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1972

# Florida International University Introductory Catalog



The State University System of Florida

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*“There is something thrilling about participating in the birth of a new university, bringing as it does the hopes for a better and more productive life for the thousands of students who will pass through its doors . . . It is especially gratifying that — in addition to ‘education of students’ and ‘service to the community’ — one of the three major thrusts of Florida International University is ‘to become a major international education center with a primary emphasis in creating greater mutual understanding among the Americas and throughout the world.’”*

Reubin O’D. Askew  
Governor of Florida  
at the Groundbreaking Ceremony  
January 25, 1971

# FLORIDA INTERNATIONAL UNIVERSITY

A  
MEMBER INSTITUTION  
OF  
THE STATE UNIVERSITY SYSTEM OF FLORIDA

This introductory edition of the University Catalog is made available so that you may know that we at Florida International University are on schedule to open in the fall of 1972 for upper division and graduate students. Although the University was established by the Florida Legislature as a four-year institution, the decision to provide initially only upper division and graduate programs was made to complement programs at the community colleges.

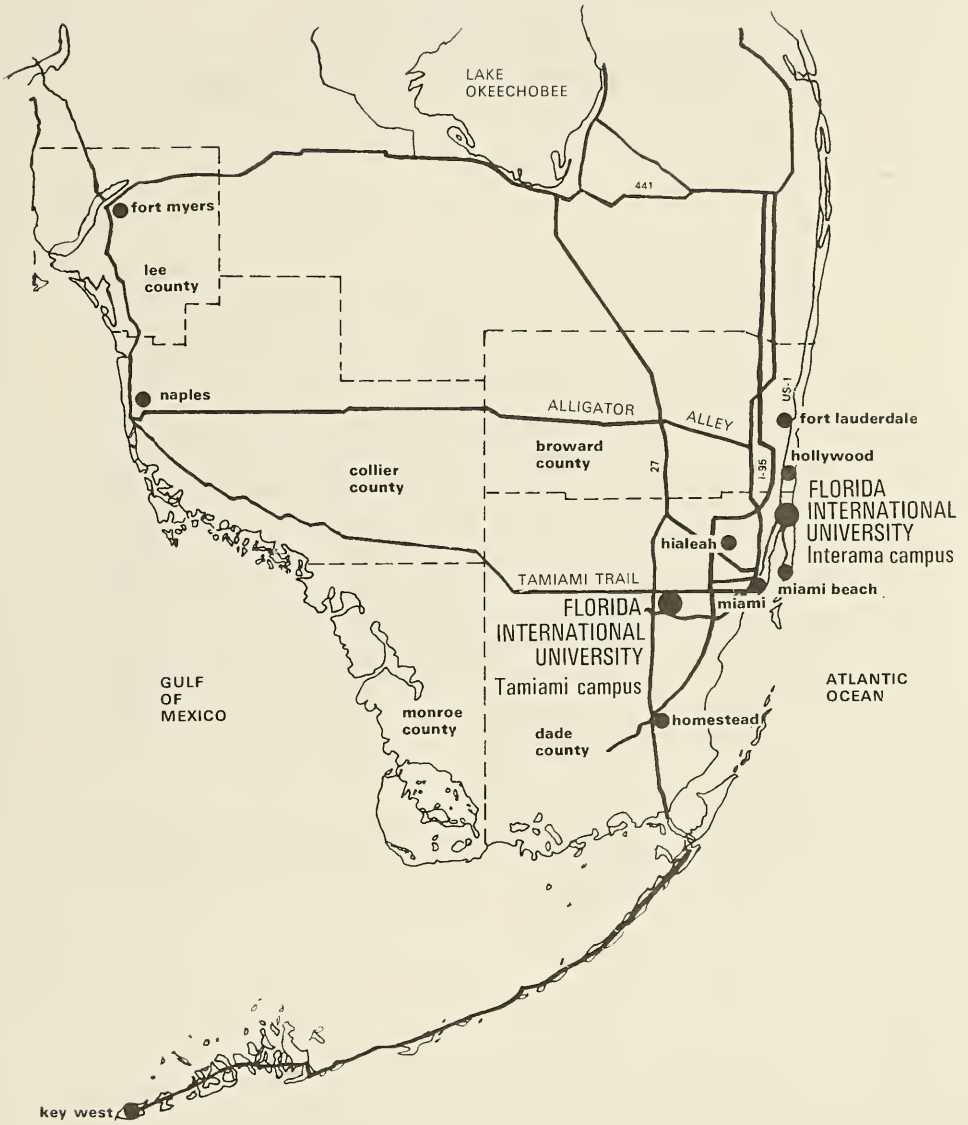
Detailed course offerings will be published at a later date. If you desire to have your name placed on the mailing list to receive the course listing, but have not yet filled out a questionnaire return card, complete and mail the postage-paid card located in the back of this publication. If you have any questions regarding your planned attendance at the University, write to the Director of College and School Relations, Florida International University, Miami, Florida 33144, and your letter will be directed to the proper person for reply.

Admission to Florida International University is granted without regard to race, creed, color, sex, age, or national origin. The University is an Equal Opportunity Employer.

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Published by Florida International University, Miami, Florida, 33144. Entered in the Post Office at Miami, Florida, as second-class matter under Act of Congress, August 24, 1912.

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*Florida International University – located to serve the State's most heavily-populated area.*

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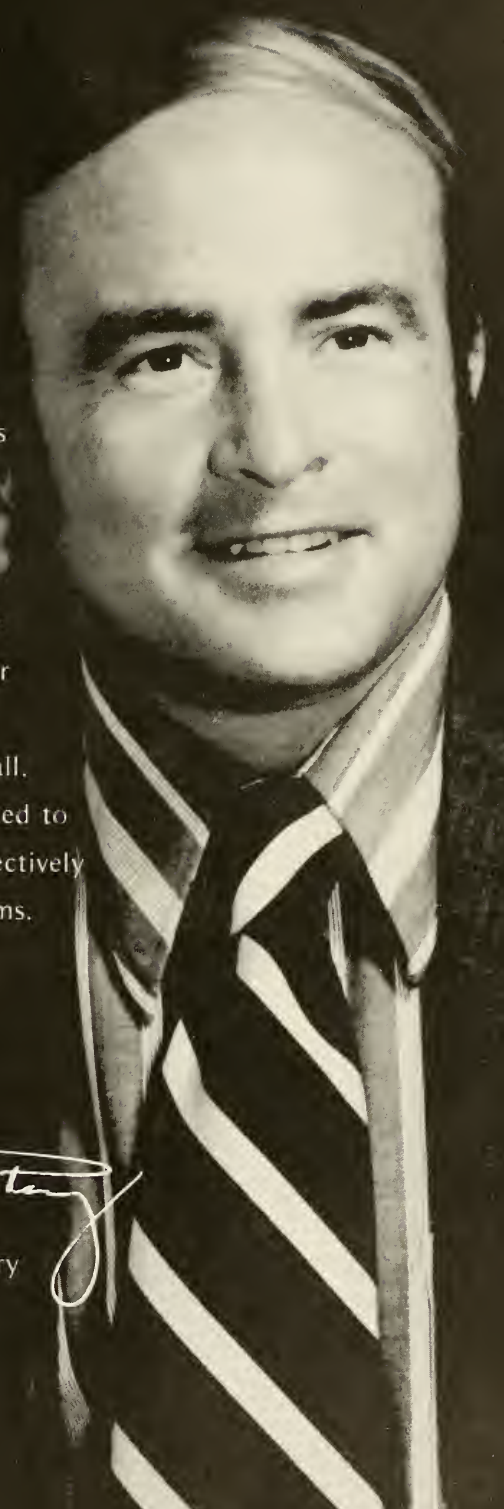
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## Your Future . . .

We hope that Florida International will provide what you have been seeking — new thrusts and new directions in higher education. Neither rigid in concept nor fixed in application, this University has been deliberately shaped to be receptive to change, for in your future change will perhaps be the most constant element of all. Florida International is dedicated to assisting you in responding effectively to mankind's mounting problems. The future — your future — will be bright, if you are equipped and motivated to make it so.



Charles E. Perry  
President



**FLORIDA INTERNATIONAL UNIVERSITY  
PROPOSED ACADEMIC CALENDAR FOR 1972-73**

**FALL QUARTER**

Registration and Orientation	September 13, 14, 15
Classes Begin	September 19
Quarter Ends	December 8

**WINTER QUARTER**

Registration and Orientation	January 3, 4, 5
Classes Begin	January 8
Quarter Ends	March 20

**SPRING QUARTER**

Registration and Orientation	March 28, 29, 30
Classes Begin	April 2
Quarter Ends	June 13

**SUMMER QUARTER \***

Registration and Orientation	June 13, 14, 15
Classes Begin	June 18
Quarter Ends	August 24

\*A special summer term to accommodate  
Public School personnel is under consideration.



# Charting the Course of a University



“This nation cannot afford the luxury of universities which are aloof from the problems of society.”

With these words, President Charles E. Perry of Florida International gave emphasis to the broad responsibilities of the new state university.

The institution, as planned by the founders, will be urban and international oriented, with first responsibility to Greater Miami and South Florida. This great urban area, containing one-third of the state's population, will be linked to classroom and laboratory by off-campus and field experiences, thereby helping Florida International to become a "university without walls."

In addition to serving the traditional student age groups, the University will reach out to provide specialized educational programs for people of varying ages and interests. It will also afford an opportunity for students who are unable to attend regular classes to obtain a Bachelor of Independent Studies degree through a combination of independent study, media programming, testing, seminars and short courses in locations away from the campus.

Environmental problems will be stressed, with studies designed to aid students in learning how to live responsibly and with a concern for the quality of life. There will be a focus, too, on innovation and experimentation in seeking more effective and efficient approaches to learning. In keeping with this objective, both students and faculty will be encouraged to take active roles in the governing and decision making processes of the University.

Given the position and potential which Greater Miami and South Florida hold as international, cultural and economic centers, Florida International will make every effort to "internationalize" its curriculum in order to broaden the understanding of students and to serve the citizens and governments of the Americas and of the world.

## GOALS OF FLORIDA INTERNATIONAL

Throughout all its programs, the University will adhere to three major goals:

*Education of Students* – To provide a university education for qualified students which (a) prepares them for useful careers in education, social service, business, industry, and the professions; (b) furnishes them with the opportunity to become effective members of the society; and (c) offers them an appreciation of their relation to their cultural, aesthetic and technological environments.

*Service to the Community* – To serve the greater community, with a primary emphasis on serving the Greater Miami and South Florida area, in a manner which enhances the metropolitan area's capability to meet the ecological, cultural, social and urban challenges which it faces.

*Greater International Understanding* – To become a major international education center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world.

## FOUNDING OF THE UNIVERSITY

Created by an act of the State Legislature on June 22, 1965, Florida International is the first state university to be established in the populous Dade-Broward-Monroe-Collier Counties area. The new institution received its challenging name – Florida International University – by action of the Florida Board of Regents at its meeting July 11, 1969. Also at that meeting, the board named Vice-Chancellor Charles E. Perry as the University's first president. At 32, Dr. Perry became the youngest university president in the history of The State University System of Florida.

On September 2, 1969, the founding corps of the University headed by President Perry, moved into the abandoned control tower of the closed Tamiami Airport on the Tamiami Trail, ten miles west of the Miami business center. The land, provided by the people of Dade County, consisted of 344 acres of the former airport site, adjacent to Tamiami Regional Park. Largely barren except for some small metal sheds and concrete buildings, the airport was once a place of great activity. It was destined to be that again.

Florida International will be a multi-campus university. With this in view, the 1970 State Legislature allocated 400 acres of the Interama site on Miami's Biscayne Bay for the establishment of the University's Interama Campus. The site in northeast Dade County, totaling 1,700 acres of prime coastal property, has been projected as a permanent, international, cultural and trade center, linking the two Americas. Florida International will be a part of the center, with plans for the University's Interama Campus now being coordinated with

those for the nation's Bicentennial Celebration to be held on the site in 1976.

## BUILDING PROGRAM

To provide facilities for the University's first students in the fall of 1972, bulldozers are moving earth, and cranes are hoisting concrete on the Tamiami Campus.

A multi-Purpose Building, costing \$5,678,550, will be the first major structure completed for Florida International's opening. This five-story building will provide classrooms, laboratories and offices, and is designed to foster a close, student-faculty relationship. With both removable and flexible walls, the building — as is true of the University as a whole — will be adaptable to change.

Groundbreaking ceremonies for the Multi-Purpose Building were held January 25, 1971, with U Thant, Secretary-General of the United Nations, and Reubin O'D. Askew, Governor of Florida, among the honored guests. At the ceremonies, Secretary-General U Thant was awarded Florida International's first honorary doctoral degree.

A second major building, costing \$3,650,000, will also be ready for occupancy in the fall of 1972. The four-story structure will provide lecture halls, classrooms and offices. With upper stories projecting over walkways and with extensive use of glass, the building has been described as "a bold attempt to bring the outdoors indoors."

The University Center, a third major building, is scheduled for completion by September, 1973. This building is designed as a central focal point of student activity, as the place to lounge, to talk, to study. It will have lecture auditoriums, a theater and teaching gallery with the most up-to-date educational media facilities, bookstore, cafeteria, and student activity and recreation areas. Above all, it will represent the philosophical themes of the University — international awareness, and urban life and values.

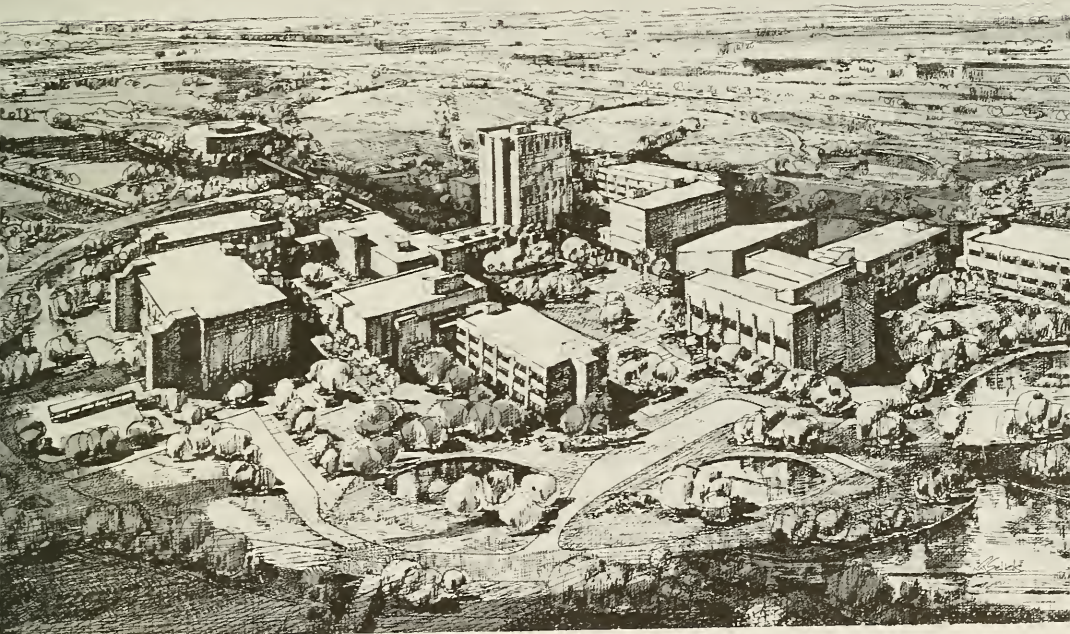
Other major buildings, now on the drawing boards, are scheduled to follow in rapid order. Keeping pace with building construction will be the other development activities of the campus. With lakes and tropical trees and shrubs dotting it, the campus is conceived in the image of South Florida's natural outdoors. The impression will be of

water and greenery, subduing the impact of the large parking areas so vital to today's urban university.

## PROJECTED ENROLLMENT

With the University opening its doors to college juniors and seniors and graduate students on the master's level in the fall of 1972, initial enrollment is expected to be about 4,250. The student body is anticipated to grow rapidly, numbering more than 30,000 on two campuses by the early 1980's. This growth will make Florida International one of the fastest growing universities in the history of the nation.

But stressed more than growth will be the quality of the teaching, community service and international understanding produced by the University.



*The Tamiami Campus as projected for 1980 . . .  
visually exciting and conveniently laid out . . . this is  
the goal of the University planners.*



*Groundbreaking ceremonies for Florida International University were held January 25, 1971, with U Thant, Secretary-General of the United Nations, and Governor Reubin O'D. Askew of Florida as the honored guests. Shown with shovels are (left to right): Governor Askew; U Thant, who was awarded Florida International's first honorary doctoral degree; Dr. Charles E. Perry, president of the University, and D. Burke Kibler, III, chairman of the Florida Board of Regents.*

# You and the Learning Environment-- First in Consideration



You, the student — both as an individual and as part of the total teaching-learning environment — have been the primary concern behind the development of Florida International University.

Since the theory and mechanics of formal course work are understood better when applied to the situations of real life, students will be

encouraged to engage in related community endeavors. Thus, theory tested in practice will be available to students before graduation.

Regardless of what career in life you may choose, the social problems related to it must be known and understood. To this end, you have an obligation to yourself — and we to you — to help you develop your own life style. Today's university should be aware of the individual's needs as a person as well as society's needs for responsible leadership. Plans for Florida International have been made with both of these factors clearly in mind.

The University is also aware that the student can be left with ideas, but without the tools to implement them. Florida International recognizes that its graduates must have acquired a high degree of specialized knowledge if they are to give skilled service to society. At Florida International, you will have an opportunity to learn to do your job well, because the University believes that a student should be trained as well as educated.

In planning programs of skill training, however, Florida International has taken into consideration the fact that today's training can become obsolete tomorrow. Therefore, the University will foster on the part of its students attitudes which encourage creative adaptation to change. You will have opportunities for constructive research of your own. By exposure to new ways of doing things, you can help to bring about meaningful changes in both yourself and society.

Because the world is becoming so complex, the University will also stress the importance of some kind of international experience during your college career. It may be possible to coordinate a period of study in another country with your Florida International program. For most students, however, this will probably not be practicable, and experience will come through courses or seminars concerned with both international affairs and understanding. Not only will lecturers from various lands be attracted to the campus, but students will come from distant places. A basic mission of the University is to further international understanding and productive relationships, particularly between the Americas. Foreign students who are especially well-qualified to contribute to and benefit from the University's international programs will be encouraged to come to Florida International.

The University plans to help you in every way possible to be prepared on the day of your graduation to meet whatever problems the next day may bring. As part of that planning, Florida Interna-





tional is attracting faculty members who have a real desire to teach, who are student-oriented, who will be able to communicate with you and who will respond to your individual needs as much as possible. While the University cannot respond perfectly to the individual needs of all students, it recognizes that each student is unique, and that all its programs and services must permit the maximum development of every student.

In assisting you in working out your program, faculty and staff members will seek to determine your potentials for academic success. Courses you have taken, your work experience and your particular capabilities as indicated on various aptitude tests will all have significance. The University will take these indicators of academic success into consideration, and then will do all it can to help you achieve to the maximum of your capabilities.

# Academic Programs and Career Opportunities



At Florida International University, the choices in academic programs and potential career opportunities will be many and varied.

The University's academic programs will be organized around one college, five schools, two centers for research and service in major societal issues. In addition, there will be a division for continuing education and other

special services. The College of Arts and Sciences and the five schools, Education, Business and Organizational Sciences, Technology, Health and Social Services, and Hotel, Food and Travel Services, will be the focal points for degree-granting academic programs while The Center for Environmental and Urban Affairs, and The Center for International Affairs will serve as learning, research and service arms of the University. The Division of University Services will be responsible for off-campus degree programs, non-degree continuing education activities, and the conference activities of the University.

## PROPOSED LISTING OF UNDERGRADUATE MAJORS

### College of Arts and Sciences

The College of Arts and Sciences offers majors leading to a Bachelor's degree as follows:

- |                            |                           |
|----------------------------|---------------------------|
| * Biology                  | Mathematical Sciences     |
| * Chemistry                | Computer Science          |
| Chemistry, Environmental   | * Mathematics             |
| Economics, General         | (Modern Languages:)       |
| International Economics &  | * French                  |
| Development                | * German                  |
| Labor and Manpower Studies | * Portuguese              |
| Urban and Environmental    | * Russian                 |
| Economics                  | * Spanish                 |
| * English                  | Philosophy/Religion       |
| Environmental Studies      | Political Science         |
| (Fine Arts):               | Comparative International |
| * Art                      | Development               |
| * Music                    | Urban Politics            |
| Theater                    | Psychology                |
| * History                  | Public Media              |
| Humanities                 | Sociology/Anthropology    |
| * Journalism               | * Speech                  |

*\*NOTE: These areas also provide course sequences for students desiring teacher certification.*

## School of Business and Organizational Sciences

The School of Business and Organizational Sciences offers majors leading to a Bachelor's degree as follows:

Accounting and Control	Real Property
Marketing	Management
Agribusiness	Management
Leisure Services	Agribusiness
Transportation Systems	Health Services
Financial Management	Leisure Services
Risk Management	Risk Management
Transportation Systems	Public Administration

## School of Education

The School of Education prepares teachers in the following fields, which lead to teacher certification and Bachelor's degree:

* Art (1-12)	* Russian
* Biological Sciences	* Spanish
Early Childhood Education	* Music (1-12)
Elementary Education	Physical Education (1-12)
* English	* Physical Sciences
Health Education	Recreation
* History	* Social Studies
Industrial Arts	Special Education
* Journalism	Behavioral Disorders
* Mathematics	Intellectual Differences
(Modern Languages:)	Special Learning Disabilities
* French	* Speech
* German	Technical Education
* Portuguese	Vocational Industrial Education

*\*NOTE: Students in these areas of specialization take their subject matter preparation in the College of Arts and Sciences and their professional preparation in the School of Education. The degree may be taken in either the College of Arts and Sciences or the School of Education.*

## **School of Health and Social Services**

The School of Health and Social Services offers majors leading to a Bachelor's degree as follows:

<b>Criminal Justice</b>	<b>Medical Technology</b>
<b>Dietetics and Nutrition</b>	<b>Mental Health and Retardation</b>
<b>Health Science</b>	<b>Nursing</b>
<b>Dental Hygiene</b>	<b>Occupational Therapy</b>
<b>Respiratory Therapy</b>	<b>Physical Therapy</b>
<b>x-ray</b>	<b>Social Welfare</b>
<b>Home Economics</b>	

## **School of Hotel, Food & Travel Services**

The School of Hotel, Food and Travel Services offers majors leading to a Bachelor's degree as follows:

- General Hospitality Management**
- Hotel – Motel Management**
- International Hotel – Motel Management**
- Restaurant and Food Service Management**
- Tourism and Travel Management**

# **PROPOSED GRADUATE DEGREES**

## **School of Business and Organizational Sciences**

The School of Business and Organizational Sciences offers the following fields in the Master's degree programs:

- Master of Business Administration**
- Master of Public Administration**

## **School of Education**

The School of Education offers the Master's degree in the following fields, and with the areas of specialization listed. Programs are designed to meet Rank II certification requirements as well.

### **CHILDHOOD EDUCATION**

- Early Childhood Education**
- Elementary Education**

## CURRICULUM AND INSTRUCTION

Art	Music
Biological Sciences	Physical Education
English	Physical Sciences
General Adult Education	Social Sciences
Health Education	Speech
Industrial Arts	Technical Education
Mathematics	Vocational Industrial
Modern Languages	Education

## SPECIAL EDUCATION AND PUPIL SERVICES

Behavioral Disorders	Diagnostic Teaching
Intellectual Differences	School Counseling
Specific Learning Disabilities	School Psychology

## ADMINISTRATION AND SUPERVISION

Elementary School	Adult Education
Secondary School	Vocational Education

## COLLEGE OF ARTS AND SCIENCES

The faculty of the College of Arts and Sciences, committed to the three basic goals of the University (Education of Students, Service to the Community, and Increased International Understanding), recognizes its central role in furthering these goals. In addition to providing the sources of theoretical knowledge upon which the various schools of the University build, the College of Arts and Sciences has the special and primary responsibility of offering all students an atmosphere and environment in which they can exercise free inquiry directed to an understanding of the nature of the universe and their role in it.

Even though the above is a large responsibility, it is no more than what should be the responsibility of university faculties now and in the past. To preserve from the past that of greatest value to the present and to encourage a critical evaluation of projected goals, individually and collectively, are objectives in the best interest of both the student and the society in which he lives. The College of Arts and Sciences, therefore, offers courses and programs essential to the development of the individual student and to the advancement of society's collective intellectual resources. Thus, the College, while providing a wide range of specialized studies, also enables the student to explore areas of general concern regarding man and his history, his environment and his creativity — in short, those concerns which,

when carefully attended to, mark the truly educated man or woman.

Simply stated, the College of Arts and Sciences is committed to quickening and enlarging the intellectual capacities of the members of the University family and the community and to preserving and disseminating the results of all serious intellectual inquiry. To facilitate these goals, the College will:

- Provide, at the junior and senior level, the highest quality instruction leading to the baccalaureate degree in the arts and in the sciences, not merely by transmitting skills and knowledge, but by developing the ability to think, to respond to ideas, and to test hypotheses and interpret human experience anew.
- Offer curricula whose flexibility not only permits but encourages divisional, cross- and inter-departmental programs, thereby allowing students to develop courses of study suited to their individual needs and goals.
- Provide, under the heading of the Liberal Studies Curriculum, a variety of programs and opportunities which will lead to a university-wide major in Liberal Studies.
- Develop curricula and programs in conjunction with the various professional schools of the University and with the community which will directly serve the pre-professional interests of those who envisage a career in any area of public service.
- Afford the counsel and guidance for devising innovative courses of study suited to individual needs and provide imaginative means of evaluating such programs.
- Offer opportunities, both in specified College courses and in special programs to gain an immediate acquaintance with non-native cultures and practices.
- Develop study and research directed to the advancement and application of knowledge, and make discoveries on the frontiers of knowledge available to students and community.
- Serve as the intellectual and cultural catalyst for the University, its students and community by means of special programs, lectures, art, drama, and music.

## ORGANIZATION

The College curriculum is arranged in the following three divisions or areas of knowledge, understanding and skills basic to any arts and science program:



*Division of Humanities* – Six departments offer instruction in courses designed to broaden awareness and understanding of man's expressional and cultural inheritance and to explore ways of making that inheritance fruitful to the future.

English, Speech, Journalism

Fine Arts: Music, Art

Modern Languages

History

Philosophy and Religion

Library Science

*Division of Social Sciences* – Five departments offer courses of instruction in these areas of knowledge which directly pertain to man's individual and collective behavior. In their various ways, these departments are all concerned with man-the-individual as he interacts with an ever-increasing number of complex and intersecting communities and interests.

Economics

Government and Political Science

Psychology

Sociology and Anthropology

International Relations

*Division of Natural and Applied Sciences* – Five departments offer instruction in the sciences in living organisms, matter and energy, and the complementary disciplines related to number and space configurations.

Mathematics and Statistics

Biology

Chemistry

Geography, Geology, Meteorology

Physics

## ADMISSION

Students holding an Associate in Arts or Associate in Science degree from the community college level will be admitted to programs of study of their choice. The college will serve those who are, for a variety of reasons, unable to enroll directly in certain schools or programs of the University. The College will provide compensatory educational experiences to enable such students to meet the course, credit, or degree requirements of the Schools.

## SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES

The School of Business and Organizational Sciences will offer academic programs leading to both graduate and undergraduate degrees. These courses of study are designed to help prepare the student for careers in business, government and other areas of institutional management.

These programs generally are based on a broad background in the humanities, arts and sciences, followed by a foundation of management policies, institutions and operations, including study of basic management tools of analysis and decision-making. Further study in the functional areas of enterprise will lead to a thorough preparation in a selected field of specialization.

Major emphasis will be placed upon the involvement of the institution with its economic, political, social and ecological environment. Emphasis will be placed on the management of change in response to the needs of society.

### UNDERGRADUATE STUDY

*Admission:* The School of Business and Organizational Sciences believes that students receiving the Bachelor of Business Administration degree should initially have a sound foundation in the liberal arts and then complete a professional program in business and management. In four years of study for the degree, the student should have approximately equal parts of general education courses and professional courses in business administration. Students entering directly into the professional curricula of the School of Business and Organizational Sciences at Florida International will be required to have completed the Associate in Arts degree or its equivalent, and are encouraged to bring with them some knowledge of accounting and economics. The broad liberal arts exposure inherent in the Associate in Arts degree will enable a student to complete the Bachelor of Business Administration requirements in the equivalent of two years and to take most of the professional work with Florida International's School of Business and Organizational Sciences.

Students who reverse the normal program of study and elect the mid-management or technical Associate in Science degree programs offered at Florida public community colleges may apply for admission to the Liberal Studies Curriculum in the College of Arts and

Sciences or may apply for admission into the pre-professional curriculum of the School of Business and Organizational Sciences. Upon acceptance into the Liberal Studies Curriculum, a student may elect to complete the equivalent of the Associate in Arts degree and transfer to the School of Business and Organizational Sciences or may pursue the Bachelor of Liberal Studies degree within the College of Arts and Sciences, selecting electives in the School of Business and Organizational Sciences. Students entering into the School of Business and Organizational Sciences will complete a pre-professional, liberal curriculum before entering a professional program.

*Program:* The curriculum of the School of Business and Organizational Sciences is composed of programs, each of which is designed to introduce the student to a common body of knowledge, including quantitative analysis, finance and control, administrative theory and practices, the social and legal environment of business, marketing and distribution. The international dimension of business and institutional management will be emphasized in all aspects of the student's work in order to give him a better understanding of alternative ways for organizing and managing. These programs of study in the School of Business and Organizational Sciences will include:

Accounting and Control	Public Administration
Finance	Real Property Management
Marketing	Transportation
Management	Management of Leisure Services*
Agribusiness	Management of Health Resources**

\* In conjunction with the School of Hotel, Food and Travel Services.

\*\* In conjunction with the School of Health and Social Services.

## GRADUATE STUDY

*Admission:* Minimum requirements for admission to the Graduate programs in the School of Business and Organizational Sciences follow the standards set by the State University System of Florida for graduate admission. Accordingly, to be admitted, students will need as a minimum the equivalent of a 3.0 or "B" average in the upper division or a score of 450 on the Admissions Test for Graduate Study in Business, as well as an aptitude for graduate education in administration.

All applicants to the School of Business and Organizational Sciences — even those with a "B" or better average — are required to submit ATGSB scores. These scores will be used in the admissions process and for counseling purposes.

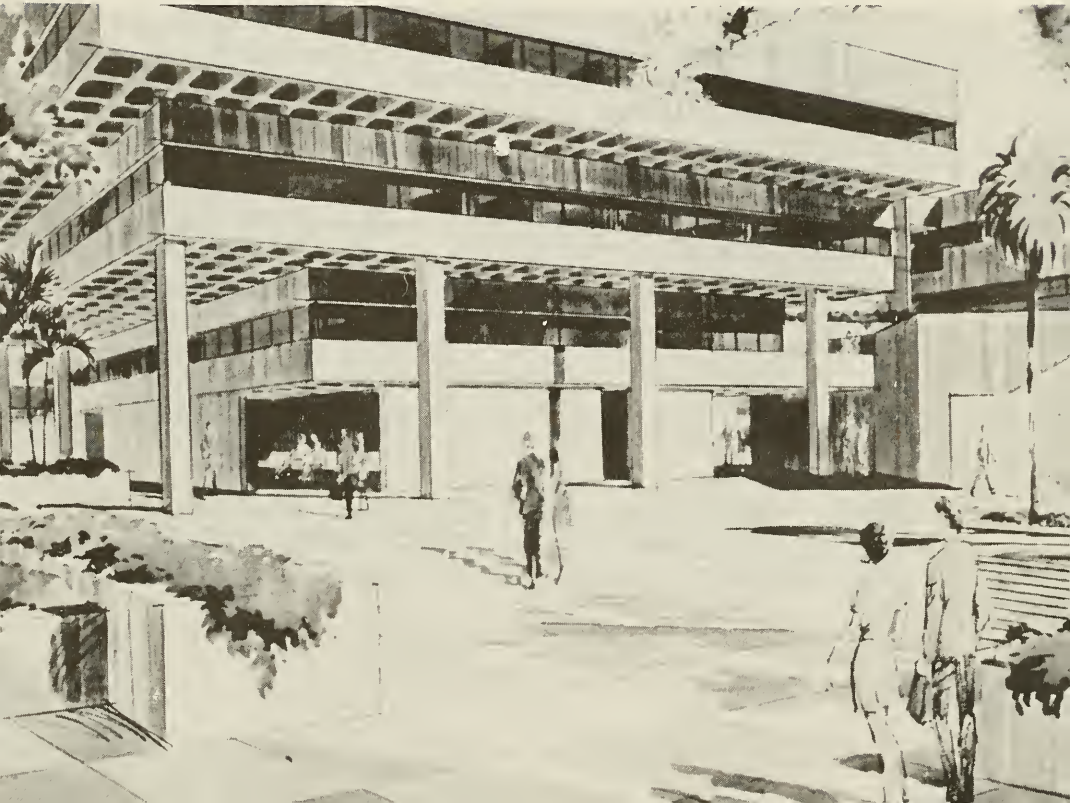
*Programs:* At the graduate level, students will have an opportunity to explore in depth the techniques, functions, or problems of organizational operations of particular interest to them. Students will also be encouraged to view an institution as an on-going system or process subject to the forces of both growth and decay. The focus on managing change will be stressed as well as ways for making both profit and non-profit institutions far more responsive than at present to the needs of society.

Both the Master in Business Administration (M.B.A.) and the Master in Public Administration (M.P.A.) programs will seek to help students understand what is involved if today's enterprises and institutions are to be administered in an effective and responsible fashion.

## ORGANIZATION OF THE SCHOOL

In order to emphasize its program orientation, the School of Business and Organizational Sciences is not traditionally organized. The organization consists of three basic parts — the Academic Divisions, the Associate Dean for Undergraduate Programs, and the Associate Dean for Graduate Programs. The Academic Divisions are simply an efficient way of managing faculty resources. For each Division there is

*Multi-Function Building to be ready in 1972.*



a Division Chairman whose primary responsibility is faculty management. It is his job to ensure that each student receives the best possible instruction and that the faculty continues to grow professionally.

The Associate Deans have program responsibility. It is their job to coordinate student, faculty and community inputs for the development and operation of academic programs in the areas of Business and Public Administration. Approval of programs will rest with a program committee consisting of the Associate Dean, students, and faculty.

In addition to its degree programs, the School will offer service courses in management practices for students in the College of Arts and Sciences and in the other professional Schools. Indeed, the School hopes to attract as many students as possible into at least one course which will help them to better understand how individuals can work through our institutions to develop an effective way of life.

For those students who are already members of the business community, the School of Business and Organizational Sciences will have a variety of specialized experiences to meet their particular needs. The Division of University Services will work with the faculty of the School to provide programs for industry and government and retraining experiences for other interested persons in the community.

The School of Business and Organizational Sciences will provide professional research and service support for those students who wish to develop projects in The Center for Environmental and Urban Affairs and The Center for International Affairs. Through the International Center, the School will engage in research and development of international business — especially in Latin America. Such activities are designed to add to the dimensions available to students in the furtherance of their own fields of interest and competence.

## SCHOOL OF EDUCATION

Education has come to be viewed as essential to personal and social fulfillment. Most nations maintain elaborate and comprehensive arrangements to minimize the factor of chance in providing for education and to insure access to learning opportunities for children, youth and adults. People often differ over definitions of what it means to be educated. Seldom, if ever, do they disagree over the necessity to be educated.

A decision to study in the School of Education aligns a student occupationally with those actively engaged in making opportunities to learn available to all who would seek them. Most students will enroll in the School of Education either to prepare themselves for, or to further improve their competence in teaching. In addition to preparing personnel to teach in the classroom, the School of Education will offer students opportunities to equip themselves for several other roles. Some persons may wish to prepare themselves as administrators or supervisors. Others may wish to become counselors or school psychologists. Some may choose to prepare as media specialists, or as evaluation specialists. Programs of study leading to these and other roles will be available in the School of Education at Florida International.

Regardless of a student's area of special study, he will find education and schooling to be in a state of change. The stresses and strains of the larger society are those of education as well. Views concerning access to education and delivery systems for education are changing. For instance, education is no longer seen as something one undergoes for a fixed and limited period. Rather it is viewed as a life-long undertaking. Deliberate efforts to educate start today at a much younger age, and continue to old age. Education for citizenship, in the broadest sense, is never finished. Education for work requires continuous re-orientation and re-tooling.

The role of the teacher is changing too. Teachers in the future are most apt to work as members of a team of teachers rather than to be solely responsible for the education of a group of pupils. Also they will work with, and often be responsible for the work of various auxiliary educational personnel. They will transmit knowledge less, and guide and direct inquiry more. They will work with a growing body of instructional technology that will help them to do their jobs better. Much of this will be designed to allow pupils literally to teach themselves in a highly individualized way. Much time will be spent in diagnosing the learning needs of pupils, and in arranging appropriate learning experiences. And as the teacher's role changes, so do the roles of other educational personnel.

To carry out its mission within the University, the School of Education has been organized into seven major divisions, offering undergraduate and graduate study, with programs leading to bachelor's and master's degrees and appropriate professional certification.

The Divisions are:

**Division of Childhood Education** – prepares teachers to work

with children from infancy through age 12, in nursery, elementary and middle schools.

Division of Secondary Education – prepares teachers to work with youth in secondary schools, and in all academic areas.

Division of Vocational-Technical and Adult Education – prepares personnel to work with students in secondary schools and with youth and older adults in other settings, and includes the major vocational-technical areas as well as basic education for adults.

Division of Health, Physical Education, Recreation and Athletics – prepares personnel to teach health and physical education in the elementary and secondary schools, and to organize and manage recreation programs for all age groups and in a variety of settings.

Division of Special Education and Pupil Services – prepares teachers to work with students who have various kinds of special learning problems, and counselors, school psychologists and school social workers.

Division of School Organization and Administration – prepares school principals, supervisors and specialist administrative personnel.

Division of Higher Education – prepares personnel for positions in higher education, with special concern for two-year community colleges, and for urban universities and colleges.

Education in the urban setting necessarily will be of particular concern in all programs in the School of Education. Likewise the commitment of the University to international matters will be reflected in its offerings. In addition, the School will work through The Center for International Affairs and The Center for Environmental and Urban Affairs on projects consistent with the missions of these Centers and focused on educational developments.

## ACADEMIC PROGRAM PLANNING

The School of Education will maintain a counseling service to enable students to plan their study programs efficiently. It is planned to provide opportunities to take courses in the School of Education in both day and evening registration.

## ADMISSION

*Undergraduate Students:* The School of Education will accept as undergraduates those who hold an Associate in Arts degree, or its

equivalent, and will provide them with a program leading to the bachelor's degree and teacher certification. Entering students are not required to have been enrolled in a pre-teaching program. Students having an Associate in Science degree will normally enroll initially in the College of Arts and Sciences (Liberal Studies Curriculum) to fulfill the equivalent of an Associate in Arts degree program prior to transferring to the School of Education.

*Graduate Students:* Students applying for admission to graduate study must meet the criteria used in The State University System of Florida. Presently these are either a 3.0 or "B" average in the upper division or a combined score of 1,000 on the Graduate Record Examination (verbal and quantitative aptitude sections). All applicants to the School of Education — even those with a "B" or better average — are required to submit GRE scores. These scores will be used in the admission process and for counseling purposes.

## SCHOOL OF HEALTH AND SOCIAL SERVICES

The School of Health and Social Services will emphasize training that is geared to providing for the total physical, emotional and social needs of each citizen. These needs should be met as far as possible in the sense of prevention rather than one of crisis. Thus, Florida International considers both health and social services inseparable — truly allied health fields.

Two compelling issues of contemporary society are of major concern to the School. How can one respond to the admonition: "Thou art thy brother's keeper"? And how, in an era of megalopolis can we as a society develop a sense of community so necessary for man's self-fulfillment?

To recreate a sense of community in our cities and to restore some of the exciting vitality which should be the cornerstone of every metropolitan area constitute a major aspect of the agenda for the School of Health and Social Services. Significant new urban service careers are being developed which hold great promise for bringing a sense of purposefulness and of community into all of our lives. In this connection, the School plans to offer many of its laboratory-type courses as well as clinical and field experiences in community facilities.



The establishment of this School is dramatic proof of the University's recognition of the changing patterns of education and health care delivery in the areas of allied health and social services. The new career possibilities provide an opportunity for members of the health and social service team to work closely together to direct the University's resources to community problems.

Educational programs in the School of Health and Social Services will be structured to provide opportunities for individuals to be trained in an interdisciplinary manner in much the same fashion that they will be expected to work together after graduation. Students enrolled in these programs will pursue a combination of broad general education courses and specialized professional courses, along with clinical training and field experience.

The purpose of the training offered is to accomplish the following:

- To train allied health and social service professionals in the field of a student's choice.
- To develop generalist-type skills that are essential in working with other professionals to resolve the unique problems of our urban areas.

Each of these programs of study will draw to some extent on faculty and course offerings in the College of Arts and Sciences and in the other Schools. The Division of University Services will also be involved in offering study opportunities to individuals who are already practitioners and who would like to keep current in their professions.

Some common elements will run through all the programs in the School of Health and Social Services. These elements not only suggest the generalist-type skills which students will need, but they reflect the University's optimistic belief that by working together we are capable of weaving a new fabric of hope and a new sense of well-being for our citizens here and abroad. A review of these common elements follows:

*. . . A team, task force, a coalition of those interested in health care delivery careers can best provide the know-how needed to develop comprehensive plans and programs for lessening urban blight, poverty, and lack of health and social services. Such teams will be able to use a systems approach to problem solving.*

*. . . Cities must be viewed much like any living organism capable of growth and change and capable of being hospitable to a variety of different cultures. Health and social services, therefore, in this sort of setting become but two of a number of important "unifiers" in the*

*geographic sectors comprising a city. These services in such geographical sectors, by working jointly with educational, cultural, recreational and governmental entities, must be able to bring to all citizens a sense of community.*

The School of Health and Social Services will open with the following nine programs:

**Physical Therapy** – Prepares practitioners to work with patients who are disabled by illness, accident, or were born with a disability. Therapists plan and implement initial and subsequent treatment programs on the basis of test findings, and upon the referral of the licensed physician.

**Occupational Therapy** – Prepares practitioners for medical care and rehabilitation of patients with physical and mental illnesses. Occupational therapy is oriented toward helping the individual to remain healthy. The therapist employs purposeful activities in a restorative program for the sick and disabled.

**Medical Technology** – Prepares laboratory professionals to conduct the many laboratory tests utilized to aid physicians and others in their diagnosis and treatment of patients.

**Nursing** – Prepares practitioners with basic scientific knowledge in biological and behavioral sciences and technological innovations to understand and care for people and their needs in periods of stress. There are many levels and subspecialties in nursing.

**Home Economics** – Prepares practitioners for careers in such varied fields as teaching, food services, public relations and publications, interior decorating and family living. This program will be offered jointly with the Schools of Education, and Hotel, Food and Travel Services.

**Dietetics and Nutrition** – Prepares practitioners to protect the health of the nation by developing expertise in the composition of foods, their biological and physiological functions and their preparation for utilization.

**Social Welfare** – Prepares practitioners to help solve individual, family, group and community problems by providing an understanding of society's major social issues (a curricula in family services will be offered under this program). The emphasis of the program will be the development of skills needed to initiate and implement social policy.

**Criminal Justice** – Prepares practitioners with a scientific and

scholarly blend of social, cultural, behavioral, political and legal learning experiences as they relate to our justice system.

**Mental Health** — Prepares practitioners with a basic knowledge of behavioral and social sciences as they apply to the total environment and emotional well being of individuals and community.

## **ACADEMIC PROGRAM PLANNING**

The program in the School of Health and Social Services will be determined on an individual basis according to previous training and career objectives. Students may enroll full or part-time. The programs may be completed entirely in the evening hours if desired.

## **DEGREES, LICENSURE AND GRADUATE PROGRAMS**

Undergraduate degrees will be offered in all programs initiated in 1972. Completion of the degree programs will qualify students to obtain licensure in their respective areas. Beginning graduate programs are tentatively planned in several fields, and will be implemented as soon as possible after the 1972 opening of the University.

## **CONTINUING EDUCATION**

Continuing education courses, seminars and workshops will be initiated for local professionals in 1972 in conjunction with the Division of University Services.

## **ADMISSION**

Students having an Associate in Arts degree, or who have the equivalent from an accredited four-year institution, will be accepted. Students holding an Associate in Science degree will be individually classified depending upon the specific content of their community college program of studies. Most can be admitted directly into the School; those students whose prior academic records do not meet the established eligibility requirements will need to complete certain preparatory work in the College of Arts and Sciences (Liberal Studies Curriculum) in conjunction with their work in the School of Health and Social Services. For those having a Registered Nurse's diploma, proficiency tests will be devised and utilized to award credit for those portions of their previous program which were not taught by university or college personnel.

## SCHOOL OF HOTEL, FOOD AND TRAVEL SERVICES

One may think of a career in the hospitality or “leisure industry” as just another opportunity in the business world. It is an opportunity — but a highly specialized one.

Innkeeping is many centuries old, but it is only in the last two decades that it has become highly complex in terms of the services and facilities required. Today, efficient and sophisticated management is vital, which in turn necessitates specialized training.

There are relatively few universities and colleges in the nation which provide comprehensive, advanced training in this field. Consequently, when Florida International was established, it was deemed essential that it should have a School of Hotel, Food and Travel Services.

The hospitality or leisure industry in South Florida is a continuing source of economic strength to the area and to the State. Adequately trained personnel to meet the growing demands of the industry are necessary if Florida is to continue as a leader among resort areas.

In addition to demands for qualified, professional managers in the state and national hospitality industry, international hotel management offers an ever increasing opportunity for professionally trained individuals. The School will develop a specialized program devoted to international hotel management. Within a few years it is visualized that Florida International University could be one of the major centers for international hotel management.

Greater Miami is the setting for one of the world’s largest and most modern hotel-motel-food-and-travel complexes, providing an easily-traveled bridge between theory and practice. Students who choose to study in the School of Hotel, Food and Travel Services will find many and varied opportunities to observe theory in practice.

Environment is everybody’s business, but perhaps no industry is more dependent on environment for success — in fact, for survival — than the leisure industry. A tourist-oriented hotel or motel beckons not only with the finger of the manager, but with the environment that surrounds it. Thus, Florida International’s program in this area envisions breadth and depth of study in environmental aspects of the industry.

Making or breaking many an establishment in the leisure industry is the food that is served — its quality and the cost of producing that



quality. Due emphasis will be given to this important area at Florida International.

In all phases of the industry, labor is a major factor, and this, too, will receive special attention. The School will work closely with the University's Institute for Labor Studies to develop special programs in this aspect of the School's curriculum.

Of all facets of the industry, travel has been perhaps the most neglected in teaching programs, but it will not be neglected in the program at Florida International. Many tours by air and by sea emanate from and terminate in Greater Miami, and again there should be various opportunities to relate theory to practice.

The following programs will be available in the fall of 1972:

**Undergraduate Programs:** Hotel-Motel Management  
Restaurant and Food Service  
Management  
Travel Management  
Institutional Management  
Club Management

**Graduate Programs:** It is anticipated that a graduate program will be developed in cooperation with the School of Business and Organizational Sciences designed especially for students planning careers in the hotel, food and travel industries.

## **PROGRAM AND CURRICULUM DEVELOPMENT**

An advisory committee, whose roster includes outstanding executives in the hotel, food and travel industries has been appointed to assist the faculty, staff and students in the development of a curriculum that is current, flexible and related to the needs of the industry.

The opening curriculum in the School will contain the following areas of concentration:

**Food Production and Service**  
**Hotel Accounting and Financial Management**

Hotel Industrial Relations  
Hotel Marketing, Sales and Advertising  
Hotel Property Management  
Human Relations  
Tourism  
Transportation and Travel

## FACULTY

Faculty members are being recruited from around the nation and world. Each faculty member, in addition to strong academic credentials, will possess actual experience in the hospitality industry. The regular faculty will be supplemented by carefully selected visiting professors from industry and, occasionally, from other colleges and universities.

## ADMISSION

Students having an Associate in Arts degree, or who have the equivalent from an accredited four-year institution, will be accepted. Students holding an Associate in Science degree will be individually classified depending upon the specific content of their community college program of studies. Most can be admitted directly into the School; those students whose prior academic records do not meet the established eligibility requirements will need to complete certain preparatory work in the College of Arts and Sciences (Liberal Studies Curriculum) in conjunction with their work in the School of Hotel, Food and Travel Services.

## SCHOOL OF TECHNOLOGY

The influence of technology — for both good and ill — upon the economy and society of the world has been well-documented by scholar and political figure alike. The emphasis in most American higher education has been, and to a large degree continues to be, upon scientific inquiry and the discovery of knowledge. Such activities, including support from the federal government for the past have received major support from the federal government for the past

decade. The value of and need for basic scientific education and inquiry in higher education, therefore, holds a significant place in the academic programs at Florida International University.

In assessing the needs of the community and the prospective student, however, Florida International believes it should also emphasize the economic, ecological and social applications of scientific and technical knowledge. Thus, those who pursue technological studies at Florida International will be expected to probe the larger man-machine relationship, the interaction of technology, and man's total physical and social environment. As in other professional study areas, the University believes it is important in technology to relate practice to theory.

The School of Technology is scheduled to open with degree granting status in September, 1973, one year after the University begins classes. During the academic year 1972-73, a prospective degree candidate in Technology may wish to enroll in those courses offered by the other Schools of the University or the College of Arts and Sciences that could be recognized subsequently for a Technology degree. **Two School of Technology programs – Computer Science and Environmental Studies – will be offered in the Fall of 1972 by the College of Arts and Sciences.**

A tentative listing and description of undergraduate programs proposed for the School of Technology when it opens are given below. A special task force has been appointed to study the technology resources and needs of Greater Miami and South Florida. The recommendations of this group will form the basis for the mission and curriculum development of the School of Technology.

Because of the non-traditional format planned for the School of Technology, it is expected that its internal structure will evolve over time as experience provides guidelines for further development. But one thing can be certain – the School of Technology will be one of the most flexible parts of the University as it responds to the changing needs of society.

New technologies are evolving every day in the areas of urban and ecological planning and management. Certain aspects of transportation also carry strong overtones of technological training with which the School of Technology will become directly involved at a future date. It is anticipated, however, that the School will open with programs in the following five areas:



## COMPUTER TECHNOLOGY

The computer field has become the classical growth industry of the Twentieth Century and has touched every aspect of the average citizen's life in countless ways. In spite of its present impact, the computer can be expected to have a growing influence, limited largely by man's capability to make use of it. The program at the University will deal with the scientific and commercial aspects of computer technology. Students enrolling in this program will be expected to have a background in the "hardware systems" as well as in the "software systems" which give the equipment its utility. The College of Arts and Sciences is developing basic curriculum in this area for the academic year 1972-73, one year prior to the opening of the School of Technology.

## COMMUNICATIONS TECHNOLOGY

The development of technological products and processes, many of them electronic, have profoundly altered man's ability to communicate; they have created, and continue to create, a capability to touch every level of human life in ways not now understood or even known. Men and women entering the communications field will require a range of capabilities derived from the teachings of faculty from many parts of the University. The techniques, problems, and responsibilities of mass media must be understood along with the practical knowledge found in such skill courses as speech, editing, public relations, advertising, statistics, critical analysis, technical writing, research techniques, and the behavioral sciences.

## ENVIRONMENTAL TECHNOLOGY

There is widespread belief that man's rapid alteration of his physical environment not only affects the quality of his life today but also threatens his long-term survival unless the effects of such changes are monitored more closely. Increased attention is required to the problems of maintaining a balance in our ecological system. The program of Environmental Technology will be directed toward all life forms in our environment over both the short and long term. A broad range of studies will be available to acquaint students with many environmental problem areas, including air pollution, water pollution, solid waste disposal, noise pollution, land control, and use of pesticides. Opportunities for study beyond the baccalaureate degree and research in ways to develop our technology in a manner that is compatible with our environment will be developed through the Center for Environmental and Urban Affairs in conjunction with the School of Technology.

## **BUILDING TECHNOLOGY**

The importance of the construction industry in a rapidly growing urban area requires that its needs be met in a true urban university. The industry is important not only from an economic view point, but also because of its major role in shaping the environment. The professions of engineering, architecture, and management are key elements of this industry, and the program at Florida International University will attempt to synthesize parts of all three without duplicating the role of any one. The program, by necessity, will include an understanding of the architect's function.

## **ENGINEERING TECHNOLOGY**

As engineering curricula at many engineering schools have become increasingly oriented to research and graduate work, the need for programs in engineering technology has grown. An increasingly technological economy requires practicing engineers who can provide an adequate liaison between research and management. The curriculum planned for students who are looking to careers in this area will resemble in many ways the traditional engineering curriculum with studies in mathematics through advanced calculus, heat, power, electricity, strength of materials, graphics and physics. It will also include, however, courses dealing with the computer, management and environmental sciences. Appropriate field experience will form a key part of this program in the School of Technology.

## **ACADEMIC PROGRAM PLANNING**

The School of Technology will provide professional, career and academic counseling for its students. In addition, it will provide opportunities to learn the "real life dimension" through field experience.

## **ADMISSION**

The School of Technology will accept those who hold an Associate in Arts degree or its equivalent and provide them with a program leading to a Bachelor of Science degree in Technology. Students holding an Associate in Science degree will be individually classified depending upon the specific content of their community college program of studies. Most can be admitted directly into the School; those students whose prior academic records do not meet the established eligibility requirements will need to complete certain preparatory work in the College of Arts and Sciences (Liberal Studies

Curriculum) in conjunction with their work in the School of Technology.

## **DIVISION OF UNIVERSITY SERVICES**

Education is for people of all ages, and Florida International University has given high priority to extending its resources to the entire Greater Miami and South Florida community. The concept of community service and life-long learning is intended to permeate each operating component of the University.

The Division of University Services will utilize every possible means for extending educational opportunities to all who can benefit from such experiences. In the development of these services, the Division will work in close cooperation with the Centers for Environmental and Urban Affairs and International Affairs and the College and the various Schools within the University.

With the knowledge explosion of our times, the professional has an extremely short period living comfortably with learning acquired through regular university and college matriculation. Florida International will provide professional and para-professional personnel with opportunities to return for intensive short-term and long-term credit and non-credit educational experiences, enabling them to keep abreast of the latest developments in their professions.

Specific programs within the Division of University Services include:

### **EXTERNAL DEGREE PROGRAM**

An External Degree program will be offered through the Division. This program will afford an opportunity for students who are unable to attend regular classes to obtain a Bachelor of Independent Studies degree. This program, sometimes referred to as "University Without Walls," will be provided through a combination of independent study, media programming, testing, seminars and short courses in locations away from the campus. Students will be tested and counseled prior to the program. An individually designed study plan, encompassing the arts, sciences, humanities, and other academic and professional studies, will be structured on an individual basis for each student.

## **CREDIT COURSES**

The Division's Director of Credit Course Work will serve public schools, business and industry, government units and community audiences in cooperation with the academic units of the University. The Director will assist in determining the needs for specialized courses, and will then follow through in coordinating the needs with the total resources of the University. Off-campus credit course activity will be available in the fall of 1972.

## **NON-CREDIT CLASSES, CONFERENCES AND INSTITUTES**

Professional and Developmental Educational Activities (Non-credit Classes, Conferences, Institutes and Seminars) for community groups are coordinated and administered by the Division. Such educational experiences will be structured by the University upon request, determination of need and availability of resources. The Division of University Services has been operational in the area of conferences and institutes since the fall of 1971.

## **INDEPENDENT OR CORRESPONDENCE STUDY**

Independent or correspondence study will be provided in the fall of 1972 by the Division of University Services through the Division of Independent Study of The State University System of Florida.

## **EDUCATIONAL MEDIA**

With today's new knowledge, the application of technology to education has only begun; the potential for broader application is extensive. It is incumbent upon educational planners to apply technology to education wherever it can be utilized to improve quality and to effect economies. Thus, all forms of educational media will be utilized at Florida International to enrich existing instruction or to improve overall productivity. Of particular significance will be media systems which do not depend upon the teacher for routine presentation of instructional material.

Utilization of educational media within the University, as it relates to instruction on the campus and for the community, will be administered and coordinated by the Division of University Services.

## **COOPERATIVE EDUCATION**

A major program for students to be coordinated by the Division of University Services is the Cooperative Education Program. Through

this program the student will be able to integrate classroom instruction with practical and valuable on-the-job experience in business, industry, governmental agencies and other areas. It is anticipated that the Cooperative Education Program will be available to qualified students in most all areas of professional interest or preparation.

## **URBAN AGENT**

Such problems as urban blight and pollution, inadequate educational opportunities, racial unrest, lack of international understanding, poor housing and health conditions, and rising crime rates, to name a few, form a mandate to the University that it extend its special expertise to the community in the quest for solutions to the problems. In this area, the Division's Urban Agent will be the "extended arm" of the University. The Urban Agent is envisaged as being what the Agricultural Extension Agent was to the farmer in the past, assisting the citizen in solving his problems as they arise in today's ever-changing world. He will serve as a link between the community and the University, assisting community leadership and the community at large in bringing educational resources to bear on their problems. Urban Agents are now established or planned for model cities, migrant labor, local government, women's activities, criminal justice system, health and social services, and international affairs.

## **INSTITUTE FOR LABOR STUDIES**

An Institute for Labor Studies has been established by the University within the Division. The Institute will respond to the higher education needs of workers and leaders of the labor movement. In addition, the Institute will assist the men and women of labor as active and interested citizens in their communities and as free and responsible persons in a democratic society.

## **OFF-CAMPUS CENTERS**

As the University grows and demonstrated need warrants, off-campus centers will be developed to serve locations not in close proximity to the campuses of the University. The Division of University Services will assume the responsibility for feasibility studies to determine whether such centers are warranted. Upon establishment, the centers will be administered by the Division.

## **LATIN AFFAIRS**

The Division is currently reviewing the needs of the large Latin American population residing in the Greater Miami area. Following



# FLORIDA INTERNATIONAL UNIVERSITY

It is many different things to many different people. Florida International is committed to being:

•  
Different in both the thrust and scope of its teaching.

•  
Different in the breadth of its service to the urban community.

•  
Different in its approach to the advancement of international understanding.

•  
Different — not just for the sake of being different — but to be a better university.



this review, special programs may be developed in conjunction with the University's Center for International Affairs.

## GRANTS AND CONTRACTS

The University from time to time receives outside financial assistance from governmental agencies for programs organized to enhance education opportunities for the citizens of Florida. New Grants and contracts are coordinated within the University by the Division of University Services. Florida International has already initiated the following programs:

- **The Florida Migratory Child Compensatory Education Program Grant** has been funded by the Florida Department of Education. Under this project, the University administers the Social Educator Development Program which provides many social services and extensive educational assistance through the twenty-three county school districts, for migrant children and their families. This program is designed to assist the migrant pupil to overcome learning or behavioral difficulties, and involves local school personnel on individual problems of migrant pupils. In addition, under this grant, the University administers the Uniform Records Program which is designed to collect vital data on migrant children in Florida. Such information is utilized on a national basis through the National Migrant Student Record Transfer Program.
- **A Special Opportunities Grant**, under the Higher Education Facilities Act, was awarded to the University by the State Commission to conduct a feasibility study in the Miami-Dade County Model Cities area to determine the advisability of locating a physical facility in the area to serve the educational needs of the citizens. Such a facility could house personnel from the area's institutions of higher education, community colleges and county school districts.
- **Title VIII of the Housing Act of 1964** has provided funds for the University to develop and initiate training programs in three areas, including:
  - A training program for governmental employees in the Greater Miami Area.
  - A training program for Model Cities Personnel, including the staff, Governing Board and Task Forces.



A training program for Municipal and County Officials statewide on urban issues.

- **Title I of the Higher Education Act of 1965** (Community Services and Continuing Education) has provided funds to enable Florida International to initiate the Urban Agent concept in South Florida. The first Urban Agent was assigned to the Greater Miami-Dade County Model Cities effort.
- **The United States Public Health Services** provided funds to be utilized by the University, in conjunction with the Florida State Board of Health, to provide a five-day intensive workshop designed for dietitians to assist them in adapting environmental factors and changes involved in providing nutritional care to patients.
- **The Drug Education Training Grant** was awarded to the University for the second consecutive year by the Florida State Department of Education, Division of Elementary and Secondary Education. The grant provides funds for the University to coordinate the Region VII Drug Education Program for the Department of Education. The University, by working in close cooperation with Collier, Dade, and Monroe Counties, will design and implement an annual drug education training session for Region VII drug educators.
- **Another Drug Training Grant**, awarded by the Division of Elementary and Secondary Education of the State of Florida, provided funds to conduct a non-credit, one-day program for industrial personnel.
- **Annual Interest Grant Assistance**, under Section 306 of the Higher Education Facilities Act of 1963, was provided for construction of the Multi-Function Building.
- **Interest Subsidy Grant**, under the Higher Education Facilities Act of 1963, was provided for construction of roads and parking facilities for the Multi-Purpose Building.
- **The Division of Vocational, Technical and Adult Education of the State of Florida Department of Education** has awarded a grant for a vocational teacher educator to the School of Education.



# Learning, Research, and Service Centers



The Center for Environmental and Urban Affairs and The Center for International Affairs have a three-dimensional mission of learning, research, and service for the University.

The Centers will develop specific, academic-related programs in conjunction with the faculty of the College and the five Schools. By working with and through the Division of University

Services, the Centers will share responsibility for special conferences, for development of various action programs, and for the continuing review of academic offerings in the environmental, urban and international areas.

Since most of the advanced graduate studies at the University will be project or goal-oriented, the Centers are logical organizational units for both students and faculty interested in pursuing cross-discipline, mission-directed research and study. To the extent feasible, advanced graduate work and research will be channeled through the Centers.

The utilization of the Centers by Florida International is not new in American higher education. In fact, older universities have created a multitude of centers to bring together interested persons in multi-disciplinary attacks on particular problems or in developing special purpose educational programs.

What is new in the Florida International approach is this: The Centers are being created concurrently with the birth of the University. Consequently, they have a major opportunity to become integral parts of the institution, and not just "after thoughts" or "add-ons." They will also serve as important nerve centers able to flash signals whenever any segment of the University is failing to meet its responsibilities in educating students, providing service to the community, or promoting greater international understanding.

The interaction of the Centers is expected to be considerable since the problems of the developing nations of the world have much in common with those of America's inner cities. Obviously, environmental and urban problems recognize no political or national boundaries.

## THE CENTER FOR ENVIRONMENTAL AND URBAN AFFAIRS

Florida International University is committed to making significant contributions to the human and environmental quality of life in South Florida. In this sense, the University itself is in fact the Center for Environmental and Urban Affairs. Certain responsibilities, however, will be delegated to the Center. It will:

- *Work with teaching faculty to focus and coordinate the*

*educational resources of the University through appropriate academic programs.*

- *Help to provide research opportunities of current significance.*
- *Accumulate a library which emphasizes information and data not readily available elsewhere.*
- *Act generally as a catalyst within the applied and liberal disciplines of the University to encourage productive and composite involvement in the resolution of pressing social problems facing our society.*

The Center will assist governmental agencies, business organizations, civic groups and individuals as they work to improve the quality of urban life and our environment.

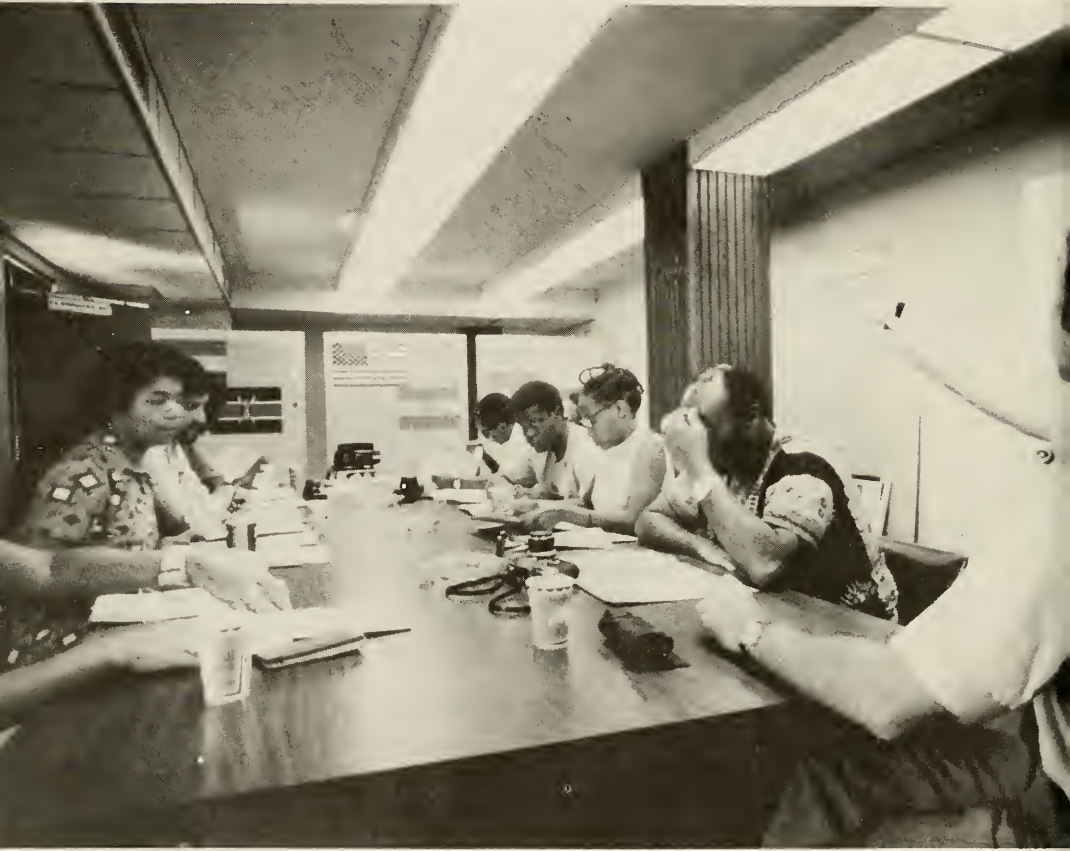
## THE CENTER FOR INTERNATIONAL AFFAIRS

Because of the “international” in its official name, the University has a particular obligation to fulfill its educational responsibilities in the realm of international affairs. This obligation cannot be delegated just to The Center for International Affairs, although the Center will share responsibility with the University’s academic programs which deal with international affairs. Working with faculty, the Center will develop and conduct joint research and study programs which will help enrich and strengthen relationships between and among the Americas and the world.

The unique location of Greater Miami as a natural gateway between North America and Latin America makes it imperative that the University, especially as a public institution, develop programs which will make significant contributions to both continents. Greater Miami now has numerous international corporations with Latin American branch offices; only New York has more such firms. The Center will serve as resource and catalyst to the continuing education programs in the training of Americans with overseas responsibilities and of internationals who look to the United States for appropriate methodology and specialized training.

Emphasis in the Center will be placed on the positive role that the United States can play, particularly in the economic and development fields. Social, health, scientific, educational, political and

cultural implications will also be articulated. Teaching of language and cultural courses will be directed primarily toward bridging the various gaps between the two Americas. Specialized courses for Latin Americans coming north and North Americans going south will also be developed.



*Solutions to urban and international problems are sought on a people-to-people basis at Florida International University.*

# Library and Computer Services



Students at Florida International will have the advantage of the latest innovations in both library and computer service. Not only will these two activities provide maximum service for students and faculty, but they have been specifically designed to complement one another to greatly increase their individual effectiveness.

# LIBRARY

The University library of the future must have knowledge resources in variety as well as depth, and Florida International's Library is certainly being developed with that concept uppermost in mind.

In addition to extensive book collections, there are newspapers and other serials, government documents, maps, archival materials, manuscripts, pamphlets, microreproductions and music scores. Graphic materials include broadsides, charts, brochures, photographs, prints, paintings and art reproductions; curriculum materials — multi-media packages or kits, and audio-visual materials — films, filmstrips, slides, tapes and phonograph records.

The scope of the University's Library is truly international. Students will not only be able to read newspapers of major cities in Florida and the nation, but of cities representing all continents. Especially strong holdings of books are being developed in international relations. This is also true of holdings in environmental and urban affairs.

With the fast pace of change in the world, emphasis in the selection of books, both for leisure reading and research, is being given to contemporary works. That does not mean that standard works and classics will not be there. Time has proven their value and reserved for them an important place on the shelves.

For those students in the opening class of the University in 1972, there will be more than 100,000 volumes on hand. By 1975, when the Library is scheduled to move into its own building, there will be more than 500,000 volumes.

Supplementing the book resources of the Library will be some 4,000 scholarly journals and other serials as well as a comprehensive collection of federal, state, local, and international documents. Students will get a special research dividend at Florida International because its Library has been designated as an official depository for United States Government and State of Florida publications. Many of the journal backfiles and other selected materials will be in microfilm. Reader-printers will be available so that print-outs may be obtained from the various microtexts.

Most volumes in the general collection will be in open stacks, and students will be free to browse at will among the shelves. When they reach for a book, it is hoped they will see many others which



will interest and serve them, and remind them that a true community of scholars knows neither geographic boundaries nor time constraints.

Classification and cataloging will be according to the Library of Congress system. Circulation services and many of the control records will be produced and manipulated by the latest electronic data processing techniques. This program has been developed in cooperation with the University's Computer Center.

Initially, the Library will occupy most of the first floor and a portion of the second floor of the five-story Multi-Purpose Building. There will be individualized seating space and group study areas, with additional study space provided in informal settings, both indoor and outdoor.

In keeping with the University's commitment to the scheduling of classes from 7:00 a.m. until 11:00 p.m., the Library will be open to the fullest extent possible daily and throughout the year except for designated vacation periods. The Library's facilities will be available to residents of the area as well as to members of the University community.

## COMPUTER SERVICES

To provide the most readily accessible computer support, University resources have been pooled into a single Center for Computer Services. The Center has been charged with extending instructional, research, and administrative computing support to the entire University.

One of the prime objectives of the Center for Computer Services is to provide continuous access to students and faculty for support of instructional, faculty research, and graduate research efforts. This will be achieved by use of current technology computing equipment and the scheduling of routine administrative processing during off-hours.

Students will have access to two modes of computer use. The first is "batch" support whereby programs and data are submitted to the computer in cards via a special card reader/line printer device dedicated to that purpose. The second mode is "interactive" support in which students use a type-writer-like device (terminal) to communi-

cate directly with the computer. Several terminals will be available for this type of use.

An extensive library of programs will be available at Florida International. This library will include programs for simulation, linear programming, statistical routines and decision-making games, and will be accessible from either mode of operation.

A staff of support personnel will be available in the Center to assist students in the use of the interactive terminals and software library, and for general problem solving associated with their use. The same personnel will also conduct short courses on the use of the programs in the software library of the Center.

# Admission to the University



Students desiring to enroll at Florida International University in the fall of 1972 should apply for Admission as soon as possible. Each application will be evaluated individually to determine as fully as possible the potential of the

applicant for successful participation in the various phases of the educational experience provided at Florida International. Additional information about the University can be obtained from the Office of College and School Relations, located at 112th Avenue and Tamiami Trail (S.W. 8th Street), Miami, Florida 33144. Telephone: (305) 223-2300.

## **Accreditation and Professional Affiliation**

*All academic programs of Florida International University, a member of The State University System of Florida, have the approval of The State Board of Education and the Florida Board of Regents.*

*Visits have been made to the University by the Executive Secretary of the Southern Association of Colleges and Schools, the official accrediting agency, and Florida International has been granted correspondent accreditation status. Course work taken at the University will be transferable to other institutions of higher education.*

*Florida International is affiliated with the American Association of State Colleges and Universities, Association of Upper Level Colleges and Universities, American Association of Collegiate Schools of Business, National Universities Extension Association, Association of Caribbean Universities and Research Institutes, Latin American Studies Association, and other professional organizations.*

## **GENERAL ADMISSION REQUIREMENTS FOR UNDERGRADUATE STUDENTS**

Students who have been awarded the **Associate in Arts degree from a Florida public community college** are eligible for admission to Florida International University.

Students who have completed an **Associate in Arts degree** or 90 quarter hours (60 semester hours) of collegiate work from any other accredited institution with an overall average of 2.0 (C) or higher on all college level work attempted and who have completed the general education program requirements equivalent to that given in a Florida public community college are eligible for admission.

Students who have been awarded the **Associate in Science degree** from a Florida public community college are eligible for admission as follows:

**COLLEGE OF ARTS AND SCIENCES** – Most students will be enrolled in the Liberal Studies Curriculum; however, depending upon previous academic program, some students may be enrolled directly into specific majors of the College.

**SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES** – Students will normally enroll initially in the College of Arts and Sciences (Liberal Studies Program). Upon completion of the equivalent of the Associate in Arts degree, students may transfer to the School of Business and Organizational Sciences or pursue the Bachelor of Liberal Studies degree within the College of Arts and Sciences which allows electives to be taken in the School of Business and Organizational Sciences.

**SCHOOL OF EDUCATION** – Students will normally enroll initially in the College of Arts and Sciences (Liberal Studies Curriculum) to fulfill the equivalent of an Associate in Arts degree program prior to transferring to the School of Education.

**SCHOOL OF HEALTH AND SOCIAL SERVICES –  
SCHOOL OF HOTEL, FOOD AND TRAVEL SERVICES –  
SCHOOL OF TECHNOLOGY –**

Most students will be enrolled directly into degree programs of their choice. Those students whose prior academic records do not meet the eligibility requirements will need to complete certain preparatory work in the College of Arts and Sciences (Liberal Arts Curriculum) in conjunction with work taken in the appropriate School.

## **GENERAL EDUCATION REQUIREMENTS**

The general education program as defined by The Board of Regents, consists of 54 quarter hours (36 semester hours). Florida International University recommends the following general education program: 9 quarter hours each in the areas of social science, natural science, English composition and humanities; 4 quarter hours in mathematics, and 14 quarter hours of electives in the above areas. In this connection, the following policies have been established:

- Students who have graduated from a Florida public community college with an Associate in Arts degree shall be considered as having met the general education requirements of Florida International University.
- Students who have met the general education requirements of any institution in The State University System of Florida shall be considered as having met the general education requirements of Florida International University.
- Students who have taken their freshman and sophomore years in a college other than a Florida public community college or at an institution in The State University System of Florida may similarly receive credit for such courses shown on their transcripts as meeting the general education requirements.
- Students may be admitted before completion of an equivalent general education program provided such a program can be completed through an inter-institutional registration arrangement with a Florida public community college or through some other arrangements designed to meet individual needs.

In addition to the general admission requirements of the Univer-

sity, specific freshman and sophomore courses may be recommended by the professional schools. Detailed information regarding these recommended courses will be made available to interested students.

## GENERAL ADMISSION REQUIREMENTS FOR GRADUATE STUDENTS

When Florida International University opens in the fall of 1972, graduate study at the master's level will be available in the School of Education and the School of Business and Organizational Sciences. A description of the specific degree programs and the School's academic requirements for admission may be found in the sections describing their respective activities.

Students seeking admission into graduate programs must meet the minimum standards set forth by the Florida Board of Regents. These requirements are:

- A bachelor's degree or equivalent from a regionally accredited university or college.
- A "B" or better average\* in all work attempted while registered as an upper division student for the baccalaureate degree, **OR** a total quantitative – verbal score of 1,000 or higher on the Graduate Record Examination or an equivalent score on some other measure specified by the University.

NOTE: All graduate applicants to Florida International – even those with a "B" or better average – are required to submit the appropriate aptitude test scores. If applying to the School of Education, the required test is the Aptitude Test (quantitative and verbal section) of the Graduate Record Examination; if applying to the School of Business and Organizational Sciences, the Admission Test for Graduate Study in Business.

\*An applicant who does not have at least a "B" average on his upper level work is required to present a score of 1,000 on the Graduate Record Examination (School of Education) or 450 on the Admission Test for Graduate Study in Business (School of Business and Organizational Sciences).

It is possible for an applicant who fails to meet these criteria, but who shows "unusual promise for success" in a graduate program to be admitted on a PROVISIONAL BASIS.

Currently, the Florida Board of Regents, following Legislative directives, has established rigid quotas for graduate enrollment for each of the State Universities. Accordingly, some applicants who meet the requirements and are qualified may have to be denied admission.

## **REGULAR ADMISSION PROCEDURE FOR UNDER-GRADUATES AND GRADUATES**

Applications for admission may be obtained from the Director of College and School Relations, Florida International University, Tamiami Trail, Miami, Florida, 33144. Application forms may also be available in the Counselor's Office of Florida Community Colleges. Completed application forms should be returned to the Director of Admissions, Florida International University, Tamiami Trail, Miami, Florida, 33144.

The application for admission and all supporting credentials must be on file with the Admissions Office before a decision can be made regarding the eligibility of an applicant. The following credentials are required by The Florida Board of Regents for admission:

**Application for Admission:** A fifteen dollar (\$15) non-refundable application fee must accompany the completed application form. (In cases of extreme financial need, other arrangements may be made by the Office of Admissions if contact is made prior to submitting an application.)

**Completed Academic Record:** Official transcripts must be forwarded to the Office of Admissions by the Registrar of the college-level institutions attended. It is the responsibility of the applicant to initiate request for necessary transcripts.

**Student Health Form:** All students must complete a student health form. Completed forms should be returned to the Director of Admissions.

## **SPECIAL STUDENTS**

The special student classification is primarily designed for men and women living in the Greater Miami area who are not interested



at the time of admission in working toward a degree at Florida International University. The following regulations will apply to those admitted as SPECIAL STUDENTS:

- The usual University admissions requirements will be waived; however, students are expected to have the necessary course prerequisites (or equivalent experience) for the course(s) desired.

**NOTE:** A student who has doubts about his qualifications (background) to be successful in a particular course is encouraged to seek counseling from the Office of the Dean of the College or School in which the course is offered.

- Placement in the SPECIAL category in no way implies future admission as a regular, degree candidate.
- A student is limited in the amount of work he can take while enrolled in the SPECIAL category:

Graduate level work . . . . . 10 credit hours  
Undergraduate level work . . . . . 25 credit hours

*A student who desires to exceed these limits must apply for admission as a regular degree candidate.*

- Credits earned as a SPECIAL STUDENT will not be counted toward a degree at Florida International unless the student involved subsequently applies for regular admission (in which case all applicable admission requirements must be met) and is accepted as a graduate or undergraduate student. If a SPECIAL STUDENT is in due course admitted to a degree program, the credit earned under this classification may apply toward a degree, if in the judgment of the Dean of the School involved (or his designee) the course(s) is germane to the degree sought, and the performance was at an acceptable level.
- Regular rules of scholarship will apply to SPECIAL STUDENTS.
- Directions for applying and registering as a SPECIAL STUDENT may be obtained from the Director of Admissions.

## **INTERNATIONAL STUDENTS – UNDERGRADUATES AND GRADUATES**

Florida International University is desirous of attracting highly qualified students from outside the continental United States, especially

those students from Latin America. In view, however, of the inevitable problems attendant with opening a new university, Florida International will accept applications from a limited number of persons outside the continental United States for its initial class. Those students already residing in this country, particularly those attending community colleges in Florida, will be given first consideration for admission in the fall of 1972.

A student outside the continental United States who desires admission as an undergraduate must meet the admission requirements and, in addition, present acceptable scores on TOEFL (Testing of English as a Foreign Language) except where the student's native language is English. Interested students should write to the Director of College and School Relations requesting an Application for Admission and all information and materials relative to the admission process. An Application for Admission should be submitted to the Director of Admissions at least six months prior to the desired entering date. Except in unusual circumstances, all required supporting credentials *must* be submitted at least three months prior to the desired entering date.

## TRANSIENT STUDENTS

*FLORIDA INTERNATIONAL UNIVERSITY:* A degree-seeking student at Florida International University who desires to earn credit at another college or university should obtain prior permission and approval of courses from the Dean of his respective College or School. This requirement is to assure the student that credits earned elsewhere are consistent with the objectives of his planned program of studies at Florida International.

*STUDENTS FROM OTHER INSTITUTIONS:* Subject to availability of faculty and facilities, a regular undergraduate student at another accredited collegiate institution may be permitted to enroll at Florida International University as a transient student in order to complete work, credit for which will be transferred to the parent institution. Applicants should clearly indicate on all correspondence with the Office of Admissions that enrollment as a transient student is being requested. Enrollment as a transient student in no way implies future admission as a regular, degree student at Florida International University.

## TRANSFER CREDIT

College-level academic courses completed with a grade of "C" or better at an accredited college or university will be accepted as transfer credit at Florida International University.

*EXCEPTION:* In keeping with the articulation agreement between The State University System of Florida and the Florida Public Community Colleges, Florida International University will accept the grade of "D" for transfer (provided the overall grade average does not drop below a 2.0 level). The "D" grade will count toward the baccalaureate in the same way as do "D" grades obtained by students enrolled in the lower division of the state universities. However, it is at the discretion of the College or School offering the major to determine whether or not courses in which a student received "D" grades may be used to satisfy requirements in the student's major field. Of concern is not so much the grade as the student's indicated competence to meet the specific end results of the program of studies on which he has embarked.

## EXAMINATIONS AND TESTS

Examinations will be available to determine proficiency in such areas as languages, English writing, reading and mathematics. When requested by students, general aptitude tests will be provided by the Counseling Center. Some academic areas may require students to take part in special testing programs. Tests will be utilized by advisors in helping students plan an academic program and for identifying areas of scholastic deficiency to forestall future difficulties.

## QUARTER SYSTEM

Florida International University will operate on the quarter system. Quarters begin in September, January, March and June, averaging ten weeks of class instruction. Courses will be scheduled in such a way that students may enter the University at any quarter and proceed normally through an appropriate sequence of courses.

## CLASS HOURS

Florida International will hold classes daily, including Saturday if necessary, starting at 7 a.m. and ending at 11 p.m. This allows

greater flexibility in class scheduling and will permit students to work and attend the University. Course structures are currently planned to consist of five credit hours, and are projected to meet for two hours twice a week. Graduate level course offerings will be concentrated in the late afternoon and evening hours. The University will also have a "Week-end College" program if enough student interest is shown in this area.

## REGISTRATION

After official acceptance students will be eligible to register for classes. Notification of the procedures for registration will be mailed to students.

## COUNSELING

Like many other problems today, those of deciding where one is going in life — and how — have become more complex. Overcrowding in various professional fields has compounded the confusion. Florida International recognizes the need for greater emphasis on counseling, and intends to provide that service in the best and most efficient manner possible.

Counseling will be a major component of the academic program. Besides asking for assistance in the selection of courses, a student can receive information and advice on choice of careers. Current research information and statistics on future prospects in various fields of interest will be made available.

In addition to general counseling and guidance programs, more specialized consultation will be provided in such areas as financial aid, work programs and placement. Consultation will also be available if personal problems should arise and a need in this area is determined.

## REGISTRATION AND INSTRUCTION FEES

Fees at Florida International will be the same as those at the other State Universities in Florida. They are set by the Legislature and are subject to change. As a guide, the fees established for the 1971-72 academic year are:

	Per Quarter	Per Year (Three quarters)
Florida Undergraduates	\$190	\$ 570
Non-Florida Undergraduates	\$540	\$1,620
Florida Graduate Students	\$240	\$ 720
Non-Florida Resident Graduate Students	\$590	\$1,770

**Part-Time Students:**

	Florida Resident	Non-Florida Resident
On Campus Courses		
Students scheduling less than Nine (9) quarter hours — per credit hour per quarter:		
Undergraduate	\$ 16	\$ 43
Graduate	\$ 20	\$ 47
Off Campus Courses		
All Students — per credit hour per quarter:		
Undergraduate	\$ 19	\$ 46
Graduate	\$ 23	\$ 50

*(A \$25 Late Registration Fee is charged for students who fail to preregister and/or fail to complete registration at officially designated times.)*

## **CLASSIFICATION OF STUDENTS FOR TUITION PURPOSES — FLORIDA OR NON-FLORIDA**

Policy relating to classification of students for tuition purposes is as defined for The State University System of Florida:

### **FLORIDA STUDENT DEFINITION**

A. For the purpose of assessing registration fees, students shall be classified as Florida and non-Florida. A Florida student is a person who shall have resided and had his domicile in the State of Florida for at least twelve (12) months immediately preceding the first day of classes of the current term.

1. In applying this policy “student” shall mean a person admitted to the institution. If such person is a minor, it shall mean parents, parent, or legal guardian of his or her person.

2. The word “minor” shall mean a person who has not attained the age of 21 and whose disabilities of minority have not been removed by reason of marriage or by a court of competent jurisdiction.

3. The word “domicile” for fee-paying purposes shall denote a person’s true, fixed, and permanent home and place of habitation. It is the place where he intends to remain, and to which he expects

to return when he leaves without intending to establish a new domicile elsewhere.

4. The word "parent" shall mean a minor's father; or mother; or if one parent has custody of his person, the parent having custody; or if there is a guardian or legal custodian of his person, then such guardian or legal custodian.

**B.** In all applications for admission by students as citizens of Florida, the applicant, or, if a minor, his parents or legal guardian shall make and file with such application a written statement under oath that such applicant is a bonafide citizen, resident, domiciliary of the State of Florida entitled as such to admission upon the terms and conditions prescribed for citizens, residents, and domiciliaries of the State.

**C.** A non-Florida student is a person not meeting the requirements of Section A above. A non-Florida student (or if a minor, his parent or parents) after having been a resident and domiciliary of Florida for twelve months may apply for and be granted reclassification prior to the first day of classes of any subsequent term. Such application shall comply with the provisions of Section B above. In addition, the application for reclassification must be accompanied by a certified copy of a declaration of intention to establish domicile filed with the clerk of the Circuit Court as provided by Section 222.17 Florida Statutes.

**D.** Unless the contrary appears to the satisfaction of the registering authority of the institution at which a student is registering it shall be presumed that:

1. The spouse of any person who is classified or is eligible for classification as an in-state student is likewise entitled to classification as an in-state student.

2. A minor whose parent is a member of the armed forces and stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student, while in continuous attendance, shall not lose his residence when his parent is thereafter transferred on military orders. A member of the armed forces of the United States stationed in this state on military orders shall be entitled to classification as an in-state student while on active duty in this state pursuant to such orders.

3. No person over the age of 21 years shall be deemed to have gained residency while attending any educational institution in this State as a full-time student, as such status is defined by the Board

of Regents, in the absence of a clear demonstration that he has established domicile in the State.

4. Any person who remains in this State when his parent, having theretofore been domiciled in this State, removes from this State, shall be entitled to classification as a Florida student, so long as his attendance at a school or schools in this State shall be continuous. Attendance at a school or schools in this State shall be deemed "continuous" if the person claiming continuous attendance has been enrolled at a school or schools in this State as a full-time student, as such term is defined by the Board of Regents, for a normal academic year in each calendar year, or the appropriate portion or portions of such years, thereof, since the beginning of the period for which continuous attendance is claimed. Such person need not attend summer sessions or other such intersession beyond the normal academic year in order to render his attendance "continuous."

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

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

## **PART-TIME STUDENTS**

Undergraduate or graduate students carrying fewer than nine (9) credit hours are classified as part-time students.

## **ASSESSMENT OF REGISTRATION FEES POLICY**

The following policy guidelines govern the assessment of registration fees:

- Students who register as juniors, seniors, specials or in a fifth year baccalaureate program will be assessed the undergraduate fee.
- Those who register as graduate students will be assessed the graduate fee.
- A regularly enrolled full-time student may audit courses without payment of an additional fee. Others must pay the same fee as if a course is being taken for credit.

## REFUND OF FEES

The following policy will be followed in granting refunds:

*APPLICATION FEE:* Board of Regents policy states that no refund be given for the application fee. The fee is forfeited when an applicant fails to enroll within one academic year from the term for which he originally applied.

*REGISTRATION FEE:* A full refund of the Registration Fee will be granted the student upon his approved withdrawal at any time prior to the end of the first week of classes.

No refund of fees will be granted the student withdrawing after the end of the official drop and add period, except those qualifying under the following circumstances:

- Involuntary call to active duty of the student into the Armed Forces of the United States.
- Death of the student.
- Illness of the student so severe that it prevents completion of a program for which registered. A doctor's certificate of this illness is required.
- A fixed charge of \$40.00 per full-time student or \$4.00 per credit hour for part-time student will be deducted from those withdrawing under these provisions.

## FINANCIAL AID

Florida International is developing a program of Student Financial Aid which will include scholarships, grants, loans and employment. The program will be based primarily on the principle that financial aid depends on need, and each case will be given individual attention by the University's Financial Aid Office. Limited scholarship and loan programs will be available for students with special academic and activity skills. Students seeking financial assistance at Florida International should contact the Office of Financial Aid.



# Student Activities and Services for You



Enlarging the intellectual and social horizons of each student is a primary objective of the University.

You can expect at Florida International the broad spectrum of activities that a modern urban university is able to provide in a com-



munity of the size and diversity of Greater Miami. There will be participation as well as spectator opportunities in programs ranging from various areas of the performing arts to sports and social events.

The student activities will be designed to develop your talents, and to help you fulfill your potential. They will all be factors in Florida International's "spirit of community." But the most important factor will be what you as an individual bring to this spirit.

## **CULTURAL ACTIVITIES**

The entire university community will be a center for culture, giving encouragement to creativity and expression through various mediums. Programs of music, drama and dance, and exhibits of arts and crafts, reflecting Florida International's urban and international orientation, will contribute to the University's mission of fostering better understanding. Guest speakers, focusing on today's pressing problems, will be scheduled on a regular basis to enable you to "rap with the newsmakers."

## **ORGANIZATIONS**

Clubs and honoraries, centered around various academic disciplines, will be organized. You will also have the opportunity to develop organizations that will further social and service programs, promote and supervise student welfare, and coordinate and implement community-student cooperation.

## **PUBLICATIONS**

Publications by and for the students are anticipated. In furthering Florida International's program of linking practice with theory, the publications program will be one of the ways for students to gain experience in journalism outside the classroom.

## **SPORTS AND RECREATION**

Recognizing that intellectual strength and physical vigor are not incompatible but necessary to the total development of the individual,

Florida International plans to provide you with the opportunity to participate in a wide range of physical activities. In addition to club sports and individual opportunities for recreation, there will be a strong intercollegiate sports program.

Utilizing South Florida's beautiful year-round weather as a basis for varied recreational opportunities, the University has scheduled the development of an extensive club program to serve the many different interests of both men and women students. These clubs will provide you with an opportunity to participate in several activities while pursuing your course of study.

Club possibilities at Florida International, awaiting expressions of student interest, include:

Swimming	Judo	Volleyball
Water Skiing	Gymnastics	Tennis
Scuba Diving	Track and Field	Fencing
Sailing	Bowling	Archery
Crew	Rugby	Horseback Riding
Weight Training	Softball	Dancing
Karate		

In addition to club activities, Florida International will provide sports and recreation opportunities for you through an extensive intramural program. This program will be developed with student interest determining the particular activities.

For the men who have a special interest and talent in athletics, Florida International will have teams in intercollegiate competition. The intercollegiate program will be initiated with the opening of the University in 1972. In the first year, Florida International will compete against other institutions of higher education in baseball, golf, soccer, tennis and wrestling. Additional varsity sports will be started later, based on the degree of interest and the availability of facilities.

Women will have similar opportunities to compete against representatives of other institutions of higher education. Sports contemplated for women include tennis, golf, volleyball, softball, swimming and basketball.

## GOVERNANCE

As a student at Florida International you will be encouraged to participate in the governance of the University. The essential

thrust of the University's philosophy is to structure an effective governance program that truly represents the students, the faculty and the staff in developing the institution's policies.

The governance of Florida International is intended to reflect common goals, and to bring honest differences of opinion out into the open when such exist. Through coordinated action and cooperation, the ingenuity of students can be an effective force in serving the total University community. Your concerns will be considered within the framework of the total governance of the University because students will be represented on all major University governing councils and committees.

Faculty and staff of Florida International will actively seek to learn your desires and needs, which will represent a major consideration in the decision-making process at Florida International. At the same time, to enhance "two-way" communication, it will be important that you also give consideration to the views of faculty and staff as the "University family" works together to meet the basic goals of the institution.

## **STUDENT HEALTH CARE**

Emergency medical care will be available on campus for you during all operating hours. If, for any reason, you should require more extensive treatment, you will be referred to a nearby hospital which has a working agreement with the University. Student health and accident insurance will be available.

## **HANDICAPPED STUDENTS**

Special arrangements are being made at Florida International to serve the needs of those of you who have physical handicaps. Buildings will include elevator and ramp facilities as stipulated by federal regulations for the handicapped, and a special parking area will be provided.

## **FOOD SERVICE**

Food and beverage service will be available on the campus in the Multi-Purpose Building with the opening of the University in 1972. A wider selection of foods will be provided for you in the University Center when it opens in the fall of 1973.

## HOUSING

Housing is of your own choice. Florida International will not provide on-campus housing, but the University will provide assistance in locating housing.

## TRANSPORTATION

Coordination of local bus facilities to serve the Tamiami Campus is under way, and adequate service is anticipated. There will be ample parking space for automobiles.

## PLACEMENT

It is not the intent of Florida International to hand you a diploma and forget you. As a follow-up to aid in career planning, the University will provide placement service to help you achieve your career goals. These goals — and the qualifications for attaining them — may change. You may wish to take updating courses, and in this, too, the University can be of service.

## ALUMNI PROGRAM

Florida International is interested in you now and in the years to come. Consequently, an active alumni program will be established by the University. This program may not mean a great deal to you at the present, but it will develop into an enduring concern and interest, because your alma mater will always play a meaningful role in your life.

*The programs, policies, requirements or regulations published in this Catalog are continually subject to review in order to serve the needs of the University's various publics and to respond to various mandates of The Florida Board of Regents and of The Florida Legislature. Accordingly, changes in such programs, policies and requirements may be made without advance notice.*

## ACADEMIC, ADMINISTRATIVE AND PROFESSIONAL STAFF\*

CHARLES E. PERRY, President.

WILLIAM T. JEROME III, Vice President, Academic Affairs, and Dean of Faculties.

DONALD L. McDOWELL, Vice President, Administrative Affairs.

GLENN A. GOERKE, Associate Dean of Faculties, and Provost, Interama Campus.

HOWARD W. CORDELL, Director, Libraries.

E. A. GIORDANO, Dean, University Services.

GERALD W. LATTIN, Dean, School of Hotel, Food and Travel Services.

JOHN E. LEWIS, Dean, School of Business and Organizational Sciences.

DONALD C. MACKALL, Dean, University Relations and Development.

G. WESLEY SOWARDS, Dean, School of Education.

BUTLER H. WAUGH, Dean, College of Arts and Sciences.

VANDON E. WHITE, Dean, School of Health and Social Services.

ALAMO, ARTURO, Controller.

ANTRIM, HARRY T., Curriculum Coordinator, College of Arts and Sciences.

ARNOLD, JOSEPH, Chairman, Division of Vocational-Technical and Adult Education, School of Education.

ARROWSMITH, RONALD G., Director, Administrative Services.

BEATON, WILLIAM R., Chairman, Division of Business and Industry, School of Business and Organizational Sciences.

BENEDICT, GLENDA, Coordinator of Social Educators' Program, Florida Migratory Child Compensatory Education Grant.

BLAKLEY, DOROTHY T., Instructor, School of Education.

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DURR, FREDERICK R. E., Associate Dean, Undergraduate Programs, School of Business and Organizational Sciences.

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EDSON, EDWIN G., Director, Computer Services.

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ELLIOTT, WILLIAM J., Acquisitions Librarian.

ERICSON, COLLEEN R., Instructor, School of Education.

FAIN, STEPHEN M., Assistant Professor, School of Education.

FISHER, ROBERT C., Director, Division of Natural and Applied Sciences, College of Arts and Sciences.

FOLSOM, ROBERT G., Director, Information Services.

\*As of September 1, 1971. By the opening of the University in September, 1972, the staff will have increased to more than 600.

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GIBBS, RAFF, Assistant Dean, University Relations and Development.

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HARDWICK, BOBBI, Assistant Dean and Coordinator for Professional and Developmental Educational Activities, University Services.

HARTNAGEL, DOUGLAS, Articulation Officer, College and School Relations.

HAUENSTEIN, A. DEAN., Associate Professor, School of Education.

HOLTZ, JAMES N., Chairman, Division of Finance and Control, School of Business and Organizational Sciences.

HONEA, DOROTHY M., Administrative Assistant to the President.

KASSNER, THELMA Z., Reference Librarian.

KATZ, ERIC S., Assistant to the President.

KLINGER, DENNIS, Computer Systems Coordinator.

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KOCH, FRED, Research Specialist, Computer Center.

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LUYTJES, JAN B., Professor of Business Administration, School of Business and Organizational Sciences.

McCALL, HARRY N., Director, Personnel.

McMANAMEE, LOUIS J., Project Director, Florida Migratory Child Compensatory Education Grant.

NEWELL, RONALD A., Assistant Dean, University Services.

OLANDER, JOSEPH, Assistant Professor, Department of Political Science, College of Arts and Sciences.

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PEASE, WILLIAM P., JR., Circulation Librarian.

PEELER, ELIZABETH H., International Affairs Librarian.

PERRY, DOYT L., Coordinator, Recreation and Athletics.

PYRON, DARDEN, Instructor, Department of History and American Studies, College of Arts and Sciences.

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ROYCRAFT, GARY O., Director of Admissions.

SADOFF, DORIS, Purchasing Agent.

SCHMITT, CARLOS, Instructor, School of Education.

SHELTON, DAVID S., Director of Clinical Affairs and Acting Coordinator of Planning and Physical Therapy, School of Health and Social Services.

SHOSTAK, ROBERT, Associate Professor, School of Education.



SILEO, NICHOLAS G., Associate Professor, College of Arts and Sciences.  
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SMITH, BETSY, Assistant Dean, School of Health and Social Services.  
SMITH, DONALD C., Chairman, Division of Special Education and Pupil Services, School of Education.  
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SULLIVAN, ZOLA JILES, Assistant Professor, School of Education.  
TIKOFSKY, RONALD, Director, Division of Social Sciences, College of Arts and Sciences.  
TOLBERT, W. D., Urban Agent, Dade County Model Cities, University Services.  
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TRUETT, DALE, Chairman, Department of Economics, College of Arts and Sciences.  
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WEINER, RUTH, Chairman, Department of Chemistry, College of Arts and Sciences.  
WILSON, DAVE, Coordinator for Educational Media, University Services.  
WOODS, JULIA, Special Collections Librarian.  
WYROBA, FRANCIS, Chairman, Department of Fine Arts, College of Arts and Sciences.  
YUDIN, FLORENCE, Chairman, Department of Foreign Languages, College of Arts and Sciences.



*A major building which will be ready for occupancy at the opening of the University in the Fall of 1972 is this five-story Multi-Purpose Building.*

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- (h)  School of Technology
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- Graduate Study: (k)  Education (l)  Business (m)  Public Administration (n)  Other \_\_\_\_\_

(o) Division of University Services

(p) Financial Assistance Needed

Proposed entrance:  September  January  March  June  
 1972  1973  1974  1975

Proposed major(s) \_\_\_\_\_

Mr. Social Security Number \_\_\_\_\_

Mrs. \_\_\_\_\_ Telephone \_\_\_\_\_

Miss \_\_\_\_\_

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 \_\_\_\_\_ Junior College

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Associate in Science \_\_\_\_\_ Year \_\_\_\_\_

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