS AND DISTRIBUTIVE EDUCATION—2 hours. Emphasis given to principles, methods, and materials used in teaching vocational office education and distributive education in the secondary school. Prerequisite: junior standing.

\*436 OFFICE ORGANIZATION AND MANAGEMENT—3 hours. Modern theory and practice in office organization and management including the efficient utilization of office equipment, space, and personnel. Prerequisite: Management 300.

439 BDOA INTERNSHIP—2-6 hours. Students work full time under supervision for a minimum of eight weeks. Work must be approved in advance and the amount of credit established at the time of registration. A written report is required of the student and a written evaluation of the student's work must be made by the employer to the University instructor supervising the course. Prerequisites: 24 hours in business and consent of the instructor.

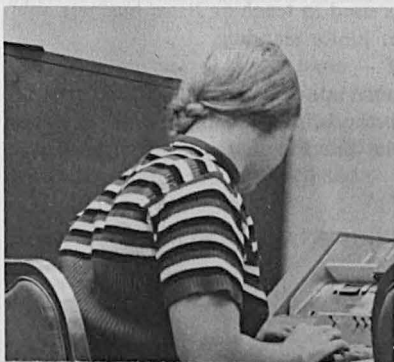
490 BUSINESS FACTORS IN EDUCATIONAL PROBLEMS—2 hours. The impact of business factors on education in the realm of modern influences and recent developments, historical happenings, business literature, and professional business organizations. Study and practices will correlate philosophies, objectives, and the unique contributions of various fields of learning into ways and means by which the subject matter of related areas can be most effectively used in secondary school teaching. Prerequisite: senior standing.

491 PERSONAL ADJUSTMENT TO BUSINESS—1 hour. Gives pertinent, realistic material on the behavior and customs of the business world into which the student will enter upon graduation. Lays out the steps recognized as essential in the intelligent planning of a career and then moving successfully on the job.

\*497 PHILOSOPHY, ORGANIZATION, AND ADMINISTRATION OF VOCATIONAL BUSINESS AND DISTRIBUTIVE EDUCATION—2 hours. An analysis of the nature and place of vocational business and distributive education and its relationship to other curricular areas. Emphasis is given to laws regulating it and to the problems and techniques involved in organizing and administering a modern business and distributive education program. Prerequisite: senior standing in business and distributive education.

\*498 TECHNIQUES OF COORDINATION IN VOCATIONAL BUSINESS AND DISTRIBUTIVE EDUCATION—2 hours. Emphasis is placed on the understanding of the work and responsibilities of a coordinator of business and distributive education in his relations to school and business personnel. Gives direction to the use of community resources and surveys as aids in this area of education. Prerequisite: senior standing in business and distributive education.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF MANAGEMENT-FINANCE

Dr. Robert P. Steinbaugh, Chairman

Department Office: Room 446, School of Business Building

The Department of Management-Finance includes majors in the areas of business administration, finance, and management.

**BUSINESS ADMINISTRATION.** Business administration, rather than providing a specialization in one area, includes selected courses from the basic fields of business. It gives a broad educational background as preparation for entering junior executive positions in any kind of organization, for qualifying for management training programs in large companies, or for assuming increased responsibilities in present employment positions. By using electives, students can supplement one or more areas with advanced study and increase both their depth of background and flexibility of qualifications for various kinds of careers. Included in the area of business administration are choices of courses from accounting, economics, finance, insurance, management, marketing, and real estate.

**FINANCE.** The finance curriculum gives exposure to the theory and practice of financial decisions for individuals, corporations, and financial institutions. The finance curriculum is designed to provide opportunity for the student to develop the ability to define and analyze problems, make value judgments, and express conclusions in a cogent manner as they relate to the individual and his environment.

**MANAGEMENT.** The management major, in addition to covering organization theory, human relations, and business policy, allows the student to place an emphasis on personnel management and/or production management. Personnel management covers principles of recruitment, selection, training, supervision, motivation, and compensation. The courses stress philosophy and rationale far more than the mechanics and techniques. Production management emphasizes the study of production functions as individual and related manufacturing processes and as a total integrated operation in relation to the other major functional areas. The impact of technology on the production process is examined, evaluated, and projected. Production decisions and marketing factors, internal and external to the firm, are emphasized.



**CAREER OPPORTUNITIES AVAILABLE.** The Department of Management-Finance graduates have found challenging careers in personnel management, industrial relations, production management, financial management, and as stockbrokers, commercial bankers, security analysts, real estate brokers, real estate sales representatives, insurance sales representatives, insurance underwriters, loan officers, statisticians, and real estate appraisers.

## CURRICULA

### *Business Administration Major* (63 semester hours)

Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

Courses Required of Business Administration Major: (27 semester hours)

Business Administration: 376—3 hrs.

Management: 350—3 hrs.; 351—3 hrs.

Major Emphasis (18 hours): Choose six hours from each of three areas: accounting, economics, finance, insurance, management, marketing, real estate.

### *Business Administration Minor* (18 semester hours)

(For Non-School of Business Majors Only)

Courses Required of Business Administration Minor:

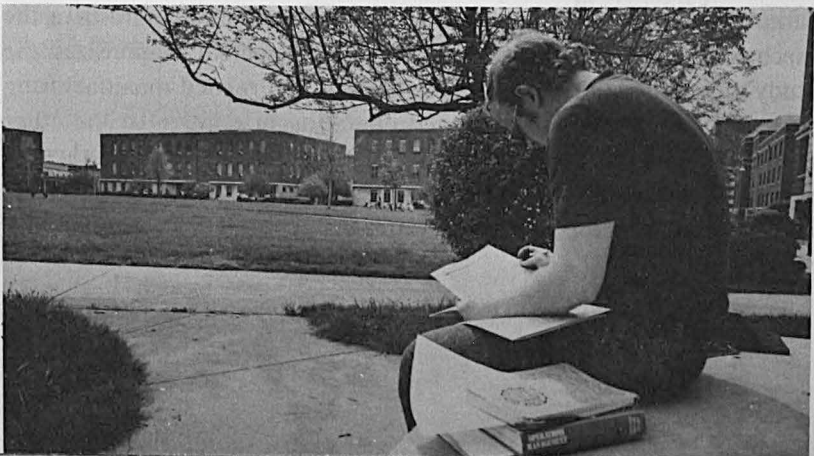
Accounting: 201—3 hrs.; 202—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.

Marketing: 305—3 hrs.

Electives: Three hours from 300-400 level business courses.



## *Finance Major* (66 semester hours)

### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.  
Business Administration: 265—3 hrs.; 363—3 hrs.  
Economics: 200—3 hrs.; 201—3 hrs.  
Finance: 300—3 hrs.  
Management: 300—3 hrs.; 452—3 hrs.  
Marketing: 305—3 hrs.  
Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

### Courses Required of Finance Major: (30 semester hours)

Business Administration: 340—3 hrs.; 376—3 hrs.  
Economics: 321—3 hrs.  
Finance: 361—3 hrs.; 433—3 hrs.; 460—3 hrs.; 480—3 hrs.  
Management: 350—3 hrs.  
Choice of six hours from the following: Accounting: 404—3 hrs.; Business Administration: 464—3 hrs.; Economics: 331—3 hrs.; 332—3 hrs.; 400—3 hrs.; Finance: 468—3 hrs.

## *Management Major* (60 semester hours)

### Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.  
Business Administration: 265—3 hrs.; 363—3 hrs.  
Economics: 200—3 hrs.; 201—3 hrs.  
Finance: 300—3 hrs.  
Management: 300—3 hrs.; 452—3 hrs.  
Marketing: 305—3 hrs.  
Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

### Courses Required of Management Major: (24 semester hours)

Business Administration: 376—3 hrs.  
Management: 350—3 hrs.; 351—3 hrs.; 356—3 hrs.; 440—3 hrs.; 443—3 hrs.  
Electives: Choice of six hours from the following: Business Administration: 444—3 hrs.; 464—3 hrs.; 466—3 hrs.; 467—3 hrs.; Management: 445—3 hrs.; 475—3 hrs.

## *Management Minor* (18 semester hours)

### Courses Required of Management Minor:

Business Administration: 140—3 hrs. (approved substitute required for School of Business majors)  
Management: 300—3 hrs.; 356—3 hrs.; 443—3 hrs.  
Electives: Choice of six hours from the following: Business Administration: 363—3 hrs.; 376—3 hrs.; Management: 351—3 hrs.; 440—3 hrs.; 475—3 hrs.

## COURSES

### *Business Administration*

- 140 INTRODUCTION TO BUSINESS—3 hours. A survey course to acquaint the students with functions performed by business and the part business activities play in our economy as a whole. (Not open to upperclass School of Business majors.)
- 199 HONORS SUMMER SEMINAR FOR HIGH SCHOOL STUDENTS—IN BUSINESS APPLICATIONS OF COMPUTERS—1-3 hours. A summer honors seminar for advanced high school students seeking exposure to course opportunities not typically available at the secondary level. Program is to present the application of computers to business situations and to provide the student with a basic understanding of its capabilities, limitations, and requirements. Various career opportunities and the formal training leading to such positions will be described and discussed.
- 265 BUSINESS STATISTICS I—3 hours. Managerial statistics deals with the application of mathematical models as they relate to the planning and controlling functions in the management process. Major emphasis is placed on the analytical power of mathematical techniques as a tool of management rather than on the theoretical refinements and proofs necessary for the professional statistician. Prerequisite: Mathematics 111 or equivalent.
- 340 RISK AND INSURANCE—3 hours. Basic principles of, and the intimate relations between, risk and insurance. The fundamentals of insurance as the major formal method for treating nonspeculative risks.
- 341 LIFE INSURANCE I—3 hours. Basic principles of life insurance which deal with the understanding of its technical development. Meets the needs of students who seek a career in the life insurance field.
- 342 LIFE INSURANCE II—3 hours. The role and problems of the insurance carrier with attention given to state supervision as it pertains to life insurance rates, underwriting, and reserves.
- 343 PROPERTY AND LIABILITY INSURANCE I—3 hours. Techniques of casualty insurance. Emphasizes standard fire contract, extended coverage, and consequential loss.
- 344 PROPERTY AND LIABILITY INSURANCE II—3 hours. An analytical treatment of hazards, policies, companies, rates, regulations, pertaining to inland marine, automobile, miscellaneous casualty lines, and surety bonds.
- 345 REAL ESTATE I—3 hours. Principles of real estate. Emphasis on location factors, market analysis, and basic problems in buying and selling real estate.

346 REAL ESTATE II—3 hours. To develop an understanding of the fundamental legal principles of the law as it applies to the various phases of the real estate business in order that one may be able to recognize the legal problems involved in the transactions which he will negotiate and to appreciate the necessity of referring these to an expert, the competent attorney.

347 PRINCIPLES OF TRANSPORTATION—3 hours. Development and economics of various modes of transportation, including analysis of advantages and disadvantages of each. The history of federal and state regulatory laws and agencies is developed.

348 REAL ESTATE III—2 hours. Real estate practices including listings, offer to purchase, and closing statements; simple accounting procedures; ethics and conduct in the business; the function of the Indiana Real Estate Commission; and the application of the provisions of the Real Estate Licensing Act. Prerequisites: 345, 346 or equivalent or consent of instructor.

363 THE LAW AND BUSINESS—3 hours. The legal system of the state and federal jurisdictions are studied in their relationships to business from the viewpoint of the businessman and the consumer with which he deals. Both substantive and procedural law are examined in relation to business crimes, torts, contracts, and legal philosophy. Manufacturers' liability and the protection of the consumer are explored, as is the impact of administrative agencies on both business and the consumer.

376 BUSINESS INFORMATION PROCESSING SYSTEMS—3 hours. A course intended to give business students the background necessary to maximize the potential of the information systems at their disposal. It also provides a sound preparation for more advanced operational courses.

439 BUSINESS ADMINISTRATION INTERNSHIP—2-6 hours. Students work full time under supervision for a minimum of eight weeks. Work must be approved in advance and the amount of credit established at the time of registration. A written approval report is required of the student and a written evaluation of the student's work must be made by the employer to the University instructor supervising the course. Prerequisites: 24 hours in business administration and consent of the instructor.

444 SMALL BUSINESS ADMINISTRATION—3 hours. The place of the small business enterprise on the national economic scene, the method of establishing such a venture, the operation of the going small business, and problems confronting the entrepreneur in the small enterprise. Prerequisites: Finance 300; Management 300, 351; Marketing 305.

\*464 BUSINESS ADMINISTRATION AND THE LAW—3 hours. The substantive law of business relationships in partnerships, corporations, and agencies are studied, together with the legal rights and liabilities of owning real or personal property. Wills, estates and trusts, bankruptcy, sales, and negotiable instruments are examined in less detail. Prerequisite: 363 or consent of instructor.

466 METHODS AND APPLICATIONS OF BUSINESS DECISION ANALYSIS—3 hours. A continuation of 265 with emphasis on the more advanced topics of business statistical application. Prerequisite: 265 with a minimum grade of C.

467 BAYESIAN ANALYSIS—3 hours. This course introduces the student to the Bayesian analysis form of decision making under uncertainty. Prerequisite: 265 with a minimum grade of C.

### *Finance*

(260) 300 BUSINESS FINANCE—3 hours. The methods utilized by corporations in securing and utilizing capital. Major topics of interest include capital budgeting, cost of capital, capital structure, and characteristics of alternative forms of capital. Prerequisite: Accounting 201 or consent of instructor.

308 PERSONAL FINANCIAL MANAGEMENT—2 hours. The various business problems that arise in the life of the individual. Study of such topics as money and credit, banking services, insurance, taxes, home ownership, consumer protection agencies, and investments.

361 FINANCIAL INSTITUTIONS—3 hours. The institutional structure of the financial system. Surveys both the public and private sectors of our money and credit economy. Emphasis placed on understanding the impact of the commercial banking system, financial intermediaries, and public finance needs upon the conduct of business finance. Prerequisites: 300 and Economics 321.

\*433 PRINCIPLES OF INVESTMENTS—3 hours. The essential qualities of good investments, the exchanges, and methods of trading stocks and bonds. Prerequisite: 300.

434 SECURITY ANALYSIS—3 hours. An examination of the precepts underlying the valuation of securities and an analytical handling of the various techniques of securities analysis. Prerequisite: 433 or consent of instructor.

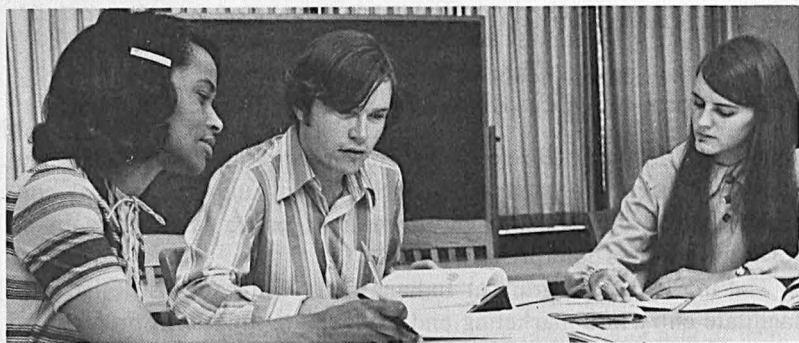
460 FINANCIAL MANAGEMENT—3 hours. A comprehensive terminal course that gives consideration to developing sound financial policies in the firm. The course will use cases to develop concepts in such areas as capital budgeting and capital structure. Class discussion and lectures are designed to introduce decision-making techniques relevant to financial management problem solving. Prerequisite: senior standing or consent of instructor.

468 COMMERCIAL BANK MANAGEMENT—3 hours. The procedures and problems of commercial bank management. Proper procedures for appraisal of credit risks and selection of investments that are most appropriate for the commercial bank with attention to the influence of the regulatory environment and to the problem of shifts in deposit liabilities. Prerequisite: 361 or consent of instructor.

480 SEMINAR IN FINANCE—3 hours. Investigation of significant current topics in practice and theory in the areas of corporate financial management, money markets, investments, commercial banking, and financial institutions. Prerequisite: senior standing in finance or consent of instructor.

### *Management*

(240) 300 PRINCIPLES OF MANAGEMENT—3 hours. Basic principles and concepts of internal organization and management as related to the solution of management problems.



**350 INTRODUCTION TO MANAGEMENT SCIENCE—3 hours.** An introduction to the techniques for solving management problems having quantifiable parameters. Prerequisite: Business Administration 265.

**351 MANAGEMENT OF PRODUCTION OPERATIONS—3 hours.** A managerial decision-making approach to the study of the design, operation, and control of the production function. Prerequisite: 300.

**356 ORGANIZATION AND MANAGEMENT—3 hours.** A systematic study of formal organization as it is modified by social and organizational behavior, demonstrating how individuals and groups influence and are influenced by the organization in which they function. Prerequisite: 300.

**\*440 PERSONNEL MANAGEMENT—3 hours.** The staff work required in planning, organizing, and controlling the personnel function in business organizations including principles and procedures relating to selection, placement, training of employees, employee services, morale, wages, and hours. Prerequisite: 300.

**443 PROBLEMS IN ADMINISTRATION—3 hours.** Practice in applying administrative skills to practical problems in business such as communications, coordination and control, leadership, motivation, organizational conflict, and organizational change. Prerequisite: 300.

**445 PRODUCTION MANAGEMENT—3 hours.** The use of Management Science Models as an aid to decision making in the production function. Prerequisites: 350 and 351.

**452 POLICY FORMULATION AND ADMINISTRATION—3 hours.** A capstone course concerned with all the major fields in business administration. The senior student applies skills learned in all fields to situations dealing with the firm as a whole. Prerequisite: senior standing.

**475 SEMINAR IN MANAGEMENT—3 hours.** An in-depth study of selected current problems facing administrators. The students are encouraged to develop attitudes and frameworks for dealing with future problems in a creative non-superficial way. Prerequisite: senior standing in management or consent of instructor.

**\*Open to graduate students.** Graduate students are required to do additional work of a research nature.

# DEPARTMENT OF MARKETING

Dr. Clarence E. Vincent, Chairman

Department Office: Room 111, School of Business Building

Marketing includes all activities concerned with determining and satisfying the desires and needs of individual and institutional consumers. It is, consequently, a function of prime importance in all forms of business enterprise.

The marketing program at Indiana State University is designed to facilitate entry into marketing and to facilitate long-term professional advancement. Course emphasis is placed upon marketing management.

To prepare himself for a role in the field of marketing, the student will be introduced to the many different areas within the framework of marketing. Studies may include advertising, sales, consumer behavior, research, and retailing complemented by a basic body of business courses.

**CAREER OPPORTUNITIES AVAILABLE.** The rapid advancements in today's dynamic society and economy make the field of marketing one of the most challenging of careers. Positions in marketing offer the opportunity for specialization or diversification.

Those who choose marketing as a career will find themselves involved in product development and improvement, consumer research, pricing, promotion, sales, and distribution. Professional careers are open to marketing majors in advertising, research, and other service organizations; retailing and wholesaling firms; and with a wide range of manufacturing and other industries devoted to supplying goods or services to meet the needs of the consumer.

## CURRICULA

### *Marketing Major* (66 semester hours)

Courses Required on All Four-Year Majors: (36 semester hours)

Accounting: 201—3 hrs.; 202—3 hrs.

Business Administration: 265—3 hrs.; 363—3 hrs.

Economics: 200—3 hrs.; 201—3 hrs.

Finance: 300—3 hrs.

Management: 300—3 hrs.; 452—3 hrs.

Marketing: 305—3 hrs.

Mathematics: Choice of six hours from 111—4 hrs.; 115—3 hrs.; 122—4 hrs.; 201—3 hrs.; 230—4 hrs.; 301—3 hrs.

Courses Required of Marketing Major: (30 semester hours)

Management: 350—2 hrs.; 351—3 hrs.

Marketing: 332—3 hrs.; 333—3 hrs.; 334—3 hrs.; 338—3 hrs.; 353—3 hrs.; 448—3 hrs.; choice of six hours from 428—3 hrs.; 442—3 hrs.; 444—3 hrs.; 447—3 hrs.

### *Marketing Minor* (18 semester hours)

Courses Required of Marketing Minor:

Marketing: 305—3 hrs.; 332—3 hrs.; 334—3 hrs.; 353—3 hrs.

Electives: Choice of six hours from 300-400 level marketing courses.

## COURSES

- (280) 305 PRINCIPLES OF MARKETING—3 hours. Survey of the entire field of marketing. The management of the marketing efforts of the individual firm. Emphasis on the areas of products, pricing, distribution, and promotion.
- 332 CONSUMER BEHAVIOR—3 hours. An interdisciplinary approach to the analysis and interpretation of consumer buying habits and motives, and the resultant purchase of goods and services. The purchaser's psychological, economic, and socio-cultural actions and reactions are stressed. Prerequisite: 305.
- 333 PRODUCT AND PRICING STRATEGY—3 hours. Product and pricing strategy of business firms under diverse market conditions. Emphasis will be placed on theoretical and pragmatic aspects of product planning and pricing. Prerequisite: 305.
- 334 PROMOTIONAL STRATEGY—3 hours. An examination of the promotional techniques available to marketing management. Emphasis is given to market analysis and to the communication process providing the means by which products can be effectively promoted. The specific tools of personal selling, advertising, sales promotion, and publicity are examined as components of overall marketing strategy. Prerequisite: 305.
- 338 MARKETING RESEARCH—3 hours. The systematic, objective, and exhaustive search for and analysis of data relevant to problems in the field of marketing. Attention is given to marketing research procedures such as project design, sampling, data collection, data analysis, and reporting. Prerequisite: 305.
- 353 MARKETING CHANNEL STRUCTURE AND STRATEGY—3 hours. The course deals with the nature, types, and economic roles played by marketing institutions and channels. The function of channel management is explored and specified. Prerequisite: 305.
- 428 PHYSICAL DISTRIBUTION MANAGEMENT—3 hours. The uses and interrelationships of various facilities and services for solving logistic problems. The part distribution plays in the firm's overall plan of competition, including the facets of transportation, plant location, warehousing, materials handling, and integration problems. Prerequisite: 353 or consent of instructor.
- 439 MARKETING INTERNSHIP—2-6 hours. Students work full time under supervision for a minimum of eight weeks. Work must be approved in advance and the amount of credit established at the time of registration. Prerequisites: 24 hours in marketing and consent of instructor.



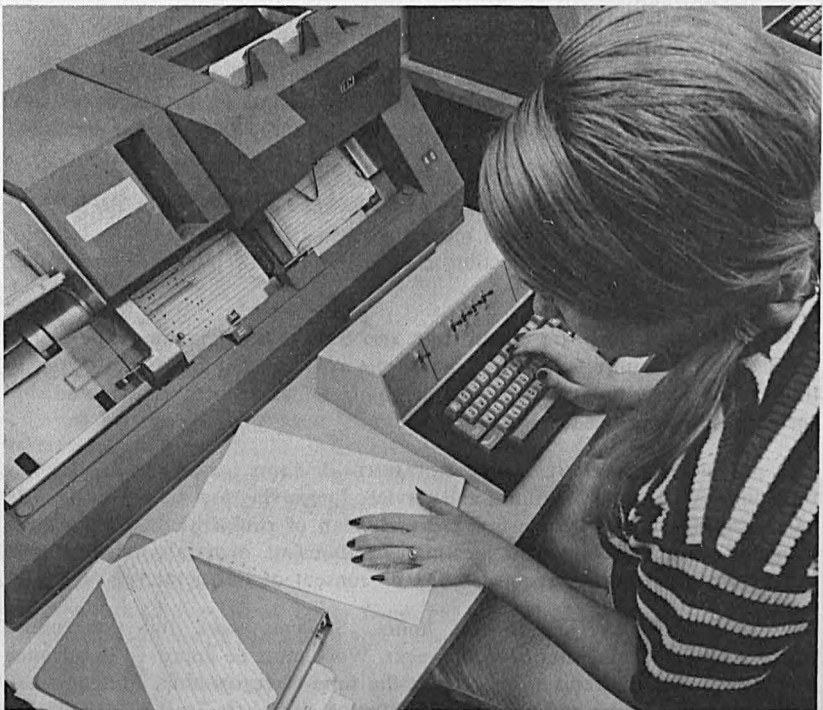
441 HONORS SEMINAR IN MARKETING—3 hours. This course allows the outstanding student to investigate, in depth, approved marketing topics of the student's choice. Individual studies will be coordinated by a senior member of the marketing faculty. Prerequisite: permission of Department chairman.

442 ADVERTISING POLICY AND MANAGEMENT—3 hours. An in-depth treatment of the managerial problems encountered in the design of effective advertising programs. The setting of advertising objectives, media and appeal selection, and budgetary factors are considered as well as the economic and social aspects of advertising. Prerequisite: 334 or consent of instructor.

444 SALES POLICY AND MANAGEMENT—3 hours. This course is structured to establish and evaluate objectives and policies for sales managers concerning managing the sales force and methods of market analysis in terms of sales forecasts and sales budgeting. Prerequisite: 334 or consent of instructor.

447 RETAILING POLICY AND MANAGEMENT—3 hours. The policies, practices, and problems of efficiently operated retail stores, including the study of such areas as store location, layout, organization, merchandise planning and control, pricing, buying, and sales promotion. Prerequisite: 305.

448 MARKETING MANAGEMENT—3 hours. Application of problem solving in the area of marketing management emphasizing planning the marketing effort, management of the marketing organization, and control of marketing operations. This is the capstone course in the major. Open to undergraduate students only. Prerequisites: senior standing and 15 hours of marketing.



# SCHOOL OF EDUCATION

Dr. David T. Turney, Dean  
School Office: Room 107, Stalker Hall

Dr. Lawrence Beymer, Assistant Dean  
for Undergraduate Teacher Education  
Office: Room 106, Stalker Hall

Dr. John C. Hill, Assistant Dean for Research and Services  
Office: Room 215, Jamison Hall

Dr. Tom C. Venable, Assistant Dean for Graduate Studies  
Office: Room 114, Jamison Hall

The School of Education is the official Teacher Education agency of the University. The Teacher Education Program of Indiana State University has been approved by the National Council on Accreditation for Teacher Education. Undergraduate programs are provided in the areas of elementary, junior high, and secondary education which lead toward provisional certification in the State of Indiana. Graduate programs leading toward a master's degree and advanced graduate programs leading toward the Ed.S. and Ph.D. are also offered and described in the *Bulletin of the School of Graduate Studies*.

The curriculum for the preparation of teachers is divided into three areas: General Education, professional education, and area of specialization. General Education is required for the purpose of broadening the student's academic horizons beyond the confines of his major. Included in the area of General Education are: English, speech, philosophy and the arts, science and mathematics, physical education, and social and behavioral sciences. Professional education consists of supervised teaching, educational philosophy and foundations, psychology, special methods, audiovisual instruction, problem courses in elementary or secondary education, and test and measurements. Areas of specialization usually fall into one of three patterns: area majors, majors, or major and minor combinations. If necessary, elective courses may be selected to complete the required minimum of 124 semester hours for graduation.

All students pursuing a program in elementary education or special education are responsible to the School of Education. Secondary education majors are advised through the Academic Advisement Center until majors are chosen. After a choice of major is made students are then transferred to the schools in which their major departments are located. During the semester in which students are

enrolled in their fifty-fifth semester hour, they should apply for admission to the Teacher Education Program. Any secondary student admitted to the Teacher Education Program at Indiana State University is considered as having a joint registration in the School of Education and the school in which his major department is located.

Individuals seeking information concerning teaching as a profession are encouraged to contact a staff member in the Student Personnel Office for Teacher Education.

## SCHOOL OF EDUCATION PROCEDURES AND REGULATIONS FOR STUDENTS IN TEACHING PROGRAMS

### Admission to the School of Education

Students registered in the Academic Advisement Center or in other schools within the University must apply for admission to the School of Education if such students are seeking to satisfy the requirements for a major in elementary education or special education. Change of School/Major forms are available in the Registrar's Office.

### The Teacher Education Program Admission and Retention

Early in the semester in which a student enrolls in his fifty-fifth semester hour of credit he should apply for admission to the all-University Teacher Education Program. The process is initiated by obtaining application forms which are available in the Student Personnel Office for Teacher Education. Admission to the program permits the student to pursue his sequence of professional courses.

Criteria for admission to the Teacher Education Program are as follows:

1. Completion of or enrollment in the 55th earned hour.
2. Completion of at least 10 ISU hours.
3. Cumulative ISU grade-point average of 2.0 (Note: For purposes of teacher certification the credits and grade points of all courses applicable toward the major or minor which are attempted will be included in the G.P.A. The University deletion policy does not apply toward the major or minor G.P.A. for certification. Petitions for deletion of courses toward the major or minor may be considered.)

4. Grade-point average of 2.0 on all ISU courses applicable to the teaching major (Social studies majors must also have a 2.0 G.P.A. in each endorsement as well as in all social studies courses attempted.)

5. Recommendation of major department (Note: Some departments have developed additional requirements within the major that must be satisfied.)

6. No evidence of any exceptionality in the areas of speech, emotional stability, physical characteristic, or moral character which would have a high probability of interfering with the candidate's professional performance as a classroom teacher.

Admission to the Teacher Education Program does not insure retention in the Program. Each student's status is periodically reviewed in regard to the admission criteria outlined above, particularly at the time of admission to supervised teaching and at the time of graduation. If a student is being considered for removal from the Teacher Education Program for reasons other than academic, the student will be informed of the problem and will be given an opportunity to appear before the Selective Admission and Retention Committee. Any appeal to the decision will be made to the Dean of the School of Education to review the case if he feels there are grounds for an appeal.

All students on a teaching curriculum must have a minimum grade-point average of 2.0 in all teaching endorsements as well as a cumulative grade-point average of 2.0 in all work completed at Indiana State University. Various departments of the University may establish higher minimums for endorsements in their areas.

### Admission for Supervised Teaching

During the first semester of the year preceding the year in which a student plans to do supervised teaching, the student is expected to file a formal application for admission to supervised teaching. Secondary students see the Department of Secondary Education section for details. Elementary students consult the section describing the Department of Elementary Education.

### Teacher Certification

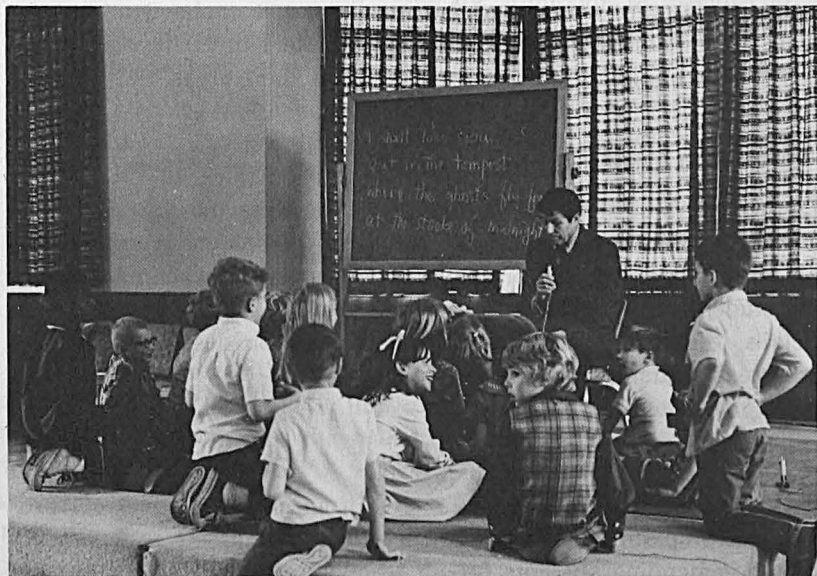
Teacher education in Indiana consists of an integrated five-year program of preparation. The School of Education has the responsibility of recommending students for all teaching certificates. The student

has the responsibility for satisfying all the requirements for the teaching certificates sought which include requirements for both graduation and certification. Any student graduating on a teaching curriculum must present a 2.0 minimum grade-point average in each teaching endorsement required as well as an overall 2.0 minimum grade-point average. A higher standard may be required.

In addition, all transfer or on-going students seeking certification who have been regularly admitted to the University with the appropriate total hours for graduation must also have completed the professional education sequence including student teaching. Furthermore, such students must also have completed a minimum of 12 to 15 ISU hours in the major at a 2.0 minimum grade-point average or above.

Early preliminary consultation and careful planning are essential for post-graduate and graduate students who are seeking to satisfy certification requirements. Unique program arrangements are often necessary for such students in order to meet individual needs at this stage of professional preparation.

Students on a teacher education program may apply for certification during their last semester of enrollment. Application forms are available in the Student Personnel Office for Teacher Education and Certification. A tax statement, health certificate, and affidavit are included on the application. After the student section of the application has been completed, it should be returned to the Student Personnel Office for Teacher Education.



## Teacher Education Curricula

The teaching curricula at Indiana State University provide opportunities for students to specialize in elementary, junior high, and secondary education. At the time of satisfactory completion of any of these teacher education programs, an individual may apply for provisional certification in Indiana. The provisional certificate is valid for five years from the date of issue and may be renewed one time only for a two-year period provided a minimum of 20 semester hours toward the master's degree on a Teacher Education Program have been accumulated. Upon completion of the master's degree and three years of satisfactory teaching experience, a teacher may apply for the Professional Certificate which is valid for life unless revoked for cause. Graduate programs leading to this Professional Certificate are described in the *Bulletin of the School of Graduate Studies*.

### Elementary Education

Students desiring to qualify as elementary school teachers will complete the 101 semester hours of course work specified on the elementary curriculum. Since 124 semester hours are required for graduation, a minimum of 24 semester hours are needed and these electives must be selected to meet one of the following options: (1) an endorsement in kindergarten, nursery school, junior high school, school library and audiovisual services, audiovisual communications, or a 24-hour teaching minor; (2) an arts and science minor; or (3) a subject matter concentration of at least 12 semester hours from an approved subject area plus 12 hours of general electives. (For further details see the Elementary Department description.)

### Junior High Education Curriculum

There are three methods by which a student may prepare himself to teach at the junior high school level in the State of Indiana.

The first method is designed for those individuals whose primary focus is junior high school teaching.

The second method is designed for a student whose primary focus is secondary, but who wishes to strengthen his preparation for junior high school teaching.

Those interested in the first two methods should consult a staff member of the Student Personnel Office for Teacher Education.

The third method is outlined under Option I of the elective within the elementary education curriculum.

## DEPARTMENT OF ELEMENTARY EDUCATION

Dr. William G. McCarthy, Chairman  
Department Office: Room 203, Stalker Hall

Dr. Monte R. Allen, Director of Undergraduate Programs  
and Field Experiences  
Office: Room 203, Stalker Hall

The Department of Elementary Education offers preparation for the career of elementary teaching. It provides a major in elementary education which includes General Education, professional education, and permits academic concentrations, minors, and teaching minor endorsements.

### Procedures and Regulations for Elementary Education Major

1. During the freshman and sophomore years the elementary education major will be advised by an instructor in the School of Education. After admission to Teacher Education the student will be advised by counselors in the Student Personnel Office for Teacher Education.
2. Early in the semester in which the student enrolls for his fifty-fifth semester hour of credit he will apply for admission to the Teacher Education Program. Admission to the program permits him to pursue his sequence of professional courses. Application forms may be obtained from the Student Personnel Office for Teacher Education. Information relating to graduation and to teacher certification is available from the same office.
3. A point-hour ratio of 2.0 or above is required for admission to Teacher Education, for participation in supervised teaching, and for graduation. Personal characteristics shall also be given consideration in determining whether a person shall be admitted to Teacher Education and be permitted to continue on the Teacher Education Program.
4. Students are interviewed, processed, and assigned to supervised teaching in the year prior to the academic year in which they will be doing supervised teaching. No applications for supervised teaching for the next academic year will be taken after March 1st. Applicants who do not have the 2.0 ratio at the close of the spring semester will not be assigned to supervised teaching the ensuing fall semester.

5. Students who have transferred from another institution must have completed at least 20 hours of work in residence at Indiana State University before participating in supervised teaching.

6. Students who have not completed at least 40 hours of work at Indiana State University prior to the semester in which they will do supervised teaching are required to pay \$12 per semester hour of supervised teaching in addition to their regular registration fees.

7. While assigned to supervised teaching, students shall be enrolled for not more than 15 credit hours, none of which shall be by correspondence. A student teacher should not plan for any employment or assume any other obligations which would interfere with all-day supervised teaching or with his leaving the campus to do supervised teaching in another city.

## Elementary Teacher Education Curriculum

The student who desires to become an elementary school teacher will complete the following minimum course of study which leads to a Bachelor of Science degree and provisional certification in the State of Indiana which is valid for five years of teaching all subjects in grades kindergarten through six and in grades seven and eight (if not departmentalized). Graduate requirements to professionalize this program can be found in the *Bulletin of the School of Graduate Studies*.

### *General Education and Subject Matter Background*

#### **Social Science** (15 semester hours)

United States History—3 hrs.

(History 201, The United States to 1877—3 hrs. or History 202, The United States Since 1865—3 hrs.)

Electives—12 semester hours from at least three of the following areas with no more than a total (including the required U.S. History) of six hours from one department: Economics, History, Political Science, Sociology, or Anthropology.

#### **Science** (15 semester hours)

Science Education 393<sup>1</sup>, The Teaching of Science in the Elementary School—5 hrs.

Electives—12 semester hours from the following areas with no more than six hours in one department: Life Sciences, Geography and Geology, Physics, or Chemistry.

#### **Mathematics** (9 semester hours)

Mathematics 104<sup>2</sup>, Basic Elementary Mathematics I—3 hrs.

Mathematics 204, Basic Elementary Mathematics II—3 hrs.

Mathematics 304, Basic Elementary Mathematics III—3 hrs.



**Language Arts** (15 semester hours)

English 104, Freshman Writing—3 hrs.

English 105, Freshman Writing—3 hrs.

Speech 101, Introduction to Speech—2 hrs.

Electives—7 semester hours. Five semester hours of the possible seven hours must be taken in literature courses. If the student is required to take English 305, it will be counted as two hours of the possible seven hours.<sup>3</sup>

**Arts** (9 semester hours)

Art 395, Elementary Art Education Techniques—4 hrs.

Music 301M, Elementary Music Education—2 hrs.

Music 301P, Elementary Music Education-Piano Laboratory—2 hrs.

Elective—1 hr. This elective may be taken in any of the following areas:

Art, Humanities, Industrial Arts Education, or Music.

**Other Essential Subject Matter** (2 semester hours)

Women's Physical Education 348, Methods for Teaching Physical Education for Elementary Schools—2 hrs.

<sup>1</sup> Two semester hours of the five hours apply toward the professional educational requirement. This course cannot be taken until the student has been admitted officially to the Teacher Education program.

<sup>2</sup> Mathematics 204 and 304 are not sequential courses and may be taken in any order after taking Mathematics 104.

<sup>3</sup> Refer to the University General Education Program, section G and Note 1.



## *Professional Education*

### **Initial Experiences Block I** (5 semester hours)

Elementary Education 100, Initial Experiences in Education—2 hrs.

Educational Psychology 202, Psychology of Childhood and Adolescence—3 hrs.

### **Curriculum Theory and Instruction Block II**<sup>1</sup> (9 semester hours)

Elementary Education 314, Introduction to Instructional Systems Technology—2 hrs.

Elementary Education 392, Teaching the Social Studies in the Elementary School—2 hrs.

Elementary Education 397, Teaching of Developmental Reading and Other Language Arts—5 hrs.

### **Curriculum Theory and Instruction Block III**<sup>2</sup> (6 semester hours)

Elementary Education 398, Corrective Reading in the Classroom—2 hrs.

Elementary Education 394, The Teaching of Elementary School Mathematics—2 hrs.

Science Education 393<sup>3</sup>, The Teaching of Science in the Elementary School—5 hrs.

### **Professional Semester Block IV**<sup>4</sup> (15 semester hours)

Elementary Education 459, Tests and Measurements—2 hrs.

Elementary Education 399, The Reading Case Study—1 hr.

Elementary Education 451, 452, 453, Supervised Teaching—8 hrs.

Elementary Education 457, Seminar in Elementary Supervised Teaching—2 hrs.

Elementary Education 458, Problems in Elementary Teaching—2 hrs.

<sup>1</sup> Students must complete both Elementary Education 100 and Educational Psychology 202 and have been admitted officially to the Teacher Education Program before enrolling in this block.

<sup>2</sup> Students must complete Curriculum Theory and Instruction Block II before enrolling in this block.

<sup>3</sup> Two semester hours of the five hours apply toward the professional education requirement.

<sup>4</sup> Students must complete satisfactorily Blocks I, II and III before enrolling in Block IV.

## *Specialization*

Elementary education majors must select one of the following options: (1) An endorsement in kindergarten, nursery school, junior high school, audiovisual communications, or school library and audiovisual services; (2) a 24-hour teaching minor endorsement; (3) an arts and sciences minor; or (4) a subject matter concentration of at least 12 semester hours from an approved subject area.

**1. An endorsement in Kindergarten, Nursery School, Junior High School, Special Education, Audiovisual Communications, or School Library and Audiovisual Services.** These supplement the General Elementary School Teacher

Certificate, Provisional. They provide opportunities for elementary education majors to specialize in selected areas. Endorsements will be recorded in the General Elementary School Teacher Certificate. Any of the following endorsements may be selected:

**KINDERGARTEN (24 semester hours)**

- Educational Psychology 342, Growth and Development of the Young Child—3 hrs.
  - Elementary Education 440, Early Childhood Education: Cognitive Experiences—3 hrs.
  - Elementary Education 445, Early Childhood Education: Creative and Affective Experiences—3 hrs.
  - Elementary Education 344, Teacher-Parent Relationships—2 hrs.
  - Elementary Education 441, Educational Programs for Young Children—3 hrs.
  - Music 302, Music Skills for Early Childhood Education—1 hr.
- Directed electives are to be chosen from the following specialized areas: education of the environmentally different; special education; family relationships; nutrition; or other areas approved by the advisor—9 hrs.
- Elementary Education 455, Supervised Teaching in the Kindergarten—3 hrs. is also required. Normally this credit is earned as part of the elementary supervised teaching required for the General Elementary School Teacher Certificate.

**JUNIOR HIGH SCHOOL (33 semester hours)**

- Educational Psychology 422, Adolescent Psychology—3 hrs.
- Secondary Education 460, The Junior High-Middle School Curriculum—3 hrs.

The elementary education student working for a junior high school endorsement must also complete one of the following 24-hour teaching minors:

Art	Health and Safety	Political Science
Business Education	Home Economics	Psychology
Chemistry	Journalism	Radio-Television
Earth Science	Latin	Russian
Economics	Life Sciences	Sociology
English	Mathematics	Spanish
French	Music	Speech
General Science	Physical Education—Men	United States History
Geography	Physical Education—Women	World History
German	Physics	

- Secondary Education 461, Supervised Teaching in the Junior High School—3 hrs.

**NURSERY SCHOOL (24 semester hours)**

- Educational Psychology 342, Growth and Development of the Young Child—3 hrs.
- Elementary Education 440, Early Childhood Education: Cognitive Experiences—3 hrs.
- Elementary Education 445, Early Childhood Experiences: Creative and Affective Experiences—3 hrs.

Elementary Education 344, Teacher-Parent Relationships—3 hrs.

Elementary Education 441, Educational Programs for Young Children—3 hrs.

Music 302, Music Skills for Early Childhood Education—1 hr.

Directed electives are to be chosen from the following specialized areas: education of the environmentally different; special education; family relationships; nutrition; or other areas approved by the advisor—5 hrs.

Elementary Education 454, Supervised Teaching in the Nursery School—3 hrs. This credit is earned in addition to the regular elementary supervised teaching required for the General Elementary School Teacher Certificate.

#### KINDERGARTEN AND NURSERY SCHOOL (24 semester hours)

Students desiring an early childhood combination of endorsement in kindergarten and nursery school are advised to complete the nursery school endorsement and schedule Elementary Education 455, Supervised Teaching in Kindergarten—3 hrs. as a part of the elementary supervised teaching required for the General Elementary School Teacher Certificate.

#### SPECIAL EDUCATION

Elementary majors desiring an endorsement in Special Education may elect one of the following patterns:

**Speech and Hearing Therapy** (40 semester hours)

**Mentally Retarded** (24 semester hours)

See Department of Graduate Education for description of program.

#### AUDIOVISUAL COMMUNICATIONS (24 semester hours)

See Department of Graduate Education for description of program.

#### SCHOOL LIBRARY AND AUDIOVISUAL SERVICES (24 semester hours)

See Department of Library Science for description of program.



**2. A 24-hour Teaching Minor Endorsement.** These also supplement the General Elementary School Teacher Certificate and will be recorded on the certificate, thus qualifying the holder to teach the subject for which he is endorsed in departmentalized classes in elementary schools. They provide opportunities for elementary education majors to specialize in any one of the following areas:

Art	Home Economics	Political Science
Business Education	Industrial Arts	Psychology
Earth Science	Journalism	Radio-Television
Economics	Latin	Russian
English	Life Sciences	Sociology
French	Mathematics	Spanish
General Science	Music	Speech
Geography	Physical Education—Men	United States History
German	Physical Education—Women	World History
Health and Safety	Physics	

The student is directed to the minor pattern as described in the appropriate department.

**3. An Arts and Sciences Minor as interpreted by the College of Arts and Sciences.**

**4. A Subject Matter Concentration of a minimum of 12 hours from at least one of the following subject areas:**

Audiovisual Communications  
 Business  
 Criminology  
 English and/or Journalism  
 Fine Arts (Art and/or Music )  
 Foreign Language  
 Geography and/or Geology  
 Health and Safety  
 Home Economics  
 Humanities and/or Philosophy  
 Industrial Arts and Technology  
 Library Science  
 Mathematics  
 Physical Education and/or Recreation  
 Psychology and/or Educational Psychology  
 Science (Life Sciences and/or Chemistry and/or Physics)  
 Social Science (History and/or Political Science and/or  
 Economics and/or Sociology and/or Anthropology)  
 Social Work (Sociology)  
 Special Education  
 Speech-Radio and Television-Theatre

Note:

1. All of the courses and hours taken under this option must be beyond those required in the elementary curriculum except a student may gain the concentration in mathematics by taking 6 additional hours instead of 12 hours.

2. A student may have more than one subject matter concentration if he so desires.

3. No more than 4 hours in any 12 hour concentration may come from one hour courses.

A minimum of 124 hours must be earned with an Indiana State University grade-point average of at least 2.0.

A student majoring in elementary education who wishes to qualify as a driver education instructor may have an endorsement for driver education by completing six semester hours as described in the Department of Health and Safety section of the *Bulletin*.

Elementary education students who wish to teach a foreign language and meet the minimum standards set for Foreign Language in Elementary Schools approved programs must have at least 26 hours in one foreign language above the first year college level and have completed Foreign Languages 395, Teaching Foreign Languages in the Elementary Schools—2 hrs.

## Elementary Education Conversion

Teachers holding secondary education certificates in the State of Indiana who desire to convert to elementary education are eligible to apply for the Elementary Education Conversion Curriculum. Information and applications are available in the Student Personnel Office for Teacher Education.

## COURSES

### *Elementary Education*

100 INITIAL EXPERIENCES IN ELEMENTARY EDUCATION—2 hours. A first course for students majoring in elementary education. Includes experiences which provide the student with an opportunity to look at the role of the elementary school teacher, children in instructional and non-instructional situations, requirements of the teaching profession, and an opportunity to assess his own abilities, needs, preferences, and commitment upon which professional decisions will be made. May be taken concurrently with Educational Psychology 202.

314 INSTRUCTIONAL MEDIA FOR ELEMENTARY TEACHING—2 hours. Improving the classroom learning environment through selection and use of appropriate instructional media and materials. Special sections labeled 314L are required on the Library Science curriculum, and give greater emphasis to print media and to the operation of instructional media centers. Prerequisites: Curriculum Theory and Instruction Block I or equivalent and admission to the Teacher Education Program.

344 PARENT-TEACHER RELATIONSHIPS—3 hours. Developing skills to aid parents in guiding their young children. Group and individual techniques, community resources and services for both children and families are included. Required laboratory work includes contacts with parents.

392 TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL—2 hours. Materials and methods for teaching social studies in all elementary grades. Formulating objectives, selecting content, planning and sequencing of experiences, teaching procedures, and appropriate uses of materials are integrated in a laboratory setting. Prerequisites: Curriculum Theory and Instruction Block I or equivalent and admission to the Teacher Education Program.

394 THE TEACHING OF ELEMENTARY SCHOOL MATHEMATICS—2 hours. An overview of the mathematics curriculum of the elementary school, including activities, materials, and devices that can be used to teach that curriculum. Students will work with pupils in the Laboratory School. Prerequisites: Mathematics 104, 204, 304, Curriculum Theory and Instruction Block I or equivalent and admission to the Teacher Education Program.

397 THE TEACHING OF DEVELOPMENTAL READING AND OTHER LANGUAGE ARTS—5 hours. Teaching techniques and materials for developmental reading, oral, and written language programs in the elementary school. Emphasis upon teaching techniques and materials for developing foundations of reading skills instruction and reading skills in various curriculum areas. Observation and participation in the Laboratory School is required. Prerequisites: Curriculum Theory and Instruction Block I or equivalent and admission to the Teacher Education Program.

398 CORRECTIVE READING IN THE CLASSROOM—2 hours. Analysis, diagnosis, prescription, and correction of reading problems in the elementary school classroom. Types of treatment and methods for aiding children with reading difficulties in all areas of the elementary curriculum. Observation, testing, and application of corrective techniques with children in the Laboratory School and other assigned schools is required. Prerequisite: Elementary Education 397 or concurrent enrollment or consent of the instructor.

399 THE READING CASE STUDY—1 hour. Analysis, diagnosis, prescription, and correction of reading problems through a case study approach with children in assigned elementary schools. Prerequisites: Elementary Education 397, 398, or consent of instructor.

440 EARLY CHILDHOOD EDUCATION: COGNITIVE EXPERIENCES—3 hours. Theoretical and practical aspects of cognitive development as they apply to curriculum planning for children ages three to eight. Applications are made to planning teaching-learning experiences and determining curriculum content in the areas of science, social science, language arts, and mathematics. Guided experiences with children are required.

\*441 EDUCATIONAL PROGRAMS FOR YOUNG CHILDREN—3 hours. Current types of educational programs for young children with opportunity for analysis and evaluation of programs through selected field experiences. Opportunity to develop an original design in full for one type of program commensurate with the needs of children. Prerequisite: course work in early childhood education and/or teaching or administrative experience in a center for young children.

\*442 EARLY EDUCATION FOR CULTURALLY DIFFERENT CHILDREN—3 hours. The special psychological, intellectual, physical, and social needs of the young culturally different child. Review of research and practices related to develop-

ment of his perceptual, conceptual, and language abilities, and his self-concept. Emphasis on organization and evaluation of needs-centered learning experiences. Participation with a selected group of children required.

**\*443 PRACTICUM IN EARLY EDUCATION OF CULTURALLY DIFFERENT CHILDREN**—3 hours. Responsible teaching, under supervision, at the preprimary level in both community and university centers established specifically for the education of culturally different children.

**\*444 ELEMENTARY SCHOOL CLASSROOM MANAGEMENT**—2 hours. The management of classroom problems and procedures and the practical application of techniques used in the elementary school. Special attention is given to the roles of teachers and supervisors individually and cooperatively.

**\*445 EARLY CHILDHOOD EDUCATION CREATIVE AND AFFECTIVE EXPERIENCES**—3 hours. Focuses on development of creative abilities in children ages three to eight. Emphasis will be placed on planning teaching experiences and determining curriculum content in the areas of art, music, play, and children's literature. Guided experiences with children required.

**451 SUPERVISED TEACHING**—3 hours. Orientation, participation, and supervised teaching in the elementary grades.

**452 SUPERVISED TEACHING**—2 hours. Supervised teaching in the elementary grades.

**453 SUPERVISED TEACHING**—3 hours. Supervised teaching and analyses of teaching in the elementary grades.

**454 SUPERVISED TEACHING IN THE NURSERY SCHOOL**—2-3 hours. For students on the elementary curriculum who wish to be certified for teaching in the nursery school.

**455 SUPERVISED TEACHING IN THE KINDERGARTEN**—3 hours. For students on the elementary curriculum who wish the kindergarten endorsement, this course substitutes for 453.

**456 SUPERVISED TEACHING IN SPECIAL EDUCATION**—3 hours. For students who wish the special education endorsement, this course substitutes for 453.

**457 SUPERVISED TEACHING SEMINAR**—2 hours. A seminar conducted concurrently with supervised teaching. May be conducted on and off campus, in large or small groups.

**458 PROBLEMS IN ELEMENTARY SUPERVISED TEACHING**—2 hours. Problems encountered during supervised teaching, and problems encountered by the full-time classroom teacher.

**459 TESTS AND MEASUREMENTS**—2 hours. A study of the use of tests for diagnosis, appraisal, and the guidance of teaching and learning. Selection, use, and evaluation of teacher-made achievement tests and standardized instruments are considered.

**\*460 WORKSHOP IN ELEMENTARY EDUCATION**—1-3 hours. Designed to promote growth of teachers in service. Problems and procedures vary to meet the needs of persons taking the course.





\*480 **WORKSHOP IN READING**—1-3 hours. An analysis of instructional programs with emphasis on both developmental reading and remedial procedures. Problems and procedures vary to meet the needs of the individual student.

\*495 **TOPICS IN EDUCATION**—1-3 hours. This course is devoted at each offering to the study of a contemporary problem, trend, or innovative development in education. May be repeated if different topic is studied but no more than six (6) semester hours may be counted toward meeting degree requirements.

\*498 **INDIVIDUAL STUDY IN EDUCATION**—1-3 hours. Research and reading in education to meet the needs of the student involved. May be elected on an arranged basis upon approval of the chairman of the Department and instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DEPARTMENT OF GRADUATE EDUCATION

Dr. Tom C. Venable, Chairman  
Department Office: Room 115, Jamison Hall

Dr. Frank W. Jerse, Director  
Division of Educational Psychology  
Division Office, Room 215, Stalker Hall

Dr. Robert G. George, Director  
Division of Educational Media  
Division Office: Room 20, Stalker Hall

Dr. Russell Hamm, Director  
Division of Foundations of Education  
Division Office: Room 329, Parsons Hall

Dr. John C. Jessell, Director  
Division of Guidance and Counseling  
Division Office: Room 204, Jamison Hall

Many courses in the undergraduate teaching programs are offered by the divisions of the Department of Graduate Education. The graduate divisions of Guidance and Counseling, Educational Psychology, Instructional Media, and Educational Foundations offer courses for undergraduate students. In the *Undergraduate Bulletin*, an asterisk identifies the education courses which are available to both graduate and undergraduate students.

### DIVISION OF EDUCATIONAL PSYCHOLOGY

The Division of Educational Psychology offers courses which are part of several teacher certification and other undergraduate programs, which may be used as electives to enrich undergraduate programs, and which may be used to prepare students for graduate study in educational psychology. (Undergraduate students are not permitted to major in educational psychology.) It includes the study of human development, learning, measurement and research design, and personality and adjustment.

### COURSES

(See also relevant courses in the Departments of Psychology, Sociology, and Special Education)

202 PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE—3 hours. Principles of human growth and development, patterns and sequences of development, individual differences, adult-child and adult-adolescent relationships, plus tech-

niques of investigation and study. Required on all teaching curricula. Prerequisite: Elementary Education 100 or 101.

302 INTRODUCTION TO APPLIED PSYCHOLOGICAL STATISTICS—3 hours. The organization and presentation of data, measures of central tendency and variability, correlation and regression, and statistical inference including simple analysis of variance. (See Department of Psychology.)

310 LEARNING I—4 hours. Current learning theories and recent research in the area. With laboratory. Prerequisites: Psychology 207, Educational Psychology 302 or Psychology 302.

322 EDUCATIONAL PSYCHOLOGY—3 hours. The applications of psychology to the problems of learning and of teaching.

342 GROWTH AND DEVELOPMENT OF THE YOUNG CHILD—3 hours. An integration of research findings and basic principles of growth and development of young children with actual participation with young children in a nursery school or kindergarten. Growth needs and techniques of fostering healthy development.

\*400 INTERDISCIPLINARY SEMINAR IN HUMAN BEHAVIOR—2 hours. A research-oriented analysis and synthesis of pertinent findings about human behavior drawn essentially from behavioral sciences.

\*420 PERCEPTUAL LEARNING—PRINCIPLES AND PRACTICE—3 hours. Basic perceptual and organizational principles involved in the processes of learning are presented. Application of perceptual principles involved in the development and promotion of basic classroom skills such as language acquisition, number comprehension, and concept formation are stressed.

\*421 ADVANCED CHILD PSYCHOLOGY—3 hours. The development and behavior of the child from birth to puberty, with attention to relevant research and theory.

\*422 ADOLESCENT PSYCHOLOGY—3 hours. Research on the development and behavior of adolescents is reviewed in an attempt to determine how the adult may best foster favorable growth.

\*424 INTERACTION ANALYSIS—2 hours. The literature, research, and concepts regarding interaction analysis of a taped or live classroom interaction.

\*426 PSYCHOLOGY OF PERSONALITY AND ADJUSTMENT—3 hours. A theoretical and developmental approach to personality, processes of adjustment, maturity, and self-actualization.

\*442 PSYCHOLOGY OF TEACHING DISADVANTAGED YOUTH—3 hours. Designed to develop a better understanding of the impact of disadvantaged backgrounds upon children. Special consideration will be given to the research relative to factors associated with failure and success in learning at all levels in the public schools.

\*498 INDIVIDUAL STUDY IN EDUCATION—1-3 hours. Research and reading to meet the needs of the student. Elected on an arranged basis upon approval of the chairman of Department and instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DIVISION OF EDUCATIONAL MEDIA

The Division of Educational Media offers professional courses which may be taken as electives on undergraduate programs. It also offers a teaching minor in audiovisual communications.

### *Audiovisual Communications Minor* (24 semester hours)

Required Education: 443—3 hrs.; 444—3 hrs.; 446—3 hrs.

Six hours selected from anthropology, psychology, or sociology.

Nine hours selected from courses in instructional media and technology, graphic arts, journalism, library science, radio-television, or speech.

This minor prepares the teacher to become more effective in integrating instructional media and technology into the teaching-learning processes by providing background in planning, selecting, utilizing, and evaluating hardware and software to improve the instructional program. Through an appropriate choice of electives in instructional media technology and library science, students may be certified to administer school media centers.

## COURSES

439 SELECTING AND ADAPTING INSTRUCTIONAL EQUIPMENT—3 hours. Sources, design, use, and adaption of instructional hardware for instruction-related functions, including selection and maintenance of optical and electronic display devices, copying and duplicating equipment, teaching machines, production equipment, and related classroom technological components. Prerequisite: Education 446 or concurrent enrollment.

\*440 PHOTOGRAPHIC PRINCIPLES IN EDUCATIONAL MEDIA—3 hours. An introduction to basic photographic principles. Emphasis will be placed on darkroom techniques in developing film and prints. Students will also be expected to be able to integrate photography into instructional situations.

\*443 PRODUCTION OF INSTRUCTIONAL MATERIALS—3 hours. Planning, preparing, and evaluating teacher-produced software such as graphic, photographic, and audio media. Production planning and practical experiences. Prerequisites: Elementary Education 314, Education 347, or consent of instructor.

\*444 SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA—3 hours. Selecting and employing print and non-print media for effective classroom instruction. Basic communication and perception theory, innovative uses of instructional media and technology. Prerequisites: Elementary Education 314, Education 347, or consent of instructor.

\*445 WORKSHOP IN EDUCATIONAL MEDIA—2 hours. Designed to meet the needs of teachers, administrators, and others who have special interests in selected areas of instructional media and technology. The course will deal specifically with the media problems of the students who enroll.

\*446 ORGANIZATION AND ADMINISTRATION OF EDUCATIONAL MEDIA—3 hours. Requirements, design, implementation, and evaluation of audio-visual and

media centers and instructional technology programs, both hardware and software aspects. In service activities, budgets, print and non-print media services, and physical facilities. Prerequisite: Education 444 or consent of instructor.

\*498 INDIVIDUAL STUDY IN EDUCATION—1-3 hours. Research and reading to meet the needs of the student. Elected on an arranged basis upon approval of chairman of Department and instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DIVISION OF FOUNDATIONS OF EDUCATION

The Division of Foundations of Education offers courses which may be taken as electives on all undergraduate programs.

### COURSES

\*406 PHILOSOPHY OF EDUCATION—3 hours. Analysis, synthesis, and evaluation of educational theories and practices.

\*409 FIELD SEMINAR IN INTERNATIONAL EDUCATION—3 hours. Overseas Field Seminar to study educational and cultural problems in selected foreign countries. May be repeated with consent of Department chairman for maximum of 6 hours.

\*415 GROUP DYNAMICS LABORATORY—3 hours. A workshop approach to increasing sensitivity, diagnostic, and action skills. Intensive small group experiences are supplemented by skill practice sessions and theory presentations. Focus is upon the properties of groups, awareness of personal factors in group interaction, dimensions of leadership behavior in achieving group effectiveness, characteristics of larger social systems, and the dynamics of change. Enrollment only by consent of instructor. Preliminary application required.

\*472 SEMINAR: TEACHING IN THE URBAN SCHOOL—3 hours. Designed to introduce the student to the multiple factors affecting education in the urban school. It draws from the fields of education, history, sociology, psychology, political science, and guidance and counseling. Serves as an elective course on any graduate or undergraduate program offered by the School of Education.

495 TOPICS IN EDUCATION—1-2-3 hours. This course is devoted at each offering to the study of a contemporary problem, trend, or innovative development in Education. May be repeated if different topic is studied but no more than six semester hours may be counted toward meeting degree requirements.

\*498 INDIVIDUAL STUDY IN EDUCATION—1-3 hours. Research and reading to meet the needs of the student. Elected on an arranged basis upon approval of chairman of Department and instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.

## DIVISION OF GUIDANCE AND COUNSELING

The Division of Guidance and Counseling offers courses which contribute to the major in several secondary teaching areas and which may count as electives on all undergraduate programs.

### COURSES

317 STUDENT LEADERSHIP EDUCATION—2 hours. Preparation for leadership roles and responsibilities in residence hall personnel work. Enrollment by consent of the Department.

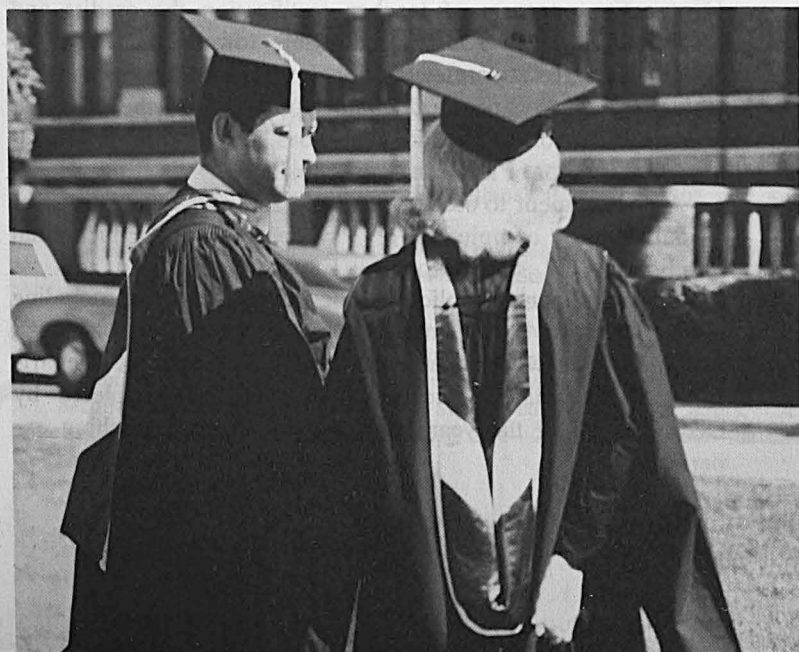
\*431 SECONDARY SCHOOL GUIDANCE—2-3 hours. Historical, philosophical, psychological, and sociological bases of schools, a survey of present trends, and an examination of the roles of the teacher, counselor, and others concerned with the implementation of the program.

\*432 GUIDANCE IN THE ELEMENTARY SCHOOL—3 hours. The philosophy, organization, and practices of a guidance program in the elementary school. Role of the counselor in the elementary school setting, the relation of this specialist to other school personnel, and consideration of the methods, procedures, techniques, and materials used in the elementary school guidance program.

\*433 TECHNIQUES OF COUNSELING—3 hours. Philosophies, theories, principles, instruments, and procedures of counseling. Includes the use of printed, recorded, and filmed counseling interview, role-playing, case studies, and observations of live interviews.

\*498 INDIVIDUAL STUDY IN EDUCATION—1-3 hours. Research and reading to meet the needs of the student. Elected on an arranged basis upon approval of chairman of Department and instructor.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF SECONDARY EDUCATION

Dr. Chris Buethe, Chairman

Department Office: Room 120, Stalker Hall

Dr. Donald M. Sharpe, Director of Secondary Student Teaching

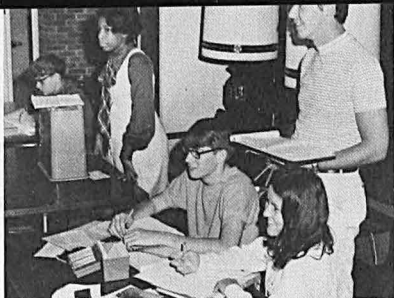
Division Office: Room 242, Alumni Center

The Department of Secondary Education offers professional courses needed in the preparation of secondary school teachers.

### Procedures and Requirements for Secondary Teacher Preparation

1. The prospective secondary teacher will be advised by an instructor in his major teaching field.
2. Early in the semester in which a student enrolls for his fifty-fifth semester hour of credit he applies for admission to the Teacher Education Program in order to pursue his sequence of professional education courses. Application forms and information on graduation and teacher certification are obtained from the Student Personnel Office for Teacher Education. Personal characteristics are considered in determining admission and continuation in Teacher Education.
3. Requirements for enrollment in Supervised Teaching:
  - a. Prior admission to Teacher Education.
  - b. A minimum of 20 semester hours of work in residence at Indiana State University.
  - c. An over-all point-hour ratio of 2.0 or above.
  - d. A point-hour ratio of 2.0 or above in teaching fields. (Note: For purposes of teacher certification the credits and grade points of *all courses* applicable toward the major or minor which are attempted will be included in the G.P.A. The University deletion policy does not apply toward the major or minor G.P.A. for certification. Petitions for deletion of courses toward the major or minor may be considered.)
  - e. A commitment to student teaching as a *full-time* role.
  - f. Satisfactory completion of Psychology 101, Educational Psychology 202, and Secondary Education 305 and 347.
  - g. Pre-enrollment: Application for student teaching, including recommendation by the major academic department chairman and interviews with department supervisors and the Department of Secondary Education staff must be completed by December 20 of the year *preceding* the student teaching experience.





4. The Secondary Professional Semester: A student completes Supervised Teaching (Sec. Ed. 431, 453, and 454) during one half (Platoon) of the semester, and completes the block-paired Sec. Ed. 448-449 plus special methods course(s) during the other half of the semester. The student should assume no obligation which can interfere with his leaving the campus to live in the Indiana community that provides the most appropriate supervised teaching appointment.

5. Special and Experimental programs are available in Secondary Education, with extended periods of student teaching as well as emphasis upon innovative curricula and special student needs.

## Secondary Education Curriculum

The student who desires to become a secondary school teacher must complete the pattern outlines below which lead toward a Bachelor of Science degree and provisional certification in the State of Indiana. This qualifies the holder to teach in the subject matter field for which the certificate is endorsed, in any public secondary school in Indiana (7-12 grades).

### **General Education** (50 semester hours)

(See description of General Education)

### **Professional Education** (19 semester hours)

Educational Psychology 202, Psychology of Childhood and Adolescence—3 hours. Prerequisite: Psychology 101.

Secondary Education 305, Teaching and Learning in the Secondary School—3 hours. Prerequisites: Educational Psychology 202 and admission to Teacher Education Program.

Secondary Education 347, Instructional Technology—1 hour. This course is scheduled concurrently with Secondary Education 305.

Professional Semester: Prerequisites: Secondary Education 305-347 and a 2.0 cumulative grade-point index in the teaching major and over-all.

Secondary Education 448, Problems in Secondary Teaching—2 hours.

Secondary Education 449, Foundations of Secondary Education—2 hours.

Secondary Education 431, 453, 454, Supervised Teaching—6 hours. The special methods in the major teaching field—2-4 hours. Consult the description in the major department.



### Teaching Areas

The student must select as a minimum one of the following patterns:

1. One teaching major (40 semester hours)
2. One teaching major (40 semester hours) and one or more teaching minors (24 hours each)
3. One Area major (52 hours)

The secondary education majors and minors available in the various departments are indicated in the chart which follows. Detailed descriptions of each are in the departmental sections of this *Bulletin*.

	AREA MAJOR (52 hours)	MAJOR (40 hours)	MINOR (24 hours)
Art	x +	x	x
Audiovisual Communications			x +
Business and Distributive Education Curricula			
Business Education	x +		x
Business Education (A)		x	
Business Education (B)		x	
Distributive Education	x +		
English Education Curricula			
English		x	x
*Journalism		x	x
Foreign Language Curricula			
French		x	x
German		x	x
Latin		x	x
Russian		x	x
Spanish		x	x
Health, Physical Education, and Recreation Curricula			
Health and Safety		x	x
Men's Physical Education	x +	x	x
Women's Physical Education	x +	x	x
Home Economics Curricula			
Home Economics (General)		x	x
Home Economics (Vocational)	x +		
Industrial Education Curricula			
Industrial Arts	x +	x	x
Vocational Trade- Industrial-Technical	x +	x	
Mathematics		x	x
Music	x +	x +	x
Psychology			x

	AREA MAJOR (52 hours)	MAJOR (40 hours)	MINOR (24 hours)
School Library and Audiovisual Services			x +
Science Curricula			
Chemistry		x	x
Earth Science		x	x
General Science		x	x
Life Sciences		x	x
Physics		x	x
Social Sciences Curricula			
#Social Studies		x	
Economics			
Geography			x
Political Science			x
Sociology			x
United States History			x
World History			x
Special Education Curricula			
Special Education—M.R.		x +	
Mentally Retarded			x +
Speech and Hearing Therapy		x +	
Speech Curricula			
Radio-Television		x	x
Speech		x	x

\* The major in Journalism may be taken *only* by students also majoring in English.

# The major must include a first (18 hr.) and second (12 hr.) endorsement from economics, United States history, world history, political science, sociology, or geography.

+ Valid to teach in grades K-12.

A secondary education student who wishes to qualify as a driver education instructor may have an endorsement for Driver Education by completing six semester hours as described in the Department of Health and Safety section of the *Bulletin*.

## COURSES

305 TEACHING AND LEARNING IN THE SECONDARY SCHOOL—3 hours. Learning and instructional theory; planning, initiating, sustaining, and evaluating learning environments in the secondary school. Prerequisites: Educational Psychology 202 and admission to the Teacher Education Program. Taken with Secondary Education 347.

- 347 INSTRUCTIONAL MEDIA FOR SECONDARY TEACHING—1 hour. Applications of modern instructional technology and media to classroom teaching in the secondary school, including selection, evaluation, and utilization. Special sections, labeled 347L, are required on the Library Science curriculum, and give emphasis to print media and the administration of instructional media centers.
- 431 SUPERVISED TEACHING—1 hour. An integral part of the field experience. It consists of preliminary interviews regarding assignment, seminars, intensive preparation before leaving the campus; visits, conferences, and reports during the teaching experience; and conferences and individual interviews following the field work.
- 448 PROBLEMS IN SECONDARY TEACHING—2 hours. The teaching profession, school organization, classroom management, discipline, guidance, and evaluation of pupil progress.
- 449 FOUNDATIONS OF SECONDARY EDUCATION—2 hours. Historical, philosophical, and sociological foundations of secondary education.
- 453 SUPERVISED TEACHING—2 hours. The first course of supervised teaching.
- 454 SUPERVISED TEACHING—3 hours. The second course of supervised teaching required for graduation. Under the current plan, 453 and 454 are usually taken concurrently.
- 456 ADVANCED SUPERVISED TEACHING—3 hours. (Elective) A continuation of 453 and 454. Special adaptations are made to meet the individual student's needs.
- \*461 SUPERVISED TEACHING IN THE JUNIOR HIGH SCHOOL—3 hours.
- \*462 ADVANCED SUPERVISED TEACHING—1-3 hours.
- \*463 SUPERVISED TEACHING IN SPECIAL EDUCATION—1-3 hours.
- \*465 INDIVIDUAL TEACHING PROBLEMS—3 hours.
- \*468 THE TEACHING OF READING IN THE JUNIOR AND SENIOR HIGH SCHOOL—3 hours. Teaching techniques and materials for the developmental reading program in the junior and senior high school. Emphasis is given both to basic skills in reading and to reading in the various curriculum areas.
- 480 WORKSHOP IN READING—2 hours. An analysis of instructional programs with emphasis on both developmental reading and remedial procedures.
- \*495 TOPICS IN SECONDARY EDUCATION—1-3 hours. This course is devoted at each offering to the study of a contemporary problem, trend, or innovative development in secondary education. May be repeated if different topic is studied but no more than six semester hours may be counted toward meeting degree requirements.
- \*498 INDIVIDUAL STUDY IN EDUCATION—1-3 hours. Research and reading to meet the needs of the student. Elected on an arranged basis upon approval of chairman of department and faculty member who is to serve as instructor.

## DEPARTMENT OF SPECIAL EDUCATION

Dr. Rutherford B. Porter, Chairman  
Department Office: Room 200, Laboratory School

Special Education is a Teacher Education curriculum although graduates may work in hospitals or clinics as well as in schools. Programs meet State certification requirements for speech and hearing therapists or teachers of special classes for mentally retarded and build breadth for work with other special educational problems.

The special classes in Laboratory School and the clinics in the Department provide a practicum for students. Children may be referred by teachers, parents, physicians, or service agencies for evaluation of problems in learning or school achievement, behavior or personal adjustment, and speech or hearing.

### CURRICULA

**GENERAL EDUCATION** (50 semester hours). Refer to the General Education section of this *Bulletin*.

**PROFESSIONAL EDUCATION** (19 semester hours). Refer to the description of the Secondary Education Curriculum under the Department of Secondary Education.

### Special Education—Mental Retardation

#### *Major* (40 semester hours)

Required Special Education: 145—3 hrs.; 262—3 hrs.; 369—3 hrs.; 380—3 hrs.; 428—3 hrs.; 431—3 hrs.; 436—3 hrs.; 464—3 hrs.; 470—3 hrs.  
(27 semester hours)

Art 220 or Industrial Education 340—(2 semester hours)

Elementary Teaching Methods (7 semester hours)

\*Elementary Education 394—2 hrs.; 397—5 hrs.

Approved electives—(4 semester hours)

The following will be taken as part of the required 19 hours of professional education:

Special Education 437—3 hrs.

Supervised Teaching in Mental Retardation—3-6 hrs.

\* Prerequisite to Elementary Education 394: Mathematics 104 and 304.

#### *Minor—Mental Retardation* (24 semester hours) Secondary

Required Special Education: 262—3 hrs.; 428—3 hrs.; 436—3 hrs.; 437—3 hrs.; 470—3 hrs. (15 semester hours)

Art 220 or Industrial Arts 340—2 hrs.

Elementary Teaching Methods (7 semester hours)

\*Elementary Education 394—2 hrs.; 397—5 hrs.

Supervised Teaching in Mental Retardation—2-3 hours

\* Prerequisite to Elementary Education 394: Mathematics 104 and 304.

## *Elementary Endorsement—Mental Retardation*

(24 semester hours)

Required Special Education: 145—3 hrs.; 262—3 hrs.; 369—3 hrs.; 428—3 hrs.; 436—3 hrs.; 437—3 hrs.; 470—3 hrs. (21 semester hours)

Approved electives—(3 semester hours)

Supervised Teaching in Mental Retardation—3 hrs.

## Speech and Hearing Therapy

*Major* (40 semester hours)

**Basic Areas** (9 semester hours)

Required Special Education: 232—3 hrs.; 242—3 hrs.; 434—3 hrs.

**Speech Pathology** (13 semester hours)

Required Special Education: 145—3 hrs.; 346—3 hrs.; 449—3 hrs.; 451—2 hrs.; 452—2 hrs.

**Audiology** (9 semester hours)

Required Special Education: 348—3 hrs.; 425—3 hrs.; 433—3 hrs.

**Other Areas** (9 semester hours)

Required Special Education: 262—3 hrs.; 428—3 hrs.

Approved Electives: Psychology 310—3 hrs.; or English 213—3 hrs.

The following will be taken as part of the required 19 hours of professional education:

Special Education 455—2 hrs.

Supervised Teaching in Speech and Hearing Therapy—6 hrs.

## COURSES

145 INTRODUCTION TO SPEECH PATHOLOGY—3 hours. Normal and abnormal speech development, functional and organic disorders of communication. A survey course appropriate for all students.

232 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS—3 hours. The normal anatomical structures and the consequences of their functioning during the production and reception of speech sounds.

242 PHONETICS—3 hours. Phonetic theory and the use of IPA symbols in analyzing, categorizing, and transcribing the sounds of English.

262 INTRODUCTION TO EXCEPTIONAL CHILDREN—3 hours. The speech defective, hard-of-hearing, visually handicapped, crippled, mentally retarded, mentally superior children, as well as those with special health or emotional problems. Directed to elementary and special education majors.

346 FUNCTIONAL DISORDERS OF SPEECH AND LANGUAGE—3 hours. The causes and management of functional disorders of articulation, voice, and stuttering. Observation and therapy of representative cases is required.

348 AUDIOLOGY I—HEARING DISORDERS—3 hours. The process of hearing, basic acoustics and the decibel, essentials of hearing theory, anatomy and physiology of the hearing mechanism, analysis of the symptoms and causes of hearing loss and their medical treatment.

369 MENTAL HYGIENE—3 hours. Behavior from the standpoint of maturation; problem behavior, its causes and remedial measures. Includes specific case studies and discussion of case histories.

380 EDUCATION OF THE PHYSICALLY HANDICAPPED—3 hours. Various orthopedic and special health problems, their causes, and the usual remedial measures. The physiological and psychological deviations of the brain-injured are considered in detail. Prerequisite: 262.

381 METHODS WITH PHYSICALLY HANDICAPPED—2 hours. Educational programs and methods for the physically handicapped including homebound instruction, special classes, and rehabilitation centers. Prerequisite: 380.

\*425 AUDIOLOGY II—AUDIOMETRY—3 hours. Principles and techniques of audiometric assessment and test interpretation; selective and diagnostic tests of hearing function including pure-tone and speech audiometry. Prerequisite: 348 or consent of instructor.

\*428 MENTAL MEASUREMENTS I—3 hours. The nature and theory of intelligence and its measurement. Group tests are surveyed and practice with some of them is required. An introduction is given to several individual tests of intelligence.

\*431 EMOTIONALLY HANDICAPPED CHILDREN—3 hours. The causes and manifestations of emotional problems and how they may be most appropriately handled. Prerequisite: 262.

\*433 AUDIOLOGY III—AURAL REHABILITATION—3 hours. Principles, materials, equipment, and methods of clinical and classroom retaining of the hard-of-hearing and the deaf. Emphasizes a combined approach including lipreading, auditory training, speech correction, hearing conservation, and counseling. Prerequisite: 348.

\*434 SPEECH AND HEARING SCIENCE—3 hours. The study, analysis, and measurement of the components of the processes involved in the production and reception of speech. Prerequisite: 232.

\*435 METHODS AND PROCEDURES WITH THE TRAINABLE RETARDED—3 hours. The practical and theoretical aspects of programming for the trainable retarded.

\*436 INTRODUCTION TO MENTALLY RETARDED—3 hours. Fundamental factors involved in mental subnormality, with emphasis upon theory, etiology, and the various types of mental retardation. Prerequisite: 262.

\*437 CURRICULUM, METHODS, AND PRACTICUM WITH MENTALLY RETARDED—3 hours. General and special techniques and materials appropriate for use with mentally retarded children. Prerequisite: 436.

\*441 SPECIAL CLASS METHODS AT THE SECONDARY LEVEL FOR THE EDUCABLE MENTALLY RETARDED—2 hours. Methodology and curriculum for the educable mentally retarded at the junior high school level, including the consideration of both social behavior and vocational interests and attitudes. Prerequisite: 437.

\*449 ORGANIC DISORDERS OF SPEECH AND LANGUAGE—3 hours. Etiologies and therapy for aphasia, cleft palate, cerebral palsy, and organic voice problems. Prerequisite: 145 or consent of instructor.

\*451 CLINICAL PRACTICUM IN SPEECH PATHOLOGY AND AUDIOLOGY I—2 hours. Introduction to clinical practice. Students are given individual assignments primarily from the area of articulation. Prerequisite: 346.

\*452 CLINICAL PRACTICUM IN SPEECH PATHOLOGY AND AUDIOLOGY II—2 hours. A continuation of clinical practicum with emphasis on the diagnosis and therapy from a wide variety of speech and hearing disorders. Prerequisite: 451.

\*455 METHODS AND ADMINISTRATION IN SPEECH PATHOLOGY AND AUDIOLOGY—2 hours. An advanced course in methodology, materials, and techniques especially appropriate to the organization and administration of public school and clinical programs. This course is to be taken during the professional semester. Prerequisite: 452.

\*464 CLINICAL CHILD PSYCHOLOGY—3 hours. The problems of children with emphasis on techniques and procedures for diagnosis and remediation.

\*470 INTRODUCTION TO SPECIFIC LEARNING DISABILITIES IN READING—3 hours. An introduction to the etiology, diagnosis, and remedial teaching strategies.

\*483 PRACTICUM FOR TEACHERS OF THE PHYSICALLY HANDICAPPED—2 hours. Designed for the student who has completed eight weeks of student teaching in another area, emphasizing an extension of the student's experience to the particular problems of the physically handicapped. Experience is provided with children in the classroom and individually. Prerequisite: 381.

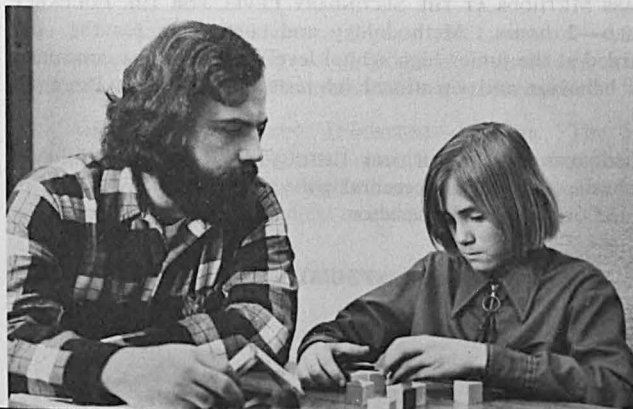
\*490 EDUCATION OF THE GIFTED—2 hours. Philosophies and special problems related to providing appropriate educational experiences to gifted and talented children.

\*491 METHODS WITH THE GIFTED—2 hours. General and specific techniques and methods appropriate for encouraging and motivating developments and learning in gifted children.

492 DIRECTED STUDY IN SPECIAL EDUCATION—1-3 hours. Designed for an undergraduate student who desires 1-3 hours of credit for a project or a self-study in Special Education.

\*495 TOPICS IN EDUCATION—1-3 hours. This course is devoted at each offering to the study of a contemporary problem, trend, or innovative development in Education. May be repeated if different topic is studied but no more than six (6) semester hours may be counted toward meeting degree requirements.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



# SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Dr. Howard D. Richardson, Dean

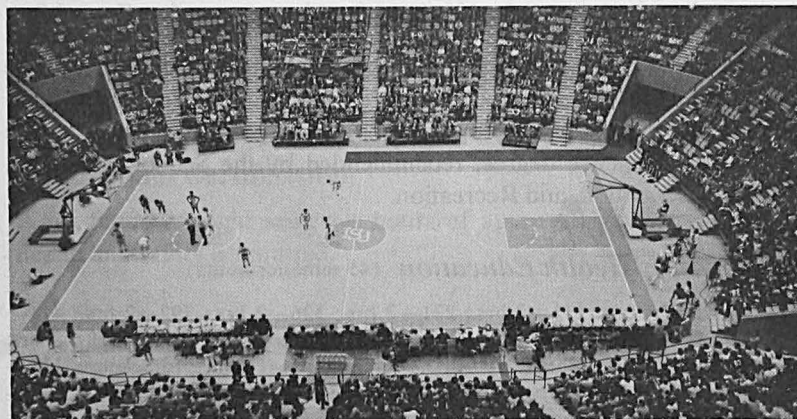
Mr. Robert L. Hollar, Assistant Dean

School Office, Room 140, Men's Physical Education Building

The School of Health, Physical Education, and Recreation was established in 1965 and consists of four departments: Health and Safety, Physical Education for Men, Physical Education for Women, and Recreation.

Curricular patterns of the School are designed to meet needs of both men and women students desiring to qualify for: (1) teacher certification and specialties such as athletic coaches, directors, and supervisors of health and safety and/or physical education in elementary and secondary schools, and (2) positions in professional-vocational careers in health and safety, non-school physical education, and recreation.

Departments of the School offer courses leading to a Bachelor of Science degree. Usually, 40 semester hours are involved in programs for majors and 24 semester hours in programs for minors. Programs in health and safety prepare students for positions in schools, health agencies, industry, allied health fields, and governmental agencies. Programs in recreation are designed for students interested in becoming recreation leaders, program supervisors, directors, or therapeutic specialists. Programs in physical education are principally designed for those students interested in positions in schools and colleges.





# DEPARTMENT OF HEALTH AND SAFETY

Dr. Richard Spear, Chairman  
Department Office, Room 2, West Knisely Hall

Healthful and safe living is both vital and basic to the well-being of mankind. Therefore, education, service, and research in the fields of health science and safety constitute areas in which there exists a continuing demand for professionals and specialists.

The broad aim of the Department is that of academic and skill preparation of individuals for certain health science and safety careers in schools, colleges, industries, and private as well as governmental agencies.

**GENERAL EDUCATION COURSE.** Health 111, Personal Health Science—2 hrs., may be elected for credit under Section G of the General Education program.

**DEGREE PROGRAMS.** The Bachelor of Science degree may be earned by students electing health and safety as a major field of study. Degree candidates are expected to (1) complete successfully a minimum of 124 semester hours of credit; (2) satisfy all University requirements for graduation including the patterns in General Education; (3) comply with the requirements of one of the departmental major patterns or with certification requirements in teacher education; and (4) maintain the minimum grade-point index necessary for continued enrollment. Students who may be interested in pursuing graduate work in health and safety are referred to the *Bulletin of the School of Graduate Studies*.

## CURRICULA

### Health Science and Safety Departmental

The patterns of study for majors which are outlined below may be considered professional and/or vocational in nature. Successful completion of an approved program of studies generally leads to the Bachelor of Science degree, recommended by the School of Health, Physical Education, and Recreation.

#### *Community Health Education* (45 semester hours)

Major Field Core: 111—2 hrs.; 221—2 hrs.; 326—2 hrs.; 392—2 hrs.; 414—3 hrs.; 417—2 hrs.; 419—2 hrs.; 426—2 hrs.; 420—6 hrs.; 428—3 hrs.  
Foundation Core: Chemistry 100—3 hrs.; 100L—1 hr.; Life Sciences 112—3 hrs.; 241—3 hrs.; Sociology 240—3 hrs.; Special Education 369—3 hrs.; Home Economics 201—3 hrs. or suitable substitute.

### ***Safety Management*** (58 semester hours)

Major Field Core: 211—2 hrs.; 212—3 hrs.; 314—3 hrs.; 318—3 hrs.; 319—3 hrs.; 323—3 hrs.; 325—3 hrs.; 328—3 hrs.; 411—3 hrs.; 413—3 hrs.; 416—3 hrs.; 418—3 hrs. 422—6 hrs.; 423—3 hrs.; 426—2 hrs.  
Foundation Core: Management 300—3 hrs.; 351—3 hrs.; 440—3 hrs.; Sociology 464—3 hrs.

### ***Environmental Health Sciences*** (42-43 semester hours)

Major Field Core: 211—2 hrs.; 312—4 hrs.; 326—2 hrs.; 392—2 hrs.; 412—4 hrs.; 414—3 hrs.; 417—2 hrs.; 421—6 hrs.  
Foundation Core: Chemistry 100—3 hrs.; 100L—1 hr.; 150—3 hrs.; Life Sciences 112—3 hrs. or 101—4 hrs.; 274—3 hrs.; 474—4 hrs.

### **Teacher Certification**

Students should become thoroughly familiar with requirements of the School of Education and those to be fulfilled during the professional semester. Patterns of study listed below may be utilized for completion of one or more approved programs of study leading to the Bachelor of Science degree.

#### ***Major*** (41-42 semester hours)

Health-Safety Core: 111—2 hrs.; 211—2 hrs.; 221—2 hrs.; 313—2 hrs.; 323—3 hrs.; 326—2 hrs.; 327—3 hrs.; 415—3 hrs.; 417—2 hrs.; 419—2 hrs.; 424—3 hrs.; Special Education 369—3 hrs.  
Science Foundation Core: Life Sciences 112—3 hrs. (or 101—4 hrs.) 231—3 hrs.; 241—3 hrs.; 274—3 hrs.

#### ***Minor*** (25 semester hours)

Health-Safety Core: 111—2 hrs.; 211—2 hrs.; 221—2 hrs.; 313—2 hrs.; 323—3 hrs.; 326—2 hrs.; 327—3 hrs.; Special Education 369—3 hrs.  
Science Foundation Core: Life Sciences 231—3 hrs.; 241—3 hrs.; (327 also applies).

NOTE: It also is expected that HLSF 392—2 hrs. (Educational Methods in Health and Safety) will be taken and counted as professional education.

### **Professional Certification**

A minimum of eight semester hours of approved graduate credit in health and safety is required.

### ***Driver Education Endorsement***

This endorsement may be added to elementary, junior high, or secondary certificates. (6 semester hours minimum.)

Required: 323—3 hrs.; and 415—3 hrs.

## COURSES (HLSF)

- 211 (m-w) PERSONAL HEALTH SCIENCE—2 hours. Acquaints students with correct scientific information and data on matters of health which they, members of their families, and people in the community, state, nation, and world will encounter during their lives. Emphasis on cognitive, action, and affective domains of human conservation.
- 211 (m-w) FIRST-AID—2 hours. Intensive study of very practical bodies of knowledge and skills in first-aid and emergency medical care to better qualify an individual to cope with common daily emergencies.
- 212 (m-w) ENVIRONMENTAL SAFETY—3 hours. Study and evaluate significant concepts of modern ecology in searching into the nature of things related to environmental safety. The course is designed to cause students to question, analyze, generalize, and project safety into today's environment.
- 221 (m-w) COMMUNITY HEALTH—2 hours. Community health problems and the community health movement at local, state, federal, and international levels.
- 311 (m-w) FIRST-AID FOR INSTRUCTORS' CERTIFICATION—2 hours. Advanced consideration of first-aid subject matter, including instructional methods, techniques, and resources. Service as a teaching associate is required. Prerequisite: 211 or possession of standard and advanced first-aid certificate.
- 312 (m-w) INTRODUCTION TO ENVIRONMENTAL HEALTH—4 hours. History, philosophy, and principles of general public health sanitation. Lectures, demonstrations, discussions, and visitations to enable familiarization with municipal, rural, commercial, and industrial sanitary practice.
- 313 (m-w) SCHOOL HEALTH EDUCATION—2 hours. The field of health science instruction as a subject of public school curricula. Includes essential preparation of the health science educator.
- 314 (m-w) SAFETY METHODS—3 hours. The course is designed to stimulate the student's ability and techniques in developing logical, practical, and economic practices in industrial plant safety programs.
- 318 (m-w) OCCUPATIONAL SAFETY—3 hours. Current emphasis and trends in safety and accident prevention programs being promoted in connection with various types of service and production activities. Includes visitations for purpose of surveying actual safety programs in action.
- 319 (m-w) INDUSTRIAL ACCIDENT PREVENTION—3 hours. A study of safety methods and practices as applied to public and industrial programs.
- 323 (m-w) INTRODUCTION TO GENERAL SAFETY—3 hours. Designed to assist superintendents, principals, supervisors, teachers, students, school employees, and community leaders in planning and implementing safety education programs.
- 324 (m-w) PUBLIC HEALTH CONTROL OF ENVIRONMENTAL POLLUTANTS—3 hours. Public health principles regarding surveillance and monitoring procedures dealing with environmental pollutants resulting from use of undesirable methods in disposal of solid, liquid, and gaseous wastes; investigation

of historical, legal, and educational aspects of control; and role of public health authorities in pollution control planning. Prerequisites: HLSF 221, 312, Life Sciences 112, Chemistry 100, 100L, or special consent of the Department chairman.

325 (m-w) **TRAFFIC AND TRANSPORTATION SAFETY**—3 hours. Considers the chief problems of traffic safety and the promotion of programs dealing with automotive forms of transportation, highway design, traffic control, and traffic legislation.

326 (m-w) **ACCIDENT AND DISASTER CONTROL**—2 hours. Major types of accident and disaster situations and related preventive and remedial measures. Includes organizational features of control programs in schools, industries, and communities.

327 (m-w) **SCHOOL HEALTH SERVICES**—3 hours. Thorough consideration of services related to health of pupils, including basic services, health appraisal, health counseling, and follow-through aspects.

328 (m-w) **FIRE PROTECTION AND HAZARDOUS MATERIALS SAFETY**—3 hours. Designed for safety management professionals and students as well as other interested personnel. Emphasis is placed on methods and techniques related to effective fire prevention, fire protection, fire control, and the same manufacture, transportation, storage, and utilization of combustibles and other types of hazardous materials.

392 (m-w) **EDUCATIONAL METHODS FOR HEALTH AND SAFETY**—2 hours. Methods, procedures, aids, devices, and material sources appropriate for use by the health and safety educator.

411 (m-w) **CORPORATE SAFETY**—3 hours. Safety management students will participate actively in studying the development and maintenance of current national state safety standards in public and private organizations.

412 (m-w) **APPLIED PRINCIPLES OF ENVIRONMENTAL HEALTH**—3 hours. Systems concept as well as selected systematic procedures relating to environmental health programs, including program planning and evaluation of environmental health operations.

413 (m-w) **EMERGENCY SAFETY SERVICES AND SECURITY**—3 hours. The purpose of this course is to study methods of handling emergency safety problems and riot control in industry, communities, schools, institutions, etc.

414 (m-w) **EPIDEMIOLOGY AND PUBLIC HEALTH ADMINISTRATION**—3 hours. Philosophy, administrative considerations, and pattern of public health activities in the United States, including a thorough study of disease control.

\*415 (m-w) **DRIVER EDUCATION**—3 hours. Designed to prepare teachers and administrators in methods, materials, and administrative techniques related to effective driver education in the schools. Course includes classroom instruction and "behind-the-wheel" teaching and supervisory practice. Prerequisite: 323 or current enrollment in same.

\*416 (m-w) **ADMINISTRATION OF SAFETY PROGRAMS**—3 hours. Organizational features and administrative guidelines and techniques relating to safety programs in schools, industries, and divisions of government.

- \*417 (m-w) **COMMUNITY HEALTH AND SAFETY RESOURCES**—2 hours. Structure and function of all resource agencies in the total community that contribute to human health and well-being plus approaches utilized in the coordination of programs and services.
- 418 (m-w) **SURVEY OF SAFETY RESEARCH AND EVALUATIVE TECHNIQUES**—3 hours. Comprehensive investigation and review of research in the field of safety, and accident prevention with emphasis on human and environmental factors.
- \*419 (m-w) **PHYSICAL HEALTH PROBLEMS OF GROWTH AND DEVELOPMENT**—2 hours. Physical health problems in various categories which relate to the growth and development of children and youth. Ways and means of adapting programs and services for pupils who, because of exceptionalities, receive special attention.
- 420 (m-w) **PROFESSIONAL FIELD PRACTICE INTERNSHIP IN HEALTH EDUCATION**—1-4 hours. Practical field work obtained in connection with community health agencies at local, state, or federal levels. Experiences must be gained under the supervision of actual agency directors and university supervisors. Credit may be earned on the basis of one hour for each four-week period of full-day service. Six hours are required for completion of a major in Community Health Education. Prerequisites: senior status. HLSF 111, 221, 326, 392, 414, 417; Home Economics 201; Chemistry 100, 100L; Life Sciences 112, 241; Special Education 369; Sociology 240.
- 421 (m-w) **PROFESSIONAL FIELD PRACTICE INTERNSHIP IN ENVIRONMENTAL HEALTH**—1-4 hours. Practical field work obtained in connection with functioning environmental health programs of commercial, industrial, or governmental organizations. Experiences must be gained under the supervision of a recognized director of the environmental health operation involved. The course is to be taken in separate phases. Credit may be earned on the basis of one hour for each four-week period of full-day service. Six hours are required for completion of a major in Environmental Health Sciences. Prerequisites: senior status. HLSF 221, 312, 326, 392, 412; Life Sciences 112 or 101, 274, 474; Chemistry 100, 100L, 150.
- 422 (m-w) **PROFESSIONAL FIELD PRACTICE INTERNSHIP IN SAFETY MANAGEMENT**—1-4 hours. Practical field work obtained in connection with organized safety programs of commercial, industrial, or governmental organizations. Experiences must be gained under the supervision of official safety managers or directors of the safety operations involved. The course is to be taken in separate phases. Credit may be earned on the basis of one hour for each four-week period of full-day service. Six hours are required for completion of a major in Safety Management. Prerequisites: senior status. HLSF 211, 212, 314, 318, 319, 323, 325, 328, 413; Management 300, 440.
- 423 (m-w) **SAFETY SEMINAR PLANNING**—3 hours. Each advanced safety management student will be doing original research and reports. All students will exchange reports through formal lectures, discussions, and handouts.
- 424 (m-w) **HEALTH ASPECTS OF HUMAN ECOLOGY**—3 hours. Study of the ecological forces which influence man's health both quantitatively and qualitatively, and how man adapts to his environment in order to assure survival.

**425 TOXICOLOGY—3 hours.** Principles and theories of poisoning; the mode of action of toxic substances; the physiological systems they affect and the mechanisms by which this occurs; methods of prevention and treatment of poisoning; method of analysis for poisons; and principles of poison control in the community, industry, agriculture, and the home. Prerequisites: Chemistry 100, 100L; Life Sciences 231, 241.

**\*426 (m-w) HEALTH AND SAFETY SUPERVISION—2 hours.** Supervisory methods, tools, and techniques designed to develop leadership qualities, to promote human relations, and to up-grade contributions of employee personnel involved in various types of health and safety programs.

**428 (m-w) PUBLIC HEALTH EDUCATION—3 hours.** Integration of public health principles, teaching procedures, understanding of behavioral characteristics of adults, and current health problems and health legislation in the educator's role as a community organizer, health planner, and in-service training consultant.

**\*435 (m-w) DRIVER EDUCATION FOR THE HANDICAPPED—1-3 hours.** Gives driver education instructors an opportunity to investigate problems relative to handicapped students and to develop appropriate curricula and teaching materials needed in the field of driver education and traffic safety for special education students.

**\*436 (m-w) SEMINAR IN MOTORCYCLE SAFETY EDUCATION—1-3 hours.** Provides an opportunity for program administrators, driver education instructors, and interested students for exposure and discussion of current problems involving motorcycle safety education. Development of progressive curricula and teaching materials needed to upgrade motorcycle safety education in compliance with current federal, state, and local legislation.

**477 PRACTICUM IN ENVIRONMENTAL HEALTH—4 hours.** Environmental Health laboratory experiences provided through field work, experiments, and evaluation and interpretation of data.

(m-w): Courses available to both men and women students.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

Dr. P. Stanley Brassie, Chairman

Department Office: Room 139, Men's Physical Education Building

The Department of Physical Education for Men is responsible for three programs: (1) undergraduate and graduate professional preparation; (2) basic skill instruction for General Education; (3) and intramural sports and student recreation.

**PROFESSIONAL PREPARATION PROGRAMS.** The professional study programs in physical education are designed to meet the needs of the student who wishes to prepare for teacher certification in physical education or professional-vocational careers. Departmental specialization and enrichment is offered in such fields as adapted physical education, athletic training, interscholastic coaching, and intramural administration and supervision.

A student admitted to graduate work in the area of physical education may arrange a program of study with certain courses designed to meet his individual needs related to preparation for secondary or college teaching. For additional information consult the *Bulletin of the School of Graduate Studies*.

**GENERAL EDUCATION COURSES.** Two hours of credit in the area of physical education are necessary to meet requirements of the University General Education program. The student is provided an opportunity to choose courses which will promote his general physical well-being as well as develop new recreational skills. Students with physical disabilities should enroll in MPE 198.

**INTRAMURAL AND STUDENT RECREATION.** The extensive intramural and recreation programs are designed to encourage organized competition and informal free play among the students of the University through physical activity. Participation is voluntary, and a wide and varied program of activities is offered that appeal to student interests.

**DEGREE PROGRAM—TEACHER CERTIFICATION.** Candidates for the degree, Bachelor of Science in Physical Education, must have (1) completed successfully a minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the patterns in General Education; (3) complied with the

physical education requirements for a departmental major; (4) maintained the minimum index necessary for continued enrollment; and (5) met certification requirements if on teaching curriculum.

A candidate for graduation is requested to file a formal application for the degree in the office of the School of Health, Physical Education, and Recreation as least two months before graduation.

## CURRICULA

### Departmental

The following curricular patterns are designed to enrich and provide specialization in areas of men's physical education.

#### *Adapted Physical Education Specialization* (27 semester hours)

A course of study which uses an interdisciplinary approach involving physical education, recreation, science, and special education. A number of the required courses are also required for certification in physical education. The specialization is open to both men and women.

Required courses: Life Sciences: 231—3 hrs.; 241—3 hrs. MPE: 292—2 hrs.; 380—3 hrs.; 480—3 hrs.; 497—3 hrs. WPE: 147—1 hr. Recreation: 364—3 hrs. Educational Psychology: 202—3 hrs. Special Education: 262—3 hrs.

#### *Athletic Training Specialization*

Opportunity is given the student to gain the basic concepts and skills necessary to be certified by the National Athletic Trainers Association. All courses except Physical Education 495 are available to women.

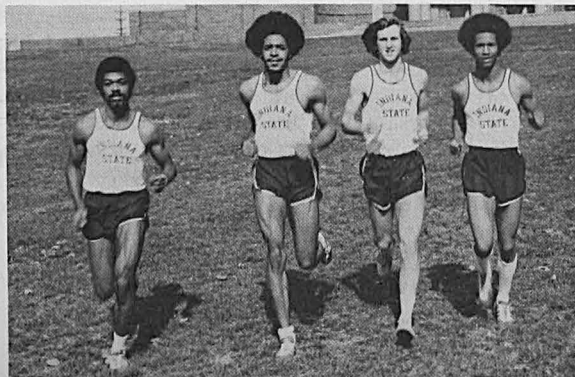
##### **Pattern A** (24 semester hours)

For those students pursuing a major in physical education: MPE: 293—2 hrs.; 392—2 hrs.; 393—2 hrs.; 394/395—4 hrs.; 480—3 hrs.; 492—3 hrs.; 495—2 hrs. Chemistry: 100—3 hrs.; 100L—1 hr. Home Economics: 201—3 hrs.

##### **Pattern B** (38 semester hours)

In addition to Pattern A, those students pursuing a major other than physical education must take the additional courses:

MPE: 295—3 hrs.; 380—3 hrs. Life Sciences: 231—3 hrs.; 241—3 hrs. HLSF: 211—2 hrs.





### *Interscholastic Coaching Specialization* (15 semester hours)

A concentration of courses to prepare students to coach interscholastic athletic teams with the exception of head football and basketball.

Required: 6 hours from MPE: 380—3 hrs.; 480—3 hrs. Life Sciences: 231—3 hrs.; 241—3 hrs. MPE: 292—2 hrs. 2-4 hours from MPE: 139—2 hrs.; 246—2 hrs.; 441—3 hrs. HLSF: 419—2 hrs. 2-4 hours from MPE: 485—2 hrs.; 486—2 hrs.; 487—2 hrs.; 488—2 hrs.; 489—2 hrs.; 490—2 hrs.

### *Intramural Sports Specialization* (15 semester hours)

This series of courses is designed to give those who want to become leaders in intramural sports and school related activities an opportunity to gain basic skills, concepts, and experiences.

Required courses: MPE: 246—2 hrs.; 446—2 hrs. HLSF: 211—2 hrs. Recreation: 460—3 hrs. Education: 443—3 hrs. Journalism: 116—3 hrs.

## Teacher Certification

### *Physical Education Area Major* (52 semester hours)

The following four-year course of study leads to a teaching area major in physical education for men. This certificate qualifies the student for coaching, teaching, and supervising physical education and health in Indiana public schools from the elementary through secondary levels. (K-12).

Required Physical Education: 139—2 hrs.; 140—1 hr.; 141—2 hrs.; 142—1 hr.; 143—1 hr.; 144—1 hr.; 145—1 hr.; 171—1 hr.; 183—1 hr.; 246—2 hrs.; 247—2 hrs.; 347—2 hrs.; 359—3 hrs.; 380—3 hrs.; 442—3 hrs. Life Sciences: 231—3 hrs.; 241—3 hrs. HLSF: 111—2 hrs.; 211—2 hrs.; 313—2 hrs. Recreation: 460—3 hrs.

Electives: (11 hours to be selected from the following) HLSF: 323—3 hrs.; 327—3 hrs. MPE: 182—1 hr.; 186—1 hr.; 187—1 hr.; 188—1 hr.; 189—1 hr.; 292—2 hrs.; 441—3 hrs.; 480—3 hrs.; 485\*—2 hrs.; 486\*—2 hrs.; 487\*—2 hrs. 488\*—2 hrs.; 489\*—2 hrs.; 490\*—2 hrs.

\* Only two hours may be counted toward the eleven-hour elective.

### *Physical Education Major* (40 semester hours)

The following four-year course leads to a teaching major in physical education for men, with certification for coaching, teaching, and supervising physical education and health in Indiana public schools at the secondary level. (7-12).

Required Physical Education: 139—2 hrs.; 140—1 hr.; 141—2 hrs.; 142—1 hr.; 143—1 hr.; 144—1 hr.; 145—1 hr.; 292—2 hrs.; 380—3 hrs.; 441—3 hrs.; 442—3 hrs. Life Sciences: 231—3 hrs.; 241—3 hrs. HLSF: 111—2 hrs.; 211—2 hrs.; 313—2 hrs. Recreation: 460—3 hrs.

Electives: 5 hours. (4 hours of which are to be chosen from the following) MPE: 485—2 hrs.; 486—2 hrs.; 487—2 hrs.; 488—2 hrs.; 489—2 hrs.; 490—2 hrs.

### *Physical Education Minor* (24 semester hours)

The following course of study leads to a teaching minor in physical education for men. This minor provides for coaching and teaching physical education in Indiana on the secondary level. (7-12).

Required Physical Education: 139—2 hrs. 140—1 hr.; 141—2 hrs.; 142—1 hr.; 143—1 hr.; 144—1 hr.; 292—2 hrs.; 380—3 hrs.; 441—3 hrs.  
Life Sciences: 231—3 hrs. HLSF: 211—2 hrs.

Electives: 3 hours. (2 hours of which are to be selected from the following)  
MPE: 485—2 hrs.; 486—2 hrs.; 487—2 hrs.; 488—2 hrs.; 489—2 hrs.; 490—2 hrs.

### **Elementary Endorsement** (24 semester hours)

Required courses: MPE: 139—2 hrs.; 143—1 hr.; 144—1 hr.; plus one of the following: 158—1 hr. or 259—2 hrs. WPE: 147—2 hrs.; 247—2 hrs.; 248—3 hrs. or 447—2 hrs.; 349—2 hrs.; 149—1 hr.; 171—1 hr.; 177—1 hr. HLSF: 211—2 hrs.; 313—2 hrs. Recreation: Elective—2 hrs.  
Elective: MPE—2 hrs.

In addition to the successful completion of the major or minor pattern, the student must satisfy all departmental and University requirements for graduation. The programs are administered through the School of Health, Physical Education, and Recreation, and the degree earned is the Bachelor of Science.

Any elementary student who wishes to complete a junior high endorsement must take the physical education minor.

## **GENERAL EDUCATION ACTIVITIES COURSES**

Courses listed may be used to satisfy the two semester hour General Education requirement.

158 (m-w) SWIMMING—1 hour.

159 (m-w) SENIOR LIFESAVING—1 hour. Prerequisite: Ability to pass preliminary test.

160 WEIGHT TRAINING—PHYSICAL CONDITIONING—1 hour.

161 BASKETBALL AND JOGGING—1 hour.

162 BOWLING AND TOUCH FOOTBALL—1 hour.

163 VOLLEYBALL AND SOCCER—1 hour.

164 BADMINTON AND SPEEDBALL—1 hour.

165 SOFTBALL AND BILLIARDS—1 hour.

167 TENNIS AND RECREATION GAMES—1 hour.

168 GOLF AND TABLE TENNIS—1 hour.

169 (m-w) JUDO—1 hour.

180 (m-w) TENNIS AND BADMINTON—1 hour.

183 (m-w) GOLF—1 hour.

193 DEVELOPMENTAL CONDITIONING—1 hour. Provides fundamental skills and teaching methodology in developmental conditioning activities.

198 (m-w) DEVELOPMENTAL PHYSICAL EDUCATION—1 hour. Prerequisite: consent of instructor.

258 (m-w) SKIN AND SCUBA DIVING—1 hour. Prerequisite: ability to pass preliminary test.

259 (m-w) WATER SAFETY INSTRUCTOR—2 hours. Prerequisite: consent of instructor.

## COURSES

139 FOUNDATIONS OF PHYSICAL EDUCATION—2 hours. Provides an understanding of the philosophical, historical, biological, sociological, psychological, and educational bases of the profession.

140 APPARATUS AND TUMBLING—1 hour. Teaches progressions, biomechanical principles, and safety techniques necessary for proficiency.

141 MASS ACTIVITIES—2 hours. An applied theory course in the progression of suitable activities for elementary school students. Observation opportunities of public school physical education classes are provided.

142 RACKET GAMES—1 hour. The teaching of individual skills and development of basic principles of group instruction.

143 SOCCER, SPEEDBALL, VOLLEYBALL—1 hour. The teaching of individual skills and development of basic principles of group instruction.

144 TOUCH FOOTBALL, SOFTBALL, BOWLING—1 hour. The teaching of individual skills and development of basic principles of group instruction.

145 FUNDAMENTALS OF WRESTLING—1 hour. The teaching of basic skills and development of principles of group instruction.

157 (m-w) AQUATIC ACTIVITIES—1 hour. Instruction in selected aquatic activities including water polo, water basketball, skin diving, and springboard diving. Open to all students with a previous swimming background.

158 SWIMMING—1 hour. Development of swimming skills and water safety knowledge.

159 (m-w) SENIOR LIFESAVING—1 hour. Personal skills and knowledge for lifesaving and water safety. American Red Cross Lifesaving Certificate awarded if requirements are met. Prerequisite: ability to pass preliminary skills test.

160 WEIGHT TRAINING—PHYSICAL CONDITIONING—1 hour. Provides instruction and activity in the techniques and theory of resistance training.

161-168 ACTIVITY COURSES—1 hour. Instruction courses in which carry-over physical education activities are stressed. Among these are: badminton, basketball, billiards, bowling, golf, jogging, recreational games, soccer, softball, speedball, table tennis, touch football, volleyball.

169 (m-w) JUDO—1 hour. Instruction in the basic skills and related information of the sport of judo. Credit can apply toward General Education Physical Education requirement.

180 (m-w) TENNIS AND BADMINTON—1 hour.

183 (m-w) GOLF—1 hour.

186 LABORATORY IN BASEBALL—1 hour. The fundamentals of baseball through lecture and participation.

187 LABORATORY IN BASKETBALL—1 hour. The fundamentals of basketball through lecture and participation.

188 LABORATORY IN FOOTBALL—1 hour. The fundamentals of football through lecture and participation.

189 LABORATORY IN TRACK AND FIELD—1 hour. The fundamentals of track and field through lecture and participation.

198 (m-w) DEVELOPMENTAL PHYSICAL EDUCATION—1 hour. Individual instruction in physical development activities for students who cannot engage in vigorous activities because of physical limitations. Prerequisite: consent of instructor.

246 LEADERSHIP IN INTRAMURALS—2 hours. Various techniques and procedures used in the organization and administration of intramural activities. Some practical experience offered in a school intramural program.

258 (m-w) SKIN AND SCUBA DIVING—1 hour. Basic skills and related information for safe skin and scuba diving. Prerequisite: swimming proficiency test and medical statement.

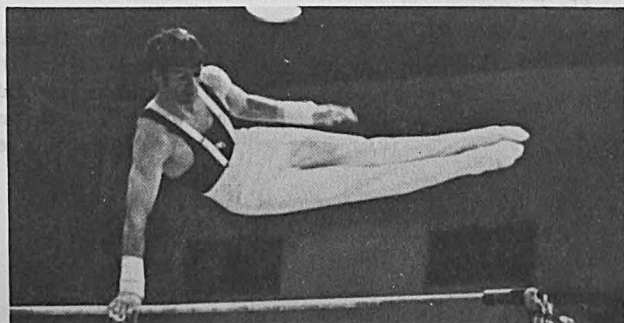
259 (m-w) WATER SAFETY INSTRUCTOR—2 hours. Preparation for certification as an American Red Cross Water Safety Instructor. Prerequisite: an American Red Cross Senior Lifesaving Certificate currently in effect or concurrent enrollment in an ARC Senior Lifesaving course.

287 OFFICIATING BASKETBALL—1 hour. Rules and techniques needed to become a registered official.

288 OFFICIATING FOOTBALL—1 hour. Rules and techniques needed to become a registered official.

290 PRACTICUM IN TEACHING PHYSICAL EDUCATION I—1 hour. Designed to provide early teaching experience for the physical education student. It is suggested that this course be taken during the sophomore year. Prerequisite: 139.

291 PRACTICUM IN TEACHING PHYSICAL EDUCATION II—1 hour. Designed to provide teaching experience prior to the professional semester in an area of special interest. Prerequisites: 139, 290.



292 (m-w) CARE AND PREVENTION OF ATHLETIC INJURIES—2 hours. The care and prevention of athletic injuries for the coach and physical educator.

293 (m-w) STRENGTH, CONDITIONING, AND REHABILITATION—2 hours. The trainer's role in building stronger athletes and getting the injured athlete back into action in a minimum period of time through the use of accepted conditioning and rehabilitation.

295 INTRODUCTION TO ATHLETIC TRAINING—3 hours. (Trainers only.) Techniques used by the professional trainer in the care and prevention of athletic injuries.

358 ADVANCED SCUBA DIVING—2 hours. The course offers certification as an advanced diver by YMCA and Professional Association of Diving Instructors (PADI). Prerequisite: Student must be a certified diver through a national organization.

359 (m-w) AQUATICS—3 hours. Development of personal skills and knowledge in various aquatic activities with an emphasis on instructional methods at different skill and age levels.

380 (m-w) KINESIOLOGY—3 hours. A study of human motion, noting bones, joints, and muscles that are involved and the mechanical conditions under which work is accomplished. Prerequisite: Life Sciences 231.

391 TEACHING METHODS IN PHYSICAL EDUCATION—2 hours. Methods of teaching physical education in grades 7-12.

392 (m-w) MEDICAL ASPECTS OF ATHLETIC TRAINING—2 hours. Team physician and trainer relationships, legal liability, insurance programs, physical examinations, emergency equipment, medical terminology, and many other problems closely related to the team physician.

393 (m-w) ATHLETIC THERAPY. MODALITIES—2 hours. The theory and operation of commonly used therapeutic devices in the training room. All techniques will be in accordance with instructions given by the team physician.

394 (m-w) TRAINING ROOM PRACTICE—2 hours. Students working toward an Athletic Training Certificate will be required to work two semesters in the training room. Observation and actual practice of techniques on athletes will provide their experience.

395 (m-w) TRAINING ROOM PRACTICE—2 hours. Students working toward an Athletic Training Certificate will be required to work two semesters in the training room. Observation and actual practice of techniques on athletes will provide their experience.

\*441 (m-w) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—3 hours. Analysis and discussion of the various aspects of school programs of physical education, intramurals, and athletics.

\*442 (m-w) MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION—3 hours. The administration and evaluation of tests of strength, general motor ability, motor fitness, endurance, and skills as well as knowledge testing, social development, body mechanics, nutritional measurements, and somatotyping. Elementary statistical techniques and methods of designing tests are included.

446 FIELD EXPERIENCE IN INTRAMURAL SPORTS AND SCHOOL RELATED ACTIVITIES—2 hours. Students working towards a specialist certificate in intramural sports will be given actual practice in the field. Prerequisites: 246, Recreation 460.

\*457 TEACHING THE HANDICAPPED TO SWIM—2 hours. Special techniques, devices, and progressions used to help meet the swimming needs of the handicapped. Open to all students with a previous swimming background.

\*480 PHYSIOLOGY OF EXERCISE—3 hours. The application and interpretation of the principles of physiology involved in vigorous muscular activity. Current research in physiology of exercise as well as laboratory experiences demonstrating these principles. Prerequisite: 380 or consent of instructor.

485 (m-w) COACHING OF GYMNASTICS—2 hours. Skills and theory involved in the teaching and coaching of gymnastics.

486 COACHING OF BASEBALL—2 hours. Skills and theory involved in the teaching and coaching of baseball.

487 (m-w) COACHING OF BASKETBALL—2 hours. Skills and theory involved in the teaching and coaching of basketball.

488 COACHING OF FOOTBALL—2 hours. Skills and theory involved in the teaching and coaching of football.

489 (m-w) COACHING OF TRACK AND FIELD—2 hours. Skills and theory involved in the teaching and coaching of track and field.

\*490 (m-w) COACHING OF SWIMMING AND DIVING—2 hours. Skills and theory involved in the teaching and coaching of swimming and diving.

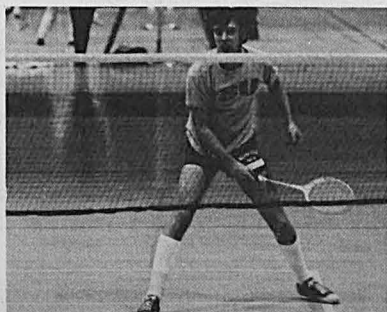
492 (m-w) DIAGNOSTIC TECHNIQUES OF ATHLETIC TRAINING—3 hours. A specialized course dealing with anatomy, kinesiology, injury symptoms, and specific tests to help the trainer make preliminary evaluation until a physician can make final diagnosis. Prerequisite: 380.

495 FIELD EXPERIENCE IN ATHLETIC TRAINING—2 hours. Actual practice in the field required of students working toward an Athletic Training Certificate. Prerequisite: consent of instructor.

\*497 (m-w) ADAPTED PHYSICAL EDUCATION—3 hours. Exploration of modification of the physical education program to meet the needs of students who are unable to participate profitably in the regular program. Problems of preventive and corrective physical education are studied. Prerequisite: 380 or consent of instructor.

(m-w): Courses available to both men and women students.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

Dr. Eleanor Forsythe St. John, Chairman  
Department Office: Room 136,  
Women's Physical Education Building

The Department of Physical Education for Women is designed to meet the needs of students in all phases of physical education with a continuing emphasis upon physical fitness. Classes are structured in such a manner that a student may attain proficiency in an activity which may be utilized today as well as in the future. Opportunities for participation in all types of physical activities are available to all women students through classes, clubs, intramurals, and intercollegiate competition.

The Department offers professional courses to meet the needs of (1) students working for a certificate based upon the completion of a minor, major, or area major in health and physical education, (2) elementary education students who elect an elementary endorsement area in this field, and (3) students who wish to use the courses as electives.

The Department reserves the right to require completion of undergraduate deficiencies for any student completing a graduate major in physical education.

**GENERAL EDUCATION COURSES.** All activity courses may be utilized to meet the General Education requirement. For guidance in the selection of classes, women students should refer to the description of General Education activities courses.

**DEGREE PROGRAMS.** Students majoring in physical education may earn either the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must have (1) completed successfully a minimum of 124 semester hours of credit; (2) satisfied all University requirements for graduation including the patterns in General Education; (3) complied with departmental requirements for proficiency of performance in various skill areas; (4) completed the certification requirement for teacher education; and (5) maintained the minimum index necessary for continued enrollment.

Students who plan graduate study should refer to the *Bulletin of the School of Graduate Studies* for information concerning advanced work and degrees in physical education and health.

## CURRICULA

The majority of students who complete a major or minor in physical education and health plan to teach. The pattern is used by some to serve as a basis for physical therapy and as a background for working with youth agencies such as the YWCA, Girl Scouts, etc.

### Departmental

The following curricular pattern is designed to enrich and provide specialization in areas of physical education.

#### *Adapted Physical Education Specialization* (27 semester hours)

A course of study which uses an interdisciplinary approach involving physical education, recreation, science, and special education. A number of the required courses are also required for certification in physical education. The specialization is open to both men and women.

Required courses: Physical Education: 149—1 hr.; 292—2 hrs.; 380—3 hrs.; 480—3 hrs.; 497—3 hrs. Recreation: 364—3 hrs. Life Sciences: 231—3 hrs.; 241—3 hrs. Special Education: 262—3 hrs. Educational Psychology: 202—3 hrs.

### Teacher Certification

#### *Physical Education Area Major* (52 semester hours)

This course of study leads to certification for teaching physical education and health in grades kindergarten through twelve.

Required courses: WPE: 149—1 hr.; 151—1 hr.; 152—1 hr.; 180—1 hr.; 249—1 hr.; 250—1 hr.; 251—1 hr.; 252—1 hr.; 139—2 hrs.; 147—2 hrs.; 247—2 hrs. or 353—2 hrs.; 248—3 hrs.; 254—1 hr.; 349—2 hrs. or 447—2 hrs.; 352—2 hrs.; 354—2 hrs.; 355—2 hrs.; 380—3 hrs.; 385—2 hrs.; 441—3 hrs.; 442—3 hrs.; 448—1 hr.; 497—3 hrs.; one of the following: 154—1 hr., 155—1 hr., 156—1 hr., or 159—1 hr.; plus 256—1 hr. or 259—2 hrs. HLSF 111—2 hrs.; 211—2 hrs.; 313—2 hrs. Recreation: Elective—2 hrs.

#### *Physical Education Major* (40 semester hours)

This course of study prepares the student to teach physical education and health in grades seven through twelve.

Required courses: WPE 149—1 hr.; 151—1 hr.; 152—1 hr.; 180—1 hr.; 249—1 hr.; 250—1 hr.; 251—1 hr.; 252—1 hr.; 139—2 hrs.; 254—1 hr.; 347—2 hrs.; 352—2 hrs.; 354—2 hrs.; 355—2 hrs.; 380—3 hrs.; 385—2 hrs.; 441—3 hrs.; 442—3 hrs.; one of the following: 154—1 hr., 155—1 hr.; 156—1 hr., or 159—1 hr.; plus 256—1 hr. or 259—2 hrs. HLSF: 111—2 hrs.; 211—2 hrs.; 313—2 hrs. Recreation: Elective—2 hrs.



### *Physical Education Minor* (24 semester hours)

This curricular pattern provides provisional certification for grades seven through twelve, but is limited to physical education.

Required courses: WPE: 149—1 hr.; 150—1 hr.; 151—1 hr.; 152—1 hr.; 174—1 hr.; 180—1 hr.; 249—1 hr.; 250—1 hr.; 251—1 hr.; 252—1 hr.; 139—2 hrs.; 254—1 hr.; 352—2 hrs.; 354—2 hrs.; 355—2 hrs.; one of the following: 154—1 hr.; 155—1 hr.; 156—1 hr.; 159—1 hr.; 256—1 hr.; or 259—2 hrs.; plus WPE elective—1 hr. Life Sciences: 231—3 hrs.

### *Elementary Endorsement* (24 semester hours)

This pattern is available for elementary education majors who wish to specialize in physical education. Elementary students may also complete a 12-hour concentration area in physical education.

Required courses: WPE: 149—1 hr.; 150—1 hr.; 171—1 hr.; 174—1 hr.; 139—2 hrs.; 147—2 hrs.; 247—2 hrs.; 248—3 hrs. or 447—2 hrs.; 349—2 hrs.; one of the following: 154—1 hr.; 155—1 hr.; 156—1 hr.; 159—1 hr.; or 259—2 hrs. HLSF: 211—2 hrs.; 313—2 hrs. Recreation Elective—2 hrs. Elective: Physical Education—3 hrs.

In addition to the successful completion of the major or minor pattern, the student must satisfy all departmental and University requirements for graduation. The programs are administered through the School of Health, Physical Education, and Recreation, and the degree earned is the Bachelor of Science. Any elementary student who wishes to complete a junior high endorsement must take the physical education minor.

### Professionalization

Eight semester hours of graduate work in health and physical education are required for professional certification.

### Departmental

The following curricular pattern is designed to enrich and provide specialization in areas of physical education.

### *Physical Education Minor* (18 semester hours)

This pattern may be elected as a part of the Bachelor of Arts degree.

Required courses: WPE: 174—1 hr.; 249—1 hr.; 250—1 hr.; 251—1 hr.; 252—1 hr.; 139—2 hrs.; 355—2 hrs. HLSF: 211—2 hrs. Recreation: Elective—2 hrs. Electives in Physical Education—5 hrs.

**PHYSICAL EDUCATION REQUIREMENTS FOR GENERAL EDUCATION.** All women students should enroll in the Department when they first enter the University. Participation is continued during

a minimum of two consecutive terms unless permission for delay is granted by the University physician and the Chairman of the Women's Physical Education Department.

Any woman who because of age, physical condition, or health status is unable to participate actively, should take Physical Education 148 and 198; HLSF 211 may be substituted if the chairman of the Department approves prior to enrollment in the course.

## GENERAL EDUCATION ACTIVITIES COURSES

148 POSTURE AND RECREATIONAL ACTIVITIES—1 hour. Fundamentals of posture and functional body mechanics for walking, sitting, standing, and working. Mild recreational activities such as shuffleboard, table tennis, modified bowling, and others are taught.

154 (m-w) BEGINNING SWIMMING—1 hour.

155 (m-w) INTERMEDIATE SWIMMING—1 hour.

156 (m-w) ADVANCED SWIMMING AND DIVING—1 hour. Includes work in synchronized swimming.

159 (m-w) SENIOR LIFESAVING AND WATER SAFETY—1 hour. American Red Cross certification if requirements met. Prerequisite: ability to pass qualifying tests.

170 SPARKETTES—1 hour. University precision group which performs with band. Permission of instructor required.

171 (m-w) BEGINNING FOLK DANCE—1 hour.

172 (m-w) INTERMEDIATE FOLK DANCE—1 hour.

173 (m-w) FOLK AND SQUARE DANCE—1 hour.

174 (m-w) BEGINNING MODERN DANCE—1 hour.

175 (m-w) INTERMEDIATE MODERN DANCE—1 hour.

176 (m-w) ADVANCED MODERN DANCE—1 hour. Prerequisite: consent of instructor.

177 (m-w) SOCIAL DANCE—1 hour.

179 BOWLING—1 hour. Additional fee at commercial alley.

180 (m-w) TENNIS AND BADMINTON—1 hour.

181 (m-w) INTERMEDIATE TENNIS—1 hour.

182 (m-w) ARCHERY—1 hour.

183 (m-w) GOLF—1 hour.

184 (m-w) INTERMEDIATE GOLF—1 hour.

185 (m-w) FENCING—1 hour.

198 (m-w) **DEVELOPMENTAL PHYSICAL EDUCATION**—1 hour. Individual instruction in physical development activities for students who cannot engage in vigorous activities because of physical limitations. Prerequisite: consent of instructor.

259 (m-w) **WATER SAFETY INSTRUCTOR**—2 hours. American Red Cross certification if requirements are met. Prerequisite: current Senior Lifesaving Certificate.

## COURSES

139 **FOUNDATIONS OF PHYSICAL EDUCATION**—2 hours. History, principles, and scientific basis of professional Health, Physical Education, and Recreation.

147 **TECHNIQUES OF TEACHING SELF TESTING ACTIVITIES**—2 hours. Designed to prepare area majors for teaching the basic skills, progression, and safety involved in the various types of self testing activities for grades one through six.

149 **MOVEMENT FUNDAMENTALS**—1 hour.

150 **SOCCER AND FIELD GAMES**—1 hour.

151 **TUMBLING, STUNTS, AND GYMNASTIC ACTIVITIES**—1 hour.

152 **TRACK AND FIELD**—1 hour.

246—**LEADERSHIP IN INTRAMURALS**—2 hours. Organization and administration of intramural program and clubs. Basic technique for direction of cheer-leading squad and drill teams. Laboratory experience provided through activities courses.

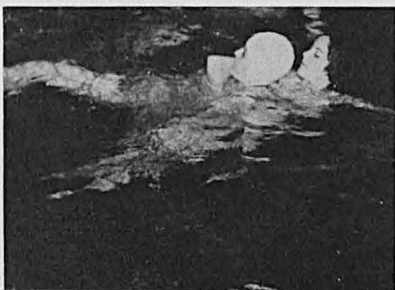
247 (m-w) **TEACHING RHYTHMS IN THE ELEMENTARY SCHOOL**—2 hours. Methods and techniques of teaching dance as related to the development of the child. Materials for grades one through eight are developed. Prerequisites: 174 and 252.

248 (m-w) **CURRICULUM DESIGN FOR ELEMENTARY PHYSICAL EDUCATION**—3 hours. The factors to be considered in selection of activities for grades one through six. Theoretical as well as practical material will be developed for each grade.

249 **SKILLS AND APPLIED TECHNIQUES IN BASKETBALL AND SOFTBALL**—1 hour. Required of all majors and minors in physical education.

250 **SKILLS AND APPLIED TECHNIQUES IN VOLLEYBALL AND HOCKEY**—1 hour. Required of all majors and minors in physical education.

251 **SKILLS AND APPLIED TECHNIQUES IN ARCHERY AND GOLF**—1 hour. Required of all majors and minors in physical education.



252 SKILLS AND APPLIED TECHNIQUES IN BOWLING, FOLK, SQUARE, AND SOCIAL DANCE—1 hour. Required of all majors and minors in physical education.

254 TECHNIQUES OF OFFICIATING INDIVIDUAL, DUAL, AND TEAM SPORTS—1 hour. Enroll concurrently in 355.

256 METHODS IN TEACHING SWIMMING (no certification)—1 hour. Required of all physical education majors who cannot qualify for 159.

292 (m-w) CARE AND PREVENTION OF ATHLETIC INJURIES—2 hours. The care and prevention of athletic injuries for the coach and physical educator.

347 (m-w) THEORY AND PRACTICE OF ORGANIZED PLAY—2 hours. Nature and function of play. Techniques of organizing and conducting a play program in camp, summer playgrounds, or in the elementary school. Laboratory experience provided.

348 (m-w) METHODS FOR TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS—2 hours. Methods for teaching dramatic play, games, rhythms, and self-testing activities. Principles for selection of materials are developed and evaluation of activities is considered. Required of all elementary majors.

349 (m-w) THEORY AND PRACTICE OF BASIC MOVEMENT—2 hours. The study of the movement possibilities underlying all physical education activities. Movement experiences are studied through problem solving and guided exploration methods geared to elementary school children.

352 TEACHING RHYTHMS IN THE HIGH SCHOOL—2 hours. Methods and materials necessary to develop a dance program in the high school. Fundamental techniques for teaching social, folk, square, and modern dance are provided through laboratory experience. Prerequisites: 174 and 252.

353 THEORY OF MODERN DANCE—2 hours. Develops a vocabulary of movement based upon modern technique and their application, elementary principles of composition, and an appreciation of art and music through movement. Prerequisite: 174 or 175.

354 TEACHING TEAM SPORTS FOR WOMEN—2 hours. Provides a technical knowledge of rules and methods for teaching basketball, softball, and volleyball. Prerequisites: 249 and 250.

355 TEACHING AND OFFICIATING INDIVIDUAL AND DUAL SPORTS—2 hours. Provides a technical knowledge of rules and methods for teaching archery, bowling, tennis, and golf. Prerequisites: 180, 251, and 252.

380 (m-w) KINESIOLOGY—3 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite: Life Sciences 231, 241.

385 TEACHING OF GYMNASTICS—2 hours. History and development of gymnastics. Basic skills, teaching progressions, and safety procedure, free exercise and use of gymnastic equipment.

391 THEORY AND PRACTICE OF METHODS IN PHYSICAL EDUCATION—2 hours. Methods of teaching physical education at all levels. Professional preparation course.

\*441 (m-w) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—3 hours. Problems in the organization and administration of a physical education program and an investigation of material for their solution.

\*442 (m-w) MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION—3 hours. Administration and interpretation of tests in fitness, strength, skills, and abilities.

447 (m-w) TECHNIQUE OF TEACHING LEAD-UP GAMES FOR ELEMENTARY SCHOOL CHILDREN—2 hours. An applied theory course in lead-up games to team and individual sports. The course includes basic skills and teaching progression suitable for elementary children.

448 (m-w) PRACTICUM—1 hour. This course provides experience in responsible teaching at the elementary level in the schools of the community. It is required of women area majors in physical education.

451 ANALYSIS AND APPLICATION OF RHYTHMIC FORMS FOR DANCE—3 hours. A theoretical and practical study of the significance of rhythmic form of dance movement. Prerequisite: 174, 343 or consent of instructor.

\*452 SEMINAR IN CREATIVE RHYTHM AND DANCE EDUCATION FOR THE ELEMENTARY SCHOOLS—2 hours. A practical course planned to enrich the teaching skills of the classroom teacher.

\*453 SEMINAR IN MODERN DANCE COMPOSITION—2 hours. Principles of modern dance composition which prepare for the transition from the teaching of technique to teaching dance composition. Prerequisite: 174 or 175 or consent of instructor.

\*480 PHYSIOLOGY OF EXERCISE—3 hours. The application and interpretation of the principles of physiology involved in vigorous muscular activity. Current research in physiology of exercise as well as laboratory experiences demonstrating these principles. Prerequisite: 380 or consent of instructor.

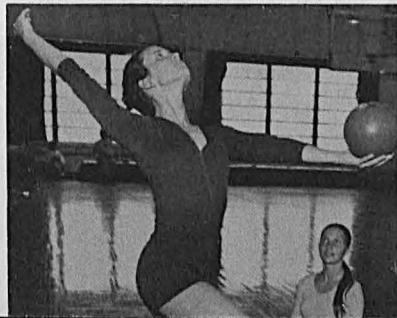
485 (m-w) COACHING OF GYMNASTICS—2 hours. Skills and theory involved in the teaching and coaching of gymnastics.

487 (m-w) COACHING OF BASKETBALL—2 hours. Skills and theory involved in the teaching and coaching of basketball.

\*497 (m-w) ADAPTED PHYSICAL EDUCATION—3 hours. Exploration of modification of the physical education program to meet the needs of students who are unable to participate profitably in the regular program. Problems of preventive and corrective physical education are studied. Prerequisite: 380 or consent of instructor.

(m-w): Courses available to both men and women students.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.



## DEPARTMENT OF RECREATION

Dr. Gerald S. O'Morrow, Chairman  
Department Office: Room 101, Samuels Building

The twentieth century finds man turning more and more to his increasing free time for creative self-expression because socially necessary work no longer provides major satisfactions or means of self-fulfillment. The effect of this movement has provided countless varieties of organized and unorganized recreation and leisure pursuits for individuals and groups. An institutionalized structure and a fledgling profession have emerged, committed to the development of a philosophy of leisure and recreation and of more adequate resources for helping the individual in his search for a full life through leisure and recreation.

The Department of Recreation offers a program designed to provide competent professional preparation for organizing, planning, and administering leisure programs and facilities within a variety of agencies.

The program involves a core of recreation-educational experiences augmented by a variety of course offerings on an inter- and intra-departmental basis and field experience. Students may develop specialized interests in camping, outdoor education, and recreation for the ill and disabled through electives.

**DEGREE PROGRAMS.** Students may earn a Bachelor of Science or a Bachelor of Arts degree in Recreation and must complete a minimum of 124 semester hours of credit and satisfy all other University requirements for graduation. The recreation major is a professional-vocational program. A minor in recreation may be elected.

### CURRICULA

#### Recreation Departmental

##### *Recreation Major* (57 semester hours)

Required core: Recreation 266—5 hrs.; 267—5 hrs.; 366—5 hrs.; 367—5 hrs.; 462—6 hrs.; 463—5 hrs.

Allied Fields: Speech 215—3 hrs.; Special Education 262—3 hrs.; Political Science 305 or 307—2 hrs.; Life Sciences 413 or 415—3 hrs.; Educational Psychology 426—3 hrs.; Geography 433—3 hrs.

Required HPER Courses: HLSF 211—2 hrs.; Recreation 368—3 hrs.; plus 3 hrs. to be elected from the following list: WPE 154—1 hr.; MPE 158—1 hr.; MPE 167—1 hr.; WPE 180—1 hr.; MPE 168—1 hr.; WPE 183—1 hr.; MWPE 173—1 hr.; MWPE 177—1 hr.; WPE 182—1 hr.; MPE 142—1 hr.



### *Recreation Minor* (24 semester hours)

Required core: Recreation 260—2 hrs. or 261—2 hrs.; 266—5 hrs.; 364—3 hrs.; 368—3 hrs.; 460—3 hrs.

Allied Fields: 5 hrs. of directed electives from the following: HLSF 211—2 hrs.; Speech 215—3 hrs.; Special Education 262—3 hrs.; Political Science 307—2 hrs.; Life Sciences 415—3 hrs.; Educational Psychology 426—3 hrs.; Geography 433—3 hrs.

Required HPER Courses: 3 hours of directed electives from the following: WPE 154—1 hr.; MPE 158—1 hr.; MPE 167—1 hr.; WPE 180—1 hr.; MPE 168—1 hr.; WPE 183—1 hr.; MPE 142—1 hr.; MWPE 173—1 hr.; MWPE 177—1 hr.; WPE 182—1 hr.

## COURSES

260 (m-w) **CAMP COUNSELING**—2 hours. The acquisition of skills, understandings, attitudes, and knowledge which are essential for camp counseling. Some practical experience. (majors and non-majors.)

261 (m-w) **OUTDOOR EDUCATION**—2 hours. Various kinds of learning experiences in the out-of-doors. The ways in which education and outdoor living are related and utilized in the teaching and recreation process. (majors and non-majors.)

266 (m-w) **MAN AND LEISURE**—5 hours. The growth of leisure in modern society and the recognition of leisure and recreation as important aspects in the lives of individuals is presented. Historical, philosophical, psychological, sociological, economical, educational, ecological, political, and physiological aspects. (majors and minors only.) (required in major and minor core.)

267 (m-w) **CHOICES FOR THE LEISURE EXPERIENCE**—5 hours. Recreation experiences in the development of a well-rounded individual are reviewed. Students analyze and participate in a wide range of activities to assist in the development of a personal operational philosophy of leisure. Prerequisite: 266 or consent of faculty. (majors only.) (required in major core.)

364 (m-w) **RECREATION FOR THE HANDICAPPED**—3 hours. The organization, philosophy, program, and leadership in recreation for the handicapped are examined. Emphasis is placed on leadership responsibilities and practical activities which are assigned and supervised. (majors and non-majors.)

366 (m-w) **LEADERS FOR LEISURE**—5 hours. Principles and functions of leadership are presented for a variety of settings. Active participation as leaders in on-going programs in the community is required. Prerequisites: 266, 267 or consent of faculty. (majors only.) (required in major core.)





367 (m-w) **LEISURE, PEOPLE, AND ENVIRONMENTS**—5 hours. Examines the provisions of recreation services in relation to the individual at different age levels and in a variety of settings and in many types of "communities." Prerequisites: 266, 267, 366 or consent of faculty. (majors only.) (required in major core.)

368 (m-w) **ADMINISTRATION OF HUNTING AND FISHING PROGRAMS**—3 hours. The theory, practice, and programming of hunting and fishing will be presented. Students will be encouraged to develop skills and actual hunting and fishing opportunities will be made available. (majors and non-majors.) (required in major allied fields.)

369 (m-w) **CANOE AND WILDERNESS CAMPING**—3 hours. Instruction and practical experience in canoeing, woodsmanship, wilderness navigation, camping, safety, survival, fishing, and group-tripping leadership. Includes preparatory workshop sessions and a seven to ten day wilderness canoe trip in the Quetico-Superior wilderness area of northern Minnesota and Canada. (majors and non-majors.)

460 (m-w) **RECREATION ACTIVITIES AND LEADERSHIP**—3 hours. Recreational activities, leadership, and experience in conducting a well-rounded program. (non-majors only.)

461 (m-w) **INDEPENDENT COURSE OF STUDY**—1-3 hours. Library or original research study of special topics may be pursued independently or in small groups under the supervision of a designated faculty member. May also be structured as directed seminar study of graduate students to partially remedy lack of undergraduate training in leisure sciences and services. Prerequisite: consent of instructor. (majors only.)

462 (m-w) **PROFESSIONAL INVOLVEMENT**—1-6 hours. A minimum of eight weeks of supervised professional field work experience plus additional requirements. Prerequisites: 266, 267, 366, 367 or consent of faculty. (majors only.) (required in major core.)

463 (m-w) **ADMINISTERING LEISURE PROGRAMS**—5 hours. Principles and practices of the administrative process in leisure-oriented organizations are analyzed. Prerequisites: 266, 267, 366, 367 or consent of faculty. (majors only.) (required in major core.)



# SCHOOL OF NURSING

Dr. Harriet O. Reeves, Dean

Dr. Mary O'Neill, Assistant Dean

School Office: Room E-11, School of Nursing Building

The Indiana State University School of Nursing opened in September 1963, on the University campus in Terre Haute. The School is an integral unit of the University, and its students have the privileges and responsibilities accorded all undergraduate students. The School is accredited by the National League for Nursing, and by the Indiana State Board of Nurses' Registration and Nursing Education and its graduates are approved for school nursing by the Division of Teacher Education and Certification, Indiana State Department of Public Instruction.

The basic baccalaureate program in nursing offers, to qualified men and women high school graduates, a four-year curriculum of general and professional education leading to a Bachelor of Science degree with a major in nursing. The program is community health centered. The graduate is prepared for licensure as a Registered Nurse and for professional nursing practice in medicine, surgery, maternal-child health, psychiatry, and public health in the settings where nursing service is appropriate: the hospital, health agency, home, school, industry, clinic, doctor's office, and the armed services. The graduate also is prepared to advance to positions requiring administrative skill and to recognize the needs for continuing professional and personal development. The program forms the basis for graduate study in nursing in specialized clinical areas, teaching, and administration.

In September 1967, the School began admitting graduates of associate degree and diploma nursing programs to the generic program to study for the Bachelor of Science degree with a major in nursing. A Continuing Education Program was initiated in January 1970.

Clinical laboratory experience in nursing takes place in community health agencies under the direct guidance of the University's School of Nursing faculty. The major portion of the hospital clinical laboratory practice centers in Union Hospital and St. Anthony Hospital. Both hospitals are located near the University in Terre Haute.

The Visiting Nurse Association of Terre Haute, the Vigo County Health Department, and the Vigo County School Corporation are some of the major agencies used for Community Health field practice. Veterans Administration Hospital, Danville, Illinois, and the

Katherine Hamilton Mental Health Center in Terre Haute are used for mental health and psychiatric nursing. A wide variety of other community resources and facilities are used in the nursing program. The nursing major begins in the freshman year and continues throughout the four years. The clinical theory and practice in nursing is on the senior college level in the last two years.

### ADMISSION REQUIREMENTS

1. **University**  
Meet the entrance requirements of Indiana State University.
2. **The School of Nursing requires the following:**
  - A. Completion of one unit of high school algebra prior to taking Chemistry 103.
  - B. Satisfactory health report.

There is no predetermined age range. Men and women with families are acceptable.

### SCHOLASTIC AVERAGE

Students must maintain a minimum cumulative average of C and receive a minimum grade of C in each clinical nursing course. A minimum of a C must be obtained in selected General Education courses.

### UNIFORMS

The School of Nursing uniforms usually will be purchased by the student during the spring semester of the freshman year.



# CURRICULUM

## TYPICAL PROGRAM

### First Year

	CREDIT
<b>FIRST SEMESTER:</b> (may include summer school)	
English 104, Chemistry 103, Psychology 101, Sociology 120, Speech 101, Nursing 101, Physical Education	18
Summer attendance to lighten load is encouraged.	
<b>SECOND SEMESTER:</b>	
English 105, Chemistry 104, Educational Psychology 202, Life Sciences 231, Nursing 102, Physical Education	16

### Second Year

<b>FIRST SEMESTER:</b>	
Physics 111, Home Economics 221, Nursing 201, Life Sciences 241, Educational Psychology 342	16
<b>SECOND SEMESTER:</b>	
Life Sciences 274, Sociology 460, Nursing 202, Philosophy 200, 201, or 202, Life Sciences 201, Humanities Elective	17

### Third Year

<b>FIRST SEMESTER:</b>	
Nursing 301, Nursing 304, English 305 or Exemption	15-17
<b>SECOND SEMESTER:</b>	
Nursing 302, Humanities Elective	15

### Fourth Year

<b>FIRST SEMESTER:</b>	
Nursing 401, 403, Humanities Elective	15
<b>SECOND SEMESTER:</b>	
Nursing 402, 406	14

## Baccalaureate Program for Graduates of Associate Degree and Diploma Programs in Nursing

Indiana State University School of Nursing will admit to its nursing program registered nurses for the purpose of completing requirements for a Bachelor of Science degree with a major in nursing. The program will be planned individually for each student because of the differences in education, background, and experience of each graduate nurse.

CREDIT

The University will offer examinations for credit in General Education courses which the student has taken previously without college credit. General Education courses which were taken for college credit will receive transfer credit according to the policies of Indiana State University and the requirements of the School of Nursing.

Placement examinations in nursing will be given after the student is enrolled in Nursing 203 (Seminar in Nursing as a Social Force) which is required for all registered nurses. It is possible to attempt to test out of all junior nursing courses that require laboratory experience.

The prospective student should apply for admission to Indiana State University. It is necessary to arrange an interview with the Dean of the School of Nursing in order to plan an individualized program. A transcript of all courses taken at a college or university and from schools of nursing, as well as the license number of the state or states in which the applicant is licensed to practice must be submitted to the Dean.

## COURSES

101 NURSING AS A SOCIAL FORCE—2 hours. Professional nursing as a social force and as a component of comprehensive health services. Factors influencing the development of the concept of health and nursing are traced.

102 NURSING AS A SOCIAL FORCE—2 hours. Broad concepts of health and the health care system. Nursing as one of the health services and its relation to the health team. Introduction to the nursing process.

#201 NURSING OF THE INDIVIDUAL—4 hours. Introduction to the role of the nurse in meeting the basic needs of the individual. Beginning acquisition of knowledge, attitudes, and development of skills based on concepts and principles derived from the physical, biological, and behavioral sciences. Prerequisites: 101 and 102 or consent of instructor.

#202 NURSING OF THE INDIVIDUAL—4 hours. A continuation of Nursing 201. Prerequisite: 201 or consent of instructor.

203 SEMINAR IN NURSING AS A SOCIAL FORCE—3 hours. Investigation of factors which influence the development of community health services and the role of the professional nurse in the delivery of health care. (For graduate nurses.) Prerequisite: consent of instructor.

#301 MEDICAL-SURGICAL NURSING I—12 hours. Combined theory and clinical learning experiences utilizing the nursing process to provide individualized nursing care of adults with deviations from high-level wellness. Emphasis is on application of facts, principles, and concepts from the bio-psychosocial sciences which are used in determining professional nursing judgments. Prerequisite: 202 or consent of instructor.

#302 MATERNAL-CHILD HEALTH NURSING—12 hours. Comprehensive health aspects of childbearing, child rearing, and childhood. Maternal and child nursing experience in a variety of settings. Prerequisite: 202 or consent of instructor.

304 COMMUNITY HEALTH NURSING I—3 hours. Community health administration and epidemiology as applied to nursing and comprehensive health services. Analysis of nursing contributions to the prevention of disease and disability in relation to the health team and administrative profile of community health at local, state, national, and international levels. Prerequisite: 202 or consent of instructor.

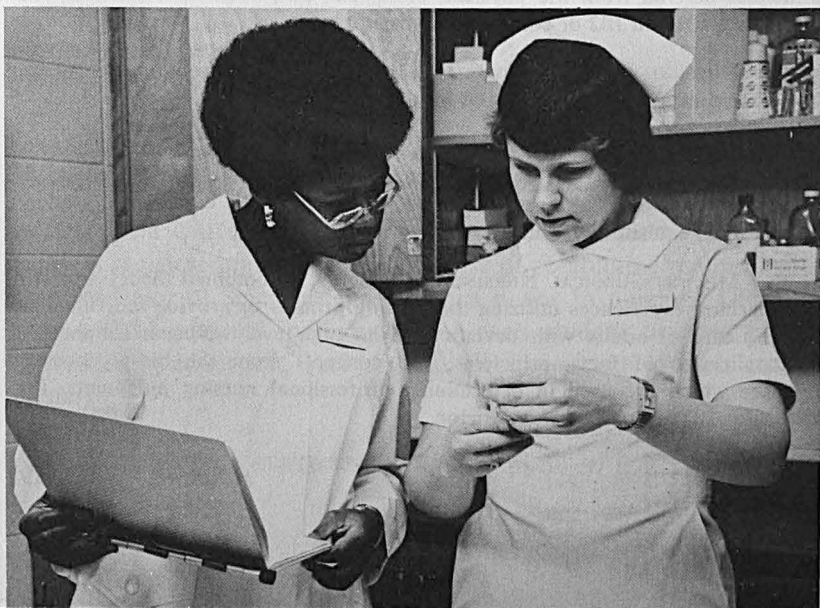
#401 PSYCHIATRIC NURSING—6 hours. Deviation from health in the area of psychiatry, treatment of psychiatric conditions, including special therapies and nursing care of the psychiatric patient. Students are guided in basic techniques of interpersonal and group relationships in providing nursing care. Prerequisites: 301, 302 or consent of instructor.

#402 MEDICAL-SURGICAL NURSING II—11 hours. Principles and concepts of nursing management and leadership including assessment of physiological and psychological needs, identification, intervention, and evaluation of comprehensive nursing care to groups of acute and chronically ill adult patients. Prerequisites: 301, 302 or consent of instructor.

#403 COMMUNITY HEALTH NURSING II—6 hours. Comprehensive nursing care to individuals and families in the home and community in conjunction with the health team and utilization of community resources. Health continuum throughout the life cycle. Promotion and maintenance of health, prevention of disease and disability, and rehabilitation. Prerequisites: 301, 302, 304 or consent of instructor.

406 NURSING SEMINAR—3 hours. Current trends, problems, and goals in nursing education and service. Responsibilities of the graduate professional nurse to self, profession, and community. Prerequisites: 301 and 302 or consent of instructor.

# Includes clinical experience.



# SCHOOL OF TECHNOLOGY

Dr. L. W. Yoho, Dean

Dr. J. Larry Heath, Acting Assistant Dean  
School Office: Room 209, Technology Building

The School of Technology at Indiana State University was established in December 1967 and presently includes the following five departments: Aerospace Technology, Industrial Arts Education, Industrial Professional Technology, Industrial Technology and Vocational-Technical Education.

The departmental courses translate the common body of content derived from the industrial-technological segment of society into awareness, understandings, experience, and competencies regarding production of goods and services needed by members of our industrialized society. The School's role deals primarily with preparation of professional teachers, instructors, supervisors, managers, pilots, and technologists who work with the citizenry in public schools, private schools, industries, and businesses.

The technological segment of our society has become an attractive and exciting field of careers for young men and women who like to combine theory and application in their study. Students may specialize preparation in the technologies of manufacturing, construction, industrial communication, product servicing, aerospace, printing, electronics, packaging, and drafting and design.

Evidence of prior achievement in a technology may exempt certain beginning courses for advanced standing. Application for advanced placement should be made to the departmental chairman.

Independent study opportunities are designed into special problems and honors courses. Talented majors may undertake advanced independent study and research for variable credit (1-8 hours) by contract arrangement. Qualification for the honors program requires cumulative G.P.A. of 3.0 or better and a major index of 3.5. Application may be made after 30 semester hours of credit.

**DEGREE PROGRAMS:** Students may earn the Bachelor of Science degree under curricular programs of teacher education in cooperation with the School of Education, liberal arts in cooperation with the College of Arts and Sciences, and in professional-vocational curricular programs in the School of Technology.

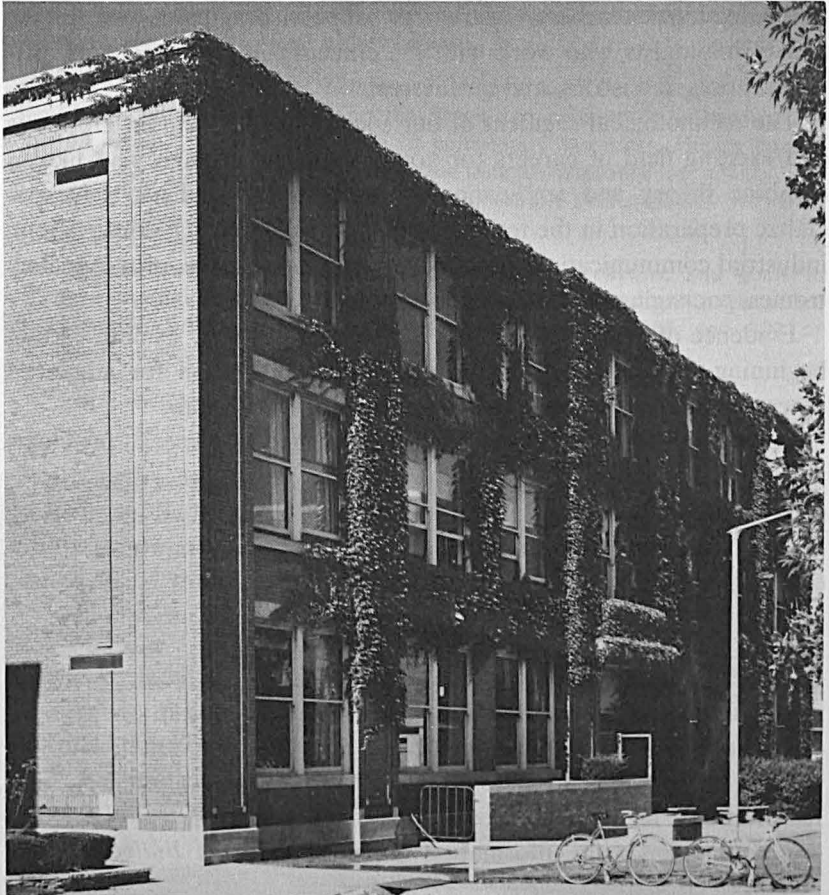
Graduate program information is provided in the *Bulletin of the School of Graduate Studies*.



**COOPERATIVE PROFESSIONAL PRACTICE:** Most curricular patterns in the School of Technology provide opportunity for the cooperative practice in industry. Students on these programs may earn credit while gaining experience and earning on the job.

**GENERAL EDUCATION COURSES:** Students may elect under Section G of the University General Education Program to enroll in courses chosen from the following group: IT307, IT327, IT404, IT478, and IT491. Course content can be reviewed by consulting the course descriptions or the Department chairman.

**OTHER PROGRAMS:** The School of Technology participates in the University Studies Program by offering a five-hour seminar called Man and Technology. The School also participates in the Honors Program for High School students by offering a seminar in Futurology.



# DEPARTMENT OF AEROSPACE TECHNOLOGY

Dr. Ivan W. Bates, Chairman

Department Office: Room 120, Technology Annex West

The Department of Aerospace Technology offers an opportunity to prepare for careers in aviation with an aviation administration major, a professional flight major, or general flight minor.

Flight programs are conducted in an approved flight school under the provisions set forth by the Federal Aviation Authority.

## CURRICULA

A major or minor may be selected from the following offerings:

### *Aviation Administration Major* (74 semester hours)

Required courses:

Aerospace Technology: 140—1 hr.; 141—2 hrs.; 142—3 hrs.; 240—2 hrs.; 241—3 hrs.; 242—2 hrs.; 243—3 hrs.; 301—3 hrs.; 302—3 hrs.; 345—2 hrs.; 346—3 hrs.; 347—2 hrs.; 348—2 hrs.; 401—3 hrs.; 402—3 hrs.; 443—2 hrs.; 444—2 hrs.; 480—3 hrs.

Industrial Professional: 478—3 hrs.; 480—3 hrs.

Accounting 101—3 hrs.

Management-Finance: Management 300—3 hrs.; 440—3 hrs.; Finance 300 3 hrs.; Business Administration 340—3 hrs.; 347—3 hrs.; 363—3 hrs.; 436—3 hrs.

### *Professional Flight Major\** (50 semester hours)

Required courses:

33 to 39 semester hours from:

Aerospace Technology: 140—1 hr.; 141—2 hrs.; 142—3 hrs.; 240—2 hrs.; 241—3 hrs.; 242—2 hrs.; 243—3 hrs.; 345—2 hrs.; 346—3 hrs.; 347—2 hrs.; 348—2 hrs.; 440—2 hrs.; 441—3 hrs.; 442—2 hrs.; 443—2 hrs.; 444—2 hrs.; 445—3 hrs.

5 semester hours from:

Industrial Technology: 161—2 hrs.; 329—3 hrs.

10 to 13 semester hours from:

Mathematics: 111—4 hrs.; 112—2 hrs.

Science: Physics 105—4 hrs.; Meteorology 314—3 hrs.

\* Students in the professional flight major must also complete a Department approved minor.

### *General Flight Minor* (23 semester hours)

Required courses:

Aerospace Technology: 140—1 hr.; 141—2 hrs.; 142—3 hrs.; 240—2 hrs.; 241—3 hrs.; 242—2 hrs.; 243—3 hrs.; 345—2 hrs.; 346—3 hrs.; 443—2 hrs.



## COURSES

AT140 INTRODUCTION TO FLIGHT—1 hour. An introduction to basic flight knowledge and skill. Ten hours of actual flight in modern single engine aircraft. The first step toward the private pilot's license.

AT141 PRIMARY FLIGHT—2 hours. Basic flight and ground techniques preparatory to the private pilot's license. (30 hours of flight.)

AT142 AERO-TECHNOLOGY I—3 hours. Primary flight principles, aviation, meteorology, navigation, and FAA regulations. Preparation for the FAA written private pilot's examination.

AT240 COMMERCIAL FLIGHT I—2 hours. Special emphasis is placed on a higher degree of coordination utilizing advanced maneuvers. The first phase of three which leads to the commercial license. (40 hours of flight.)

AT241 ANALYSIS OF FLIGHT MANEUVERS—3 hours. Theory of flight, basic flight maneuvers, aircraft instruments, principles of attitude instrument flying, weight and balance, aircraft powerplants and propellers, and aircraft fuel, electrical, and hydraulic systems.

AT242 COMMERCIAL FLIGHT II—2 hours. Minimum controllable airspeed, pattern and track flying, emergencies and critical situations; small, soft, and high altitude/temperature airport experiences are included in the second phase of commercial flight. (40 hours of flight.)

AT243 AERO-TECHNOLOGY II—3 hours. Pilotage, dead reckoning and radio navigation, including navigation charts, instruments, computers, electronic aids, and radio communications, plus night flying procedures and FAA regulations.

AT301 AEROSPACE HISTORY—3 hours. The highlights and key events of aerospace history. The historic coverage concentrates on man's efforts to fly within the earth's atmosphere and rocket and spacecraft development.

AT302 AIR TRANSPORTATION—3 hours. Historical development and present status of air transportation facilities, regulations—state and federal, legal characteristics of air transportation industry, problems and services of commercial transportation.

AT345 COMMERCIAL FLIGHT III—2 hours. Completion of flight time required for the commercial certificate. Night flying, cross country, transition, and precision flying are included. (40 hours of flight.)

AT346 AERO-TECHNOLOGY III—3 hours. Completes knowledge requirements for the commercial pilot certificate, including advanced flight theory and precision maneuvers, in-flight emergencies, multi-engine procedures, and aviation weather.

AT347 INSTRUMENT FLIGHT—2 hours. Instrument flight stressing precision flying, navigation, meteorology, radio orientation, and procedures, designed to meet flight requirements for instrument rating. (20 hours of flight, 10 hours of simulator time.)

AT348 INSTRUMENT FLIGHT THEORY AND REGULATIONS—2 hours. Regulations, methods, and operation of controlled instrument flying. Includes basic

instrument flight, IFR communications, enroute navigation, and terminal procedures to meet the requirement for the FAA written instrument examination.

**AT401 AIR CARRIER SYSTEMS—3 hours.** Organizational structure and operation of airlines, including sales, reservations and space control, dispatching and passenger care, determination of tariffs, personal relations, research, and public relations.

**AT402 AEROSPACE LEGISLATION—3 hours.** Federal, state, and local legislation as related to the aerospace industry. Case studies and discussion methods are used to show application of these statutes. Included will be a study of latest legislation passed by the Congress and international conventions.

**AT440 FLIGHT INSTRUCTOR FLIGHT—2 hours.** The flight experience as required by the FAA for certification as a flight instructor. (25 hours of flight.)

**AT441 FLIGHT INSTRUCTOR (AIRPLANE)—3 hours.** Theory of flight, ground instruction, aircraft performance, analysis of maneuvers, and other basic theory as needed by the airplane flight instructor. Prepares the student for the FAA instructor written examination.

**AT442 MULTI-ENGINE—2 hours.** The flight and ground instruction which is required for the multi-engine rating. (10 hours of flight.)

**AT443 MAINTENANCE AND OPERATION OF AVIATION FACILITIES I—2 hours.** The operation of the aviation facility and its problems. Airport planning and development, customer relations, aircraft utilization, and flight line operation are a few of the typical problems discussed.

**AT444 MAINTENANCE AND OPERATION OF AVIATION FACILITIES II—2 hours.** A laboratory course stressing the services needed by the public from the aviation industry. A term paper is required.

**AT445 FLIGHT INSTRUCTOR, INSTRUMENT—3 hours.** The basic flight theory and skills as required for the instrument instructor certificate. Covers aspects of instructing instruments interfaced with analysis of instrument flight maneuvers and procedures. Prerequisite: special consent of the Department. (10 hours of flight.)

**AT480 AVIATION ADMINISTRATION SEMINAR—1-6 hours.** Special problems and current status of legislation in aircraft and related aerospace industries. Prerequisite: senior standing, major in aerospace technology or by special consent of instructor.



# DEPARTMENT OF INDUSTRIAL ARTS EDUCATION

Dr. Ethan A. T. Svendsen, Chairman  
Department Office: Room 208, Technology Building

The Department of Industrial Arts Education prepares teachers and administrative personnel for secondary, post-secondary, and higher education instructional programs that draw their subject matter from industry and its supporting technology. Service instruction is provided for other curricular programs that prepare elementary teachers, recreation directors, and manual arts therapists.

**DEGREE PROGRAMS.** Students may earn the Bachelor of Science degree under curricular programs of Industrial Arts teacher education.

Graduate programs also are offered in these areas and students planning graduate study should consult the *Bulletin of the School of Graduate Studies* for information about graduate degrees and professional certification.

## Teacher Certification—Secondary Teaching

Students pursuing a program leading to certification in one of the following curricular patterns must study carefully the additional requirements for certification and for the professional semester as outlined by the School of Education.

### *Industrial Arts Area Major*<sup>1</sup> (52 semester hours)

Required courses: Industrial Arts 130—3 hrs.; 392—2 hrs.; 470—3 hrs.; 476—3 hrs.; 477—3 hrs.

From Industrial Technology—drafting—4 hrs.; woods—4 hrs.; metals—4 hrs.; graphic arts—4 hrs.; electricity-electronics—4 hrs.; power and auto—4 hrs.

Electives: 14 hours from specialization areas of manufacturing, construction, service, or industrial communications, or combinations recommended by advisor.

### *Industrial Arts Major*<sup>1</sup> (40 semester hours)

Required courses: Industrial Arts 130—3 hrs.; 392—2 hrs.; 470—3 hrs.; 476—3 hrs.

From Industrial Technology—drafting—4 hrs.; woods—4 hrs.; metals—4 hrs.; graphic arts—4 hrs.; electricity-electronics—4 hrs.; power and auto—4 hrs.

Electives: 5 hours from specialization areas of manufacturing, construction, service, or industrial communications, or combinations recommended by advisor.

<sup>1</sup> May qualify for provisional endorsement as coordinator of Vocational Industrial Cooperative Training (I.C.T.). Additional requirements: VT-405 (3 hrs.), VT-485 (3 hrs.), and two years of occupational experience.

### *Industrial Arts Minor* (24 semester hours)

Required courses: Industrial Arts 130—3 hrs.; 392—2 hrs.; 470—3 hrs.

From Industrial Technology—10 semester hours in one of the following: drafting, electricity-electronics, graphic arts, metals, power and auto, or woods.

Electives: 6 hours in one additional area from above toward second license endorsement (10 hours) or combination recommended by advisor.

### *Manual Arts Therapy* (40 hours Industrial Arts major with 24-25 hours interdepartmental minor)

Required courses:

Industrial Arts Major, 40 hrs.; VT475—3 hrs.; IA444—6 hrs.

Art: 101A—3 hrs. and 220—3 hrs.

Life Sciences: 231—3 hrs.

Special Education: 262—3 hrs. and 380—3 hrs.

The above program meets requirements for Manual Arts Therapist certification from the Federal Veterans Administration. Note that the program includes the qualifications for the Indiana Provisional Certificate in Industrial Arts Education. IA 444—6 hrs. is an internship in the Indianapolis Veterans Hospital.

## COURSES

IA130 INTRODUCTION TO INDUSTRIAL ARTS EDUCATION—3 hours. An integration of initial understandings about industrial technology with an orientation to teaching in this curriculum area.

IA300 HONORS IN INDUSTRIAL ARTS EDUCATION—1-8 hours. Advanced independent study under "individual achievement contract." Contract examples include experimentation with new ideas and concepts related to industry or industrial education, innovation in product or process in manufacture, and significant contribution or discovery in service, construction, or communication areas. Prerequisites: Cumulative G.P.A. of 3.00 with a 3.50 in Industrial Arts courses.

IA335 INDUSTRIAL ARTS FOR ELEMENTARY TEACHERS—1 hour. A laboratory course which provides a variety of manipulative experiences with the tools and materials of industrial technology. Opportunities are suggested for the application of these learnings in teaching situations. (Not open to Industrial Arts majors.)

IA340 INDUSTRIAL ARTS FOR ELEMENTARY GRADES—2 hours. Planning individual and group problems which can be integrated with other areas of instruction, projects, and designs involving a variety of materials suitable for various elementary grade levels.

IA341 GENERAL INDUSTRIAL CRAFTS—3 hours. Laboratory experiences with various craft media representative of industry. The experiences and projects may be adapted for camp, leisure time, hobby, and special education.

IA391 INSTRUCTIONAL METHODS—2 hours. Selection and utilization of the means to correlate teaching and learning activities, content, and the total learning environment. (This is a half-semester course.) Required for Industrial Arts Education majors.

IA392 LABORATORY MANAGEMENT—2 hours. Coordination of all elements required for a safe, orderly, and well-maintained laboratory environment in relation to students, staff, schedules, and instructional procedures. (This is a half-semester course.) Required for Industrial Arts Education majors.

\*IA400 WORLD TRAVEL STUDY—3-6 hours. Travel in selected countries to investigate the technology, industry, and related educational systems of that area. Students will be assigned to a curator, educator, and/or industrialist in the area they visit. Specific topics of investigation must be identified by the student, and a research paper must be submitted at the conclusion of the course.

\*IA413 THE WOODS LABORATORY—2 hours. Maintenance and care of equipment; design, construction, and operation of woodworking equipment; organization, arrangement, and management of facilities. Prerequisite: IT212.

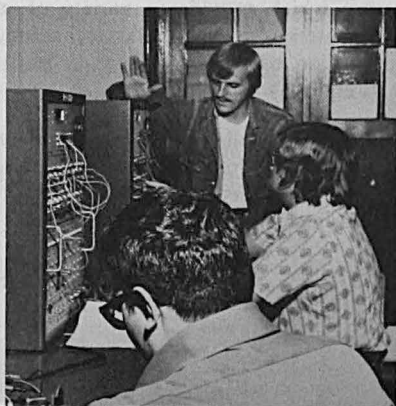
IA444 CLINICAL INTERNSHIP IN MANUAL ARTS THERAPY—6 hours. A supervised clinical experience in corrective therapeutic activities. Students approved for this program must be enrolled on the special industrial arts course, and they must be assigned to the Veterans Administration Hospital at Indianapolis, Indiana, for ten weeks. Prerequisite: consent of Department chairman. (Arranged)

\*IA466 THE ELECTRICITY-ELECTRONICS LABORATORY—3 hours. Organization and management of educational laboratories.

\*IA470 COURSE CONSTRUCTION—3 hours. Systematic approach to identifying and selecting instructional strategies. Prerequisites: Secondary Education 305, concurrent enrollment, or consent of instructor.

\*IA476 THE GENERAL SHOP—3 hours. A technical laboratory course which also exemplifies learning systems and organization that are applicable in secondary education. Prerequisite: 470.

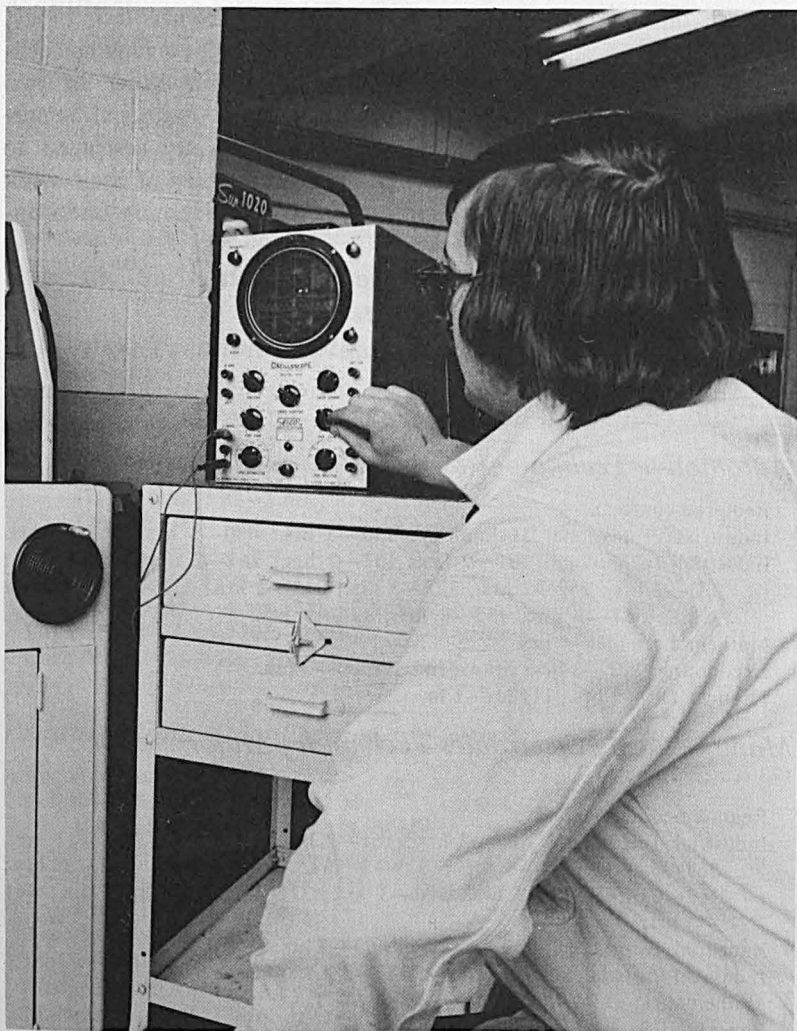
\*IA477 FACILITY PLANNING—3 hours. Design of an educational environment with regard to content and method, equipment and resources, personnel, and relationships to total school.



\*IA492 ANALYSIS FOR INSTRUCTIONAL CONTENT—2-3 hours. Derivation of analysis concepts and procedures from industrial practice for application in industrial arts teaching and learning.

\*IA493 INDUSTRIAL ARTS EDUCATION WORKSHOP—1-3 hours. Content of each workshop will relate to the new and current developments in the various technological areas. (Examples: manufacturing technology, construction technology, communications technology, and service technology.) The specific programs for each workshop will be determined by a committee working with the workshop director.

\* Open to graduate students. Graduate students are required to do additional work of a research nature.





# DEPARTMENT OF INDUSTRIAL PROFESSIONAL TECHNOLOGY

Dr. William E. James, Chairman  
Department Office: Room 207, Technology Building

The Industrial Professional Technology Department prepares students for careers in industrial managerial, technologist, and technician positions. The student may choose from among several baccalaureate and associate degree majors which offer a balance of classroom study and experience in modern laboratories responsive to change and the needs of industry. Baccalaureate degree majors are offered in automotive technology, electronics technology, manufacturing design, manufacturing supervision, packaging technology, and printing management. Enrollment on either of two additional baccalaureate degree majors, general industrial supervision and general industrial technician, is generally restricted to students who have completed approximately one-half of their work towards a degree in another institution of higher learning or in another school within the University.

Associate degree majors with two options each are offered in drafting and design and in electronics.

## CURRICULA

### I. Four-Year Programs

#### *Automotive Technology Major* (54 semester hours)

Required courses:

Industrial Professional Technology: 130—3 hrs.; 480—3 hrs.; 487—3 hrs.

Industrial Technology: 101—2 hrs.; 132—2 hrs.; 161—2 hrs.; 221—2 hrs.;  
233—2 hrs.; 262—2 hrs.; 325—3 hrs.; 332—2 hrs.; 335—3 hrs.; 336—  
3 hrs.; 337—3 hrs.; 433—3 hrs.; 434—3 hrs.

Mathematics: 111—4 hrs.

Accounting: 201—3 hrs.; Management: 300—3 hrs.

Physics: 111—2 hrs.; 111RL—1 hr.

#### *Manufacturing Electronics Technology Major* (73 semester hours)

Required courses:

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 201—2 hrs.; 262—2 hrs.;  
263—5 hrs.; 265—3 hrs.; 329—3 hrs.; 360—5 hrs.; 361—3 hrs.;  
362—3 hrs.; 365—3 hrs.; 370—3 hrs.; 371—3 hrs.; 460—5 hrs.; 461  
—5 hrs.

Industrial Technology: 462—3 hrs. or 463—5 hrs.

Industrial Professional Technology: 130—3 hrs.; 478—3 hrs.

Mathematics: 111—4 hrs.; 251—3 hrs.

Physics: 105—4 hrs.; 106—4 hrs.

### *Manufacturing Design Major* (74 semester hours)

Required courses:

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 201—2 hrs.; 262—2 hrs.;  
301—2 hrs.; 302—3 hrs.; 303—2 hrs.; 329—3 hrs.; 370—3 hrs.;  
371—3 hrs.; 402—3 hrs.; 404—3 hrs.; 405—2 hrs.; 406—5 hrs.;  
407—5 hrs.; 408—5 hrs.

Industrial Professional Technology: 130—3 hrs.; 371—3 hrs.; 473—3 hrs.;  
478—3 hrs.

Mathematics: 111—4 hrs.; 251—3 hrs.

Physics: 105—4 hrs.; 106—4 hrs.

### *Manufacturing Supervision Major* (74 semester hours)

Required courses:

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 201—2 hrs.; 262—2 hrs.;  
329—3 hrs.; 370—3 hrs.; 371—3 hrs.; 372—3 hrs.

Industrial Professional Technology: 130—3 hrs.; 370—3 hrs.; 371—3 hrs.;  
471—3 hrs.; 473—3 hrs.; 478—3 hrs.; 480—3 hrs.; 487—3 hrs.

Economics: 100—3 hrs.; 351—3 hrs.; 451—3 hrs.

Management: 300—3 hrs.; 440—3 hrs.

Mathematics: 111—4 hrs.; 251—3 hrs.

Physics: 105—4 hrs.; 106—4 hrs.

### *Packaging Technology Major* (74 semester hours)

Required courses:

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 201—2 hrs.; 262—2 hrs.;  
280—3 hrs.; 329—3 hrs.; 371—3 hrs.; 372—3 hrs.; 482—3 hrs.

Industrial Professional Technology: 130—3 hrs.; 282—3 hrs.; 370—3 hrs.;  
371—3 hrs.; 380—3 hrs.; 471—3 hrs.; 478—3 hrs.; 480—3 hrs.; 481—  
3 hrs.

Management: 300—3 hrs.

Marketing: 428—3 hrs.

Mathematics: 111—4 hrs.; 251—3 hrs.

Physics: 105—4 hrs.; 106—4 hrs.

Chemistry: 105—4 hrs.; 106—4 hrs.

### *Printing Management Major* (73 semester hours)

Required courses:

Industrial Technology: 151—2 hrs.; 255—2 hrs.; 350—3 hrs.; 351—3 hrs.;  
355—3 hrs.; 451—3 hrs.; 455—3 hrs.

Industrial Professional Technology: 130—3 hrs.; 370—3 hrs.; 371—3 hrs.;  
451—3 hrs.; 452—3 hrs.; 471—3 hrs.; 478—3 hrs.; 480—3 hrs.; 487—  
3 hrs.

Accounting: 201—3 hrs.

Business Administration: 265—3 hrs.

Management: 300—3 hrs.; 440—3 hrs.

Mathematics: 251—3 hrs.

12 hours of other approved courses.



### *General Industrial Supervision Major* (40 semester hours)

Required courses:

Industrial Professional Technology: 478—3 hrs.; 480—3 hrs.; 487—3 hrs.

Six hours of Industrial Technology courses from one of the following areas:  
automotive, construction, drafting and design, electronics, graphic arts,  
manufacturing, metals, packaging, and wood.

Management: 300—3 hrs.; 440—3 hrs.

Economics: 100—3 hrs.; 351—3 hrs.; 451—3 hrs.

Mathematics: 111—4 hrs.

Electives: 6 hours from the subject areas above.

### *General Industrial Technician Major* (40 semester hours)

Required courses:

Industrial Professional Technology: 478—3 hrs.; 480—3 hrs.

Four or five hours of drafting from Industrial Technology: 101—2 hrs.;  
201—2 hrs.; 402—3 hrs.; or 404—3 hrs.

Ten hours of Industrial Technology courses from one of the following areas:  
automotive, construction, drafting and design, electronics, graphic arts,  
manufacturing, metals, packaging, and wood.

Mathematics: 111—4 hrs.; 251—3 hrs.

Four to eight hours from: Physics 105—4 hrs.; 106—4 hrs., or Chemistry  
100—3 hrs.; 100L—1 hr.

Electives from the above areas to complete 40 hours.

## II. Two-Year Programs

### Drafting and Design

#### *Architecture Option* (63 semester hours)

Required courses:

Industrial Professional Technology: 130—3 hrs.; 371—3 hrs.

Industrial Technology: 101—2 hrs.; 111—2 hrs.; 161—2 hrs.; 201—2 hrs.;  
301—2 hrs.; 302—3 hrs.; 303—2 hrs.; 317—3 hrs.; 364—3 hrs.; 401—  
3 hrs.; 403—3 hrs.; 404—3 hrs.; 405—2 hrs.; 411—3 hrs.

Mathematics: 111—4 hrs.

Physics: 105—4 hrs.

English: 104—3 hrs. Speech: 101—2 hrs. Economics: 100—3 hrs. Philoso-  
phy and Arts elective, 3 hrs. Industrial Professional Technology: 478—  
3 hrs.



### *Manufacturing Option* (64 semester hours)

Required courses:

Industrial Professional Technology: 130—3 hrs.

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 201—2 hrs.; 301—2 hrs.; 302—3 hrs.; 303—2 hrs.; 370—3 hrs.; 371—3 hrs.; 402—3 hrs.; 405—2 hrs.; 406—5 hrs.; 407—5 hrs.; 408—5 hrs.

Mathematics: 111—4 hrs.

Physics: 105—4 hrs.

English: 104—3 hrs. Speech: 101—2 hrs. Economics: 100—3 hrs. Philosophy and Arts elective, 3 hrs. Industrial Professional Technology: 478—3 hrs.

### **Electronics**

#### *Industrial Control Option* (64 semester hours)

Required courses:

Industrial Professional Technology: 130—3 hrs.

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 263—5 hrs.; 265—3 hrs.; 360—5 hrs.; 361—3 hrs.; 362—3 hrs.; 364—3 hrs.; 365—3 hrs.; 370—3 hrs.; 460—5 hrs.; 467—2 hrs.

Mathematics: 111—4 hrs.

Physics: 105—4 hrs.

English: 104—3 hrs. Speech: 101—2 hrs. Economics: 100—3 hrs. Philosophy and Arts elective, 3 hrs. Industrial Professional Technology: 478—3 hrs.

#### *Instrumentation Option* (63 semester hours)

Required courses:

Industrial Professional Technology: 130—3 hrs.

Industrial Technology: 101—2 hrs.; 161—2 hrs.; 263—5 hrs.; 265—3 hrs.; 360—5 hrs.; 361—3 hrs.; 365—3 hrs.; 460—5 hrs.; 461—5 hrs.; 463—5 hrs.

Mathematics: 111—4 hrs.

Physics: 105—4 hrs.

English: 104—3 hrs. Speech: 101—2 hrs. Economics: 100—3 hrs. Philosophy and Arts elective, 3 hrs. Industrial Professional Technology: 478—3 hrs.

### **COURSES**

**IPT130 INTRODUCTION TO INDUSTRIAL-PROFESSIONAL TECHNOLOGY—3 hours.** Technologists and supervisory personnel roles in industry. Career planning and laboratory experiences reinforcing orientation to total program. Prerequisites: open only to freshmen or sophomores with industrial professional technology majors in the School of Technology.

**IPT278 CO-OP ORIENTATION FOR OFF-CAMPUS EMPLOYMENT—1 hour.** Occupational role of the off-campus student in society. Lecturers from industry,

civic organizations, and the University present information useful to the student in transition from campus to a broader society. Required of all students in the semester or summer term immediately preceding actual participation in the Cooperative Professional Practices Program.

**IPT282 PRINCIPLES OF PACKAGING—3 hours.** Packages and packaging components will be considered in relation to requirements and purposes. Analysis and evaluations will be made to determine effectiveness of the design in relation to purpose and to identify potential design improvements.

**IPT351 INDUSTRIAL PRACTICE—1-6 hours.** Coordinated work experience in industry and a comprehensive written report of the experience. Prerequisite: participant in University Cooperative Professional Practice Program with major in industrial professional technology or consent of Department chairman.

**IPT370 INDUSTRIAL WORK METHODS, MEASUREMENTS, AND METHODS IMPROVEMENT—3 hours.** Motion and time study, work sampling, performance, ratings, and standard data in relationship to cost reduction and methods improvement.

**IPT371 PLANT LAYOUT AND MATERIAL HANDLING—3 hours.** Principles and practices in the development of efficient layouts of buildings, equipment, work areas, offices, operating and service facilities for manufacturing plants, warehouses, offices, and other industrial applications. Prerequisite: IT270.

**IPT380 PACKAGE DEVELOPMENT—3 hours.** Laboratory experiences in package design and construction in relation to constraints and limitations of a variety of products. Emphasis will be upon experimentation and comparison of packaging concepts and systems.

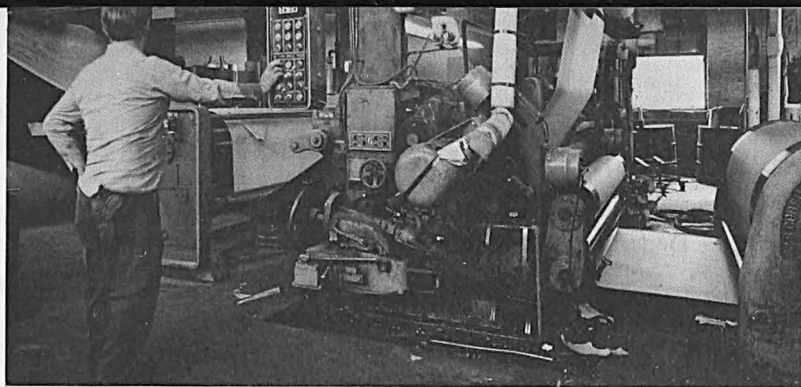
**\*IPT451 RECENT TECHNOLOGICAL DEVELOPMENTS IN GRAPHIC ARTS—3 hours.** Recent technological developments and their relationship to the products and processes of the graphic arts industry. Work standard utilization, plant layout, and material handling techniques. Prerequisite: at least junior standing with a printing management major.

**\*IPT452 GRAPHIC ARTS ESTIMATING AND SCHEDULING—3 hours.** Principles and procedures in estimating the cost of printing by various printing methods. Analysis of specification. Development of cost data and methods of cost reduction through proper selection of methods, processes, materials, and scheduling. Prerequisite: at least junior standing with a printing management major.

**\*IPT471 PRODUCTION PLANNING AND CONTROL I—3 hours.** Principles of planning, scheduling, routing, and developing procedures of production control.

**\*IPT472 PRODUCTION PLANNING AND CONTROL II—3 hours.** Evaluating, reporting, budgeting, and designing of production control systems in American industry. Prerequisite: IPT471.

**\*IPT473 QUALITY CONTROL OF INDUSTRIAL PRODUCTS I—3 hours.** Basic principles and practices of quality control in industry. Use of precision measuring instruments for inspection functions. Introduction to modern statistical quality control and to reliability concepts.



**\*IPT475 QUALITY CONTROL OF INDUSTRIAL PRODUCTS II—3 hours.** Principles of modern total quality control systems for manufacturing industries. Application of statistical analysis to process and production control and to quality assurance and reliability of products. Modern quality control systems of management analyzed. Prerequisite: IPT473.

**\*IPT478 INDUSTRIAL ORGANIZATION AND FUNCTIONS—3 hours.** The growth, development, and organization of industry, functional aspects of industry, economic influence of industry upon society and societal influences upon modern industry. Prerequisite: senior standing within University or by consent of instructor.

**\*IPT480 INDUSTRIAL SUPERVISION—3 hours.** Role of supervisor and supervision functions in industry with emphasis upon principles and practices of human behavior and human relations within the industrial environment. Prerequisite: senior standing within University or by consent of instructor.

**IPT481 PACKAGING PROBLEMS—2 hours.** The performance of packages in use will be analyzed through test procedures as well as field problems. Laboratory tests on specialized equipment will stimulate use and produce evaluative data.

**\*IPT487 CONFERENCE AND PANEL LEADERSHIP—3 hours.** Conference method of pooling experiences and opinions in order to solve individual and collective problems. Panel organization and leadership. Prerequisite: undergraduate major in industrial professional technology or supervisory or administrative experience in industry or business.

**\*IPT491 IDEATION TECHNIQUES AND PRACTICE—2 hours.** Application of mental powers for conscious and deliberate experimentation toward more productive thinking and idea generation. Technique and practice culminate in ideation for new products for industrial and community economic development. Open to all students.

**\*IPT493 INDUSTRIAL PROFESSIONAL TECHNOLOGY WORKSHOP—1-3 hours.** The content of each workshop will relate to the new and current developments in the various technological areas. (Examples: manufacturing technology, construction technology, communications technology, and service technology.) The specific programs for each workshop will be determined by a committee working with the workshop director.

**\* Open to graduate students. Graduate students are required to complete a graduate project.**

# DEPARTMENT OF INDUSTRIAL TECHNOLOGY

Dr. Richard W. Barrow, Acting Chairman  
Department Office: Room 207, Technology Building

The Department of Industrial Technology provides the technical instruction and laboratory experience for the professional curricula offered by the Departments of Aerospace Technology, Industrial Arts Education, Industrial Professional Technology and Vocational-Technical Education of the School of Technology. Courses are offered in automotive, construction, electronics, graphics arts, drafting design, manufacturing, metals, packaging, and wood technologies in major departmental laboratories.

## COURSES

IT101 DESIGN DRAFTING I—2 hours. Lettering, sketching, orthographic projection, sections, auxiliary views, and pictorial drawings.

IT111 WOOD TECHNOLOGY I—2 hours. Basic tools, materials, and processes.

IT121 METALS TECHNOLOGY—2 hours. Characteristics of metallic materials and their industrial applications. Casting, hot working, cold forming and fabrication, heat treatment, and finishing.

IT132 POWER I—2 hours. Power production, transmission, control, and applications.

IT151—GRAPHIC ARTS I—2 hours. Basic processes of printing including layout, design, typesetting, imposition and lockup, and elementary platen press-work.

IT161 BASIC ELECTRICITY-ELECTRONICS I—2 hours. Basic circuits and electrical concepts common to all phases of modern electronics.

IT166 BIO-MEDICAL ELECTRONICS I—2 hours. Recognizing, understanding, and correcting conditions hazardous to patients' safety, and basic operational theory of bio-medical systems.

IT201 DESIGN DRAFTING II—2 hours. Intersections, developments, secondary auxiliary views, revolutions, perspective, charts and graphs, exploded views, and electrical drawings. Prerequisite: IT101.

IT212 WOOD TECHNOLOGY II—2 hours. Power tools and machine processes, design, construction, treatment of materials. Prerequisite: IT111.

IT221 MACHINE TOOL PROCESSES I—2 hours. Drill press, engine lathe, shaper, milling machines, saws, and associated bench work.

IT233 POWER II—2 hours. Theory and laboratory experiences utilizing contemporary engines. Prerequisite: IT132.

**IT255 GRAPHIC ARTS II**—2 hours. Introduction to copy preparation, camera work, film processing, stripping, platemaking, small offset press operation, and screen process procedures. Prerequisite: IT151.

**IT262 BASIC ELECTRICITY-ELECTRONICS II**—2 hours. Introduction to solid state and digital devices in contemporary applications. Prerequisite: IT161.

**IT263 ELECTRONICS I**—5 hours. Elementary empirical design and practical laboratory experiences involving DC, magnetism, and impedance, tuned circuits, and other AC circuit calculations. Prerequisite: IT262. (IT265 to be taken concurrently.)

**IT265 CIRCUIT ANALYSIS I**—3 hours. Electronic circuit analysis as it applies to DC and AC. This course is designed to complement the practical electronic work done in 263 and must be taken concurrently. Prerequisite: Mathematics 111.

**IT266 BIO-MEDICAL ELECTRONICS II**—3 hours. In-depth study of amplifiers, power supplies, oscillators, transducers, and alarm systems as applied to bio-medical electronic environment.

**IT280 PACKAGING MATERIALS**—3 hours. Analysis and evaluation of materials in relation to requirements imposed by interacting factors including product, protection, costs, pollution, marketing, and shipping.

**IT301 GRAPHIC ANALYSIS**—3 hours. Mathematical and technical problems solved by graphical methods. Includes graphical presentation of data, functional scales, graphical mathematics, empirical equation, and curve fitting.

**IT302 STRENGTH OF MATERIALS**—3 hours. Analysis of tension, compression, shear, stresses, and deflections of beams and columns with practical applications to communications, construction, manufacturing, and service technologies. Prerequisites: Mathematics 111 and Physics 105.

**IT303 COMPUTER GRAPHICS**—2 hours. Computer technology with computer usage involving the Fortran language, flow charting, and plotter routines used in graphic presentations. Prerequisite: IT101.

**IT307 INDUSTRIAL COMMUNICATIONS TECHNOLOGY I**—3 hours. Communications, principles and media, involving man and machine, as employed in support and control of a manufacturing enterprise.

**IT312 PLANE SURVEYING**—3 hours. The care and use of surveying instruments, error theories, adjustments, and computations in surveying, site layout, and earthwork.

**IT315 WOOD TECHNOLOGY III**—3 hours. Surface treatment, pattern making, advanced machine processes, wood industries. Prerequisite: IT212.

**IT317 CONSTRUCTION TECHNOLOGY I**—3 hours. Residential, commercial, and public works construction. The organization and conduct of the course will allow the individual student opportunity to gain insight and understanding in depth in selected areas of the overall content.

**IT321 MACHINE TOOL PROCESSES II**—3 hours. Advanced machine operations, gear cutting processes, precision grinding, numerical control, and electrical discharge machining. Prerequisite: IT221.



IT325 WELDING—3 hours. Arc, oxyacetylene, T.I.G., and M.I.G. processes. Special soldering, brazing, flame cutting, and other evolving welding processes.

IT327 MANUFACTURING TECHNOLOGY I—3 hours. A systematic investigation of the structure of manufacturing with laboratory experiences in a simulated manufacturing enterprise.

IT329 FLUID POWER TECHNOLOGY—3 hours. Principles of hydraulics, pneumatics, and fluidics involving application and control of fluid power circuits.

IT331 THE OWNER AND HIS AUTO—2 hours. Auto maintenance requirements, trouble signs, repair estimates, emergency repairs, legal requirements, and safety aspects. Open to students from all areas.

IT332 POWER III—2 hours. Design, application, and fundamental testing of automotive components and systems. Prerequisite: IT132.

IT335 ELECTRONICS DIAGNOSIS—3 hours. Diagnosis of automotive electrical and fuel systems. Use of electronic diagnostic equipment. Prerequisite: IT233 or IT332.

IT336 AUTOMOTIVE MATERIALS AND RELATED PRODUCTS—3 hours. Application and analysis of automotive materials and related products.

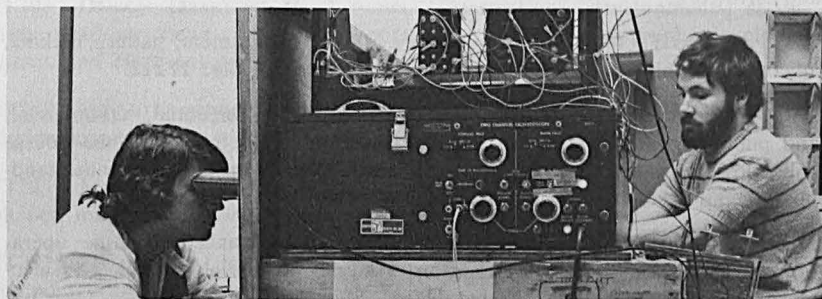
IT337 SERVICE TECHNOLOGY—3 hours. Techniques and practices of diagnosis and service of equipment utilizing electrical, mechanical, and fluid devices. Prerequisites: IT161, IT132.

IT350 GRAPHIC ARTS LAYOUT AND DESIGN—3 hours. Procedures in solving typical layout problems for book and commercial work. Analysis of copy, copy preparation, layout work and arrangement, and writing specifications for paste-up of art work, photographic copy, and typographic material.

IT351 ADVANCED LETTERPRESS—3 hours. Production jobs from copy to finished product. Advanced stages of typesetting, layout and design, makeup, imposition and lockup, presswork, bindery operations, and care and maintenance of equipment. Prerequisite: IT255.

IT352 PHOTO-TECHNOLOGY—3 hours. Principles and procedures of photography and photographic processes for reproduction. Laboratory experiences involving picture taking, processing, enlarging, and correcting.

IT355 PHOTOLITHOGRAPHY—3 hours. Advanced work in copy preparation, camera (line and halftone), contacting, film processing, stripping, platemaking, and small press operation. Prerequisite: IT255.



**IT360 ELECTRONICS II**—5 hours. Amplifiers, oscillators, power supplies, integrated circuits, and various solid state devices, including empirical design evaluated by experiments and computer analysis. Prerequisite: IT263 (IT365 to be taken concurrently.)

**IT361 DIGITAL LOGIC**—3 hours. Logic elements used in control computers and their electro-mechanical peripherals. Combinational logic, the binary number system, Karnaugh mapping, truth tables as a tool in understanding logic inherent in apparatus, data storage, retrieval, counters, coding, decoding, switching circuits, measurements of electro-mechanical parameters. Mini-computers: hardware, programming, and operation of a typical unit, real-time basis, interrupt systems, microprogramming.

**IT362 DIGITAL CIRCUITS**—3 hours. Practical circuits used in establishing contemporary logic systems in industry. Application of integrated circuits to logic controls, analog to digital conversion methods, digital to analog conversion methods, operational amplifiers in control systems, and circuit synthesis. Prerequisite: IT361.

**IT363 ELECTRICITY-ELECTRONICS III**—3 hours. Industrial electrical and electronic applications, including power sources, signal amplifiers, high frequency heating, and electronic systems for control of temperature, pressure, level, time sequence, etc. Prerequisite: IT262 (For non-electronics technology majors.)

**IT364 APPLIED ELECTRICITY**—3 hours. Applications of pilot devices, i.e., relays, switches, potentiometers, and solenoids. Development and use of control circuit diagrams. Motors, generators, and special devices. Maintenance and troubleshooting procedures. Prerequisite: IT262.

**IT365 CIRCUIT ANALYSIS II**—3 hours. AC circuit design and analysis needed by the technologist. ECAP, Thevenin, Norton, Nodal methods are used to simplify calculations. Prerequisite: IT265.

**IT370 FUNDAMENTALS OF MACHINE TOOL PROCESSES**—3 hours. Theory and laboratory experiences dealing with measurement, inspection, cutting, computer-assisted numerical control, and newly developed processes.

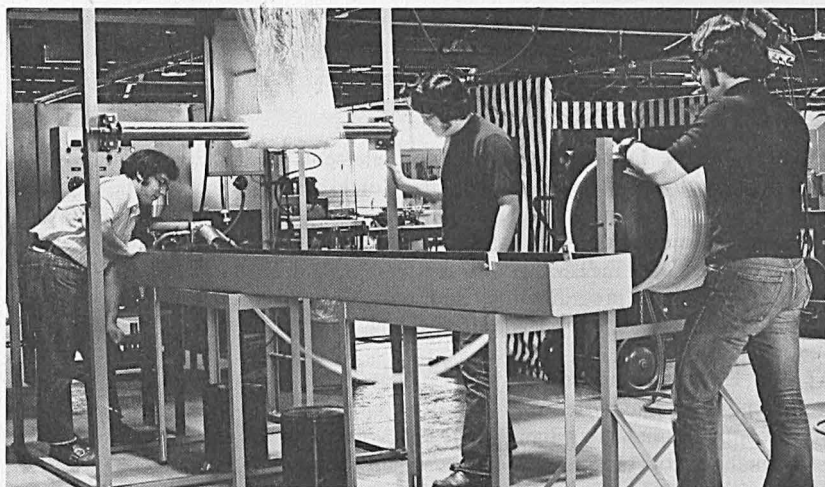
**IT371 MANUFACTURING PROCESSES AND MATERIALS I**—3 hours. Metallic materials and their applications in casting, forming, finishing, fabrication, and assembly.

**IT372 MANUFACTURING PROCESSES AND MATERIALS II**—3 hours. Industrial plastic materials, processes, and applications with thermoplastic emphasis.

**IT401 ARCHITECTURAL DRAWING AND HOUSE PLANNING**—3 hours. Designing and constructing a modern home. Plans are prepared for a small residence. Prerequisite: IT101.

**\*IT402 MACHINE DRAWING**—3 hours. Tolerances, common fasteners, cams, and gears. Detail and assembly drawings. Attention is given to current drafting room practices in drawing and the reproduction of drawings. Prerequisite: IT201.





\*IT403 **ADVANCED ARCHITECTURAL DRAWING**—3 hours. Preparation of sketches, study of building codes, specifications, making of models, and a study of the history of modern architecture. Prerequisite: IT401.

\*IT404 **INDUSTRIAL DESIGN**—3 hours. Principles of design as applied to problems of construction and manufacturing.

IT405 **DESCRIPTIVE GEOMETRY**—2 hours. Graphic representation and solution of space problems involving points, lines, planes, intersection, revolution, and vectors. Prerequisite: IT101.

IT406 **APPLIED MECHANICS**—5 hours. Statics, dynamics, kinetics, and kinematics as applied to basic mechanisms. A course in fundamental concepts readily applicable to machine design study. Prerequisites: IT302, Physics 105.

IT407 **TOOL AND DIE DESIGN**—5 hours. Design of tooling, including jigs and fixtures for machining operations such as drilling, reaming, tapping, boring, milling, turning, grinding, sawing, etc. Press-work and design of dies for blanking, piercing, drawing, bending, forming, and progressive die operations. Prerequisites: IT101, IT270.

IT408 **MACHINE DESIGN**—5 hours. Practice in application of mechanics to basic mechanisms. Prerequisites: IT402, IT406.

\*IT409 **SPECIAL PROBLEMS IN DRAFTING AND DESIGN TECHNOLOGY**—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

\*IT411 **WOOD IN INDUSTRY**—3 hours. Design factors, construction principles, production methods. Prerequisite: IT212.

\*IT419 **SPECIAL PROBLEMS IN WOOD TECHNOLOGY**—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

\*IT421 **TOOL AND DIEMAKING**—3 hours. The making of basic tools. Fabrication of simple jigs, fixtures, dies, and molds. Prerequisite: IT321.

\*IT422 METROLOGY—2 hours. Common measuring instruments, gage blocks, sine bar, comparators, surface measurement, hardness tester, and related mathematics.

\*IT429 SPECIAL PROBLEMS IN METAL TECHNOLOGY—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

\*IT433 SERVICE FACILITY ORGANIZATION AND MANAGEMENT—3 hours. Facility utilization, work scheduling, record keeping, maintenance, and supervisory responsibilities associated with modern vehicle service. Prerequisite: IT233 or IT332.

IT434 ALLIED SYSTEMS—3 hours. Systems as applied to automotive suspension, control, and environment. Prerequisite: IT233 or IT332.

\*IT439 SPECIAL PROBLEMS IN POWER AND AUTOMOTIVE TECHNOLOGY—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

IT451 TYPOGRAPHIC COMPOSITION—3 hours. Operation of composing equipment including the utilization of tape controls and computers. Operation and application of photocomposition and cold type processes. Practice on specialized equipment. Participation in field trips required. Prerequisite: IT351.

IT455 PHOTOMECHANICAL REPRODUCTION METHODS—3 hours. Photomechanical reproduction methods. Tone, color, separation negatives, and the use of densitometers. Prerequisite: IT355.

\*IT459 SPECIAL PROBLEMS IN GRAPHIC ARTS TECHNOLOGY—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

IT460 INDUSTRIAL ELECTRONICS I—5 hours. Industrial electronic circuits, involving sensors, transducers, RF heating, ultrasonics, motor speed control, and instrumentation. Prerequisite: IT361.

IT461 INDUSTRIAL ELECTRONICS II—5 hours. Semiconductor pulse circuits and special adaptations found in control apparatus used in automated production and instrumentation. Prerequisite: IT361 or concurrent.

IT462 INDUSTRIAL ELECTRONICS III—3 hours. Application of electronic devices to manufacturing processes; includes numerical controls and combination of electronics with other control methods in the production process. Prerequisite: IT461.

IT463 MEASUREMENT OF ELECTRICAL QUANTITIES AND PARAMETERS—5 hours. Theory and application of parameter and circuit measurements using precision laboratory equipment. The circuitry and adaptations of operational amplifiers, bridges, active and passive filters, and digital instruments. Prerequisites: IT360, IT365.

IT464 COMPUTER INTERFACING—5 hours. Electronic design and evaluation using switching, high frequency pulse, and logic circuits, such as interfacing of the minicomputer, for industrial sensor-based control functions. Prerequisites: Mathematics 251 or 352, IT362.

IT465 **ADVANCED ELECTRONICS**—3 hours. Analysis and applications of applied transistorized circuits, amplifiers, detectors, and other circuits found in commercial electronics. Prerequisite: IT262. (For non-electronics technology majors.)

IT467 **ROTATING MACHINES**—2 hours. Analysis and applications of rotating machines, transformers, and power systems.

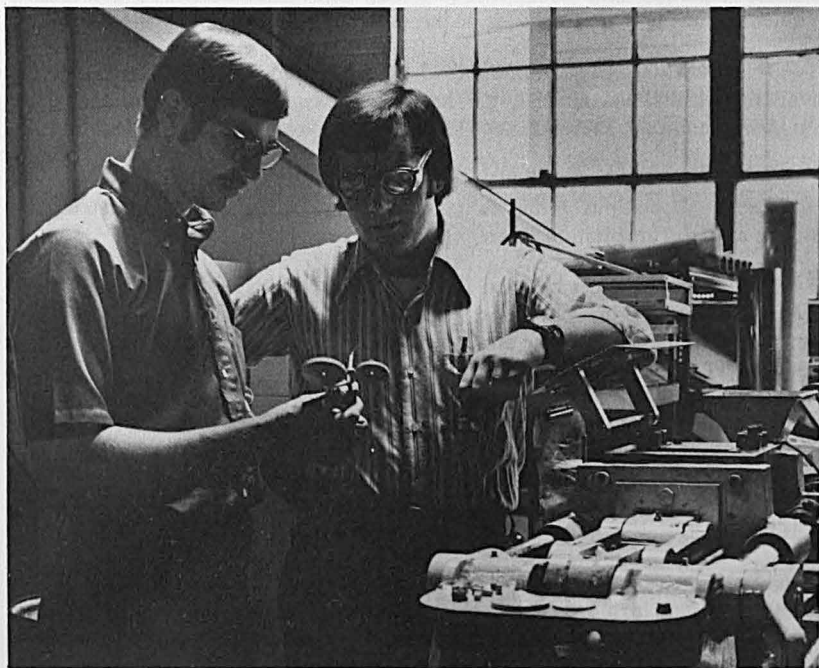
IT468 **ELECTRONICS RESEARCH AND DEVELOPMENT TECHNIQUES AND PRACTICE**—5 hours. Use and application of electronic components and devices to the design of systems, providing for evaluation of function and reliability. Prerequisite: IT464.

\*IT469 **SPECIAL PROBLEMS IN ELECTRONICS TECHNOLOGY**—2-3 hours. Problems growing from the needs of the student and approved by the instructor.

IT482 **PACKAGING OPERATIONS AND EQUIPMENT**—3 hours. Laboratory experience with product packaging functions including specialized machinery, materials handling, material metering, closure processes, and preparation for shipping.

\*IT493 **INDUSTRIAL TECHNOLOGY WORKSHOP**—1-3 hours. Content of each workshop will be related to one of the Department's areas of emphasis in technology. Examples: manufacturing, construction, industrial communication, product servicing, metals, automotive, drafting and design, wood, graphic arts, and electronics.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



# DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

Dr. Thomas E. Reckerd, Chairman

Department Office: Room 103, Technology Annex West

The function of the Vocational-Technical Education Department is to prepare teachers for the public schools, post-secondary schools, private and public institutions, industry, junior colleges, technical institutes, and college positions.

Those desiring teaching certification for the public schools of Indiana must meet the requirements of the State Department of Education Bulletin 400, or subsequent bulletins. The student may choose between the provisional certificate, which requires a degree, and the conditional certificate, which does not require a degree.

Students preparing for employment in institutions not requiring Bulletin 400 certification may meet their individual needs by utilizing program electives.

Occupational experience is an integral part of the student's program and may be obtained prior to entry or through a cooperative program.

The major goal of the department is to assist the student to become an effective and competent teacher in the classroom and laboratory, and to meet individual professional development goals.

**DEGREE PROGRAMS.** Students may earn the Bachelor of Science degree under curricular programs of vocational teacher education.

Graduate programs also are offered in these areas and students planning graduate study should consult the *Bulletin of the School of Graduate Studies* for information about graduate degrees and professional certification.

## Teacher Certification—Secondary Teaching

Students pursuing a program leading to vocational certification in one of the following curricular patterns must study carefully the requirements for certification and for the professional semester as outlined by the School of Education.

## CURRICULA

The area major, major, or plan of concentration in vocational education may be elected under the curricular degree areas.

## *Vocational Trade-Industrial-Technical Area Major*

(52 semester hours)

Required courses: Vocational-Technical Education: 371—3 hrs.; 405—3 hrs.; 469—3 hrs.; 472—3 hrs.

Electives: 12 hours; related to the occupational field and approved by advisor.

Required occupational experience: Must have or acquire through cooperative work-training experience three years of approved occupational experience for up to 28 semester hours of credit.

## *Vocational Trade-Industrial-Technical Major*

(40 semester hours)

Required courses: Vocational-Technical Education: 371—3 hrs.; 405—3 hrs.; 469—3 hrs.; 472—3 hrs.

Required occupational experience: Equivalent of three years of successful journeyman employment experience for up to 28 semester hours of credit.

## *Industrial Cooperative Training Endorsement*

Students who are majoring in Industrial Arts or Vocational-Technical Education are eligible to complete the requirements for the Vocational Industrial Cooperative Training (I.C.T.) coordinators endorsement. The provisional endorsement requires VT405 and VT485 plus two years (4,000 hours) of successful occupational experience.

## COURSES

VT351 INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION—1-4 hours. Co-ordinated work experience in industry including a comprehensive written report of the experience. May be repeated to a maximum of 28 hours. Prerequisite: 30 semester hours or consent of advisor.

VT371 BASIC PRINCIPLES AND PRACTICES OF VOCATIONAL-TECHNICAL EDUCATION—3 hours. Principles, practices, and objectives of vocational-technical education related to the needs of the beginning instructor. An overall view of vocational programs including day trade, technician, part-time, manpower development programs, etc.

VT391 METHODS OF TEACHING SHOP AND RELATED SUBJECTS IN VOCATIONAL-TECHNICAL EDUCATION—2 hours. Objectives, organization of instructional units, evaluation of student work, testing, and techniques of motivation. Required of students with a teaching major in vocational-technical education. (A part of the professional semester.)

VT392 VOCATIONAL-TECHNICAL SHOP MANAGEMENT—2 hours. Shop management in relation to effective teaching; personnel organization; safety; records and reports; sources, inventory, and maintenance of supplies and equipment. Required of students with a teaching major in vocational-technical education. (A part of the professional semester.)

\*VT405 ANALYSIS FOR INSTRUCTIONAL CONTENT FOR VOCATIONAL-TECHNICAL EDUCATION—3 hours. Methods and practice of systematic and scientific analysis to obtain teaching content from industrial functions, trades, or occupations. (Required for the I.C.T. endorsement.)

VT469 DEVELOPMENT AND ORGANIZATION OF COURSE CONTENT—3 hours. Development of a complete course of study, controlling and planning learning experiences which lead to qualified employment of students.

VT472 DEVELOPING TEACHING MATERIALS FOR VOCATIONAL, TRADE, TECHNICAL EDUCATION—3 hours. Planning and construction of devices for implementing and improving teacher presentations. Development of cutaways, mock-ups, scale models, charts, transparencies, and other media.

VT473 EVALUATION AND JOB RATING TECHNIQUES IN VOCATIONAL, TRADE, TECHNICAL EDUCATION—3 hours. Principles, techniques, and methods involved in the daily and periodic evaluation of student performance and achievement. The use of job and project rating scales, and construction of these and other evaluation instruments.

\*VT475 VOCATIONAL, TRADE, AND TECHNICAL GUIDANCE—3 hours. The need for guidance, counseling, organization of guidance services, sources of occupational information, community surveys, and trends in employment as related to vocational programs. Open also to those preparing for school guidance administration and supervision.

\*VT477 VOCATIONAL-TECHNICAL SHOP PLANNING AND ORGANIZATION—3 hours. Planning vocational technical shops designed to meet a variety of instructional needs. Selection and location of equipment, writing of specifications, estimates of the cost of equipment for various shops and areas.

\*VT479 PROBLEMS IN INDUSTRIAL-VOCATIONAL EDUCATION—1-3 hours. Content determined by interests and needs of the individual. Typical problems are testing and evaluation, promotional programs, inventories, shop planning, safety programs, self-evaluation, etc. Prerequisite: undergraduate major or minor in Vocational-Technical Education.

\*VT480 VOCATIONAL-INDUSTRIAL PSYCHOLOGY—3 hours. Application of psychology of teaching vocational-technical subjects. Mental processes involved in learning manipulative skills and information as applied to technical-industrial occupations.

\*VT484 FOUNDATIONS FOR POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION—3 hours. Basis for vocational-technical education in post-secondary institutions, classifications, administration, instructional organization, and relationships to other educational areas. Open to those preparing for school administration.

\*VT485 INDUSTRIAL COOPERATIVE EDUCATION—3 hours. Philosophy and objectives of cooperative education, organizational patterns of secondary and post-secondary programs, planning new programs, operation and administration of ongoing programs, and legal aspects of student employment. (Required for the I.C.T. endorsement.)

\*VT486 INDUSTRIAL-VOCATIONAL COORDINATION—3 hours. Responsibilities of a coordinator in his relations with school officials, teachers, labor personnel,



and employers; problems relative to advisory committees, surveys, and agencies. Prerequisite: undergraduate major or minor in vocational-technical education, administrative or supervisory experience, or preparation for school administration.

\*VT487 CONFERENCE, PANEL, AND CASE STUDY METHODS—2-3 hours. The study and practice of how to conduct a conference as a mode of instruction. Methods of pooling all the experiences and opinions among a group of people in order to solve their individual and collective problems.

\*VT494 INDUSTRIAL-VOCATIONAL-TECHNICAL EDUCATION WORKSHOP — 1-3 hours. Designed to meet the needs of a specific group of vocational-technical teachers. The course will be offered in the form of a workshop or a short intensive course. Content of each workshop may be both general and specific. Content may relate to the specific vocational-technical areas and related technical courses.

\*VT495 (A-Z) TRADE TECHNOLOGY WORKSHOP—1-3 hours. A workshop for vocational trade technical instructors which is devoted to an intensive study of the related technology of the occupational area. Participants identify and develop the related phases of the technology with the objective of presenting this material to their students. Trends in the technology and individualized instruction for the related phases of the occupation.

\*Open to graduate students. Graduate students are required to do additional work of a research nature.



# SCHOOL OF GRADUATE STUDIES

Dr. Jacob E. Cobb, Dean of the School  
Dr. Mary Ann Carroll, Assistant Dean  
Graduate Office: Rooms 27-29, Parsons Hall

## HISTORY OF THE GRADUATE PROGRAM

Graduate work was inaugurated at Indiana State University in 1927. At that time, the objective of the graduate program was to prepare students for administrative licenses. Gradually, a graduate program was developed to meet the needs of secondary and elementary teachers. In 1947, a sixth-year curriculum was established for those working toward the superintendent's certificate. A cooperative program with Indiana University leading to the Doctor of Education degree was approved in 1948. In 1958, a program leading to the Educational Specialist Degree was added. The Doctor of Philosophy degree was inaugurated in September 1965. Presently doctoral programs are offered in Geography, Life Sciences, Educational Administration, Elementary Education, Guidance and Psychological Services, and Secondary Education.

The present graduate program includes curricula for elementary and secondary teachers, for students desiring to major in academic fields, for educational specialists and administrators, and for college teachers and research workers.

## MEMBERSHIP IN ACCREDITING AND INSTITUTIONAL ORGANIZATIONS

Indiana State University is accredited by the North Central Association of Colleges and Secondary Schools to offer bachelor's and master's degrees, the Educational Specialist degree, the Doctor of Philosophy degree, and, in cooperation with Indiana University, the Doctor of Education degree.

Indiana State University is accredited by the National Council of Accreditation of Teacher Education to offer curricula for elementary teachers, secondary teachers, and school services personnel at the bachelor's and master's degree levels, the Educational Specialist degree, and, in cooperation with Indiana University, the Doctor of Education degree.

Indiana State University holds membership in the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education,



the Midwest Association of Graduate Schools, and the Council of Graduate Schools in the United States. It is also on the approved list of the Association of American Universities, and has been granted full membership by the National Association of Schools of Music. The undergraduate program in chemistry has been approved by the American Chemical Society and graduates of the program are certified as having fulfilled the requirements for professional education in chemistry.

Both graduate and undergraduate curricula for the preparation of teachers have the approval of the Indiana State Board of Education. Graduates are able to qualify for many of the teaching and administrative certificates granted by the State Department of Public Instruction.

## PURPOSES OF THE GRADUATE PROGRAM

Indiana State University offers graduate programs leading to the Master of Arts degree, the Master of Science degree, the Master of Business Administration degree, the Master of Library Science degree, the Master of Arts in Education degree, the Master of Science in Education degree, the Educational Specialist degree, the Doctor of Philosophy degree and, in cooperation with Indiana University, the Doctor of Education degree. The graduate programs are designed to provide a sound academic preparation for the individual graduate student taking into consideration his experience, interests, and previous education.

The graduate program for teachers is designed to develop the teacher as a professional person. The elementary and secondary teacher curricula offer the opportunity for continued growth in the teaching area; they provide for continued study of fundamental problems in the teaching profession; and they allow the student to explore new fields.

Departmental curricula are available in many areas of graduate study. These are intended for those desiring to major in the arts and sciences or in specific vocational or professional fields. An important purpose of these programs is to recruit and prepare, at the first year level of graduate study, students who will enter college or university teaching.

The primary objective of the program leading to the Master of Business Administration degree is to provide a breadth of knowledge and understanding of the processes and problems of business operating in the framework of an economic system of free enterprise.

The purpose of graduate library science culminating in the Master of Library Science degree is the professional preparation of librarians.

A student who is interested in becoming an educational specialist or administrator may pursue a curriculum in his area of interest. Upon completion of this work, the student will have met the educational requirements for an administrative or supervisory certificate as prescribed by the Indiana State Department of Public Instruction. The programs leading to the Educational Specialist degree prepare students for administrative and supervisory positions in the elementary and secondary schools. One year of graduate study beyond the master's degree is required. Advanced professional programs are offered for elementary and secondary school principals, school superintendents, and school services personnel.

The Doctor of Education degree is offered in cooperation with Indiana University. A student may complete the second year of graduate study at Indiana State University and the final year at Indiana University.

The Ph.D. programs at Indiana State University have as their major purpose the preparation of high-level personnel for college and university teaching and research, for administration and research in public schools, and for research and other positions of responsibility in government and industry.

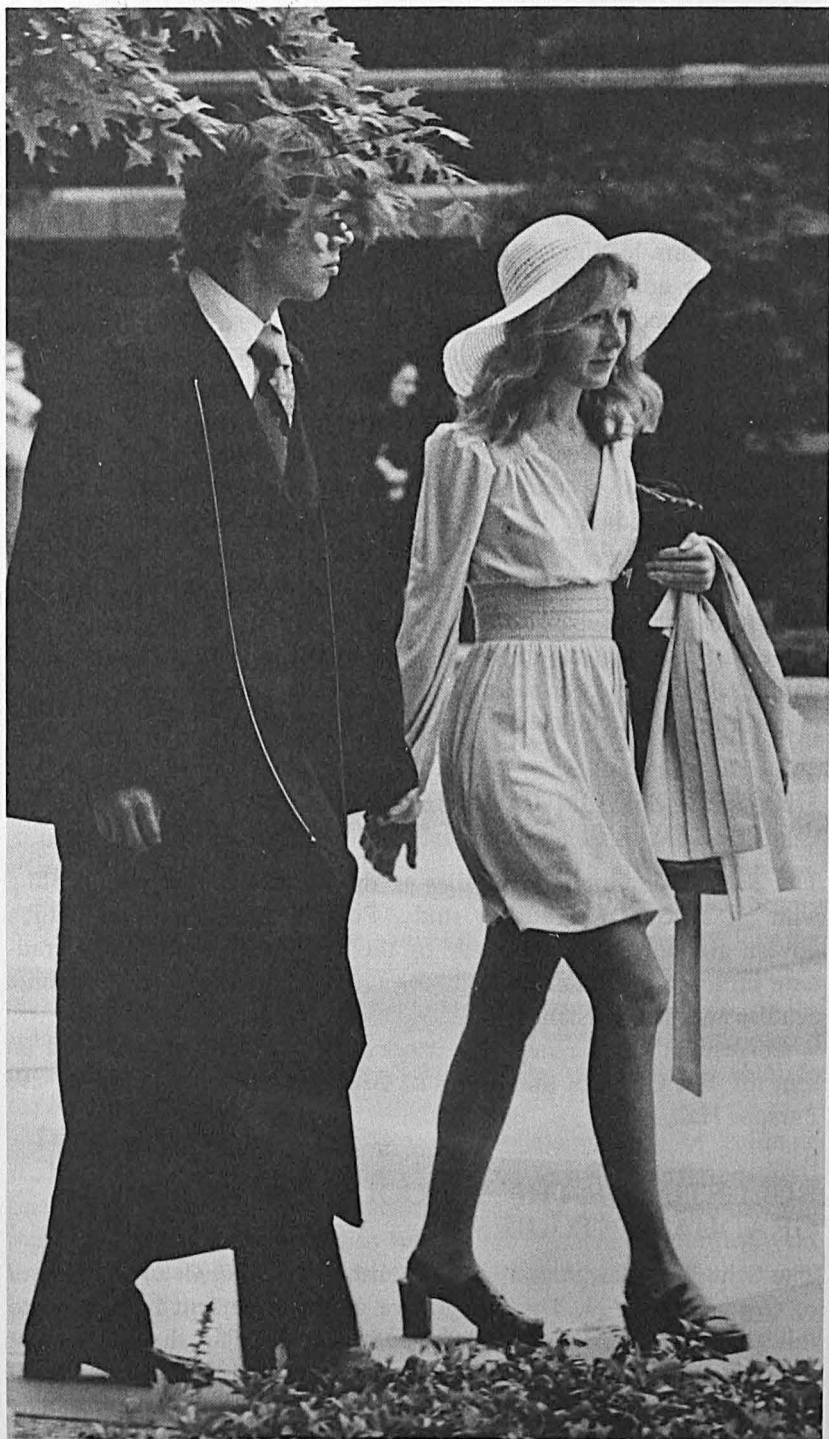
## ORGANIZATION OF THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies is the administrative unit dealing with all aspects of graduate study. Policies and regulations which govern graduate work are made by the Graduate Council. The graduate program is administered by the Dean of the School of Graduate Studies and the Assistant Dean.

Correspondence or inquiries concerning graduate work should be sent to: The Office of the School of Graduate Studies, Rooms 27-29, Parsons Hall.

## BULLETIN OF THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies publishes the *Bulletin of the School of Graduate Studies*. The prospective graduate student is referred to this publication for specific information concerning the advisement of graduate students, graduate assistantships and fellowships, graduate admission policies and procedures, registration, and graduate degrees and curricula.



## SUPPLEMENTARY INFORMATION

A number of agencies of the University, all of which are related to students, alumni, the faculty, the institution, or the community, function somewhat independently of other campus departments.

Additional information of a supplementary nature follows, although related to areas described in earlier portions of this *Bulletin*.





## DIVISION OF CONTINUING EDUCATION AND EXTENDED SERVICES

Dr. Louis R. Jensen, Director  
Division Office: Conference Center

The Division of Continuing Education and Extended Services offers a variety of educational programs and services to the citizens of Indiana wherever they are located to meet their continuous "life-long" learning needs, including:

Campus evening-Saturday courses—graduate and undergraduate credit

Continuing education short courses—non-credit

Off-campus courses—graduate and undergraduate credit

Independent study courses—undergraduate credit

Non-credit workshops, seminars, conferences and short courses for schools, business, industry

Credit mini-courses in innovative areas of study

In-service consultation or contractual services to schools, business, industry

Library service to off-campus students

Faculty lecture bureau

Music extension—faculty and student performances; consultation in music education.

Special bulletins and full information are available by sending a request to the Division of Continuing Education and Extended Services.

### *Campus Evening-Saturday Classes*

Evening and Saturday classes are conducted on the campus to serve those persons who wish to earn academic credit toward degrees or licenses, attain qualifications for vocational advancement, or improve in cultural and informational areas of study. Students may

register for no credit by payment of the regular fees. Registration for evening and Saturday classes is announced by the Office of the Registrar for each academic semester.

### *Continuing Education Opportunities*

The Division of Continuing Education and Extended Services offers a non-credit, on-campus program of short courses to all men and women regardless of educational background. The courses are open without admission to the University and cover many cultural, avocational, and special interest topics. Courses and fees vary each semester and schedules are available in August and January.

### *Off-Campus Extension Classes*

Indiana State University offers extension classes throughout Northwestern, West Central, and Southwestern Indiana wherever it is called upon to be of service. School systems or groups of teachers, businesses, industries, and governmental agencies wishing to take advantage of this service in their locality should make the request for service as far in advance as possible in order to complete details for the coming academic year. Extension classes are organized to meet in 16 weekly meetings for a three-semester hour course, while a two-semester hour course meets in 11 weekly meetings of three clock hours each. Extension credit is granted for completion of extension classes and within the limitations placed on non-resident credit may be applied toward degrees, licenses, and educational goals in the same value as credit earned in residence. Schedule of classes and centers for this program are available in July and December.

**Fees:** Registration fees for extension courses are \$20 for each semester hour whether for credit or non-credit.

#### **Refund Policy for Extension Course Programs (Credit and non-credit)**

1. Refund of the entire fee for a course will be made if applied for in writing before the third meeting of the class; 50 per cent before the fifth meeting. No refunds will be made in a class which is limited to a set number of enrollments by the Division of Continuing Education and Extended Services.
2. The effective date of withdrawal is the date on which the student formally notifies the Division of Continuing Education and Extended Services.

## *Regulations for Extension Courses*

Extension courses may be counted on approved curricula under the following regulations:

### **Undergraduate Extension Credit:**

1. Not more than one-fourth of the credit required for any certificate or degree may be earned in extension classes or by independent study or a combination of the two.
2. Not to exceed 12 semester hours of credit may be earned by extension study during any school year or six semester hours during one semester by a student who is on full-time employment.
3. Work begun in residence or extension classes cannot be completed by independent study.

### **Graduate Extension Credit:**

Admission to the Indiana State University School of Graduate Studies is required of any student who receives graduate level credit in extension classes.

A student admitted to the School of Graduate Studies at Indiana State University on an approved curriculum leading to the master's degree may apply up to 15 semester hours of credit taken in Indiana State University extension classes. Hours accepted must be applicable to the particular curriculum and subject to the regulations of the appropriate department. Complete regulations regarding residence, transfer, and extension credit may be found in the current edition of the *Graduate Bulletin*.

To earn graduate credit at Indiana State University, the student must have a minimum grade-point average of 3.00 on a 4.00 scale in all courses taken at the graduate level at all schools attended.

Graduate students who have completed a given course on the undergraduate level are not eligible to repeat this course in the School of Graduate Studies for credit toward the master's degree.

### ***Independent Study***

Independent study courses provide a means for students to earn undergraduate credit outside the formal classroom setting. Students are often able to alleviate schedule conflicts, study at home during summer months, pursue General Education courses, and extend the period of study for a course beyond the regular one semester time limit by enrolling in one or more of the 80 independent study courses. All courses are prepared and taught by regular faculty members.

Credit earned through independent study is of the same value as credit earned in residence and is computed in the cumulative grade-point average.

The University Pass-No Pass Option Policy applies to independent study courses. Students may obtain the Pass-No Pass application forms for independent study courses from the Registrar's Office or the Independent Study Office. Students desiring this option must make application before submitting the fourth independent study lesson.

Enrollment in a course may be made at any time during the year but courses are not intended for hurried completion. Although one full year is allowed for completion, generally the optimum time for completing a course is five to seven months. If more time is needed, one additional six month extension is available.

Most courses contain five lessons for each semester hour of credit. Each course has a supervised final examination which weighs heavily on the final grade and may not be taken until all lessons are evaluated and returned to the student. Most courses also have a mid-term examination. Students living nearby the University are required to take the examinations on campus. Those living away from Terre Haute arrange to take the examinations under the supervision of a licensed school principal or superintendent, university dean, academic department head, or official university testing, approved in advance by the Independent Study director.

Upon receipt of the enrollment form and fee, all course materials including the study guide, lesson covers, input envelopes, and book order form, but not texts, are sent to the student. Texts are purchased separately by the student and may be picked up or ordered by mail from the University Bookstore. Students pay postage on input lessons only. Lessons are returned to the student in a postage-paid window envelope using the student's lesson cover for the return address.

**Fees:** The enrollment fee for independent study is \$20 for each semester hour credit, whether taken for credit or non-credit.

One six month extension of time is available upon request and payment of a \$5 fee before the expiration of the course.

Students desiring to transfer to another independent study course of equal credit may do so one time upon payment of a \$2 transfer fee and \$2.50 for each lesson submitted in the initial course. Extra hours added require payment of \$20 per additional hour.



Fees cannot be transferred from one student to another. Neither can fees be transferred for payment of campus classes nor from campus class payment to independent study.

### **Refund of Independent Study Fees**

Fees cannot be refunded after the student has been enrolled except under the following conditions:

1. If the University rejects the student's registration, the entire fee will be refunded.
2. If the student's application for a refund is received within 30 days of the date of the University's acceptance of his enrollment, the fee less \$6 will be refunded, provided the student has submitted no manuscripts for the course. For each lesson submitted \$2.50 will be deducted from the refund.
3. If the student's application for refund is received within three months after acceptance of his enrollment, one-half of the entire fee, less \$6 will be refunded, if the student has submitted no more than half the lessons of the course. For each additional lesson submitted beyond half, \$2.50 will be deducted from the refund.

### *Regulations for Independent Study*

1. Students may not be enrolled in more than two independent study courses at any one time without specific permission from the director of Continuing Education and Extended Services.
2. Independent study credit is undergraduate credit only.
3. Work begun in residence or in regularly organized classes cannot be completed by independent study.
4. Failure made during residence work cannot be made up by work in independent study.
5. A student enrolling in less than a full campus load may enroll in independent study with the permission of his department advisor. This signature should be obtained in the space provided on the enrollment form.
6. Students who wish to enroll in independent study in excess of the full campus load—adding campus extension and independent study hours—will need to secure permission in the following order:
  - A. Permission of the departmental curriculum advisor or the chairman of his major department.
  - B. Permission of the dean of the school in which the student is enrolled. This signature should be obtained on the enrollment form.

7. Not more than one-fourth of the credit required for any certificate or degree may be earned in extension classes or by independent study or by a combination of the two.

### *Resident Students and Independent Study*

Resident students (daytime students) of Indiana State University wishing to take independent study courses while enrolled on the campus must secure approval of proper academic counselors before enrolling in independent study. Resident students may request full regulations concerning enrollment in independent study by calling at the Division of Continuing Education and Extended Services for special regulations and forms for securing proper approval.

### *Students of Other Institutions*

Students of other colleges and universities who enroll in independent study at Indiana State University will be accepted for enrollment on the basis that the student is responsible for securing permission from his own college to take such additional credit from Indiana State University and that the University is not responsible for the application of such credit by the institution receiving the transferred credit.

### *Latest Listing of Independent Study Courses*

Independent study courses are periodically revised, and a complete up-to-date official listing, along with course descriptions and instructors, may be secured by addressing your request to the Division of Continuing Education and Extended Services, Indiana State University, Terre Haute, Indiana 47809. Course listings are also printed each semester and summer in the University Schedule of Classes.

### *Military Personnel on Active Duty*

With the discontinuance of the United States Armed Forces Institute (USAFI) program, military personnel, who are high school graduates, are now eligible for enrollment in Independent Study courses. Those who have served on active duty for more than six months should contact their base education officer regarding possible eligibility for veterans' benefits. Enrollments must be accompanied by the full enrollment fee.

### *Music Extension Services*

Music extension services are conducted and administered in the Division in cooperation with the Department of Music and include the following activities: faculty concert bureau—guest conductors, soloists, ensembles, clinicians, adjudicators, lecture-recitalists; tours of student performing music organizations; music workshops and clinics on and off the campus; the Wabash Valley Recital Series for young performers; and consultant service in music education. To secure brochures and information on music extension activities or request any of the services, address your request to the Division of Continuing Education and Extended Services.

### AUDIO-VISUAL CENTER

Dr. C. Wesley Lambert, Director  
Main Office: Room 10, Stalker Hall

The Audio-Visual Center not only provides traditional audiovisual equipment, materials, services, and assists the faculty in performing its instructional role, but also provides professional consultation and competent leadership relative to instructional technology and educational media developments.

The Audio-Visual Center maintains an extensive inventory of traditional audiovisual equipment such as cameras, projectors, tape recorders, record players, screens, etc., as well as newer innovative devices for programmed learning and multi-media presentations which are available on request for faculty and staff utilization.

The Center maintains a collection of instructional materials including films, slides, transparencies, tape recordings, etc., which are augmented by the rental of films from outside sources for utilization by the faculty and staff. Instructional films from the Audio-Visual Center film library are made available on a rental basis to public schools, organizations, and institutions throughout Indiana.

A wide range of production services is provided by the Audio-Visual Center including photography (both black and white and color), transparencies, color slides, motion pictures, filmstrips, graphics, tape recordings, and multimedia presentations. These services are available on request to meet the specialized needs of the faculty and the administrative units of the University.

The professional staff of the Audio-Visual Center is available for consultation on the selection and operation of equipment, utilization of instructional materials, the diffusion of information relative to media developments, and the design and implementation of facilities and instructional systems.

## OFFICE OF DEVELOPMENT

Development Office, Room 103, Alumni Center

Development is concerned with the University's long-range planning and its objectives; with its financial requirements to support all programs included in the objectives; and with the coordination of all fund-raising activities to support the academic, student, and administrative areas so that both public and private funds will enable the University to attain its objectives.

Through the Development Program, the University seeks private financial support as a supplement to legislative funds, student fees, and federal and other grants. The supplementary private funds provide more fully for the building, maintenance, and operation of the University and support the excellence desired and demanded in the role envisioned for the University.

The total Development Program embraces Alumni Affairs and the Indiana State University Foundation in addition to the administering of special fund-raising efforts.

## OFFICE OF ALUMNI AFFAIRS

Mr. Dale F. McKee, Director

Alumni Affairs Office: Room 114, Alumni Center

The Indiana State University Alumni Office serves over 36,000 alumni by coordinating a variety of programs and activities and by representing alumni interests on the campus.

Located on the first floor of the Alumni Center, the Alumni Office serves as headquarters for the ISU Alumni Association, a voluntary organization governed by a 15-member Alumni Advisory Council. The representatives who serve on the Advisory Council are elected by the members of the Association.

Alumni activities include more than 30 regional alumni clubs around the country, class reunions, school and departmental alumni programs, and Homecoming events. The Alumni Association relates to students in a variety of ways. The Book and Torch Ceremony is presented at Founders Day and at commencement by the president of the Alumni Association and the president of the senior class. Each year the Association sponsors alumni scholarships that are awarded to worthy ISU students. The *Alumni Magazine*, the official publication of the Alumni Association, and the *ISU Quarterly* are published and mailed to alumni and friends of the University and distributed to University housing units to inform students of the programs of the Association and the activities of former students.

The office staff works cooperatively with various student organizations in sponsoring activities of mutual interest. In addition, a member of the office staff serves as advisor to the senior class.

## BUREAU OF CONFERENCES AND SPECIAL EVENTS

Mrs. Pauline Braunschweiger, Director

Conferences and Special Events Office: Room 8, Alumni Center

The Bureau of Conferences and Special Events schedules all conferences, handles budgetary matters connected with conferences, cares for meeting-dining-housing-reservations, physical arrangements, and provides service in areas related to publicity, printing, hosts-hostesses, registration, name tags, and various other details pertinent to a smooth-running conference.

Planning assistance, forms, and details on services and facilities which will better coordinate a conference activity, regardless of size, are available through this office.

The Bureau of Conferences and Special Events brings together under University auspices groups of participants and qualified resource people to share information and ideas, to develop new insights, to cope with current problems, or to impart new job performance skills.

An ancillary function of the office is to assist groups or individuals with special events, displays, and exhibits. With access to various University facilities and resources, the Bureau in cooperation with the Audio-Visual Center provides assistance in the creation of displays and exhibits, both on and off-campus.

## OFFICE OF INFORMATION SERVICES

ISU News Bureau, Publications

Mr. Joseph E. Kish, Director

Information Services Office: Room 122, Alumni Center

The ISU News Bureau furnishes media with releases concerning students, faculty, growth and development of the University, study programs, research programs, and any other news of the University.

University publications such as catalogs, bulletins, brochures, class schedules, newsletters, and a variety of printed pieces for special and all-University events are produced by the office's publications staff personnel.

The Office of Information Services also serves as the University's general mailing office for catalogs, class schedules, and other general University publications.

The Information Services staff is available for consultation with student groups and faculty on publicity and publication matters.

## THE BUREAU OF PLACEMENT

Dr. Alex C. Moody, Director  
Office: Room 142, Alumni Center

The Bureau of Placement is a department within the Division of Development and Public Affairs.

The Bureau of Placement assists the graduating senior, the graduate student, or the alumnus of the University in establishing himself in a suitable occupation that provides opportunities for personal satisfaction, self-improvement, and purposeful living.

Placement is an integral part of the total educational program at Indiana State University; it is a vital function that complements and supplements the curricular programs in the complete fulfillment of the educational objectives of the University.

Vocational counseling and occupational information are made available to all students and alumni by a professional placement staff and through the informational resources of an occupational library. These services enable the individual to choose a suitable area of interest which will provide for his personal growth and self-realization.

Annually, thousands of interviews are arranged and held for the benefit of the University's students and alumni. Representatives from agriculture, business and industry, education, and government services (federal and state) visit the campus in search of the new and emerging talent as well as experienced personnel. Facilities of the Bureau of Placement at Indiana State University meet the needs of both prospective employers and candidates.

Registration with the Bureau of Placement is required of all seniors prior to graduation.

## THE INDIANA STATE UNIVERSITY FOUNDATION

Mr. Carl Parks, Executive Director  
Foundation Office: Room 201, Alumni Center

The Indiana State University Foundation is an independent corporation, formed in 1928, to promote educational purposes of the institution. In particular it is the recipient of properties acquired through

gift, devise, bequest, or trust with the obligation to manage, control, improve, mortgage, encumber, sell, convey, give away, or otherwise dispose of all properties acquired, either the principal or income derived, exclusively for the use and benefit of Indiana State University and any of its campuses.

It seeks gifts of real or personal property to further the purposes of ISU, subject to limitations or restrictions set forth in agreements, trusts, or wills.

While in the past the State of Indiana has provided most basic needs for classrooms, administrative buildings, limited salaries, and operating budget, only gift income can make available the funds which provide the vitally needed scholarships, fellowships, enrichment programs, and other "extras" which are necessary to distinguish the University.

## Scholarships and Awards

Scholarships and awards listed are those supported by endowments and annual gifts.

### *Endowed Scholarships and Awards*

Scholarships and awards established by donors in perpetuity and administered by the Indiana State University Foundation.

ROBERT C. ADAMSON MEMORIAL SCHOLARSHIP may be awarded to any student in any field of endeavor.

WILLIAM P. ALLYN SCIENCE SCHOLARSHIP established in his honor by former students to help deserving students in science and/or premedicine and dentistry.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS STUDENT LOAN PROGRAM is a short-term student loan program established by faculty members to provide financial assistance to worthy students.

WILLIAM C. BALL ENGLISH PRIZE for a senior in English.

LOUISE BARTON MEMORIAL SCHOLARSHIPS

LILITH BAUR—CHILDREN'S THEATRE MEMORIAL SCHOLARSHIP established by Terre Haute Children's Theatre for a student majoring in theatre.

BECKER AWARD—SPECIAL EDUCATION established by Mr. and Mrs. Herman D. Becker and the family of the late Ben Becker.

LILLIAN GAY BERRY MEMORIAL LATIN AWARDS

V. E. BREIDENBAUGH ACCOUNTING SCHOLARSHIP for an accounting major who has completed six hours of accounting.

FRED E. BRENGLE MEMORIAL SCHOLARSHIP established from the estate of Elsie L. Brengle.

CHARLOTTE SCHWEITZER BURFORD MEMORIAL SCHOLARSHIP

BARBARA BOOE BUSHONG FLUTE-PICCOLO AWARD established by Mr. and Mrs. Joseph A. Gremelspacher in honor of their daughter for a junior or senior flute-piccorno player.

**FLORENCE CRITTENTON HOME OF TERRE HAUTE SCHOLARSHIP**

**SALLIE DAWSON MEMORIAL SCHOLARSHIP IN SCIENCE**

**HELEN LAYMAN DIX MEMORIAL SCHOLARSHIP** available to junior or senior student taking library science courses with intentions to qualify for a School Librarian's Certificate in the State of Indiana.

**GERTRUDE EWING LATIN SCHOLARSHIP** awarded annually to a freshman entering ISU majoring in Latin to become a Latin teacher.

**JAMES C. FARMER—ALUMNI LEADERSHIP FUND** established by the ISU Alumni Association in recognition of Mr. Farmer who was for many years Alumni Director; for Senior Class President and other students exhibiting leadership.

**ROBERT L. FISHER MEMORIAL SCHOLARSHIP FUND** established by Mr. and Mrs. Leroy Fisher in memory of their son, First Lieutenant Robert L. Fisher, Alpha Tau Omega Fraternity and 1968 alumnus, who lost his life in action in Vietnam.

**J. A. GREMELSPACHER UNIVERSITY BANDS MUSIC EDUCATION AWARD** established by faculty, students, and friends of Joseph A. Gremelspacher in honor of his retirement.

**ROSE GRIFFY MEMORIAL NURSING SCHOLARSHIP**

**JEFFREY HARDAWAY MEMORIAL SCHOLARSHIP IN AVIATION**

**JOSEPHINE EVANS HARROD EDUCATIONAL MEMORIAL SCHOLARSHIP**

**WILSON M. HOUSE MEMORIAL SCHOLARSHIP FOR MBA**

**ANNA HULMAN SCHOLARSHIP** established by Anna Hulman and friends of the University for freshman music students majoring in piano.

**OLIS G. AND RUTH B. JAMISON SCHOLARSHIPS** for students from the Glenn Home.

**JOHN K. JONES MEMORIAL SCHOLARSHIP** established by Lucile M. Jones in memory of her husband, the late John K. Jones; for a beginning sophomore in printing or some other phase of industrial arts.

**LOUIS KEIFER—VIGO COUNTY TUBERCULOSIS SOCIETY SCHOLARSHIP** established by the Vigo County Tuberculosis Society in tribute to Louis F. Keifer, president of the Society for 28 years and member of Board of Directors for 40 years.

**MARTIN LUTHER KING, JR. MEMORIAL SCHOLARSHIP** established by friends for deserving Negro students of Vigo County.

**ISRAEL H. AND AMANDA L. LOVE MEMORIAL SCHOLARSHIP** established by Miss Clara M. Love.

**HARRY AND GRACE MASON MEMORIAL SCHOLARSHIP** established by Mary Mason Miller and her husband, Harold J. Miller, for students from Sullivan County, preferably those majoring in industrial education or home economics.

**MARY REID McBETH MEMORIAL SCHOLARSHIP** in creative writing.

**GERTRUDE E. McCOMB MEMORIAL SCHOLARSHIP**

**McCOMB BROADCASTING AWARD**

**CALEB MILLS MEMORIAL SCHOLARSHIP** maintained through a bequest by the late Miss Helen Condit. Restricted to a senior at Indiana State.

**KATHRYN BRUMFIELD MORRIS AWARD** provided by her niece, Miss Helen McGaughey, for excellence in secretarial science-business administration; to be awarded to a girl at the end of her fifth semester in the School of Business.



**WHIT MORRIS AWARD** provided by his niece, Miss Helen McGaughey, for excellence in the Department of Management and Finance; to be awarded to a senior man at the end of his seventh semester in the School of Business.

**JENNIE U. PARKER MEMORIAL SCHOLARSHIP** established by Ethel Parker as a memorial to her mother, Jennie U. Parker, and for graduate students with a major in home economics.

**MINERVA PEPINSKY MEMORIAL AWARD** established by Dr. Joseph Schick to be awarded annually on Honor Day to a student in the junior year who is a major in music.

**MARY OLGA PETERS SCHOLARSHIP** provided by Phi Sigma Iota, Mrs. Peters, and friends for a senior girl who holds membership in Phi Sigma Iota and is majoring in romance languages.

**HAZEL TESH PFENNIG MEMORIAL SCHOLARSHIP** for juniors and seniors majoring in English.

**CHASTEEN PICKERL MEMORIAL SCHOLARSHIP** provided by an anonymous donor.

**CLARA RATHFON MEMORIAL SCHOLARSHIP**

**IVAH RHYAN MEMORIAL SCHOLARSHIP** for students majoring in home economics.

**HELEN BOSWELL ROBINSON NURSING SCHOLARSHIP**

**EDWARD C. ROEBER MEMORIAL SCHOLARSHIP** established by faculty, students, and friends in memory of Dr. Edward C. Roeber, Raleigh W. Holmstedt Distinguished Professor of Education at ISU, whose career was ended suddenly by death in February 1969; for graduate student in guidance and counseling.

**GLADYS ROHRIG SCHOLARSHIP** in theatre.

**MARTHA ROYSE MEMORIAL FRENCH PRIZE**

**JOSEPH S. SCHICK-BLUE KEY SCHOLARSHIP** established by Blue Key Fraternity to honor faculty advisor Dr. Joseph Schick; for a junior male with index of 3.25 or higher.

**HANNAH SCHLUETER MEMORIAL AWARD** established by Dr. Joseph Schick in memory of his mother; for a graduating senior majoring in special education.

**FORREST SHERER SCHOLARSHIP** provided by the employees of the Forrest Sherer Agency in recognition of Mr. Sherer; for junior or senior student majoring in business.

**HARRY E. SMITH MEMORIAL SCHOLARSHIP** in industrial education.

**STUDENT GOVERNMENT SCHOLARSHIP**

**EDGAR M. TANRUTHER SCHOLARSHIP** provided by Dr. and Mrs. Tanruther for a junior or senior in elementary education.

**TERRE HAUTE LITERARY AWARD**

**LOWELL MASON TILSON MEMORIAL SCHOLARSHIP** provided by family and friends in memory of Mr. Tilson, former chairman of Music Department; for students majoring in music education.

**RALPH N. TIREY MEMORIAL SCHOLARSHIP** established by family and friends in memory of Dr. Ralph N. Tirey, former president of ISU; for students of good character who are in need; not restricted to any particular field of endeavor.

**JOAN UTTERBACK—CHILDREN'S THEATRE MEMORIAL SCHOLARSHIP**

**JOHN WARD—MONTGOMERY COUNTY SCHOLARSHIP**

MARY E. WHITE ELEMENTARY TEACHERS' AWARD  
SYLVAN YAGER—INDUSTRIAL EDUCATION MEMORIAL SCHOLARSHIP  
SHEPHERD H. YOUNG MEMORIAL SCHOLARSHIP in business.

### *Student Loan Funds Established with the Foundation*

CONTINUING EDUCATION FOR WOMEN LOAN FUND  
ROBERT MEYNE MEMORIAL LOAN FUND  
STUDENT SMALL LOANS FUND, established by Sanborn Electric Company.

FLORENCE THOMPSON MEMORIAL LOAN FUND FOR WOMEN  
EMMA TRUITT MEMORIAL LOAN FUND for members of Alpha Phi Sorority.

WOOLS-FITZSIMMONS MEMORIAL LOAN FUND, established by the late Bertha Wools Fitzsimmons.

### *Scholarships Perpetuated by Trusts*

SILVO HEIN MEMORIAL SCHOLARSHIP in music or music education; income from a trust established by Ann M. Hein.

WEHMEYER MEMORIAL SCHOLARSHIP provided by a trust established by August S. Wehmeyer.

### *Work Scholarships*

WESTON WABASH FOUNDATION SCHOLARSHIP provided by the Weston Paper and Manufacturing Company and Wabash Fibre Box Company for junior and/or senior college men majoring in business. Scholarship includes cash grant and the opportunity to do part-time work in the participating company.

### *Scholarships Provided by Annual Gifts to the Indiana State University Foundation*

AEROSPACE EDUCATION WORKSHOP SCHOLARSHIPS  
ALPHA PHI GAMMA OUTSTANDING FRESHMAN JOURNALIST AWARD

ALUMNI ASSOCIATION SCHOLARSHIPS

ALUMNI CLUB SCHOLARSHIPS

ALUMNI-FOUNDATION SCHOLARSHIPS awarded by the Scholarship Committee.

CLAUDE BILLINGS JOURNALISM SCHOLARSHIP AWARD

CENTRAL NEWSPAPERS FOUNDATION SCHOLARSHIPS include the Eugene C. Pulliam Scholarships in Journalism and the Indianapolis Star Carrier Scholarships.

CHINESE TUITION SCHOLARSHIPS AND GRANTS-IN-AID established by the late Dr. Kai I. Pang, professor of Chinese, and after his sudden death in 1971, continued by his wife, Dr. Hilda Pang, students, and friends.

GEORGE M. AND ALICE M. CORNELIUS PRINTING MANAGEMENT SCHOLARSHIP

WAYNE A. CROCKETT SCHOLARSHIP

MANUAL DOBROW MEMORIAL SCHOLARSHIP in industrial education, provided by the family of the late Manual Dobrow who was proprietor of the Sussman Iron and Metal Company.

GEORGE J. EBERHART—DELTA SIGMA PI AWARD  
ERNST AND ERNST ACCOUNTING SCHOLARSHIP  
GENERAL MOTORS CORPORATION SCHOLARSHIPS  
GIBSON COAL COMPANY SCHOLARSHIPS  
ROBERT HOUNCHELL MUSIC SCHOLARSHIP  
INTER-FRATERNITY COUNCIL SCHOLARSHIPS

"I" WOMEN MEMORIAL SCHOLARSHIP for upperclasswomen in physical education.

LE CERCLE FRANCAIS-MICHAEL BUZASH AWARD

MARY ELLEN SCHOLARSHIP for a junior in nursing, provided by ISU president emeritus and Mrs. R. W. Holmstedt in memory of their mothers.

RALPH MILLER SCHOLARSHIP in stringed instrument provided by Mr. Ralph Miller, music professor emeritus.

NATIONAL FOUNDATION OF MARCH OF DIMES SCHOLARSHIPS in nursing and related fields, provided by the Vigo County Chapter of Indiana.

PANHELLENIC COUNCIL SCHOLARSHIPS include Panhellenic and Helen Reeve.

PUBLIC SERVICE INDIANA SCHOLARSHIP in accounting.

PERCY STANFIELD MEMORIAL SCHOLARSHIP

STATE PTA SCHOLARSHIPS provided by Indiana Congress of Parents and Teachers, Inc., for junior and senior college students.

THEATRE SCHOLARSHIPS-BONUS FOR EXCELLENCE established by an anonymous donor; to be awarded to theatre majors or speech majors whose main field of specialization is and has been for the preceding semester theatre.

TIREY MEMORIAL UNION BOARD SCHOLARSHIP

UNIVERSITY WIVES CLUB MEMORIAL SCHOLARSHIP

WABASH VALLEY PRESS CLUB SCHOLARSHIP

WIEMUTH AND SON COMPANY, INC. SCHOLARSHIP provided for children of company employees.

### *Athletic Scholarships and Grants*

JAMES C. FARMER AWARD

WILLIAM R. KENDALL GOLF AWARD

J. J. MAEHLING-ATO FRATERNITY BASKETBALL HONOR AWARD for an outstanding junior in varsity basketball; established by the late J. J. Maehling.

WALTER R. MARKS SCHOLARSHIP established by alumni, students, and friends in honor of Dr. Marks' retirement in 1971.

LaVERNE K. McMILLAN MEMORIAL SCHOLARSHIP

Varsity Club Grants-in-Aid provided by the ISU Varsity Club. Included in these grants are funds contributed by the Two Hundred Club members.

The Foundation also records and distributes miscellaneous funds in cooperation with organizations which award local scholarships to Indiana State University students.

# UNIVERSITY TRUSTEES, FOUNDATION, ADMINISTRATION, AND FACULTY



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*Coordinator of Insurance, Fringe Benefits, and Payroll*

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LEO W. DIFFENAUER

*Complex Manager, Statesman Towers*

THOMAS J. HARDING

*Complex Manager, Sycamore Towers*

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*Complex Manager, Sandison Complex*

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JAMES WINTERS	<i>Director of Events, Hulman Civic University Center</i>
JOHN D. WOLF	<i>Operations Manager, Hulman Civic University Center</i>
DAVID C. KRATZER	<i>Operating Engineer, Hulman Civic University Center</i>
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### *Student Affairs*

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EMANUEL T. NEWSOME	<i>Assistant Dean for Student Activities</i>
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MICHAEL L. PHILLIPS	<i>Assistant Director of Student Financial Aids</i>
MRS. NORMA R. SHYROCK	<i>Assistant Director of Student Financial Aids</i>
TED W. HAMELMANN	<i>Assistant Director of Student Financial Aids</i>
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HENRY J. ZIMMER, M.D.	<i>Physician</i>
ROBERT S. ROGERS, M.D.	<i>Physician</i>
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PATRICK F. CERRA	<i>Counselor</i>
WILLIAM E. PERSONS, III	<i>Counselor</i>
MRS. SUSAN R. DYRENFORTH	<i>Counselor</i>
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JOHN F. BUSH	<i>Director of Student Research and Testing</i>
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JAMES R. NELSON	<i>Director of Admissions</i>
RAMON T. ROMAN	<i>Assistant Director of Admissions</i>
JERRY L. HILE	<i>Director of University-High School Relations</i>



MRS. MARY E. HOWELL *Assistant Director of University-High School Relations*  
 JOHN E. BEACON *Assistant Director of University-High School Relations*  
 ROGER W. LEHR *Assistant Director of University-High School Relations*  
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 WILLIAM STRAEFFER *Director of Admissions*

## THE UNIVERSITY FACULTY

The list which follows is arranged by college, school, division, and department. All University staff members with academic appointment are included in accordance with their assignment. The total list is alphabetical except that department chairmen are listed first.

Information about each individual includes the following: name, last earned degree, institution granting degree, current academic rank, and year of appointment to Indiana State University. It should be noted that many faculty members whose latest earned degree is the Baccalaureate or Master's degree are actively involved in advanced graduate study.

### ARTS AND SCIENCES, COLLEGE OF

EFFIE N. HUNT; Ph.D., University of Illinois, *Acting Dean, College of Arts and Sciences and Professor of English*, 1963.

MARVIN D. CARMONY; Ph.D., Indiana University, *Associate Dean, College of Arts and Sciences, and Professor of English and Linguistics*, 1959.

JOHN J. CORRIGAN; Ph.D., University of Illinois, *Associate Dean, College of Arts and Sciences, Associate Professor of Life Sciences, and Associate Professor of Biochemistry, Terre Haute Center for Medical Education*, 1970.

#### *Anthropology Department*

NEIL V. WILLIAMS; Ph.D., University of Michigan, *Chairman and Professor of Anthropology*, 1964.

KHWAJA A. HASAN; Ph.D., University of Lucknow, India, *Associate Professor of Anthropology*, 1971.

ROBERT E. PACE; M.A., University of North Carolina, *Associate Professor of Anthropology*, 1964.

HILDA E. PANG; Ph.D., Indiana University, *Associate Professor of Anthropology*, 1966.

#### *Afro-American Studies Program*

WESLEY J. LYDA; Ph.D., Indiana University, *Director, Afro-American Studies Program and Professor of Education*, 1968.

ELAINE SHOUSE; M.A., University of Illinois, *Assistant Professor of Afro-American Studies*, 1974.

#### *Art Department*

WHITNEY J. ENGERAN, JR.; S.T.L., St. Louis University, *Chairman, Director of the Turman Art Gallery, Curator of the Permanent Collection, and Associate Professor of Art*, 1971.

HARRIET M. CAPLOW; Ph.D., Columbia University, *Associate Professor of Humanities (Art History)*, 1967.

LLOYD ENGELBRECHT; Ph.D., University of Chicago, *Associate Professor of Humanities (Art History)*, 1973.

- ROSLYN R. ERBES; Ph.D., University of Wisconsin, *Professor of Humanities and Art*, 1965.
- DAVID H. ERICKSON; M.F.A., Cranbrook Academy of Art, *Assistant Professor of Art*, 1968.
- ROBERT G. EVANS; M.F.A., Tulane University, *Assistant Professor of Art*, 1972.
- RONALD J. FARMER; Ed.D., Pennsylvania State University, *Associate Professor of Art*, 1956.
- LARRY M. FRIEDENSON; Ed.D., Indiana University, *Assistant Professor of Art*, 1967.
- ALAN FRIEDMAN; M.F.A., University of Wisconsin, *Assistant Professor of Art*, 1972.
- JAMES E. GARTHWAITE; Ed.D., Pennsylvania State University, *Professor of Art*, 1956.
- RICHARD E. HAY; M.F.A., Alfred University, *Associate Professor of Art*, 1966.
- LEROY LAMIS; M.A., Teachers College, Columbia University, *Professor of Art*, 1961.
- AUSTIN S. LOWREY; M.A.A., Auburn University, *Associate Professor of Art*, 1972.
- ROBERT K. MONTGOMERY; M.F.A., University of Kansas, *Professor of Art*, 1964.
- CHARLES L. REDDINGTON; M.F.A., Southern Illinois University, *Assistant Professor of Art*, 1970.
- JEROME L. VARGO; M.S.A.E., Illinois Institute of Technology, *Assistant Professor of Art*, 1966.
- LOUIS R. WILLIAMS; M.A., Ohio State University, *Associate Professor of Art*, 1965.

### *Chemistry Department*

- WILLIAM B. BUNGER; Ph.D., Kansas State University, *Chairman and Professor of Chemistry*, 1965.
- MYONG-KU AHN; Ph.D., Yale University, *Associate Professor of Chemistry*, 1970.
- WALTER X. BALCAVAGE; Ph.D., University of Delaware, *Assistant Professor of Chemistry, Assistant Professor of Biochemistry, Terre Haute Center for Medical Education*, 1971.
- MELVIN DRUELINGER; Ph.D., University of Wisconsin, *Assistant Professor of Chemistry*, 1968.
- EUGENE L. HERBST; M.S., Indiana State University, *Assistant Professor of Chemistry*, 1957.
- CLARENCE J. HULL; Ph.D., Indiana University, *Professor of Chemistry*, 1962.
- WILLIAM G. KESSEL; Ed.D., Indiana University, *Professor of Chemistry*, 1946.
- JOAN M. MAHONEY; Ph.D., State University of New York, Upstate Medical Center, Syracuse, *Instructor in Chemistry, Instructor in Biochemistry, Terre Haute Center for Medical Education*, 1971.
- DONALD E. ORMOND; A.B., University of Kansas, *Assistant Professor of Chemistry*, 1963.
- CLYDE F. PARRISH; Ph.D., University of Louisville, *Associate Professor of Chemistry*, 1963.
- DONALD J. REULAND; Ph.D., Carnegie Institute of Technology, *Associate Professor of Chemistry*, 1964.

- JOSEPH R. SIEFKER; Ph.D., Indiana University, *Professor of Chemistry*, 1962.  
ALAN SIEGEL; Ph.D., University of Massachusetts, *Assistant Professor of Chemistry*, 1972.  
LEONARD C. SMITH; Ph.D., University of Illinois, *Professor of Chemistry*, 1966.  
J. PATRICK TATUM; Ph.D., Florida State University, *Assistant Professor of Chemistry*, 1968.  
WILLIAM A. TRINLER; Ph.D., University of Louisville, *Professor of Chemistry*, 1960.

### *Criminology Department*

- WILLIAM NARDINI; Ph.D., State University of Iowa, *Chairman and Professor of Criminology*, 1968.  
JOHN W. BUCK; A.M., University of Chicago, *Associate Professor of Criminology*, 1969.  
ROBERT G. CALDWELL; Ph.D., University of Pennsylvania, *Visiting Professor of Criminology*, 1971.  
ROBERT G. CULBERTSON; Ph.D., University of Cincinnati, *Assistant Professor of Criminology*, 1968.  
EDMUND GROSSKOPF; M.S., Michigan State University, *Assistant Professor of Criminology*, 1973.  
JEFFREY SCHRINK; Ed.D., Indiana University, *Assistant Professor of Criminology*, 1973.

### *Economics Department*

- ROBERT F. COOK; Ph.D., Lehigh University, *Chairman and Associate Professor of Economics*, 1970.  
PHILIP G. BIBO; M.S., Indiana State University, *Assistant Professor of Economics*, 1966.  
ARTHUR G. BILLINGS; Ph.D., Harvard University, *Professor of Economics*, 1962.  
STANLEY CHIPPER; J.U.Dr., Charles University, *Professor of Economics*, 1965.  
WOODROW W. CREASON; Ph.D., Indiana University, *Professor of Economics*, 1956.  
RONALD H. ELPERIN; Ph.D., University of Wisconsin, *Professor of Economics*, 1958.  
MARVIN N. FISCHBAUM; Ph.D., Columbia University, *Associate Professor of Economics*, 1965.  
RENO C. FOLI; M.S., Indiana State University, *Assistant Professor of Economics*, 1966.  
KATHARINE H. HSIAO; Ph.D., Columbia University, *Professor of Economics*, 1964.  
LIANG L. HSIAO; Ph.D., New York University, *Associate Professor of Economics*, 1959.  
JAMES T. KYLE; M.B.A., Indiana University, *Assistant Professor of Economics*, 1963.  
JOHN L. MCENTAFFER; Ph.D., Boston College, *Associate Professor of Economics*, 1966.

- TERRANCE C. PARKS; Ph.D., University of Illinois, *Assistant Professor of Economics*, 1966.
- ROBERT A. ROBERTSON; Ph.D., University of Illinois, *Professor of Economics*, 1965.
- DUANE L. SORENSEN; M.S., Iowa State University, *Assistant Professor of Economics*, 1968.
- CHARLES M. WISHART; M.S., Indiana State University, *Assistant Professor of Economics*, 1965.

### *English and Journalism Department*

- JAMES B. MISENHEIMER; Ph.D., University of Colorado, Boulder, *Chairman and Professor of English*, 1972.
- RALPH M. ALBAUGH; Ph.D., Ohio State University, *Professor of English*, 1957.
- RICHARD C. ANGELL; Ph.D., University of New Mexico, *Associate Professor of English*, 1965.
- RONALD L. BAKER; Ph.D., Indiana University, *Associate Professor of English*, 1966.
- JANE A. BAKERMAN; M.A., University of Illinois, *Assistant Professor of English*, 1964.
- KARL BARNEBEY; M.A., State University of Iowa, *Assistant Professor of English*, 1964.
- WILFRED C. BARTON; Ph.D., Tulane University, *Associate Professor of English*, 1970.
- JAMES R. BASH; Ph.D., University of Illinois, *Professor of English*, 1946.
- CHARLES D. BLANEY; M.A., Indiana University, *Assistant Professor of English*, 1964.
- JOHN A. BOYD; Ed.D., Indiana University, *Professor of English and Journalism*, 1952.
- JOHN H. BOYD, JR.; M.A., Indiana University, *Director of Journalism, Associate Professor of English and Journalism, and Advisor to the Statesman*, 1971.
- JOHN J. BRADY; M.A., Bradley University, *Instructor in English and Journalism*, 1967.
- JAMES W. BROADDUS; M.A., University of Kentucky, *Assistant Professor of English*, 1965.
- ELMER L. BROOKS; Ph.D., Harvard University, *Professor of English*, 1969.
- MARVIN D. CARMONY; Ph.D., Indiana University, *Associate Dean, College of Arts and Sciences, and Professor of English and Linguistics*, 1959.
- JOHN L. CHRISTIE; M.A., Bradley University, *Instructor in English*, 1966.
- JOHN O. CLEMENTS; Ph.D., Indiana University, *Assistant Professor of English*, 1964.
- STEVEN E. CONNELLY; M.A., University of Michigan, *Assistant Professor of English*, 1966.
- SUSIE L. CUMMINGS; M.A., Indiana State University, *Instructor in English*, 1965.
- MADelyn DEGAETANO; M.A., Ohio University, *Instructor in English*, 1967.
- MARY JEAN DEMARR; Ph.D., University of Illinois, *Associate Professor of English*, 1965.

- RICHARD W. DOWELL; Ph.D., Indiana University, *Professor of English*, 1963.
- D. GENE ENGLAND; Ph.D., University of Texas, *Associate Professor of English*, 1969.
- EUGENE W. ETHERIDGE; Ph.D., Edinburgh University, *Professor of English*, 1965.
- RICHARD C. FRUSHELL; Ph.D., Duquesne University, *Associate Professor of English*, 1968.
- ALBERT J. FYFE; Ph.D., University of Chicago, *Professor of English*, 1957.
- J. EDWARD GATES; Ph.D., Hartford Seminary Foundation, *Associate Professor of English*, 1970.
- VENKATACHARI GOPALAN; M.A.Ed., Washington University, *Assistant Professor of English*, 1966.
- ROBERT W. GRAY; M.A., University of Connecticut, *Assistant Professor of English*, 1961.
- MYRNA J. HANDLEY; M.A., University of Illinois, *Instructor in English*, 1967.
- JAMES E. HATCH; M.A., University of Michigan, *Assistant Professor of English*, 1964.
- HANNAH L. HEDRICK; Ph.D., University of Arkansas, *Assistant Professor of English*, 1967.
- CHARLES L. HOFFMAN; M.A., University of Iowa, *Instructor in English*, 1967.
- EFFIE N. HUNT; Ph.D., University of Illinois, *Acting Dean, College of Arts and Sciences, and Professor of English*, 1963.
- VICTOR H. JONES; M.A., University of Chicago, *Assistant Professor of English*, 1965.
- BERTA LEE; Ph.D., University of Nevada, *Associate Professor of English*, 1970.
- WARREN H. LOVELESS; Ph.D., University of Delaware, *Assistant Professor of English*, 1968.
- JAMES H. MASON; Ph.D., George Peabody College for Teachers, *Professor of English*, 1959.
- JESSIE E. McCUNE; M.S., Indiana State University, *Assistant Professor of English*, 1957.
- HOWARD McMILLEN; M.F.A., University of Iowa, *Assistant Professor of English*, 1970.
- RAYMOND A. MILLER; Ph.D., University of Wisconsin, *Professor of English*, 1956.
- JAMES H. MITCHELL; Ph.D., University of Edinburgh, *Associate Professor of English*, 1960.
- RICHARD D. MULLEN; Ph.D., University of Chicago, *Professor of English*, 1956.
- JAMES S. MULLICAN; Ph.D., Purdue University, *Associate Chairman and Professor of English*, 1959.
- CHARLES D. NICOL; Ph.D., Bowling Green State University, *Assistant Professor of English*, 1966.
- GLEN M. POUND; Ph.D., Indiana University, *Associate Professor of English*, 1964.
- JOHN T. REED; Ph.D., Northwestern University, *Professor of English*, 1956.
- HENRY G. REIFSNYDER; Ph.D., University of Chicago, *Professor of English*, 1959.
- BERTRAND F. RICHARDS; Ph.D., Duke University, *Associate Professor of English*, 1963.
- JACK D. ROLLINS; M.F.A., University of Iowa, *Assistant Professor of English*, 1969.

- SAUL ROSENTHAL; M.F.Á., University of Iowa, *Assistant Professor of English*, 1967.
- RICHARD L. ROWE; M.A., University of Illinois, *Assistant Professor of English*, 1962.
- FREDERIC E. RUSCH; M.A., University of Iowa, M.L.S., Indiana University, *Assistant Professor of English*, 1967.
- ROBERT P. SAALBACH; Ph.D., University of Washington, *Professor of English*, 1959.
- JEAN B. SANDERS; Ph.D., Indiana University, *Professor of English*, 1958.
- JOSEPH S. SCHICK; Ph.D., University of Chicago; *Professor of English*, 1946.
- LEWIS P. SEGO; Ph.D., Indiana University, *Assistant Professor of English*, 1965.
- LABAN C. SMITH; Ph.D., University of Wisconsin, *Professor of English*, 1946.
- HAROLD O. SPICER; Ph.D., Indiana University, *Professor of English and Journalism*, 1963.
- MARK E. STOFFEL; M.A.T., Indiana University, *Assistant Professor of English*, 1961.
- BERNARD J. VONDERSMITH; Ph.D., Duquesne University, *Assistant Professor of English*, 1968.
- HOWARD L. WALTERSDORF; A.M., University of South Dakota, *Instructor in English*, 1968.
- W. TASKER WITHAM; Ph.D., University of Illinois, *Professor of English*, 1959.
- ROBERT W. WOLFE; M.Ed., Bowling Green State University, *Instructor in English*, 1966.

#### *Foreign Languages Department*

- FELIX G. ILARRAZ; Ph.D., University of Madrid, *Chairman and Professor of Spanish*, 1964.
- CONRADO ALMINAQUE; Doctor of Laws, University of Havana, *Instructor in Spanish*, 1967.
- PETER BRUNING; Doctor of Philosophy and Letters, University of Amsterdam, *Professor of German*, 1956.
- MICHAEL D. BUZASH; M.A., Western Reserve University, *Assistant Professor of Romance Languages*, 1959.
- LOUIS L. CURCIO; Ph.D., Columbia University, *Professor of French*, 1962.
- JACQUES Y. DELIERE; M.A. (Eq.), Université de Grenoble, *Assistant Professor of French*, 1965.
- CHARLOTTE W. GHURYE; Ph.D., Northwestern University, *Associate Professor of German*, 1968.
- RUTH D. GRUN; Doctor of Philosophy, Universität Marburg, *Associate Professor of Modern Languages*, 1966.
- DONALD L. JENNERMANN; M.A., University of Wisconsin, *Assistant Professor of Greek*, 1964.
- PANOS D. KARAVELLAS; Ph.D., Michigan State University, *Assistant Professor of Spanish*, 1970.
- VIRGINIA LEON DE VIVERO; Ph.D., University of Massachusetts, *Assistant Professor of Foreign Languages*, 1972.
- JAMES O. LOYD; Ph.D., University of North Carolina, *Assistant Professor of Classical Languages*, 1969.

- AGNES MCGHEE; M.A., University of Wisconsin, *Assistant Professor of Spanish*, 1962.
- JOHN S. MILETICH; Ph.D., University of Chicago, *Assistant Professor of Spanish*, 1974.
- FRANK H. NUESSEL, JR.; Ph.D., University of Illinois, *Assistant Professor of Spanish*, 1973.
- BURTON J. ROZEMA; Ph.D., University of Wisconsin, *Assistant Professor of Classical Languages*, 1969.
- CHERRIE SOPER; Ph.D., University of Kansas, *Assistant Professor of Spanish*, 1973.
- FRANCISZEK A. SZYMKOWICZ; M.A., University of Chicago, *Assistant Professor of Russian*, 1962.

### *Geography and Geology Department*

- BENJAMIN MOULTON; Ph.D., Indiana University, *Chairman and Professor of Geography*, 1961.
- BYRON K. BARTON; Ph.D., University of Nebraska, *Professor of Geography*, 1969.
- ROBERT W. BASTIAN; Ph.D., Indiana University, *Associate Professor of Geography*, 1969.
- WILLIAM D. BROOKS; Ed.D., Indiana University, *Associate Professor of Geography*, 1968.
- ADELORD J. CANTIN; M.A., University of Iowa, *Assistant Professor of Geography*, 1957.
- JOHN H. CLEVELAND; Ph.D., Indiana University, *Professor of Geology*, 1962.
- ROBERT R. DRUMMOND; Ph.D., Northwestern University, *Professor of Geography*, 1946.
- JAMES L. GUERNSEY; Ph.D., Northwestern University, *Professor of Geography*, 1957.
- JOHN C. HOOK; Ph.D., State University of Iowa, *Professor of Geography*, 1956.
- ROBERT C. HOWE; Ph.D., University of Wisconsin, *Associate Professor of Geology*, 1968.
- LOIS C. LATTA; Ph.D., University of Illinois, *Associate Professor of Geography*, 1968.
- GREGG H. MARLAND; Ph.D., University of Minnesota, *Assistant Professor of Geology*, 1970.
- PAUL W. MAUSEL; Ph.D., University of North Carolina, *Associate Professor of Geography*, 1971.
- JOHN R. MCGREGOR; Ph.D., University of Illinois, *Associate Professor of Geography*, 1970.
- VICTOR C. MILLER; Ph.D., Columbia University, *Professor of Geology*, 1967.
- JOHN E. OLIVER; Ph.D., Columbia University, *Associate Professor of Geography*, 1973.
- DONALD E. OWEN; Ph.D., University of Wisconsin, *Associate Professor of Geology*, 1963.
- AKHTAR H. SIDDIQI; Ph.D., University of London, *Professor of Geography*, 1964.
- SAMUEL W. SMITH; Ph.D., State University of Iowa, *Associate Professor of Geography*, 1962.



- RICHARD ULACK; M.S., Pennsylvania State University, *Assistant Professor of Geography*, 1971.  
GEORGE W. WEBB; Ph.D., University of Tennessee, *Professor of Geography*, 1965.

### *History Department*

- HERBERT J. RISSLER; Ph.D., Indiana University, *Chairman and Professor of History*, 1962.  
QUENTIN B. BONE; Ph.D., University of Illinois, *Professor of History*, 1955.  
GALE E. CHRISTIANSON; D.A., Carnegie-Mellon University, *Assistant Professor of History*, 1971.  
RICHARD M. CLOKEY; Ph.D., University of Wisconsin, *Associate Professor of History*, 1965.  
ROBERT G. CLOUSE; Ph.D., State University of Iowa, *Professor of History*, 1963.  
J. ROBERT CONSTANTINE; Ph.D., Indiana University, *Professor of History*, 1959.  
GARY W. DAILY; M.A., Roosevelt University, *Assistant Professor of History*, 1970.  
WILLIAM W. GIFFIN; Ph.D., Ohio State University, *Assistant Professor of History*, 1968.  
DONALD L. LAYTON; Ph.D., Indiana University, *Professor of History*, 1963.  
ABED H. MANSUR; Ph.D., University of Oregon, *Associate Professor of History*, 1967.  
ARVID H. PEREZ; Ph.D., University of California, Los Angeles, *Assistant Professor of History*, 1968.  
RICHARD V. PIERARD; Ph.D., State University of Iowa, *Professor of History*, 1964.  
DONALD B. SCHEICK; Ph.D., Indiana University, *Professor of History*, 1946.  
EDWARD K. SPANN; Ph.D., New York University, *Professor of History*, 1961.  
CHARLES S. WARD; Ph.D., University of Minnesota, *Assistant Professor of History*, 1969.  
JOHN H. WILLIAMS; Ph.D., University of Florida, *Associate Professor of History*, 1969.

### *Home Economics Department*

- ANNE M. LEE; Ed.D., Indiana University, *Chairman and Professor of Home Economics*, 1930.  
VERA CHANNELS; M.A., University of Illinois, *Assistant Professor of Home Economics*, 1967.  
LARRY D. COLEMAN; Ed.D., University of Oklahoma, *Associate Professor of Family Economics and Home Management*, 1971.  
MARY S. GIBBS; Ed.D., Teachers College, Columbia University, *Director, Regional Center for Family Finance and Consumer Education, and Professor of Home Economics*, 1963.  
CHARLOTTE S. HARKER; Ph.D., Purdue University, *Associate Professor of Home Economics*, 1962.

- GAIL HARTWIGSEN; M.A., University of Connecticut, *Instructor in Home Economics*, 1974.
- JEANNE R. HESLER; M.S., Indiana State University, *Assistant Professor of Home Economics*, 1966.
- MARJORIE C. JERRY; Ed.D., Indiana University, *Associate Professor of Home Economics*, 1966.
- FREDERICA L. KRAMER; M.S., Indiana State University, *Instructor in Home Economics*, 1969.
- LORENE M. SMITH; M.S., Indiana State University, *Assistant Professor of Home Economics*, 1964.
- SARAH MAY TUCKER; M.S., University of Tennessee, *Assistant Professor of Home Economics*, 1974.
- RUTH D. TURNER; Ph.D., Purdue University, *Associate Professor of Home Economics*, 1955.

### *Humanities Department*

- CORNELIUS B. CANON; Ph.D., University of Minnesota, *Acting Chairman and Associate Professor of Humanities and Music*, 1964.
- HARRIET M. CAPLOW; Ph.D., Columbia University, *Associate Professor of Humanities*, 1967.
- LLOYD C. ENGELBRECHT; Ph.D., University of Chicago, *Associate Professor of Humanities*, 1973.
- ROSLYN R. ERBES; Ph.D., University of Wisconsin, *Professor of Humanities and Art*, 1965.
- DAVID L. JOHNSON; Ph.D., University of Iowa, *Assistant Professor of Humanities*, 1970.
- EVERETT J. TARBOX; Th.D., Southwestern Baptist Theological Seminary; Ph.D., University of Chicago, *Associate Professor of Humanities*, 1967.
- EDWARD A. WARNER; Ph.D., University of Iowa, *Associate Professor of Humanities*, 1968.

### *Library Science Department*

- ROBERT D. LITTLE; Ph.D., University of Wisconsin, *Chairman and Associate Professor of Library Science*, 1971.
- JANET S. HORTON; M.A., Indiana University, *Assistant Professor of Library Science*, 1971.
- CHOONG HAN KIM; Ph.D., Rutgers University, *Associate Professor of Library Science*, 1968.
- NANCY B. PILLON; Ed.D., University of Kentucky, *Associate Professor of Library Science*, 1969.
- A. ELIZABETH WELLER; M.A., George Peabody College for Teachers, *Associate Professor of Library Science*, 1948.

### *Life Sciences Department*

- CHRISTOPHER P. SWORD; Ph.D., University of California, Los Angeles, *Chairman and Professor of Life Sciences, Professor of Microbiology, Terre Haute Center for Medical Education*, 1970.
- JOSEPH F. ALBRIGHT; Ph.D., Indiana University, *Professor of Life Sciences, Professor of Microbiology, Terre Haute Center for Medical Education*, 1971.

- CHARLES D. BARNES; Ph.D., University of Iowa, *Professor of Life Sciences, Professor of Physiology, Terre Haute Center for Medical Education*, 1971.
- KAREN BAXTER-GABBARD; Ph.D., Iowa State University, *Instructor in Life Sciences, Lecturer, Terre Haute Center for Medical Education*, 1971.\*
- WILLIAM J. BRETT; Ph.D., Northwestern University, *Professor of Biology*, 1956.
- WILLIAM M. CHAMBERLAIN; Ph.D., University of Toronto, *Assistant Professor of Life Sciences*, 1969.
- SARAH CLEVINGER; Ph.D., Indiana University, *Associate Professor of Botany*, 1963.
- JOHN J. CORRIGAN; Ph.D., University of Illinois, *Associate Professor of Life Sciences and Associate Dean of the College of Arts and Sciences, Associate Professor of Biochemistry, Terre Haute Center for Medical Education*, 1970.
- NORMAN A. DIAL; Ph.D., University of Illinois, *Associate Professor of Zoology, Associate Professor of Anatomy, Terre Haute Center for Medical Education*, 1960.
- DONALD G. DUSANIC; Ph.D., University of Chicago, *Professor of Life Sciences, Professor of Microbiology, Terre Haute Center for Medical Education*, 1972.
- WILBURN J. EVERSOLE; Ph.D., New York University, *Professor of Biology*, 1960.
- CHARLES L. GEHRING; Ph.D., Purdue University, *Associate Professor of Botany*, 1962.
- CHARLES W. GOFF; Ph.D., University of Texas at Austin, *Assistant Professor of Life Sciences*, 1969.
- JEAN A. GROSS; Ph.D., University of Michigan, *Professor of Life Sciences*, 1967.
- SHIRLEY A. HASSELL; M.S., Western Kentucky University, *Associate Professor of Life Sciences, Center for Medical Technology*, 1971.
- WILLIAM B. HOPP; Ph.D., Purdue University, *Professor of Zoology*, 1955.
- SYD S. HUSAIN; Ph.D., University of Chicago, *Associate Director of the Center for Medical Technology and Associate Professor of Life Sciences*, 1969.
- MARION T. JACKSON; Ph.D., Purdue University, *Professor of Life Sciences*, 1964.
- DAVID F. JOHNSON; Ph.D., New York University, *Professor of Bacteriology*, 1938.
- ALVIN S. LEVINE; Ph.D., Rutgers University, *Professor of Life Sciences, Director and Professor of Microbiology, Terre Haute Center for Medical Education*, 1971.\*
- WAYNE E. MAGEE; Ph.D., University of Wisconsin, *Professor of Life Sciences, Professor of Microbiology, Terre Haute Center for Medical Education*, 1971.
- JACK R. MUNSEE; Ph.D., Purdue University, *Associate Professor of Biology*, 1959.
- ROBERT C. MURPHY; Ph.D., University of Wisconsin, *Professor of Life Sciences, Professor of Anatomy, Terre Haute Center for Medical Education*, 1971.\*
- MARK O. OSTER; Ph.D., University of Illinois, *Assistant Professor of Life Sciences*, 1968.
- DONALD A. PHILLIPS; Ph.D., Harvard University, *Assistant Professor of Life Sciences*, 1972.

MAX A. PROFFITT; Ph.D., University of Michigan, *Professor of Biology*, 1956.  
S. WOODROW SUTTLE; M.S., Indiana State University, *Associate Professor of Biology*, 1949.

HENRY TAMAR; Ph.D., Florida State University, *Associate Professor of Zoology*, 1962.

PETER V. TIGCHELAAR; Ph.D., University of Illinois, *Assistant Professor of Life Sciences, Assistant Professor of Physiology, Terre Haute Center for Medical Education*, 1971.\*

WILLIAM G. WERT; M.S., University of Michigan, *Associate Professor of Botany*, 1960.

JOHN O. WHITAKER; Ph.D., Cornell University, *Professor of Life Sciences*, 1962.

FRANK H. WILCOX, JR.; Ph.D., Cornell University, *Associate Professor of Life Sciences*, 1967.

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### *Mathematics Department*

VESPER D. MOORE; Ed.D., University of Michigan, *Chairman and Professor of Mathematics*, 1946.

CHARLES A. CHENEY; Ph.D., Carnegie-Mellon University, *Assistant Professor of Mathematics*, 1970.

ANDRE DE KORVIN; Ph.D., University of California, Los Angeles, *Associate Professor of Mathematics*, 1968.

HERBERT H. DIEKHANS; Ph.D., University of Illinois, *Professor of Mathematics*, 1964.

RICHARD J. EASTON; Ph.D., University of Utah, *Associate Professor of Mathematics*, 1967.

GEORGE P. GRAHAM, JR.; Ph.D., University of Wisconsin, *Associate Professor of Mathematics*, 1968.

GEORGE F. GREEN; Ph.D., Florida State University, *Associate Professor of Mathematics*, 1972.

GUY J. HALE; Ed.D., Indiana University, *Assistant Professor of Mathematics*, 1965.

THOMAS O. HAND; Ph.D., University of Oklahoma, *Assistant Professor of Mathematics*, 1972.

GERALD P. HARSHANY; Ph.D., St. Louis University, *Professor of Mathematics*, 1964.

ROBERT L. KELLEMS; Ed.D., Indiana University, *Professor of Mathematics*, 1957.

LAURENCE E. KUNES; Ph.D., Ohio State University, *Associate Professor of Mathematics*, 1970.

PATRICIA A. MAXWELL; M.S., Indiana State University, *Assistant Professor of Mathematics*, 1964.

RICHARD D. PETHTEL; Ed.D., Indiana University, *Professor of Mathematics*, 1960.

C. THOMAS PITTS; Ph.D., Indiana State University, *Assistant Professor of Mathematics*, 1964.

ROBERT E. RECTOR; Ph.D., University of Illinois, *Associate Professor of Mathematics*, 1961.

- CHARLES E. ROBERTS, JR.; Ph.D., University of Illinois, *Assistant Professor of Mathematics*, 1971.
- DOUGLAS K. SMITH; Ph.D., Purdue University, *Director of Computer Center and Assistant Professor of Mathematics*, 1969.
- GLADYS G. TAYLOR; A.M., Radcliffe College, *Assistant Professor of Mathematics*, 1963.
- EARL J. ZWICK; Ph.D., Ohio State University, *Professor of Mathematics*, 1963.

### *Music Department*

- CARDON V. BURNHAM; A.M.D., University of Rochester, *Chairman and Professor of Music*, 1974.
- JAMES W. BARNES; Ph.D., Indiana University, *Professor of Music*, 1948.
- DALVIN L. BOONE; Ed.D., University of Illinois, *Assistant Professor of Music*, 1967.
- CORNELIUS B. CANON; Ph.D., University of Minnesota, *Associate Professor of Humanities and Music*, 1964.
- JAMES R. DAILEY; Ph.D., University of Colorado, *Associate Professor of Music*, 1969.
- VICTOR B. DANEK; D.M.Ed., Indiana University, *Professor of Music*, 1964.
- J. WILLIAM DENTON; M.M., University of Illinois, *Assistant Professor of Music*, 1965.
- NEAL L. FLUEGEL; M.M., Southern Illinois University, *Assistant Professor of Music*, 1966.
- HARRY R. GEE; M.M., University of Denver, *Associate Professor of Music*, 1960.
- GEORGE M. GRAESCH; M.S., Indiana State University, *Associate Professor of Music*, 1953.
- HELEN F. HARLAN; M.M., Jordan College of Music, *Assistant Professor of Music*, 1962.
- ROBERT F. HOUNCHELL; M.M.Ed., Indiana University, *Associate Professor of Music*, 1963.
- WILLIAM H. HUGHES, JR.; M.M., University of Illinois, *Instructor in Music*, 1967.
- JOHN B. IBBERSON; M.M., Indiana University, *Assistant Professor of Music*, 1966.
- ALLEN R. KEATHLEY; M.A.L.S., University of Missouri, *Instructor in Music and Music Librarian*, 1970.
- JOAN L. MCGEE; M.A., University of Kentucky, *Assistant Professor of Music*, 1964.
- RAYMOND A. MECH; M.M., Eastman School of Music, *Assistant Professor of Music*, 1969.
- EARLE R. MELENDY; Ed.D., University of Virginia, *Professor of Music*, 1957.
- ELEANOR K. MEURER; M.S., Indiana State University, *Assistant Professor of Music*, 1967.
- RAMON E. MEYER; Ph.D., Florida State University, *Professor of Music*, 1971.
- ROBERT W. MONTGOMERY; M.M., University of Houston, *Assistant Professor of Music*, 1964.
- SIDNEY MURRAY; Ph.D., University of Iowa, *Associate Professor of Music*, 1966.
- H. JOSEPH OWENS; M.A., Indiana State University, *Associate Professor of Music*, 1961.

- STANLEY D. PETRULIS; M.M., Catholic University of America, Washington, D.C., *Assistant Professor of Music*, 1969.
- JON J. POLIFRONE; M.M., Michigan State University, *Associate Professor of Music*, 1963.
- KAROL H. REDDINGTON; M.M., University of Illinois, *Instructor in Music*, 1970.
- RONALD P. SASKA; M.M., Michigan State University, *Instructor in Music*, 1970.
- ETHEL C. SMITH; Mus.D., Indiana University, *Professor of Music*, 1962.
- GARY SMITH; M.A., Ball State University, *Assistant Professor of Music*, 1972.
- ROBERT C. SMITH; M.M., Indiana University, *Associate Professor of Music*, 1964.
- JOHN P. SPICKNALL; D.M.A., University of Maryland, *Assistant Professor of Music*, 1969.
- ZOLTAN SZABO; M.M., Peabody Conservatory of Music, *Assistant Professor of Music*, 1972.
- STELLA V. TATLOCK; M.M., Northwestern University, *Associate Professor of Music*, 1956.
- DAVID H. WATKINS; M.M., Indiana University, *Assistant Professor of Music*, 1965.
- SANFORD E. WATTS; Ph.D., Indiana University, *Professor of Music*, 1955.
- JOYCE A. WILSON; M.M., University of Wisconsin, *Instructor in Music*, 1970.
- CLAIR D. WOODWARD; Ed.D., University of Colorado, *Assistant Director for Music Extension, Division of Continuing Education and Extended Services, and Associate Professor of Music*, 1967.

### *Philosophy Department*

- MARCUS E. RIEDEL; Ph.D., University of Chicago, *Chairman and Professor of Philosophy*, 1968.
- WALTER A. BASS; Ph.D., University of Virginia, *Professor of Philosophy*, 1965.
- EUGENE I. DYCHE; Ph.D., University of Southern California, *Professor of Philosophy*, 1946.
- GARY J. FOULK; Ph.D., University of Oregon, *Associate Professor of Philosophy*, 1966.
- IMAD T. SHOURY; Ph.D., University of Oklahoma, *Associate Professor of Philosophy*, 1966.
- KARL H. WEDEMAYER; Ph.D., Boston University, *Assistant Professor of Philosophy*, 1971.

### *Physics Department*

- RALPH A. LLEWELLYN; Ph.D., Purdue University, *Chairman and Professor of Physics*, 1970.
- TORSTEN K. E. ALVAGER; Ph.D., University of Stockholm, *Professor of Physics*, 1968.
- ADRON W. BARBEE; M.S., Indiana State University, *Instructor in Physics*, 1968.
- HOWARD T. BLACK; M.S., Indiana State University, *Associate Professor of Physics*, 1954.
- PHILIP DiLAVORE; Ph.D., University of Michigan, *Associate Professor of Physics*, 1971.
- UWE J. HANSEN; Ph.D., Brigham Young University, *Associate Professor of Physics*, 1968.

- JOHN H. MCCARTHY; M.S., Indiana State University, *Assistant Professor of Physics*, 1959.
- EDWARD B. NEMANIC; Ph.D., Northwestern University, *Assistant Professor of Physics*, 1970.
- LAWRENCE E. POORMAN; Ed.D., Indiana University, *Associate Professor of Physics*, 1967.
- CARL C. SARTAIN; Ph.D., University of Virginia, *Professor of Physics*, 1969.
- JOHN A. SWEZ; Ph.D., Pennsylvania State University, *Director of Radiation Laboratory and Associate Professor of Physics*, 1967.
- JAMES B. WESTGARD; Ph.D., Syracuse University, *Associate Professor of Physics*, 1966.
- RICHARD E. WINN; M.S., Indiana State University, *Associate Professor of Physics*, 1946.

### *Political Science Department*

- ARTHUR E. DOWELL; Ph.D., University of Chicago, *Acting Chairman and Professor of Political Science*, 1957.
- JOHN A. CRITTENDEN; Ph.D., University of North Carolina, *Professor of Political Science*, 1965.
- PAUL C. FOWLER; Ph.D., Indiana University, *Professor of Political Science*, 1957.
- WILLIAM H. HARADER; Ph.D., Johns Hopkins University, *Assistant Professor of Political Science*, 1969.
- JOHN HARRIS; Ph.D., University of Chicago, *University Research Professor in Political Science and Research Associate in the Center for Governmental Services*, 1972.
- JACK T. JOHNSON; Ph.D., State University of Iowa, *Director, Special General Education Project and Professor of Political Science*, 1964.
- WILLIAM I. MATTHEWS; LL.B., Columbia University, *Associate Professor of Political Science*, 1964.
- WILLIAM P. MAXAM; Ph.D., The American University, *Professor of Political Science*, 1964.
- JAMES L. MCDOWELL; Ph.D., University of Illinois, *Assistant Professor of Political Science and Acting Director for Governmental Services Center*, 1967.
- DEAN C. MYERS; Ph.D., Indiana University, *Assistant Professor of Political Science*, 1965.
- GLENN E. PERRY; Ph.D., University of Virginia, *Associate Professor of Political Science*, 1970.
- LAURELLEN PORTER; Ph.D., University of Illinois, *Associate Professor of Political Science*, 1967.
- ROBERT H. PUCKETT; Ph.D., University of Chicago, *Professor of Political Science*, 1968.
- ALAN C. RANKIN; D.S.S., Syracuse University, *President of the University and Professor of Political Science*, 1965.
- ROBERT D. SELTZER; Ph.D., Indiana University, *Professor of Political Science*, 1948.
- JOHN STABLER; Ph.D., Columbia University, *Director, International Studies Program and Professor of Political Science*, 1970.

- MAURICE K. TOWNSEND; Ph.D., University of Chicago, *Vice President for Academic Affairs and Professor of Political Science*, 1969.  
ROY ZILLMAN; Ph.D., University of California, *Assistant Professor of Political Science*, 1969.

### *Psychology Department*

- GORDON SPIES; Ph.D., Cornell University, *Chairman and Professor of Psychology*, 1969.  
WAYNE K. ALLER; Ph.D., University of Washington, *Associate Professor of Psychology*, 1968.  
BARRY A. BASS; Ph.D., University of Tennessee, *Assistant Professor of Psychology*, 1971.  
THOMAS C. CADWALLADER; Ph.D., University of Buffalo, *Professor of Psychology*, 1966.  
JAMES L. HAFNER; Ed.D., Oklahoma State University, *Professor of Psychology*, 1959.  
PAUL W. HORN; Ph.D., Vanderbilt University, *Professor of Psychology*, 1962.  
ROBERT M. LEVY; Ph.D., University of Connecticut, *Associate Professor of Psychology*, 1968.  
LAWRENCE T. MCCARRON; Ph.D., University of Texas, *Associate Professor of Psychology*, 1972.  
DON A. NELSON; Ph.D., University of Texas, *Assistant Professor of Psychology*, 1972.  
THOMAS H. OLLENDICK; Ph.D., Purdue University, *Assistant Professor of Psychology*, 1972.  
SAMUEL B. SCHNITZER; Ph.D., Pennsylvania State University, *Associate Professor of Psychology*, 1968.

### *Science Education*

- KENNETH W. UHLHORN; Ph.D., State University of Iowa, *Director, Science Teaching Center, and Professor of Science Education*, 1963.  
CHARLOTTE M. BOENER; Ph.D., State University of Iowa, *Professor of Science Education*, 1965.  
LARRY R. BRUCE; Ph.D., Michigan State University, *Associate Professor of Science Education*, 1969.  
MARSHALL E. PARKS; Ed.D., Indiana University, *Associate Professor of Science Education*, 1967.  
EDNA I. RAWLINGS; Ph.D., University of Wisconsin, *Associate Professor of Psychology*, 1974.  
STANLEY S. SHIMER; M.S., Indiana State University, *Assistant Professor of Science Education*, 1966.

### *Social Science Education*

- CHARLES W. ENGELLAND; Ph.D., State University of Iowa, *Director of Social Science Education Center and Professor of Social Science Education and Political Science*, 1954.  
JOHN F. BARTLETT; M.S., Indiana State University, *Assistant Professor of History, Social Science Education Center*, 1961.



- JACK H. GRANTHAM; M.S., Indiana State University, *Assistant Professor of Social Science Education*, 1964.  
THOMAS E. SIEFERT; Ed.D., Ball State University, *Associate Professor of Social Science Education*, 1967.

### *Sociology and Social Work Department*

- CHARLES D. KING; Ph.D., State University of New York, *Chairman, Department of Sociology and Social Work, and Associate Professor of Sociology*, 1972.  
ALBERT K. BHAK; Ph.D., Florida State University, *Associate Professor of Sociology*, 1966.  
CHESTER J. CARPENTER; Ph.D., Florida State University, *Professor of Sociology and Social Work*, 1962.  
JAMES E. CONYERS; Ph.D., Washington State University, *Professor of Sociology*, 1968.  
HAROLD G. COX; Ph.D., Indiana University, *Associate Professor of Sociology*, 1965.  
ANDRE D. HAMMONDS; Ph.D., University of Tennessee, *Professor of Sociology*, 1964.  
PHILIP F. KAHAL; M.S.W., Virginia Commonwealth University, *Assistant Professor of Sociology and Social Work*, 1973.  
ARTHUR F. KLINE; Ph.D., Indiana University, *Professor of Sociology*, 1955.  
CLARENCE A. KRAFT; M.S., Purdue University, *Associate Professor of Sociology*, 1946.  
MORRIS L. MEDLEY; M.S., Indiana State University, *Assistant Professor of Sociology*, 1966.  
CHARLES NELSON; Ph.D., University of Chicago, *Associate Professor of Sociology*, 1968.  
CHARLES C. NORMAN; M.A., University of Missouri at Kansas City, *Assistant Professor of Sociology*, 1968.  
NARSI B. PATEL; Ph.D., University of Kentucky, *Professor of Sociology*, 1964.  
RAJPAL S. RATHEE; Ph.D., University of Wisconsin, *Associate Professor of Sociology*, 1965.  
GURMEET S. SEKHON; Ph.D., Pennsylvania State University, *Associate Professor of Sociology*, 1968.  
EUGENE V. SMITH; Ph.D., Purdue University, *Associate Professor of Sociology*, 1967.  
SHARRON L. TIMMERMAN; M.A., Indiana State University, *Instructor in Sociology*, 1967.

### *Speech Department*

- JOHN C. STOCKWELL; Ph.D., Bowling Green University, *Chairman and Associate Professor of Speech*, 1974.  
GALE ADKINS; M.Ed., University of Texas, *Professor of Speech*, 1970.  
JAMES BACKES; Ph.D., Southern Illinois University, *Professor of Speech and Director of Graduate Studies*, 1971.  
LUCIA K. BOLT; M.A., Northwestern University, *Assistant Professor of Speech*, 1946.

- JAMES R. BOYLE; Ph.D., University of Michigan, *Assistant Vice President for Academic Affairs and Professor of Speech*, 1948.
- C. SUE DAVIS; M.A., Northwestern University, *Instructor in Speech*, 1967.
- JOE T. DUNCAN; Ph.D., University of Michigan, *Director of Broadcasting and Professor of Speech*, 1956.
- G. LEWIS HACKLEMAN, III; M.A., University of Minnesota, *Instructor in Speech*, 1966.
- DONALD W. HANSELL; Ph.D., University of Denver, *Associate Professor of Speech*, 1966.
- GLEN HARBAUGH; M.F.A., Ohio University, *Assistant Professor of Speech*, 1970.
- THOMAS L. HEADLEY; M.S., Indiana State University, *Associate Professor of Speech*, 1966.
- MARJORIE W. HESLER; Ph.D., Purdue University, *Assistant Professor of Speech*, 1965.
- R. SAMUEL MEHRLEY; Ph.D., Michigan State University, *Associate Professor of Speech*, 1970.
- JOHN B. OBLAK; Ph.D., University of Kansas, *Acting Director of Theatre and Assistant Professor of Speech*, 1973.
- KAREN M. OLSON; A.M., University of Illinois, *Instructor in Speech*, 1971.
- SHERON J. PATTISON; Ph.D., University of Minnesota, *Associate Professor of Speech*, 1965.
- DONALD J. SHIELDS; Ph.D., Purdue University, *Associate Professor of Speech*, 1965.
- JACK H. TOPPING; M.F.A., University of Oklahoma, *Assistant Professor of Speech*, 1964.
- ARVIN L. WORKMAN; Ph.D., Michigan State University, *Director of Closed Circuit Television and Associate Professor of Speech*, 1969.

## BUSINESS, SCHOOL OF

- EDWARD L. GOEBEL; Ph.D., University of Georgia, *Interim Dean, School of Business, and Professor of Management*, 1968.
- CARL F. HICKS, JR.; Ph.D., University of Arkansas, *Associate Dean, School of Business, and Assistant Professor of Business*, 1972.

### *Accounting Department*

- HENRY W. LONGFIELD; D.B.A., Arizona State University, *Chairman, Department of Accounting, and Associate Professor of Accounting*, 1969.
- PHYLLIS A. BARKER; Ed.D., Northern Illinois University, *Professor of Accounting*, 1970.
- JAMES E. LANE; D.B.A., Indiana University, *Professor of Accounting*, 1957.
- JAMES R. MCCRISAKEN; M.B.A., Indiana University, *Assistant Professor of Accounting*, 1968.
- J. KENNETH MOULTON; B.S., Indiana University, *Vice President for Business Affairs and Treasurer and Professor of Business*, 1955.

*Business-Distributive Education and  
Office Administration Department*

- RALPH E. MASON; Ph.D., University of Illinois, *Chairman and Professor of Business-Distributive Education and Office Administration*, 1964.
- MARY E. ADAMS; Ph.D., Indiana University, *Associate Professor of Business*, 1969.
- ELENA A. BANKS; M.Ed., University of Maryland, *Assistant Professor of Business*, 1968.
- J. RICHARD BECKER; M.S., Indiana State University, *Academic Advisement and Associate Professor of Business*, 1956.
- WYNNIE M. FORD; Ed.D., Colorado State College, *Professor of Business*, 1960.
- LEONA M. GALLION; Ed.D., Colorado State College, *Professor of Business*, 1968.
- A. DENNIS GENTRY; Ed.D., University of Denver, *Associate Professor of Business*, 1965.
- ERVAN J. HOLTSMANN; M.S., Oklahoma State University, *Assistant Professor of Business*, 1966.
- RUTHETTA I. KRAUSE; M.S., University of Denver, *Associate Professor of Business*, 1947.
- BARBARA MINNICK; Ed.D., University of Tennessee, *Associate Professor of Business*, 1967.
- HERBERT L. ROSS; Ph.D., University of Illinois, *Professor of Business*, 1966.
- DONNA S. STEWART; M.S., Indiana State University, *Assistant Professor of Business*, 1966.

*Management-Finance Department*

- ROBERT P. STEINBAUGH; Ph.D., Ohio State University, *Chairman, Department of Management-Finance, and Professor of Business*, 1957.
- THEODORE BAKERMAN; Ph.D., University of Pennsylvania, *Professor of Business*, 1967.
- N. JAY BRANTLEY; M.A., University of Missouri, *Associate Professor of Business*, 1967.
- BYRON L. BROWN; M.B.A., Indiana University, *Associate Professor of Business*, 1958.
- GERALD M. CALVERT; M.S., Indiana State University, *Instructor in Business*, 1970.
- SAM C. CERTO; Ph.D., Ohio University, *Assistant Professor of Management*, 1973.
- MAX E. DOUGLAS; M.A., Ball State University, *Assistant Dean of Summer Sessions and Academic Services and Instructor in Business*, 1968.
- EDWARD L. GOEBEL; Ph.D., University of Georgia, *Interim Dean, School of Business, and Professor of Business*, 1968.
- LEE A. GRAF; M.S., Northern Illinois University, *Assistant Professor of Management*, 1974.
- CARL F. HICKS, JR.; Ph.D., University of Arkansas, *Associate Dean, School of Business, and Assistant Professor of Business*, 1972.
- DAVID HOVEY, JR.; M.S., Louisiana State University, *Assistant Professor of Management-Finance*, 1974.

- HARRY F. KRUECKEBERG; Ph.D., Pennsylvania State University, *Director of the Bureau of Business Research and Professor of Business*, 1968.
- STEVEN W. LAMB; Ph.D., Kansas State University, *Assistant Professor of Business*, 1970.
- JOHN J. MURPHY; M.B.A., Georgia State University, *Assistant Professor of Business*, 1971.
- ALDEN J. SMITH; M.B.A., Indiana State University, *Associate Professor of Business*, 1964.
- BEN O. WEEKS, JR.; Ph.D., University of Mississippi, *Assistant Professor of Business*, 1966.

### *Marketing Department*

- CLARENCE E. VINCENT; D.B.A., Indiana University, *Chairman of Marketing and Professor of Business*, 1968.
- JOHN S. BERENS; D.B.A., Indiana University, *Associate Professor of Business*, 1964.
- THOMAS D. GIESE; M.S., Southern Illinois University, *Assistant Professor of Business*, 1970.
- LAWRENCE L. KNIGHT; M.B.A., Memphis State University, *Assistant Professor of Business*, 1968.
- JEROME P. PETER; M.B.A., Indiana State University, *Assistant Professor of Marketing*, 1974.
- ALLEN E. SOSDIAN; M.S., Southern Illinois University, *Instructor in Business*, 1971.
- TERRY M. WEISENBERGER; M.B.A., Michigan State University, *Assistant Professor of Marketing*, 1972.

## EDUCATION, SCHOOL OF

- DAVID TURNEY; Ed.D., George Peabody College for Teachers, *Dean, School of Education, and Professor of Education*, 1967.
- C. LAWRENCE BEYMER; Ph.D., Michigan State University, *Assistant Dean for Undergraduate Teacher Education, School of Education, and Professor of Education*, 1962.
- JOHN C. HILL; Ed.D., Indiana University, *Assistant Dean for Research and Services, School of Education, and Professor of Education*, 1965.
- TOM C. VENABLE; Ph.D., George Peabody College for Teachers, *Assistant Dean for Graduate Studies, School of Education, and Professor of Education*, 1956.
- RICHARD ANTES; Ph.D., Southern Illinois University, *Director of Graduate Certification and Assistant Professor of Education*, 1971.
- HERMAN H. NORMAN; M.S., Indiana State University, *Director, Upward Bound Project, and Instructor in Education*, 1970.
- CURTIS A. WINKLE; M.A., University of Minnesota, *Certification Director, Director, Student Personnel for Teacher Education, and Assistant Professor of Education*, 1966.
- JOAN B. ZWERNER; M.S., Indiana State University, *Instructor in Elementary Preschool Education and Coordinator of Prestudent Teaching Experiences*, 1971.

## *Elementary Education Department*

- WILLIAM G. MCCARTHY; Ed.D., Stanford University, *Chairman and Professor of Elementary Education*, 1969.
- MONTE R. ALLEN; Ed.D., University of Denver, *Professor of Education*, 1965.
- CLAUDIA W. BAXTER; Ed.D., Oklahoma State University, *Assistant Professor of Elementary Education*, 1970.
- EVELYN Y. BELL; M.S., Indiana State University, *Assistant Professor of Education*, 1965.
- RICHARD D. BIBERSTINE; Ed.D., University of Illinois, *Associate Professor of Education*, 1966.
- LORAN R. BRAUGHT; Ph.D., Iowa State University, *Assistant Professor of Elementary Education*, 1972.
- RONALD W. BRUTON; Ed.D., University of Oregon, *Assistant Professor of Elementary Education*, 1973.
- HARRIET D. DARROW; Ed.D., Indiana University, *Dean of Summer Sessions and Academic Services, Director of Continuing Education for Women, and Professor of Education*, 1955.
- MELVIN E. FRAZIER; Ed.D., Ball State University, *Associate Professor of Education*, 1967.
- VANITA R. GIBBS; Ph.D., Indiana State University, *Professor of Education*, 1959.
- JOHN M. HARGIS; Ed.D., Indiana University, *Director, Academic Enrichment and Learning Skills Center, and Assistant Professor of Education*, 1969.
- JAMES E. HIGGINS; Ed.D., Indiana University, *Associate Professor of Elementary Education*, 1964.
- RALPH H. JONES; Ed.D., Ball State University, *Associate Professor of Education*, 1966.
- WILLIAM J. LINVILLE; Ed.D., Indiana University, *Associate Professor of Elementary Education*, 1963.
- CHARLES R. MAY; Ph.D., Ohio State University, *Associate Professor of Elementary Education*, 1970.
- JANET G. MCCARTHY; Ed.D., Indiana University, *Professor of Education*, 1962.
- VIRGINIA W. MITCHELL; Ed.D., Indiana University, *Professor of Education*, 1955.
- CURTIS R. OSBURN; Ph.D., University of Alabama, *Associate Professor of Education*, 1968.
- WALTER J. SANDERS; Ph.D., University of Illinois, *Associate Professor of Elementary Education*, 1971.
- OTTO J. SHIPLA; Ph.D., University of Wisconsin, *Professor of Education*, 1956.
- THOMAS TOBEY; Ed.D., University of Georgia, *Assistant Professor of Elementary Education*, 1973.
- JOANNE S. TONEY; Ed.D., Indiana University, *Associate Professor of Elementary Education*, 1958.
- WILLIAM L. WALKER; Ed.D., University of Missouri, *Professor of Education*, 1965.
- DAVID C. WATERMAN; Ph.D., University of Wisconsin, *Professor of Education*, 1972.

- CARLOS M. WATSON; Ed.D., Indiana University, *Director, Graduate Programs, and Professor of Education*, 1955.
- JOAN B. ZWERNER; M.S., Indiana State University, *Instructor in Elementary Education and Coordinator of Prestudent Teaching Experiences*, 1971.

### *Graduate Education Department*

- TOM C. VENABLE; Ph.D., George Peabody College for Teachers, *Assistant Dean for Graduate Studies, Chairman, Department of Graduate Education, and Professor of Education*, 1956.
- GNANAOLIVU AARON; Ph.D., University of Wisconsin, *Associate Professor of Educational Psychology*, 1969.
- RICHARD L. ANTES; Ph.D., Southern Illinois University, *Director of Graduate Certification and Assistant Professor of Education*, 1971.
- ANN T. BASS; Ph.D., University of North Carolina, *Professor of Educational Psychology*, 1965.
- C. LAWRENCE BEYMER; Ph.D., Michigan State University, *Assistant Dean for Undergraduate Teacher Education and Professor of Education*, 1962.
- EMIL R. BLASI; Ph.D., Colorado State University, *Assistant Professor of Educational Psychology*, 1970.
- GLEN J. BROWN; Ed.D., Michigan State University, *Associate Professor of Education*, 1966.
- WILLIAM E. BROWNSON; Ph.D., Stanford University, *Assistant Professor of Education*, 1970.
- MARY ANN CARROLL, Ed.D., Indiana University, *Assistant Dean, School of Graduate Studies, and Professor of Education*, 1964.
- PATRICK F. CERRA; Ed.D., Indiana University, *Counselor, Student Counseling Center, and Assistant Professor of Education*, 1968.
- REECE CHANEY; Ph.D., Ohio University, *Associate Professor of Education*, 1968.
- WILLIAM M. CLARY; Ed.D., Indiana University, *Associate Professor of Education*, 1966.
- BONNIDELL CLOUSE; Ph.D., Indiana University, *Associate Professor of Educational Psychology*, 1967.
- JACOB E. COBB; Ph.D., George Peabody College for Teachers, *Dean, School of Graduate Studies, and Professor of Education and Psychology*, 1946.
- ROBERT W. ELSEY; Ph.D., Purdue University, *Assistant Professor of Education and Associate Dean of Student Life for Residence Hall Programs*, 1972.
- M. EBRAHIM FAKOURI; Ph.D., Indiana University, *Professor of Educational Psychology*, 1966.
- DALE G. FINDLEY; Ph.D., State University of Iowa, *Associate Professor of Education*, 1967.
- ROBERT G. GEORGE; Ph.D., Indiana University, *Director, Division of Educational Media, and Associate Professor of Education*, 1968.
- HOWARD GILLASPIE; M.S., University of Wisconsin, *Assistant Professor of Education*, 1957.
- DAVID A. GILMAN; Ph.D., Pennsylvania State University, *Professor of Education*, 1967.
- STANLEY J. GROSS; Ed.D., Columbia University, *Professor of Education*, 1966.
- RUSSELL L. HAMM; Ed.D., Indiana University, *Director, Division of Foundations of Education, and Professor of Education*, 1965.

- CHARLES W. HARDAWAY; Ed.D., Indiana University, *Vice President for General Affairs and Secretary of the University and Professor of Education*, 1946.
- JOHN C. HILL; Ed.D., Indiana University, *Assistant Dean for Research and Services and Professor of Education*, 1965.
- CHARLES D. HOPKINS; Ed.D., Indiana University, *Professor of Education*, 1964.
- ARTHUR M. HORNE; Ph.D., Southern Illinois University, *Associate Professor of Education*, 1971.
- LOUIS R. JENSEN; Ed.D., University of Nebraska, *Director of Continuing Education and Extended Services and Assistant Professor of Education*, 1972.
- ROBERT H. JERRY; Ed.D., Indiana University, *Professor of Education*, 1963.
- FRANK W. JERSE; Ed.D., Colorado State College, *Director, Division of Educational Psychology, and Professor of Education and Psychology*, 1964.
- JOHN C. JESSELL; Ph.D., University of Wisconsin, *Director, Division of Guidance and Counseling, and Professor of Education*, 1964.
- C. WESLEY LAMBERT; Ed.D., University of Florida, *Director, Audio-Visual Center, and Assistant Professor of Education*, 1968.
- RICHARD A. MELLOH; Ed.D., University of Florida, *Dean of Student Life and Associate Professor of Education*, 1967.
- LELAND D. MELVIN; Ed.D., Indiana University, *Associate Professor of Education*, 1966.
- ALEX MOODY; Ph.D., Purdue University, *Director of Bureau of Placement and Assistant Professor of Education*, 1968.
- LAWRENCE P. NEWBERRY; Ed.D., University of California, *Assistant Vice President for Academic Affairs and Associate Professor of Education*, 1969.
- MERLE M. OHLSEN; Ph.D., University of Iowa, *Raleigh W. Holmstedt Professor of Guidance and Psychological Services*, 1969.
- WILLIAM R. OSMON; Ed.D., Indiana University, *Dean of Student Administrative Services and Associate Professor of Education*, 1965.
- J. LAWRENCE PASSMORE; Ph.D., University of Missouri, *Associate Professor of Education*, 1968.
- LAWRENCE R. RECK; Ed.D., University of New Mexico, *Associate Professor of Education*, 1968.
- JAMES RENTSCHLER; Ed.D., Indiana University, *Acting Vice President for Development and Public Affairs, Assistant to the President of the University, Director, Affirmative Action, and Professor of Education*, 1965.
- FRED A. SNYDER; Ed.D., Oklahoma State University, *Professor of Education*, 1965.
- WALTER L. SULLINS; Ph.D., University of Maryland, *Associate Professor of Education and Psychology*, 1968.
- FRED SWALLS; Ed.D., Indiana University, *Director, Division of Educational Administration, and Professor of Education*, 1946.
- FOREST E. TATE; Ed.D., University of Missouri, *Director of the Student Counseling Center and Associate Professor of Education*, 1968.
- JAMES E. THOMPSON; Ph.D., Indiana University, *Associate Professor of Education*, 1965.
- JOHN W. TRUITT; Ed.D., Michigan State University, *Vice President for Student Affairs and Professor of Education*, 1962.
- DAVID T. TURNER; Ed.D., George Peabody College for Teachers, *Dean, School of Education, and Professor of Education*, 1967.

- MARY LOIS WILLIAMS; Ph.D., Southern Illinois University, *Associate Professor of Education*, 1966.
- CURTIS A. WINKLE; M.A., University of Minnesota, *Certification Director, Director, Student Personnel for Teacher Education, and Assistant Professor of Education*, 1966.

### *Secondary Education Department*

- CHRIS BUETHE; Ed.D., University of Nebraska, *Chairman and Professor of Education*, 1972.
- M. DALE BAUGHMAN; Ed.D., Indiana University, *Editor, Contemporary Education, and Professor of Education*, 1966.
- MAX E. BOUGH; Ed.D., Indiana University, *Professor of Education*, 1960.
- JOHN E. CARTER, JR.; Ph.D., University of North Carolina, *Assistant Professor of Education*, 1970.
- BILL L. CONLEY; Ed.D., George Peabody College for Teachers, *Associate Professor of Education*, 1968.
- WILBURN T. ELROD; Ed.D., University of Illinois, *Associate Professor of Education*, 1963.
- ALFRED L. HARDING; Ed.D., Indiana University, *Assistant Professor of Education*, 1959.
- MARVIN A. HENRY; Ed.D., Indiana University, *Professor of Education*, 1959.
- KENNETH T. HENSON; Ph.D., University of Alabama, *Associate Professor of Education*, 1969.
- DANIEL B. HORTON, JR.; Ed.D., Indiana University, *Associate Professor of Education*, 1968.
- WESLEY J. LYDA; Ph.D., Indiana University, *Director, Afro-American Studies Program, and Professor of Education*, 1968.
- JOHN G. MARTIN; Ph.D., Ball State University, *Assistant Professor of Education*, 1969.
- PAUL E. MYERS; Ed.D., Ball State University, *Associate Professor of Education*, 1968.
- ROBERT L. PABST; Ed.D., Indiana University, *Professor of Education*, 1959.
- DAVID W. PEASE; Ph.D., University of Illinois, *Assistant Professor of Education*, 1970.
- THOMAS A. PHILLIPS; Ed.D., University of Illinois, *Professor of Education*, 1959.
- DONALD C. RININGER; Ph.D., Indiana University, *Assistant Professor of Education*, 1963.
- DONALD M. SHARPE; Ed.D., University of Illinois, *Director, Secondary Student Teaching, and Professor of Education*, 1949.
- JERRY A. SUMMERS; Ph.D., Southern Illinois University, *Associate Professor of Education*, 1970.
- JAMES C. TYSON; Ed.D., University of Virginia, *Director, Graduate Programs, and Professor of Education*, 1959.
- WILLIAM VAN TIL; Ph.D., Ohio State University, *Coffman Distinguished Professor of Education*, 1967.
- BENJAMIN F. WALKER; Ed.D., Indiana University, *Professor of Education*, 1966.
- ROBERT O. WILLIAMS; Ph.D., Southern Illinois University, *Associate Professor of Education*, 1970.



### *Special Education Department*

- RUTHERFORD B. PORTER; Ed.D., Pennsylvania State University, *Chairman and Professor of Special Education*, 1948.
- SHERWIN H. BAER; Ph.D., Ohio State University, *Professor of Special Education*, 1965.
- DIANE D. BUETHE; M.A., University of Nebraska, *Assistant Professor of Special Education*, 1972.
- GEORGE H. EARLY; Ph.D., Purdue University, *Associate Professor of Special Education*, 1972.
- LIAM K. GRIMLEY; M.Ed., Kent State University, *Assistant Professor of Special Education*, 1973.
- DON E. HAGNESS; Ph.D., University of Illinois, *Associate Professor of Special Education*, 1969.
- WILLIAM H. KERN; Ph.D., University of Wisconsin, *Associate Professor of Special Education*, 1968.
- KENNETH N. ORR; M.S., Indiana State University, *Associate Professor of Special Education*, 1950.
- MARGARET L. ROWE; Ed.D., Indiana University, *Professor of Special Education*, 1948.
- HELEN D. SAPP; M.S., University of Illinois, *Assistant Professor of Special Education*, 1963.
- WILLIAM SHERFEY; M.S., Indiana State University, *Assistant Professor of Special Education*, 1962.
- KENNETH P. WALKER; Ph.D., State University of Iowa, *Professor of Special Education*, 1963.
- KARL B. ZUCKER; Ph.D., Western Reserve University, *Professor of Special Education*, 1964.

### *Laboratory School*

- HARLEY M. LAUTENSCHLAGER; Ed.D., Indiana University, *Principal and Professor of Education*, 1955.
- HARRY LEADER; Ph.D., Purdue University, *Assistant Principal and Assistant Professor of Education*, 1970.
- HELEN BENSLEY; M.S., Indiana State University, *Instructor in Business Education*, 1968.
- PATTIE BORUFF; M.S., Indiana State University, *Instructor in Nursery*, 1970.
- DIANE M. BROWN; M.S., Indiana State University, *Instructor in Elementary Education*, 1967.
- MARILYN L. BRUMMETT; M.S., Indiana State University, *Instructor in Elementary Education*, 1967.
- JUDY CAMPBELL; B.S., Indiana State University, *Assistant Professor of Girls' Physical Education*, 1968.
- CAROLINE M. CASS; M.S., Indiana State University, *Instructor in Elementary Education*, 1969.
- EVA S. CHIPPER; M.S., Butler University, *Assistant Professor of Elementary Education*, 1965.
- LOUISE CLARK; M.L.S., Indiana State University, *Librarian*, 1970.
- FRANK H. CLIFT; M.S., Indiana State University, *Assistant Professor of Physical Education*, 1966.

- JANE CONNER; M.S., Indiana State University, *Assistant Professor of Music*, 1965.
- NOBLE R. COREY; Ph.D., Purdue University, *Assistant Professor of Education*, 1967.
- MARTHA CORNELIUS; M.A., Western Illinois University, *Instructor in Social Studies*, 1973.
- BRAXTON H. DUVAL; M.S., Indiana State University, *Assistant Professor of Industrial Education*, 1956.
- MICHAEL ENGLE; M.S., Indiana University, *Instructor in Art*, 1971.
- KATHERINE E. FARMER; M.S., Northern Illinois University, *Instructor in Education*, 1972.
- WARREN H. GARDINER; M.S., Indiana State University, *Assistant Professor of Business Education*, 1956.
- SHIRLEY S. HANNA; M.S., Indiana State University, *Instructor in Business Education*, 1969.
- E. ANN HARRISON; M.S., Indiana State University, *Assistant Professor of Elementary Education*, 1957.
- GERALD HOFMANN; M.S., Indiana State University, *Instructor in Mathematics and Science*, 1970.
- JOAN T. JACOB; M.S., Indiana State University, *Assistant Professor of Home Economics*, 1967.
- WILLIAM R. JOHNSTON; M.S., Indiana State University, *Assistant Professor of Education*, 1966.
- TERRY KENDALL; M.S., Indiana State University, *Instructor in Physical Education*, 1970.
- ADA KUKURISAS; M.S., Indiana State University, *Assistant Professor of English*, 1967.
- JOHN J. LASKA; M.Ed., University of Illinois, *Professor of Art*, 1955.
- R. JANE LINVILLE; M.S., Indiana State University, *Instructor in Elementary Education*, 1966.
- CAROLYN J. MARTIN; M.S., Arkansas State College, *Assistant Professor of Elementary Education*, 1964.
- SANDRA MAY; M.S., Indiana State University, *Instructor in Elementary Education*, 1974.
- GEOFFREY E. MILLER; M.S., Indiana State University, *Instructor in Elementary Education*, 1967.
- WILLIAM E. MOONEY; M.S., Indiana State University, *Assistant Professor of Education*, 1969.
- SONDRA C. MOORE; M.A., Indiana State University, *Instructor in Education*, 1967.
- GLENNA PENNELL; M.A., Notre Dame University, *Instructor in Education*, 1969.
- LAVERNE ROBERTS; M.S., Indiana State University, *Assistant Professor of Music*, 1968.
- GARRY LEE ROLLE; M.S., Indiana State University, *Instructor in Industrial Arts*, 1968.
- SHARON L. ROMAN; M.S., Indiana State University, *Instructor in Home Economics*, 1966.
- JOHN SCHROCK; M.S., Indiana State University, *Instructor in Life Sciences*, 1973.
- A. JANET SHRUM; M.S., Indiana State University, *Assistant Professor of Elementary Education*, 1964.

- MARY G. SLACK; M.A., University of Michigan, *Assistant Professor of Speech and English*, 1966.
- MYRTLE E. SMITH; M.A., Northwestern University, *Assistant Professor of Elementary Education*, 1951.
- DARRELL F. SWARENS; M.S., Indiana State University, *Instructor in Elementary Education*, 1969.
- MARY F. SWIESS; M.S., Indiana State University, *Instructor in Girls' Physical Education*, 1968.
- BARBARA TOPPING; M.S., Indiana State University, *Instructor in Home Economics*, 1966.
- LUCILLE TURNER; M.A., Indiana State University, *Assistant Professor of Elementary Education*, 1960.
- ROSE VAN DEWANTER; M.S., Indiana State University, *Instructor in Elementary Education*, 1969.
- MARY D. WRIGHT; M.S., Indiana State University, *Assistant Professor of Elementary Education*, 1957.

## HEALTH, PHYSICAL EDUCATION, AND RECREATION, SCHOOL OF

- HOWARD D. RICHARDSON; Ed.D., University of Utah, *Dean, School of Health, Physical Education, and Recreation, and Professor of Health and Physical Education*, 1971.
- ROBERT L. HOLLAR; M.S., Indiana University, *Assistant Dean, School of Health, Physical Education, and Recreation, and Professor of Men's Physical Education*, 1950.

### *Health and Safety Department*

- RICHARD D. SPEAR; D.H.S., Indiana University, *Chairman and Professor of Health and Safety*, 1966.
- JAMES V. ADAMS; M.S.P.H., University of Michigan, *Associate Professor of Health and Safety*, 1970.
- WALTER W. GRAY; D.H.S., Indiana University, *Director of Driver and Traffic Safety Instructional Demonstration Center and Professor of Health and Safety*, 1966.
- HOWARD S. ISHISAKA; Ph.D., Oregon State University, *Assistant Professor of Health and Safety*, 1971.
- HERMAN KOREN; H.S.D., Indiana University, *Associate Professor of Health and Safety*, 1967.
- RAY A. NEFF; M.S., Jefferson Medical College, *Assistant Professor of Health and Safety*, 1967.
- WALTER NEY; M.S., Indiana University, *Associate Professor of Health and Safety*, 1964.
- PORTIA PLUMMER; M.S., Indiana State University, *Instructor in Health and Safety*, 1974.
- JAMES H. ROGERS; Ph.D., University of Utah, *Associate Professor of Health and Safety*, 1969.
- ANDREW J. ZEBERL; Ph.D., University of Michigan, *Associate Professor of Health and Safety*, 1969.

### *Men's Physical Education Department*

- P. STANLEY BRASSIE; Ph.D., University of Iowa, *Chairman and Associate Professor of Men's Physical Education*, 1973.
- RAY S. BAGGETT; M.S., Indiana University, *Assistant Professor of Men's Physical Education*, 1967.
- DUANE L. BARROWS; M.S., Butler University, *Assistant Professor of Men's Physical Education*, 1965.
- MEL BLICKENSTAFF; M.S., Indiana University, *Associate Professor of Men's Physical Education*, 1962.
- JOHN COOKS; M.A., Ball State University, *Instructor in Men's Physical Education*, 1974.
- ROGER L. COUNSIL; M.S., Southern Illinois University, *Assistant Professor of Men's Physical Education*, 1964.
- WILLIAM DOLE, JR.; M.S., University of North Carolina, *Instructor in Men's Physical Education*, 1973.
- FREDERICK W. DRAPER; M.S., Indiana State University, *Assistant Professor of Men's Physical Education*, 1968.
- FREDERICK R. FLEETWOOD; M.S., Indiana State University, *Instructor in Men's Physical Education*, 1967.
- MELVIN J. GARLAND; B.S., Purdue University, *Instructor in Men's Physical Education*, 1967.
- THOMAS HARP; A.B., Muskingum College, *Assistant Professor of Men's Physical Education*, 1973.
- ROBERT L. HOLLAR; M.S., Indiana University, *Assistant Dean, School of Health, Physical Education, and Recreation, and Professor of Men's Physical Education*, 1950.
- JERRY O. HUNTSMAN; M.P.E., Purdue University, *Assistant Professor of Men's Physical Education*, 1965.
- WILLIAM JONES; M.S., Indiana State University, *Assistant Professor of Men's Physical Education*, 1957.
- DUANE M. KLUHE; M.S., Indiana State University, *Assistant Professor of Men's Physical Education*, 1955.
- WILLIAM M. MALLOY; M.S., Indiana State University, *Assistant Professor of Men's Physical Education*, 1966.
- ROBERT F. McDAVID; Ph.D., University of Michigan, *Professor of Men's Physical Education*, 1967.
- JAMES F. MORRIS; M.S., Indiana University, *Instructor in Men's Physical Education*, 1972.
- ROBERT R. PCHINKA; M.S., Indiana State University, *Instructor in Men's Physical Education*, 1969.
- JAMES F. RENDEL; M.S., Indiana State University, *Assistant Professor of Men's Physical Education*, 1965.
- HOWARD D. RICHARDSON; Ed.D., University of Utah, *Dean, School of Health, Physical Education, and Recreation, and Professor of Health and Physical Education*, 1971.
- WILLIAM A. RUFFER; Ph.D., University of Michigan, *Professor of Men's Physical Education*, 1967.
- CHESTER E. SANDERS; M.S., Indiana University, *Associate Professor of Men's Physical Education*, 1959.
- PAUL E. SELGE; M.S., Indiana State University, *Associate Professor of Men's Physical Education*, 1947.

- E. GRAY SIMONS; M.Ed., East Stroudsburg State College, *Assistant Professor of Men's Physical Education*, 1970.
- THOMAS B. SONGSTER; Ph.D., University of Utah, *Associate Professor of Men's Physical Education*, 1968.
- EUGENE S. STAUBER; M.S., University of Michigan, *Instructor in Men's Physical Education*, 1971.
- GORDON C. STAUFFER; M.A., Michigan State University, *Assistant Professor of Men's Physical Education*, 1967.
- RICHARD J. STEBBINS; P.E.D., Indiana University, *Professor of Men's Physical Education*, 1966.
- ROBERT WARREN; M.Ed., Bowling Green State University, *Instructor in Men's Physical Education*, 1973.
- JAMES L. WITTENAUER; Ed.D., Indiana University, *Associate Professor of Men's Physical Education*, 1960.
- R. KENT WRIGHT; M.S., Indiana State University, *Instructor in Men's Physical Education*, 1967.

#### *Women's Physical Education Department*

- ELEANOR F. ST. JOHN; Ph.D., New York University, *Chairman and Professor of Women's Physical Education*, 1943.
- JOYCE BACHTIS; M.S., West Virginia University, *Instructor in Women's Physical Education*, 1969.
- JOAN A. BOEHMER; M.S., Indiana State University, *Instructor in Women's Physical Education*, 1969.
- DORIS E. BREITENFELD; M.S., MacMurray College, *Instructor in Women's Physical Education*, 1968.
- ALPHA T. CLEARY; M.S., Indiana University, *Assistant Professor of Women's Physical Education*, 1958.
- LEVON E. GARRISON; Ed.D., Florida State University, *Professor of Women's Physical Education*, 1960.
- EDITH E. GODLESKI; M.A., Michigan State University, *Assistant Professor of Women's Physical Education*, 1967.
- WILLIE MAE GRISSOM; Ed.D., University of Missouri, *Associate Professor of Women's Physical Education*, 1970.
- MILDRED G. LEMEN; Ph.D., University of Iowa, *Professor of Women's Physical Education*, 1963.
- MARTHANN B. MARKLE; M.S., Indiana State University, *Instructor in Women's Physical Education*, 1964.
- BARBARA A. PASSMORE; M.A., University of Missouri, *Assistant Professor of Women's Physical Education*, 1968.
- SUSANNE PERNICE; Ph.D., University of Iowa, *Associate Professor of Women's Physical Education*, 1965.
- LOUISE F. POUND; M.A., State University of Iowa, *Associate Professor of Women's Physical Education*, 1946.
- LA FERNE E. PRICE; Ph.D., University of Iowa, *Associate Professor of Women's Physical Education*, 1965.
- DIXIE L. STAHR; Ph.D., University of Iowa, *Associate Professor of Women's Physical Education*, 1960.
- MARGIT S. TREIBER; M.S., Indiana State University, *Assistant Professor of Women's Physical Education*, 1962.
- HOLLY WILSON; M.S., Indiana State University; *Instructor in Women's Physical Education*, 1973.

### *Recreation Department*

- GERALD S. O'MORROW; Ed.D., Teachers College, Columbia University, *Chairman and Professor of Recreation*, 1968.
- KENNETH R. BADERTSCHER; M.A., University of Minnesota, *Assistant Professor of Recreation*, 1966.
- HAROLD GENTRY; M.S., Indiana University, *Assistant Professor of Recreation*, 1969.
- OWEN R. SMITH; M.S., Indiana State University, *Assistant Professor of Recreation*, 1968.
- WILEY D. WENGER, JR.; Ph.D., State University of New York at Syracuse, *Assistant Professor of Recreation*, 1971.

### NURSING, SCHOOL OF

- HARRIET O. REEVES; Ed.D., University of Southern California, *Dean, School of Nursing, and Professor of Nursing*, 1969.
- MARY O'NEILL; Ph.D., University of Chicago, *Assistant Dean, School of Nursing, and Professor of Nursing*, 1974.
- ETHEL D. BELL; M.S., Indiana State University, *Instructor in Nursing*, 1972.
- VIRGINIA C. BREINER; A.M., University of Chicago, *Associate Professor of Nursing*, 1965.
- ANN COOK, M.S., University of Cincinnati, *Assistant Professor of Nursing*, 1973.
- S. LEIGH DUNCAN; M.S., University of California San Francisco Medical Center, *Assistant Professor of Nursing*, 1969.
- LINDA S. HARBOUR; M.S., Indiana University, *Assistant Professor of Nursing*, 1967.
- DOROTHY M. HARWOOD; M.S.N., Loyola University, *Assistant Professor of Nursing*, 1967.
- JANET HOPPENRATH; Ed.M., Teachers College, Columbia University, *Instructor in Nursing*, 1972.
- NANCY LACKEY; M.S.N., Marquette University, *Assistant Professor of Nursing*, 1973.
- MARCIE MATUSZAK; M.S., University of California, *Instructor in Nursing*, 1973.
- BONNIE JEAN PETERS; M.S., Ohio State University, *Assistant Professor of Nursing*, 1966.
- LEAH SONYA RAMER; M.N., University of Washington, *Assistant Professor of Nursing*, 1970.
- MARYANNE E. ROEHM; Ed.D., Indiana University, *Professor of Nursing*, 1966.
- NINA M. SHARRARD; M.S.N., Wayne State University, *Instructor in Nursing*, 1969.

### TECHNOLOGY, SCHOOL OF

- LEWIS W. YOHO; Ed.D., Indiana University, *Dean, School of Technology, and Professor of Industrial Education*, 1958.
- J. LARRY HEATH; Ed.D., University of California, *Acting Assistant Dean and Professor of Industrial Arts*.

### *Aerospace Technology Department*

- IVAN W. BATES; Ph.D., Florida State University, *Chairman and Associate Professor of Aerospace Technology*, 1970.  
ROY A. BUCKINGHAM; Ph.D., Ohio State University, *Assistant Professor of Aerospace Technology*, 1971.

### *Industrial Arts Education Department*

- ETHAN A. T. SVENDSEN; Ph.D., University of Minnesota, *Chairman and Professor of Industrial Arts Education*, 1947.  
LARRY W. BROWDER; Ph.D., Ohio State University, *Assistant Professor of Industrial Arts Education*, 1967.  
ELMER S. CIANCONE; Ed.D., Indiana University, *Professor of Industrial Arts Education*, 1956.  
J. LARRY HEATH; Ed.D., University of California, *Acting Assistant Dean, School of Technology, and Professor of Industrial Arts Education*, 1972.  
ELDON A. REBHORN; Ed.D., University of Illinois, *Associate Professor of Industrial Arts Education*, 1969.  
JOHN P. SCHENCK; Ph.D., Purdue University, *Associate Professor of Industrial Arts Education*, 1969.  
WARREN J. WOLD; Ph.D., Iowa State University, *Assistant Professor of Industrial Arts Education*, 1959.  
LEWIS W. YOHO; Ed.D., Indiana University, *Dean, School of Technology, and Professor of Industrial Education*, 1958.

### *Industrial Professional Technology Department*

- WILLIAM E. JAMES; Ed.D., Indiana University, *Chairman, Industrial Professional Technology, and Professor of Industrial Technology*, 1962.  
CLARENCE E. FAUBER; M.S., Purdue University, *Associate Professor of Industrial Professional Technology*, 1970.  
EDGAR R. PETTEBONE; S.M., Massachusetts Institute of Technology, *Director, Cooperative Professional Practice Program, and Associate Professor of Cooperative Professional Practice, School of Technology*, 1967.  
CLAUDE E. RIETH; Ed.D., Indiana University, *Professor of Industrial Professional Technology*, 1969.  
CHARLES D. WENDHOLT; Ed.D., Indiana University, *Associate Professor of Industrial Professional Technology*, 1966.

### *Industrial Technology Department*

- RICHARD W. BARROW; Ed.D., Texas A & M University, *Acting Chairman and Professor of Industrial Technology*, 1969.  
HARRY T. BARRICK; M.S., Indiana University, *Professor of Industrial Technology*, 1946.  
DALE D. BRINGMAN; M.S., Indiana State University, *Assistant Professor of Industrial Technology*, 1964.

- RICHARD L. BURNS; Ed.D., University of Missouri, *Professor of Industrial Technology*, 1964.
- CHARLES W. CARLOCK; M.S.Ed., Purdue University, *Associate Professor of Industrial Technology*, 1963.
- S. JOSEPH FREEZE; Ph.D., Southern Illinois University, *Assistant Professor of Industrial Technology*, 1971.
- JAMES A. GRAY; Ed.D., Indiana University, *Associate Professor of Industrial Technology*, 1966.
- BERYL L. HAYNES; M.Ed., Pennsylvania State University, *Assistant Professor of Industrial Technology*, 1956.
- ROBERT B. LAWSON; Ed.D., Indiana University, *Associate Professor of Industrial Technology*, 1962.
- RICHARD A. LYONS; Ed.D., University of Missouri, *Associate Professor of Industrial Technology*, 1971.
- LELAND B. MOORE; Ph.D., Southern Illinois University, *Professor of Industrial Technology*, 1968.
- DELBERT R. NEWMAN; M.S., Indiana University, *Assistant Professor of Industrial Technology*, 1970.
- ROBERT C. SCHACHT; Ed.D., University of Maryland, *Director of Printing and Associate Professor of Industrial Technology*, 1966.
- WILLIAM G. TURNER; Ed.D., Arizona State University, *Associate Professor of Industrial Technology*, 1957.
- ROGER A. VICROY; M.Ed., Wayne State University, *Assistant Professor of Industrial Technology*, 1970.

#### *Vocational-Technical Education Department*

- THOMAS E. RECKERD; Ed.D., Indiana University, *Chairman and Professor of Vocational-Technical Education*, 1967.
- MAXIE R. CAMPBELL; M.S., Indiana State University, *Assistant Professor of Vocational-Technical Education*, 1967.
- THOMAS E. EACHUS; M.S.Ed., Ohio State University, *Associate Professor of Vocational-Technical Education*, 1966.
- LESTER W. HALE; Ed.D., Indiana University, *Professor of Vocational-Technical Education*, 1960.
- JOHN W. HOLSTEIN; M.Ed., University of Cincinnati, *Assistant Professor of Vocational-Technical Education*, 1968.
- WALTER E. WEFFENSTETTE; Ph.D., Southern Illinois University, *Professor of Vocational-Technical Education*, 1966.

#### GRADUATE STUDIES, SCHOOL OF

- JACOB E. COBB; Ph.D., George Peabody College for Teachers, *Dean, School of Graduate Studies, and Professor of Education*, 1946.
- MARY ANN CARROLL; Ed.D., Indiana University, *Assistant Dean, School of Graduate Studies, and Professor of Education*, 1964.

(See the *Bulletin of the School of Graduate Studies* for a complete list of the Graduate Faculty.)



## LIBRARY

- EARL TANNENBAUM; M.A.L.S., Indiana University, *Acting Dean of Library Services and Director of Library Public Services*, 1969.
- HAROLD L. BAKER; M.L.S., Indiana State University, *Director of Library Technical Services*, 1968.
- JANICE ALEXANDER; M.S., University of Kentucky, *Assistant Catalog Librarian*, 1972.
- VIRGINIA L. ANDERSON; M.L.S., Indiana State University, *Assistant Teaching Materials Librarian*, 1968.
- SARAH W. BAKER; M.S., Louisiana State University, *Assistant Catalog Librarian*, 1965.
- MARGERIE BUCHHOLZ; M.L.S., Indiana State University, *Extended Services Librarian*, 1970.
- ROBERT L. CARTER; M.S.L.S., Case Western Reserve University, *Bibliographer*, 1965.
- TIEH-PENG CHIN; M.L.S. University of Pittsburgh, *Assistant Catalog Librarian*, 1970.
- KAREN Y. CHITTICK; M.S.L.S., University of Wisconsin, *Interlibrary Loan Librarian*, 1969.
- RICHARD F. COLLINS; M.A., University of Chicago, *Assistant Head, Circulation Department*, 1967.
- EARL A. FORREST; Ph.D., University of Illinois, *Assistant Reference Librarian*, 1967.
- JAMES J. FRANGIE; M.A., University of Oklahoma, *Assistant Science Librarian*, 1972.
- RONALD D. FREDERICK; A.M.L.S., University of Oklahoma, *Assistant Reference Librarian*, 1972.
- GERALDINE M. GATES; B.A., University of Wisconsin, *Head, Documents and Periodicals Department*, 1957.
- CHRISTOPHER J. GULEFF; M.L.S., Indiana University, *Special Services Librarian*, 1972.
- STANLEY P. HODGE; M.S.L.S., Case Western Reserve University, *Head, Acquisitions Department*, 1968.
- DOLLY B. HOOVER; M.A., University of Chicago Library School, *Head, Catalog Department*, 1958.
- TSOKAN HUANG; Ph.D., Northwestern University, *Assistant Reference Librarian*, 1972.
- ALLEN R. KEATHLEY; M.A.L.S., University of Missouri, *Music Librarian and Instructor in Music*, 1970.
- BARBARA J. KELLER; M.L.S., George Peabody College for Teachers, *Assistant Catalog Librarian*, 1967.
- FRANCES R. KEPNER; M.A.L.S., University of Michigan, *Head, Catalog Department*, 1963.
- UNG CHON KIM; M.S.L.S., Villanova University, *Assistant Head, Acquisitions Department*, 1969.
- PAUL S. KODA; Ph.D., Indiana University, *Head, Department of Rare Books and Special Collections*, 1973.
- ROBERT S. LAMB, II; M.L.S., University of California, Berkeley, *Head, Circulation Department*, 1970.
- JOHN LUNCEFORD; M.L.S., Brigham Young University, *Assistant Acquisitions Librarian*, 1971.

- JACK W. LYLE; M.A., Indiana University, *Documents Librarian*, 1968.  
 MARY W. MOULTON; M.L.S., Indiana University, *Assistant Catalog Librarian*, 1964.  
 O. GENE NORMAN; M.A.L.S., Indiana University, *Head, Reference Department*, 1961.  
 KATHRYN J. OWENS; M.L.S., Indiana State University, *Assistant Catalog Librarian*, 1968.  
 LOUISE W. RICHARDS; M.S., Indiana University, *Head, Teaching Materials Center*, 1968.  
 IRVING K. SMITH; M.S., Simmons College, *Science Librarian*, 1967.  
 CHIA LIN WANG; M.L.S., University of Pittsburgh, *Assistant Catalog Librarian*, 1969.  
 KATHRYN WRIGHT; M.A.L.S., Indiana University, *Assistant Catalog Librarian*, 1970.

## AUDIO-VISUAL CENTER STAFF

- C. WESLEY LAMBERT; Ed.D., University of Florida, *Director, Audio-Visual Center*, 1968.  
 CLIFFORD PAULIN, *Supervisor, Production Services*, 1962.  
 MAX M. WEST, *Supervisor, Campus Service*, 1963.  
 ANTHONY J. BRENTLINGER, *Photographic Laboratory Specialist*, 1970.  
 LINUS M. HALLER, *Assistant, Motion Picture Production*, 1966.  
 STEPHEN A. HAUSER, *Electronics Technician*, 1972.  
 KEITH B. HAWKINS, *Supervisor, Motion Picture Production*, 1966.  
 DONALD E. LAIN, *Technician*, 1974.  
 ROBERT J. LANTZ, *Supervisor, Still Photography*, 1965.  
 HOWARD LEISTNER, *Still Photographer*, 1965.  
 GLEN E. MITCHELL, *Maintenance and Audio Specialist*, 1967.  
 JAMES D. PHEGLEY, *Assistant Supervisor, Campus Services*, 1967.  
 LUCINDA J. ROBERTS, *Graphic Artist*, 1968.

## EMERITUS FACULTY

The following members of the faculty and administration have retired from active service after many years of loyal and distinguished service to the institution:

- RALEIGH W. HOLMSTEDT, *President Emeritus*  
 EDWARD L. ABELL, *Professor Emeritus of Education*  
 MARIE R. ALLEN, *Order Librarian Emeritus*  
 WILLIAM P. ALLYN, *Professor Emeritus of Zoology*  
 PERMELIA ANDERSON, *Assistant Director Emeritus, Bureau of Placement*  
 V. DEWEY ANNAKIN, *Professor Emeritus of Sociology*  
 CLOYD ANTHONY, *Professor Emeritus of Social Sciences*  
 MARY ALICE BANKS, *Associate Professor Emeritus of Home Economics*  
 VIVIEN N. BARD, *Associate Professor Emeritus of Music*  
 BONNIE L. BARRICK, *Associate Professor Emeritus of Home Economics*

MARVIN R. BELL, *Associate Professor Emeritus of Science Education (Laboratory School)*  
 ELIZABETH F. BLUMBERG, *Associate Professor Emeritus of Art*  
 DEAN ULEN BOND, *Assistant Librarian Emeritus*  
 VACHEL E. BREIDENBAUGH, *Professor Emeritus of Business*  
 WENONAH G. BREWER, *Assistant Director Emeritus of Secondary Student Teaching and Professor of Education*  
 CELESTE E. BURGESSON, *Associate Professor Emeritus of Home Economics*  
 ANNA L. CARLE, *Instructor Emeritus in Elementary Education (Laboratory School)*  
 CHRISTINE N. CLARK, *Librarian Emeritus and Assistant Professor of Education (Laboratory School)*  
 MERIBAH E. CLARK, *Associate Professor Emeritus of Social Studies*  
 RUBY J. EAST, *Associate Professor Emeritus of Physical Education for Women*  
 GEORGE J. EBERHART, *Professor Emeritus of Business*  
 HELEN EDERLE, *Professor Emeritus of Education and Psychology*  
 DOT J. ELMORE, *Assistant Professor Emeritus of Special Education (Laboratory School)*  
 GERTRUDE N. EWING, *Professor Emeritus of Foreign Languages*  
 LUCILE D. FAILING, *Librarian Emeritus (Laboratory School)*  
 JAMES C. FARMER, *Emeritus Director of Alumni Relations*  
 RICHARD A. GARDINER, *Assistant Professor Emeritus of Mathematics*  
 RICHARD H. GEMMECKE, *Dean Emeritus, College of Arts and Sciences, and Professor of History*  
 EDWARD M. GIFFORD, *Associate Professor Emeritus of English*  
 JOSEPH A. GREMELSPACHER, *Professor Emeritus of Music*  
 SARAH K. HARVEY, *Professor Emeritus of English*  
 ARTHUR D. HILL, *Professor Emeritus of Music*  
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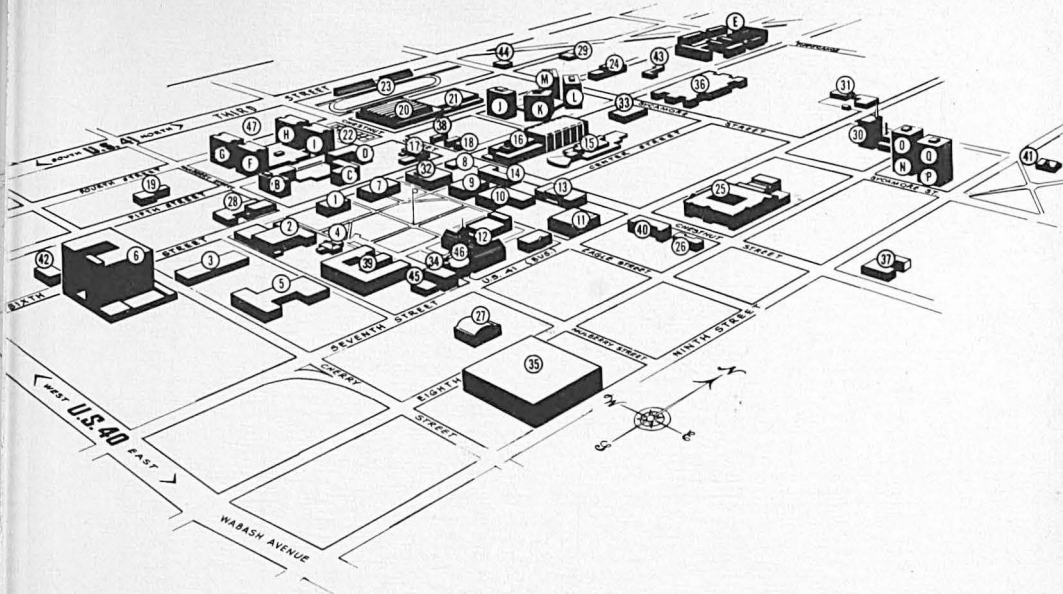
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## INDIANA STATE UNIVERSITY Terre Haute, Indiana

### KEY TO THE INDIANA STATE MAIN CAMPUS

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1—ADMINISTRATION BUILDING</li> <li>41—AFRO-AMERICAN CULTURAL CENTER</li> <li>5—ALUMNI CENTER</li> <li>20—ARENA</li> <li>29—ART ANNEX</li> <li>8—BOOKSTORE I</li> <li>42—BOOKSTORE II</li> <li>9—BUSINESS SCHOOL BUILDING</li> <li>33—CLINICAL PSYCHOLOGY BUILDING</li> <li>6—CONFERENCE CENTER</li> <li>7—DREISER HALL</li> <li>13—FINE ARTS—MUSIC BUILDING</li> <li>24—HEALTH CENTER</li> <li>15—HOLMSTEDT HALL</li> <li>17—HOME ECONOMICS BUILDING</li> <li>35—HULMAN CIVIC-UNIVERSITY CENTER</li> <li>45—INDIANA STATESMAN OFFICE BUILDING</li> <li>37—JAMISON HALL</li> <li>18—KNISELY BUILDINGS</li> <li>25—LABORATORY SCHOOL</li> <li>36—LIBRARY, NEW CUNNINGHAM MEMORIAL</li> <li>10—LIBRARY, OLD</li> <li>23—MARKS FIELD</li> </ul> | <ul style="list-style-type: none"> <li>21—MEN'S PHYSICAL EDUCATION</li> <li>26—NURSING SCHOOL BUILDING</li> <li>43—ORHP (RESIDENCE HALL PROGRAMS)</li> <li>32—PARSONS HALL</li> <li>31—PHYSICAL PLANT BUILDING</li> <li>30—POWER PLANT</li> <li>4—PRESIDENT'S RESIDENCE</li> <li>39—REEVE HALL</li> <li>38—SAMUELS BUILDING</li> <li>16—SCIENCE BUILDING</li> <li>19—SECURITY BUILDING</li> <li>14—STALKER HALL</li> <li>44—STORES BUILDING WEST</li> <li>2—TECHNOLOGY BUILDING</li> <li>27—TECHNOLOGY ANNEX EAST</li> <li>3—TECHNOLOGY ANNEX SOUTH</li> <li>28—TECHNOLOGY ANNEX WEST</li> <li>22—TENNIS COURTS</li> <li>46—TIREY MEMORIAL UNION CENTER</li> <li>12—TIREY MEMORIAL UNION NORTH</li> <li>34—TIREY MEMORIAL UNION SOUTH</li> <li>40—WALDEN APARTMENTS</li> <li>47—WOLF FIELD</li> <li>11—WOMEN'S PHYSICAL EDUCATION</li> </ul> |
|--|--|

(Not Shown) Clinical Nursing Education Building on North 7th Street adjacent to Union Hospital; East Campus with Memorial Stadium and a nine-hole golf course on Wabash Avenue (U.S. 40 East) at Brown Avenue.

#### RESIDENCE HALLS

- |            |          |           |                       |
|------------|----------|-----------|-----------------------|
| B—Burford  | J—Gillum | M—Jones   | K—Sandison            |
| C—Erickson | L—Hines  | D—Pickerl | E—Lincoln Quadrangles |

#### Statesman Towers

- |             |             |            |          |
|-------------|-------------|------------|----------|
| O—Colfax    | Q—Marshall  | F—Blumberg | I—Mills  |
| N—Fairbanks | P—Hendricks | G—Cromwell | H—Rhoads |

(Not Shown) South Campus with Maehling Terrace Married Student Apartments and adjoining Married Student Apartments Complex on South 3rd Street (U.S. 41 South).

#### Sycamore Towers

