Preregistration supplement enclosed

# abood Tines <br> Florida International University <br> Thursday Nov.1, ' 73 Vol.1, No. 7 

- Does America need socialism or statism?
-Why is food service being invistigated ?

He lost his head...
for HOSTS
Halloween party

##  

# Where's my $\$ 100,000$ SGA! 


#### Abstract

By MARK RICHARD Student Affairs Coordinator Recommendation: don't vote in the Student Government Association elections currently underway. In fact, it would be to the student's benefit to ask for a total recall of all persons elected and currently in office and call for an investigation into the possibility of altering the entire concept of student government at FIU. if thev have already cast their ballot.

The list is kind of long, and farcical in nature. First, this is the second attempt at the student government this quarter elections. This electoral process, like the first one two weeks ago, is emanating the same general overtone of complete hypocrisy. The initial elections were canceled when numerous discrepancies in the process and conduct of the election were questioned by students, candidates and the Office of Student Services.

Canceled because the chairman of the elections commission at that time Rick


 Setchell was "drinking beer at the polling station." and was the sole occupant of that area throughout the elections. Both are violations.Canceled because names were misspelled on the ballots and some candidates were improperly presented.

Currently, though, few people have any idea who is running in the elections and for what offices. Just two school days before the elections, only six of the 31 candidates had turned in platforms to the Student Services office. These cards were to be posted along with photographs of the candidates in the PC lobhy so the student body would know who their candidates candidates ere
It wouldn't have looked so bad if the few available platforms had hit on core issues of food, parking or similar student concerns. Instead they looked like they were written by professional PR men with flowing rhetoric

One platform read: "my aim is to bring an effective voice to student government.

Another gave the earth shaking and specific statement that the candidate desired to "bridge together the student body and the SGA.

One reforming candidate included a


How do yo feel about you student government

Mark Richard, "The Good Times" si dent affairs coordinator needs +1 response of his readers if his depa ment is to initiate any action.

The will of the students may be hear Leave us a note with your name a student number and either boycott, call or reorganization, with an e planation. Or, simply clip the coup above.

STUDENT ASSOCIATE RICK FERRER MAKES A POINT AT SGA MEETING . while Spanki Vega displays a slight look of digust
complete autobiography
Now, aren't these typical issues that an intellectual, business minded student body as there is at Florida International University can get excited over.

Still, in keeping in touch with the problems at hand, the Student Government elections committee, headed by Griz Rodriguez. refused to accept new candidates.

This came about when three students in a newly formed club, the Student Awareness Organization sought to seek seats in their respective schools.

They were refused the opportunity to complete petitions and be placed on the ballot.

The Student Government felt that rules were rules.

Yet a few things did change between that first try and the current attempt.

The SGA set up a public meeting right after the canceled elections to go over new rules. But the meeting, in reality. was in vain as the Presiding Board of the SGA assumed control of the election the day before in a poorly publicized executive meeting.

When the three candidates that
sought to reopen the petition process arrived at the scheduled public meeting time - no one was there.

The final opportunity for the student body to give some input on the electoral body to give lost when the last SGA mee proces was lost whe convene because of ck of a quorum.
These representatives however are entusted with $\$ 100-000$ in State University funding to distribute to student activities.

The results to date? One Studen Government Association Festival of Activities coordinated primarily by associate Joe Kaplan.

You didn't see five senators there helping out," Kaplan said about his compatriots participation.

When one asks an associate why all this is happening, however, he will probably tell you he's not quite sure.

Then, instead, he turns the conversa tion around to relate all the minor things that SGA has done.

All election questions are reforred to the elections committee; where its chairman is sole spokesman, and apparently possesses all the votes in deciding issu In other words the commeciding issues
one active member
The issue at hand is the distribution of the $\$ 100,000$.

This budget is by right the students for the students and is from the students. Florida International University' student body should not allow these fund to be misused or unused. Thus the studen body has been mumbling thoughts of boycott of voting.

The situation at FIU is a unique parallel to the Watergate situation.

In the Watergate hearings, discrepancies in the spirit of government and the actual practices that the govern ment has employed have occurred. The people across America are disturbed.

Yet here, the same circumstances are present. Discrepancies are present What is being done, though? The students don't seem to care.

It's time that the students that feel governmental discrepancies should be stopped before they get out of hand. Students need to step in and gain their fair voice in campus affairs

After all, it's their $\$ 100,000$ that SGA has been charged with spending.


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## News from Student Services

## DIVISION SCHEDULES PC 530

Any requests for the use of Primera Casa 530, or any of the small meeting rooms within it, must be made through Geri Spurling, extension 2381, in Student Services, as far in advance as possible.
In addition, any student organization contemplating activities must fill out a Campus Event Form through the same office.

## SPREAD WORD ABOUT FIU

The Office of College and School Relations has received a new supply of student interest posters, a means by which prospective students can receive information about FIU
Each poster has 10 interest cards that a person can fill out and mail into the University and he would then receive application forms, catalogs, brochures, etc.
Help is needed in placing these posters throughout Florida. If anyone knows of a store, church, shopping center, theatre, restaurant, etc., that would be willing to take one, please stop by College and School Relations, PC 211, and pick up as many as possible.

## ORGANIZATIONS RECEIVE MAILBOXES

All recognized student organizations have now been provided with mailboxes with their names on them in PC 530, just outside the offices of the Student Government Association.

Students, faculty and staff may use these mailboxes to communicate with these organizations, and notices and notifications may be placed in the boxes for members.

In addition, PC 531 has been set up as an Organizations Workroom which may be used by student organizations for meetings and work sessions. This room need not be scheduled in advance.

# Students investigate food service alternative 

## By NEIL HERMAN

 ContributorSeveral weeks ago, over 1.000 people, or 10 percent of the University community. signed a petition stating their dissatisfaction with the present food service.

The petition left undefined exactly what the prohlems were.

An investigation, by several official and ad hoc groups has since taken place to investigate that problem or. more plainly, to find out what the problems were.

The present food service is operated by Servomation, a private, profit making corporation.

Their purpose for existence is to create as large a profit as they can for their stock holders. There is nothing unusual about this. They decide what food to serve, how much (or little). and at what prices in comparision to their profit margin.

The physical work in the operation comes from student employes who have no voice in the operating procedures

Another factor is Donald McDowell, vice president for administrative affairs, who is in charge of overseeing the food service in the University administration. He admits no knowledge of how much profit they can make.

The effect is that the food service produces a dollar drain upon the University community that chooses to use it. Profit is extracted from people who buy food to pay possibly mammoth salaries of a few national executives of Servomation.

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STUDENTS CONCERNED about food quality
and the profits of the corporate stock holders.

What is returned to the University Community for this loss of dollars possibly nothing.

A sidelight to the basic problem is another question. What are the non-economic results of having a profitmaking corporation running the food service.

Service must be subordinate to profit in this sense. The primary responsibility of any corporation is to its stockholders. They decide the policy - for their own benefit. In order to enforce their control, this power must be centralized. To do this, a manager, of acceptable standing with their desires is chosen.

This manager. in most cases, occupies an unusual position.

He has say over who is hired and fired. He decides what food is to be served and the prices to be presented (within certain guidelines). Yet his primary responsibility is to the corporation. His

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independence is severely limited by this responsibility to (and possibly) a fear of the central corporate structure.

Besides an obvious conflict of solutions between the students and the corporate structure - there is yet another aspect.

Food preparation and supply systems are also instituted at the national level. This does not allow for the solutions to local problems with local answers

It forces employes to do things that they may not wish to do and prevents the institution of ideas originated on the campus.

According to one investigation, Servomation has lost several food contracts in the past few years. A special committee, in fact, was even set up to investigate the food service.

The committee, a branch of the University Council, is headed by Joseph C. Behm and among its initial plans of investigation, a suggestion complaint box was set up by the elevators in the PC lobby.

Questions they are seeking answers to include.

- What are alternatives to the present food service?
- Should the food service be operated by a nonprofit corporation.
- Should provisions for local control. definitely be made

Among an arbitrary sampling of opinion, some of the reflections about the food service include:

- The food service should be run by its employees.
- The food service should not be bound by a national contract - but supplied by the best quality, locally available produce.
- Items served would change occasionally and would be subject to requests.

It is doubtful that the present food service will just up and change - or leave.

Again, as most corporations, they stand to lose profit with such a rash decision.

With a new dining area set to open in March in the University House (Third Building), time is running out on belated decisions

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## By MAURA KAUFMAN

Staff Writer
Where are all the broken windows, graffitti on walls, burned class rooms or slashed car tires?

If you haven't noticed them, it's probably because they aren't there.

Students should feel reassured, Harcord Clark. director of campus safety said, to know that the rate director of campus safety said, to know that the rate
of vadalism at Florida International University is of vadalism at Florida International University is
very low, compared to other campuses in America.

Theft, Clark said, is also rare.
Theft, Clark said, is also rare.
"Vandalism is a temper tantrum caused by frustration," Clark said. "People come here with expectations, and if they aren't met. it can cause stility. I feel that these expections are being met."
The question of vandalism comes to mind when you stand in the elevator and see a minute pencil scratch on the surface of the inside door, or when you notice a small computation of analytical geometry on a washroom door.

It brings you to the reality, that FIU doesn't have vandalism.

To date, not one car has been reported as being vandalized, Clark said.

The frustrations of parking tickets is one reason that people have been known to resort to vandalism on others vehicles. As tickets here are only $\$ 1$. the incentive to be angry is less.
"We have too many important things to do. to go around checking decals every day, "Clark said. The major interest of the patrolling officers, he said, is to keep the roads clear in emergencies.
"If we don't keep the roads clear, the fire chief is likely to give us a citation." Clark said. And that's one thing that would be most unusual.

Clark, a veteran of police work ( 12 years) who has been at other Universities knows "what an ugly thing vandalism is."

The reason?
Clark does not hesitate to claim that its the educated person that is attending classes here that makes the difference
"Vandalism takes place when the students are not mature," Clark said

Perhaps. Clark said, the image of the police officer here is the reason.

They wear non-regulation Navy jackets with the FIU isignia. All are fully qualified police officers with complete training.
"It takes a different type of person to be a police officer here," Clark said. The candidates are
frequently students, and most have gone through the course that Director Clark himself has taught. Officers often socialize as other students do during their breaks - playing ping-pong or attending student oriented meetings.

In terms of actual problems, one area that has been specifically hard hit is the Arts and Sciences school.

Jacki Seigmeister, assistant dean, said that over


POOL TABLE BALL WINDOWS DESTROYED tables still inoperable due to repairs
$\$ 15,000$ worth of small equipment has been stolen over the past two years.

This material is not insured against theft. However. FIU's budget is organized to allow for a limited amount of larceny.

One item in particular, that Clark feels is in demand on the "black market," is the pocket calculator. When new, they cost from $\$ 75-\$ 200$.

Due to a new policy, FIU does not have problems with the one item that usually gets stolen at Universities - typewriters. The reason is that they
are all bolted down to the piece of furniture on which they reside.

The other major area of theft is the media center. Since its first inventory, some equipment has vanished, Dave Wilson director of the center, said. He said that some of it was lost when the department moved from the trailers.
"All students carrying our equipment from our department must have a signed check out slip," Wilson said. "The security guards have been alerted to this, and keep a watch when they don't feel that qualified personnel are handling the equipment.

At other Dade campuses, the vandalism-theft rate is also down, contradicting a national trend.

The commuter college which causes so many athletic coachs to complain of poor turn outs for sporting events, has, in turn, kept vandalism down," Campus Safety Director, John V.Powers at MiamiDade South said. "Students attend classes and then go home."

The community college, however, is staffed only by security guards charged with locking and unlocking doors. They are supplemented by Metro officers who work regular shifts and patrol the campus.

The worst problems, Powers claims, are not students but drop-outs.

At the downtown campus of Miami-Dade Community College, campus safety superintendent James I. Sinquefield attributes his lack of vandalism on campus to the newness of the facility

The North Campus has been the most heavily hit in vandalism of the three campuses.
"There's no set pattern," James Ellis, assistant superintendent of campus security at Miami-Dade North said.

An entirely different perspective is present at the University of Miami

With live-in facilities, the tuition rates higher than the public Universities and a richer student body. on the whole, the problem is more sophisticated.

Captain Vincent Anika of the UM security force said there is a high vandalism rate at the Rat's Cellar (pronouned Rathskeller) the campus beer and alcohol establishment.
"Just college pranks," Anika said
In parking lots, though, Anika said, tires are flattened and paint scraped and antennas broken. A professional cat burglar has even been caught with money stuffed in his pockets.
Clark said though its the basis of the intellectual level of the student body that makes the campus safe.

## FACTS ABOUT SELLING YOUR USED TEXTS

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# Statism...silently 

## STATISM-The basic concept that soverignty

 is vested not in the people but in the mational state, and that all individuals and associations exist only to enhance the power, prestige and well-being of the stateBy Claude pinsonneault Staff Writer
s contemporary liberalism slowly creeping towards its ancient arch enemy - statism?

Undoubtedly most liberals would scoff at such an idea. However if one looks at certain programs that some members of Congress have introduced as legislation, one can find certain aspects of statism.

If domestic liberalism continues along its present course, the resemblances will grow closer and closer.

Most liberals genuinely recoil from the idea of statism in this country. The very idea of statism should make the liberals wary of the course they are headed in.

Statism - in short - means the concentration of economic controls and the planning of society in the hands of a highly centralized government. However. strangely enough, they press relentlessly towards a modified American version. The liberals. maybe, just don't know their own real course.

In this country most people think of a highly centralized government as fascist in origin and right wing and liberalism as moderately left wing. and against a highly centralized government. This confusion stems from the contradiction of the American and European usage of the words left and right wing in American politics. In Europe, these terms describe two competing collectivist statist systems. The issue there is which kind of systems. The issue there is
statism - left wing or right wing
In America, the issue is shall there be statism.

It is possible to demonstrate that the thrust of the liberal establishment is towards an indigenous statism. This onslaught of an ideology is beginning to produce the same vicious evils that blackened Europe during the 1930s and 40s.

Statism is the common background of not only socialism and communism but also fascism. A reality noted by many political scholars, including von Mises. Fredrich Hayek. Eduard Heiman and Herbert L. Matthews. Hayek, who has delved deepest into the matter. points out the ideologies of fascism. socialism and communism seemingly have a conflict, and must be regarded as the kind of conflict which is bound to arise between rival statist ideologies.

In statism the will of the state is supreme in regard to the people's individual ideas. The state shall assign to each person, his proper place in society

Contemporary liberalism, like socialism communism and fascism is grounded in collectivist statist patterns of thought. The ramifications of a collectivist statist society are numerous, the most important being that of the collective will, however defined.

Usually this will is expressed through a strong centralized government.

These collectivist statist ideologies recognize the utility of an all powerful government. dominated by the executive branch.

In countries where statism exists, the natural distinction between the state and the people has all but been obliterated. If liberalism in this country continues along its present course of direction, it will accomplish this change naturally - the end product will be a form of statism.

In Italy, during the 1920 's. Mussolini asserted that the people are the body of the and that the state is the spirit of the people and that in the statist concept the people and the state are synonymous

A current example is found in President John F. Kennedy's inaugural address in 1961 when he said, "ask not what your country can do for you, but ask what you can do for your country.

This statement came very close to the statist idea and is typical of liberals.

In his report to the Democratic National Committee in 1959. Dr. Arthur Schlessinger Jr came close to another statist concept when he said that the idea that the government is the enemy of the people is begging to give way to the concept that the government is the one means by which a community achieves its purpose.

The difference between the collectivist statist in which the glorification of the state is an omnicompetent organism that directs the most minute of collective existence, and President Kennedy's concept of the state which embodies the view of the typical liberal is the choice that America is now facing.

One, though, is totalitarian and the other non-totalitarian.

The further the liberal movement presses towards the welfare state, the further they reach out to the statist concepts.

The problems develop when enough people see the liberals. who are supposed to by the champions of liberty, regarding the state in the same light as the statist - tends to cause a distrust among supporters of the free market.

The realization that is usually overlooked, is the statists are viewing the vast monopolies of organized power and the violence that goes with it with the same mistrust

There will always be a sharp difference between the statism that once conquered Europe and the liberalism that is evolving in America. However many of America's grown statists have an important ideological difference - they view the dangers that persist against the inherently democratic species that they are part of Their reaction can only b towards a new breed a cross betw only be statism of the European nations and the libe ideology of America. a cross that may be something more beneficial tha be contempary fore be any contemporary form of government.

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## National student $\dagger$ group attempts strong organization

By PHILIP W. SEMAS
College Press Service Reporter
(The author, a former execufive director of the United States Press Association, now writes for the Chronicle of Higher Education.)

MIAMI BEACH - If the leaders of the National Student Association have their way, college administrators will soon be bargaining not only with unions of janitors, secretaries and professors but also with unions of students.

For the third straight year, talk of creating a national student union was a dominant theme at the association's annual National Student Congress.

Delegates passed a resolution declaring unionization of students to be a top priority and establishing a three member task force "to investigate and work towards the unionization of all colleges and universities that express interest in unionration

The resolution also declared that NSA would "Be the national collective bargaining agent on campuses subject to the approval of the individual campus.'

As a first step, the associations' new president, Larry Friedman of Queens College in New York City, said he wanted to prepare "model contracts' between students and their schools to help students prepare to cope with the realities of faculty unions",

The students had at least two goals for creating a union:

- resuscitating the moribund national student movement.
- meeting the challenge of acuity collective bargaining, which student leaders will leave
them out in the cold. hem out in the cold

The students generally agreed that the national student movement that dominated the 1960's was dead.
"We are here in Miami Beach for the funeral of the student movement," Ron Ehren reich, the outgoing NSA vicepresident said.

Delegates felt that the creation of a national student political organization such as an individual-member national union of students which is what most European countries have, could turn some student energy back to national issues.

Concern about the effect of increasing faculty unionization was also apparent.

American Federation Teachers representative Israel Kugler told one session of students that students and faculty shared such areas of common concern as class size, physical facilities, academic freedom and the over-use of graduate teaching assistants.

He said the AFT has a slogan: "what students want, teachers need" and that it
advocates that students organize and bargain on their own over issues that concern them and get rid of the shameful facade called student government."

Alan Shark, chairman of the student senate at the City University, said the union's suggestion that students organize and bargain separately really means that they want students to bargain over dormitory rules and student services and let the faculty take care of promotion, tenure, curriculum and class size

He suggested that a student union could negotiate over such things as student evaluation of faculty members, grievance procedures for students treated unfairly by professors or administrators, grading policies, class size, and academic freedom.
"There is nothing in faculty collective bargaining that involves protecting students," Shark said. "Faculty unionization is to protect faculty rights."

The way to counter that, he and others argue, is for the students to form their own unions. While most of the students supported the idea of student unionization, many quesstudent unionization, many ques-
tioned whether NSA is the organization for creating a unganiz.

In the six years since it stopped taking money from the Central Intelligence Agency NSA has had to devote much of its energy to simple financial survival. In the years immediately after its CIA ties were revealed, NSA's deficits grew to half a million dollars.

Over the last few years NSA has reduced that debt to a point where it is now down to $\$ 25,000$. Even so. NSA endured another financial crisis this year, mainly because it did not get the support from private foundations that it from private foundations that it had received in the past

Outgoing president Tim Higgins suggested that the Association's financial resources would really only allow it to carry on its most basic programs, such as providing information to student governments, providing legal informadion and assistance to students, and running its annual congress. Any other activities would have to be financed with foundation or other outside funds, he said.

If NSA wants to unionize students, Higgins argued, it must "create an independently financed organization, capable of political action, democratically constituted, and supported actively by individual members. If NSA creates unsupported political organization, I believe we would be doomed to minimal and fragmented support and eventual dissolution."

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SPA 314 ADV AN INTENS SPANISH SPA 326 ADVANCED SYNTAX/COMP SPA 355 INTELLECTUAL HISTORY SPA $35 \%$ EXPRESS \& REPRESSION SPA 398 LINGUISTIC APPRENT SPA 405 CREATIVE MODEs

## MUSIC

MUP 307 COLLEGIATE CHORALE MUP 325 STUDIO JAZZ MUP 327 CHAMBER MUSIC MUP 345 APP MUS-PERCUSSION MUP 355 APP MUS-PIANO/ORGAN MUP 365 APP MUS STRINGS MUP 375 APP MUS-VOICE MUP 385 APP MUS-WOODWINDS MUP 507 COLLEGIATE CHORALE MUP 525 STUDIO JAZZ MUP 527 CHAMBER MUSIC MUP 535 APP MUS-BRASS MUP 545 APP MUS-PERCUSSION MUP 555 APP MUS-PIANO/ORGAN MUP 565 APP MUS-STRINGS MUP 575 APP MUS-VOICE MUS 306 UNDERST ENJOY MUSICI MUS 316 MUSIC HISTORY SURVEY MUS 325 SURVEY BASIC MUSIC MUS 327 FORM AND ANALYSIS MUS 328 SONGWRTTING
IUS 375 GUTTAR SKILL.
MUS 376 INTRM GUTTAR SKILLS
MUS 385 DIRECTEDSTUDY MUS 395 RESEARCH
MUS 437 CHORAL CONDUCTING MUS 485 RECTTAL \& RESEARCH

CO1 $5.0 \quad 0800-1015 / \mathrm{TF}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 0100-0315 / T F\end{array}$ CO3 $5.0 \quad 0600-0815 / \mathrm{MW}$ CO1 $5.0 \quad 0800-1015 / \mathrm{MR}$ $\begin{array}{lll} & 5.0 & 1030-1245 / T F\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0600-0815 / T R\end{array}$

 CO1 $5.0 \quad$ 1030-1245/TF $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { CO1 } & 5.0 & 1030\end{array}$ \begin{tabular}{lll}
CO \& 5.0 \& $1030-1245 / \mathrm{MR}$ <br>
CO 2 \& 5.0 \& 0300 <br>
\hline

 $\begin{array}{lll}\text { C02 } & 5.0 & 0600-0815 / M W \\ \text { C01 } & 5.0 & 0100.0315 / M R\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { CO1 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ $\begin{array}{ccc}\text { C01 } & 5.0 & 1030-1255 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0600-0815 / \mathrm{MW}\end{array}$ 

C01 \& 5.0 \& $0600-0815 / \mathrm{M}$ <br>
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 CO1 VAR HRS ARR C01 VAR HRS ARR C01 $5.0 \quad 0100-0315 / \mathrm{MR}$ $\begin{array}{llll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 1030-1245 / \mathrm{MF} \\ \text { 1030-125/MR }\end{array}$ C01 $5.0 \quad$ 0100-0315/TF COI VAR HRS ARR COI VAR HRS ARR C01 $5.0 \quad 0100-0315 / \mathrm{MR}$ C02 5.0 0600.0815/MW $\begin{array}{llll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { C01 } & 5.0 & 060 & 0815 / T R\end{array}$ 

CO1 \& 5.0 \& 0600-0815/TR <br>
\hline
\end{tabular} C01 5.0 0600-0815/TR CO1 VAR HRS ARR

CO1 10.0 1030-1245/MT-RF HARDY/NUNNALLY
MORRIS
MORRIS
MORRIS
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STORY
STORY
SLIFKER
NUNNALLY
PROCHASKA BRAIN SHERSHIN
SHARPIRO SHARPIRO SHARPIRO

WILLIAMS WLLLIAMS
KRAYK
BERK
SHERSIN
GOTTERER
GOTTERER
GEISLER
BRAIN
KRAYNEK
SLIFKER
$\begin{array}{lll}\text { CO1 } & 5.0 & \text { 10330-0545/WF } \\ \text { 1030-1245/MR }\end{array}$ CO3 $5.0 \quad 1030-1245 / \mathrm{TF}$ CO4 5.0 0100-0315/TF CO2 $5.0 \quad 0600-0815 / \mathrm{MW}$ CO1 $5.0 \quad 1030-1245 / \mathrm{MR}$ CO3 $5.0 \quad$ 1030-1245/TF $\begin{array}{lll}\text { CO4 } & 5.0 & 0100-0315 / T F \\ \text { CO2 } & 5.0 & 0600-0815 / \mathrm{MW}\end{array}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 0600-0815 / \mathrm{MW} \\ \text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{M} \\ \text { CO1 } & 5.0 & \text { HRS ARR }\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & \text { HRS ARR } \\ \text { 1030-1245/M }\end{array}$ $\begin{array}{llll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0600-0815 / \mathrm{MW} \\ \text { C01 } & 5.0 & 0330-0545 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0330-0545 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0830-1045 / \mathrm{MW}\end{array}$ CO1 5.0 0600-0815/MW $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ C01 $5.0 \quad 0800-1015 / T F$ C01 $5.0 \quad 0100-0315 / \mathrm{TF}$ CO1 $5.0 \quad$ 1030-1245/TF $\begin{array}{lll}\text { C01 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0800.1015 / \mathrm{MR}\end{array}$ $\begin{array}{ll}\text { CO1 } \\ \text { C01 } & \text { VAR } \\ \text { C00-1015/MR }\end{array}$ CO1 VAR HRS ARR $\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1015 / \mathrm{MR} \\ \text { C01 } & 5.0 & 1030-1255 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 / M R \\ \text { C01 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{M} \\ \text { CO1 } & 5.0 & \text { HRS ARR }\end{array}$ C20 5.0 HRS ARR CO1 $5.0 \quad 0800-1015 / \mathrm{MR}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 0860-1015 / M R \\ \text { CO3 } & 5.0 & 1030-1245 / M R\end{array}$ $\begin{array}{lll}\text { CO3 } & 5.0 & 1030-1245 / \mathrm{MR} \\ \text { CO4 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO5 } & 5.0 & \text { 1030-12.5/MR } \\ \text { 1030-1245/MR }\end{array}$ $\begin{array}{llll}\text { CO9 } & 5.0 & 0800-1015 / T F \\ \text { C10 } & 5.0 & 1030-1245 / T F\end{array}$ $\begin{array}{lll}\text { C11 } & 5.0 & 1030-1245 / T F \\ \text { C11 } & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO6 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { CO7 } & 5.0 & 0100\end{array}$ $\begin{array}{lll}\text { CO7 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { C12 } & 5.0 & 0100-0315 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { C12 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { 0600-0815/MW }\end{array}$ $\begin{array}{lll}\text { C13 } & 5.0 & 0600-0815 / T R \\ \text { C01 } & 5.0 & 1030-125 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 1030-1245 / \mathrm{MR} \\ \text { C04 } & 5.0 & 0800.1015 / T F\end{array}$ $\begin{array}{lll}\text { CO4 } & 5.0 & 0800-1015 / T F \\ \text { CO5 } & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { C06 } & 5.0 & 0100-0315 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO6 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { C03 } & 5.0 & 0609-0815 / \mathrm{MW}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1015 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { C04 } & 5.0 & 0600-0815 / \mathrm{TR}\end{array}$ $\begin{array}{lll}\text { CO4 } & 5.0 & 0600-0815 / T R \\ \text { CO1 } & 50\end{array}$ CO1 $5.0 \quad$ 1030-1245/MR $\begin{array}{lll}\text { C01 } & 5.0 & 0800-1015 / \mathrm{TF} \\ \text { CO1 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { C01 } & 5.0 & 0600-0815 / \mathrm{MW}\end{array}$ CO1 $5.0 \quad 0600-0815 / \mathrm{M}$ CO1 5.0 HRS ARR $\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{MR} \\ \text { CO1 } & 5.0 & 1030\end{array}$ 01

CO1 VAR $0100-0315 / \mathrm{MR}$ C01 VAR 0330-0545/TF CO1 VAR 0100-0400/W CO1 VAR HRS ARR CO1 VAR HRS ARR CO1 YAR HRS ARR CO1 VAR HRS ARR COI VAR HRS ARR C01 VAR HRS ARR C01 VAR 0100-0315/MR C01 VAR $0330-0545 / \mathrm{TF}$ C01 VAR 0100-0400/W
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CO1 VAR HRS ARR CO1 $5.0 \quad 0330-0545 / \mathrm{TF}$ CO1 $5.0 \quad$ 1030-1245/TF $\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1015 / \mathrm{MR}\end{array}$ C01 5.0 0100-0315/TF C01 $5.0 \quad 0330-0545 / \mathrm{MR}$ CO1 5.0 0100-0315/MR C02 5.0 0600-0815/MW CO1 5.0 1030-1245/MR CO1 VAR HRS ARR CO1 VAR HRS ARR CO1 2.0 HRS ARP
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MUS 585 DIRECTEDSTUDY COI VAR HRS ARR FINK

PHILOSOPHY AND RELIGION

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PHI 326 PHILOS OF EDUCATION
PHI 413 PRAGMATISM \& IDEALISM
PHI 418 MARXINM
PHI 440 PHIL IN LITERATURE
PHR 310 EAST PHIL REL THOUGHT
PHR 400 LOVE AND SEXUALITY
PHR 426 MAN AND NATURE
REL 305 REVELATION \& SCIENCE
REL 315 JESUS IN HIS \& OUR TM
REL 340 JUDAIC PRAYER
PHYSICS
PHY 301 PHYSICS LAB I
PHY 302 PHYSICS WITH CALCULUS
PHY 302 PHYSICS LAB
PHY 307 PHYSICS W/OCALCULUS
PHY 312 ELECTRICITY MAGNETISM
PHY 322 OPTICS
PHY 340 MODERN PHYSICS
PHY 341 MODERN PHYSICS
PHY 409 PHYSICS SENIOR LAB
PHY 410 MECHANICS
POI

POS 303 THRY \& ANAL PUBLIC PY POS 306 DYNAMICS INTNL POLIT POS 308 GOVT \& POL OF CHINA
POS 309 GOVT \& POL MID EAST POS 314 POLOF PUBLIC BURAC POS 341 POLITICAL PARTIES POS 342 CONSTITUTIONAL LAW
POS 403 CUBAN POLITICS POS 407 INDEPENDENT STUDY POS 411 THE PRESIDENCY POS 444 POLITICAL IDEOLOGIBB POS 471 PUB AFFAIRS LEG INTRN POS 472 PUB AFFAIRS JUD INTRN POS 473 PUB AFFAIRS ADM INTRN POS 474 PUB AFF INTERNL INTRN POS 492 HONORS SEMINAR POS 518 INDEPENDENT STUDY
POS 566 TOPICS IN POL THEORY PSYCHOLOGY
PSY 300 INTRO TO PSYCHOLOGY
PSY 305 INTRO EDUC PSYCHOLOG
PSY 310 PSYCHOLOGY OF WOMEN
PSY 311 PSY OF DRUGS \& ABUSE
PSY 320 INTRO COMMUN PSYCH
PSY 330 INTRO DEVELOP PSYCH
PSY 349 ADV GEN PSYCH W/LAB
PSY 349 ADV GEN PSYCH LAB

Students Must Elect Psy 349 CO And Either L51 Or L52) PSY 349 ADV GEN PSYCH W/LAB
PSY 349 ADV GEN PSYCH LAB And Eith Must Elect Psy 349 CO2 And Either L53 Or L54) PSY 350 INDUSTRIAL PSYCHOLOGY PREREQ: MAS 307 or PSY 360 PERSONALITY THEORY PSY 370 INTRO SOCIAL PSYCH PSY 371 APPLIED SOCIAL PSYCH PSY 413 PRIN \& THEO BEHV MOD

PSY 429 COMM PSY FIELD EXPI
PREEREQ: PSY 320 \& PSY 420 PERM of INST.
PSY 429 COMM PSY FIELD EXP I PSY 433 SOCIAL \& PERSON DEVL PSY 442 COGN PROCESS: LEC \& LB PREEREQ: PSY 301 or 349 \& MAS 307 PSY 442 COGN PROCESS: LEC \& LB Students Must Elect Lect \& Lab HUM BI PNY PREREQ: PSY 301 or 349
PSY 449 HUMAN LRNG \& REMEMBER (Students Must Elect Lect \& Lab) PERSONNEL PSYCHOLOGY PREREQ: PSY 415 or 350 \& MAS 307 r PERM of Instructor)
PSY 452 CONSUMER PSYCHOLOGY PSY 461 ABNORMAL PSYCHOLOGY PSY 471 SMALL GROUP BEHAVIOR PSY 481 PSY ASP INT RELAT CON
PSY 499 HONORS RESEARCH PROJ (Requires Written Perm) PSY 510 PSY FACT DENT CHLD PSY 531 DISORDERS LANG IN CHD
PSY 569 DIFFERENTIAL PSYCH

PREREQ: Psy 301 or 349 \& MAS 30
PSY 569 DIFFER PSYCH LAB
PSY 590 IND READINGS PSYCH
PSY 591 IND FIELD EXPER PSYCH (Requires Written Perm)
PSY 592 IND RESEARCH PSYCH Requires Written Perm) CO1 VAR HRS ARR

SOCIOLOGY

SOC 301 THE SCOPE OF SOCIETY SOC 311 INDIVIDUAL IN SOCIET

SOC 343 SCHOOL AND SOCIETY SOC 343 SCHOOL AND SOCIETY
SOC 351 POPULATION ANALYSIS SOC 352 HUMAN ECOLOGY SOC 352 HUMAN ECOLOGY

C01 $5.0 \quad 1030-1245 / \mathrm{MR}$ C01 $5.0 \quad 0800-1015 / \mathrm{TF}$ CO1 $5.0 \quad$ 0100-0315/TF C01 $5.0 \quad 1030-1245 / \mathrm{TF}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1015 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0600-0815 / \mathrm{MW}\end{array}$ C01 $5.0 \quad 0600-0815 / \mathrm{MW}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \text { CO1 } & 5.0 & 0500-0815 / \mathrm{MWF}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0600-0815 / \mathrm{MW} \\ \text { CO1 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ C01 $5.0 \quad 0600-0815 / T R$ CO1 $5.0 \quad 0100-0315 / \mathrm{TF}$ $\begin{array}{llll}\text { L51 } & 2.0 & 0100-0315 / W \\ \text { L52 } & 2.0 & 0830-1045 / W \\ \text { C01 } & 5.0 & 0100-0315 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \mathrm{L} 51 & 2.0 & 0330-0545 / \mathrm{F}\end{array}$ $\begin{array}{llll}\text { L51 } & 2.0 & 0330-0545 / \mathbf{F} \\ \text { L52 } & 2.0 & 0600-0815 / \mathbf{W}\end{array}$ $\begin{array}{lll}\text { L52 } & 2.0 & 0800-0815 / W \\ \text { CO1 } & 5.0 & 0830-1045 / \mathrm{TR}\end{array}$ \begin{tabular}{lll}
CO1 \& 5.0 \& $0830-1045 / \mathrm{TR}$ <br>
CO \& 5 \& <br>
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 $\begin{array}{lll}\text { C01 } & 5.0 & 0100-0315 / M R \\ \text { C01 } & 5.0 & 0330-0545 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0330-0545 / M R \\ \text { C01 } & 5.0 & 0500\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0600-0815 / \mathrm{M} \\ \text { CO1 } & 5.0 & \text { HRS ARP }\end{array}$ CO1 5.0 0100-0545/MT-RF CO1 5.0 0800-1015/TF $\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1015 / T F \\ \text { CO1 } & 5.0 & 0600-0815 / T R\end{array}$ CO1 $5.0 \quad 0330-0545 / \mathrm{MR}$ $\begin{array}{lll}\text { C01 } & 5.0 & 1030-1245 / M R\end{array}$ CO1 $5.0 \quad 1030-1245 / \mathrm{TF}$ C01 5.0 0100-0315/TF CO1 5.0 0830-1045/MW 

C01 \& 5.0 \& $0800-1015 / \mathrm{MR}$ <br>
C02 \& 5.0 \& 0600 <br>
\hline
\end{tabular} $\begin{array}{lll}\text { CO2 } & 5.0 & 0600-0815 / \mathrm{MW} \\ \text { CO1 } & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 / T \\ \text { C01 } \\ \text { VAR HRS ARP }\end{array}$ C01 $5.0 \quad 0330-0545 / \mathrm{MR}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0330-0545 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0800-1015 / T F \\ \text { CO1 } & \text { VAR } & 0900-0100 / W\end{array}$ CO1 VAR 0900-0100/W C01 VAR

C01
VAR
$0900-0100 / W$ CO1 VAR $0900-0100 / \mathrm{W}$ C01 5.0 0900-1245/W CO1 VAR HRS ARR C01 $5.0 \quad 0800-1015 / \mathrm{MR}$

C01 $5.0 \quad 1030-1245 / \mathrm{MR}$ C01 $5.0 \quad 0600-0815 / \mathrm{MW}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{TF} \\ \text { C01 } & 5.0 & 0330-5545 / \mathrm{MR}\end{array}$ $\begin{array}{ccc}\text { C01 } & 5.0 & 0330-0545 / M R \\ \text { C01 } & 5.0 & 0100-0315 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0100-0315 / \mathrm{MR} \\ \mathrm{CO} & 5.0 & 0830-1005 / \mathrm{TR}\end{array}$ $\begin{array}{lll}\mathrm{CO2} & 5.0 & 0830-1095 / \mathrm{TR} \\ \mathrm{CO1} & 5.0 & 0330-0545 / \mathrm{TF}\end{array}$ $\begin{array}{ccc}\text { CO1 } & 5.0 & 0330-0545 / \mathrm{TF} \\ \text { CO1 } & 6.0 & 1030-1245 / \mathrm{M}\end{array}$ $\begin{array}{llll}\text { L52 } & 0.0 & 0800-1200 / R\end{array}$ $\begin{array}{lll} & 51 & 0.0 \\ 0.000-0500 / T\end{array}$

CO2 $6.0 \quad 0600-0815 / \mathrm{M}$
$\begin{array}{lll}\text { L53 } & 0.0 & 0600-1000 / \mathrm{T} \\ & & 5400-1000 / \mathrm{R}\end{array}$
CO1 $5.0 \quad 0600-0815 / \mathrm{TR}$

CO1 $5.0 \quad 0330-0545 / \mathrm{TF}$ C02 5.0 $\begin{array}{lll}\text { C01 } & 5.0 & 080-1015 / \mathrm{MR} \\ \text { C01 } & 5.0 & 0830-1045 / \mathrm{MW}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0830-1045 / \mathrm{MW} \\ \text { C01 } & 5.0 & 0830-1045 / \mathrm{MW}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0830-1045 / \mathrm{MW} \\ \text { C01 } & 5.0 & 0800-1015 / \mathrm{TF} \\ \text { C02 } & 5 . & 0800-015 / \mathrm{MW}\end{array}$ $\begin{array}{lll}\text { C02 } & 5.0 & 0600-0815 / \mathrm{MW} \\ \text { C01 } & 6.0 & 0100-0315 / \mathrm{MR}\end{array}$

L51 0.0 HRS ARR $\begin{array}{llll}\text { C01 } & 5.0 & 1030-1245 / T \mathrm{~T}\end{array}$ CO1 $6.0 \quad 0600-0815 / \mathrm{M}$
$\begin{array}{lll}51 & 0.0 & 0600-1000 / T\end{array}$ $\begin{array}{lll}L 52 & 0.0 & 0600-1000 / R\end{array}$ CO1 $5.0 \quad 0100-0315 / \mathrm{MP}$ CO1 $6.0 \quad 1030-1245 / \mathrm{M}$ L51 0.0 0800-1200/T $\begin{array}{llll}\text { L52 } & 0.0 & 0100-0500 / R \\ \text { C01 } & 50 & 1030-1245 / R\end{array}$ CO1 $5.0 \quad 0800-1015 / \mathrm{MW}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 0330-0545 / \mathrm{MR}\end{array}$ C01 5.0 0600-0815/TR CO1 $5.0 \quad$ 1030-1245/TF CO1 VAR HRS ARR
C01 $5.0 \quad 0600-0815 / \mathrm{MW}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0100-0315 / T \mathrm{~T}\end{array}$ $\begin{array}{llll}\text { L52 } & 0.0 & 0800-1200 / F\end{array}$ $\begin{array}{lll}L 52 & 0.0 & 0800-1200 / \mathrm{F} \\ \text { L51 } & 0.0 & 0100-0500 / \mathrm{R}\end{array}$ CO1 VAR HRS ARR C01 VAR HRS ARR

FLANDERS
FLANDERS
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DUNN

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GIRDEN
PARKER J

Parker J
PARKER

GONZALEZ
MORAN
MORAN

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SOC 461 SOCIAL STRATIFICATION SOC 472 ROLE OF WOMEN CONT SC SOC 571 MAN SOCIETY AND TECH SOC 591 DIRECT INDIVID STUDY

SOC 592 COMM ACAD EXPERIENCE
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THE 315 VOCAL TECHNIQUES THE MAJORS ONLY THE 317 ACTING
THE 325 DIRECTING
THE 328 CHLDREN'S THEATRE
PERM OF INSTR REQ
THE 517 ACTING
THE 517 ACTING
PHE 532 STAGE COSTUMTNG
THE 545 THEATRE DESIGN
PERM OF INSTR REQ
THE 565 PLAYWRITING
PERM OF INSTR REQ
THE 585 PERFORMANCE PRODUCT
THE 595 RESEARCH
PERM OF INSTR REQ

| CO1 | 5.0 | 0830-1045/TR | LEVINE B |
| :---: | :---: | :---: | :---: |
| CO1 | 5.0 | 0600-0815/TR | LEVINE B |
| CO1 | 5.0 | 0330-0545/MR | RIZZO A |
| CO1 | 5.0 | 1030-1245/MR | SILEDN |
| C01 | VAR | HRS ARR | SILEDN |
| C04 | VAR | HRS ARR | LEVINE B |
| C05 | VAR | HRS ARR | OSBORNE W |
| CO6 | VAR | HRS ARR | REID J |
| C08 | 5.0 | 0100-0315/W | RaNDH |
| CO1 | 5.0 | 0800-0900/MTWRF | ORLANDO |
| CO1 | 5.0 | 0915-1015/MTWRF | ORLANDO |
| CO1 | 2.0 | 1030-1245/MR | McElfresh |
| CO1 | 5.0 | 0100-0315/TF | HELMING |
| CO1 | 5.0 | 1030-1245/TF | GIBERSON |
| CO1 | 5.0 | 0100-0545/W | HELMING |
| C01 | 5.0 | 0100-0315/MR | HELMING |
| C01 | 5.0 | 0330-0545/MR | ANTRIM |
| CO1 | 5.0 | 1030-1245/MR | TWYMAN |
| CO1 | 5.0 | 0330-0545/TF |  |
| CO1 | 5.0 | HRS ARR | TWYMAN |
| CO1 | VAR | HRS ARR | GIBERSON |
| CO1 | VAR | HAR ARR | GIBERSON |

SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES
CORE


FIN 693 INDEPENDENT STUDY FIN 695 MASTERS PROJECT FIN 697 SPECIAL TOPICS

CO1 VAR HRS ARR CO1 5.0 HRS ARR

INSURANCE
INS 406 PROP \& LIABILITY IN INS 497
LAW

LAW 401 LEGAL ENVIR OF BUS
LAW 402 LEGAL ASPECTS OF MGT
MANAGEMENT
MAN 410 PRIN OPER RESEARCH
MAN 420 SIMULATION MGT SYYTEM
MAN 422 INFO SYSTEMS DEVELOP
MAN 430 OPER PLAN AND CONTROL
MAN 451 INTL MANAGEMENT
MAN 453 ORGANIZATENAL THEORY
MAN 454 INDUSTRIAL RELATIONS
MAN 456 BEHAV SCIENCE IN MGT
MAN 457 PERSONNEL MANAGEMENT
MAN 461 INTERGRP REL IN ORGS
MAN 493 INDEPENDENT STUDY
MAN 514 HEALTH CARE SYSTEMS
MAN 515 HEALTH PLAN TECHNIQUE
MAN 517 HUMAN RES MGT HTH FAC
MAN 551 ANAL OF INFO REQUIRE
MAN 620 SIMULATION MGT SCIENC
MAN 621 INFO REQUIRE ANALYSIS
MAN 644 PERSNLSELECT \& PLACE
MAN 661 GRP PROCESSES INORGS
MAN 683 THE HEALTH ENVIRON
MAN 693 HOSP ORG AND ADMIN
MAN 695 INDUSTRY PROJECT

MARKETING
MAR 404 INTER MARKETING MGT
MAR 405 FUNCTION RETALL \& WHS MAR 408 INTERNATL MARKETING MAR 410 CONSUMER BEHAVIOR MAR 411 INTRO TO MKTG RESRCH MAR 497 SPECIAL TOPICS MAR 610 CONSUMER BEHAVIOR
MAR 612 MARKETING RESE PUBLIC ADMINISTRATION
PAD 321 ADM \& LEGIS PROCESS PAD 404 CONCEPTS \& ISS IN PA
PAD 518 ADMIN ROLEOF WOMEN PAD 525 PUB INT \& PUB TRUST PAD 550 V AL UES \& TECHNOLOGY PAD 616 DEVELOPMENT ADMIN PAD 631 SOC CLIENT SYSM \& CTS PAD 678 ORG CHG IN MOD SOC PAD 679 POLICY ANAL \& ADM PRO REAL ESTATE

RES 390 INTRO TO REAL ESTATE RES 509 REAL ESTATE INVESTMT

RES 672 INDUST REAL ESTATE II RES 685 SEM IN R E FINANCE
RES 686 SEM IN REVALUATION

TRANSPORTATION
TRA 409 PRIN TRANS LOGISTICS TRA 410 RATE MAKING TRA 497 SPECIAL TOPICS URBAN PLANNING
URB 497 SPECLAL TOPICS
URB 511 URB LAND PLAN $\&$ USE
URB 697 SPECLAL TOPICS
GRADUATE
MBA 607 QUAN METHODS MBA 616 ORG \& INTERNL ENVIR MBA 625 MANG DECISION MAKING MBA 635 FINANCIAL MANAGEMENT MBA 697 SPECLAL TOPICS MBA 699 POLICY ANALYSIS

SCHOOL OF EDUCATION
EDU 305 SCHOOLING IN AMER
EDU 311 GENERAL TEACHING I
EDU 312 GEN TCH LAB II

EDU 406 SPEC TCH LAB MUSIC
EDU 506 ANAL YSIS OF TEACHING
EDU 507 ANAL APPLIC ED RES
EDU 514 LATIN AMERICAN EDUC
EDU 595 INDEPENDENT STUDY
EDU 605 RES METH ED
EDU 616 METHOD OF MUSIC TCHG
ADULT ED
ADU
EAD 508 ORG ADM ADULT ED
EAD 509 ADULT TCHG \& LEARNING
EAD 595 INDP STUDY ADULT ED
EAD 596 SUPV FIELD EXP ADULT ED
$\begin{array}{ccc}\text { CO2 } & 5.0 & 0830-1035 / \mathrm{TR} \\ \mathbf{5 . 0} & 0100-0315 / \mathrm{MR}\end{array}$ CO1 5.0 0600-0815/MW

ERICKSON
ERICKSON

| COI | 5.0 | 0600-0815/TR | MEREDITH |
| :---: | :---: | :---: | :---: |
| CO1 | 5.0 | 0830-1045/TR | HEBERT |
| CO1 | 5.0 | 0830-1045/MW | SILBEY |
| CO1 | 5.0 | 0830-1045/TR | HERNANDEZ |
| CO1 | 5.0 | 1030-1245/TR | NELSON |
| CO1 | 5.0 | 0600-0815/TR | BUTKOVICH |
| CO1 | 5.0 | 0830-1045/TR | REMINGTON |
| CO1 | 5.0 | 0100-0315/MR | BUTKOVICH |
| CO1 | 5.0 | 1030-1245/MR | DESSLER'DEHAAN |
| C01 | 5.0 | 0600-0815/MW | SHAKOOR |
| CO1 | VAR | 0600-0815/MW | ALTMAN |
| C01 | 5.0 | 0800-1245/W | MUISE |
| CO1 | 5.0 | 0500-1045/M | SHELTON |
| C01 | 5.0 | 0600-1045/T |  |
| C01 | 5.0 | 0600-1045/R | RAGGART |
| CO1 | 5.0 | 0830-1045/TR | HEBERT |
| CO1 | 5.0 | 0600-1045/R | TAGGART |
| CO1 | 5.0 | 0600-0815/MW | DORSETT |
| C01 | 5.0 | 0830-1045/MW | SHAKOOR |
| CO1 | 5.0 | 0600-1045/R | SIMONS |
| CO1 | 5.0 | 0600-1045/T | PENN |
| CO1 |  | 0600-0815/TR |  |

CO1 $5.0 \quad 0830-1045 / \mathrm{TR}$
CO1 $5.0 \quad$ 0830-1045/TR
RUBIN

MEREDTTH
SILBEY
HERNANDEZ
BUTKOVICH
REMINGTON
DESSLER'DEHAAN
ALTMAN
MuISE

RAGGART
HEBERT
DORSETT
SIMONS
CO1 5.0 0600-1045/T

MARTIN
SEATON
SEATON
VOGEL
TAYLOR
VOGEL
TAYLOR

JUlian
CO1 $5.0 \quad 0600-1045 / \mathrm{R}$
CO1 $5.0 \quad 0600-104$
TANNER
DEHAAN
PATKA
TANNER/MENDELL
SUTIJA
JULIAN
DEHAAN
KLEIN

| CO1 | 5.0 | $1030-1245 / \mathrm{MR}$ | ROBERTSON |
| :--- | :--- | :--- | :--- |
| CO1 | 5.0 | $1030-1245 / \mathrm{MR}$ | BEATON |
| CO2 | 5.0 | $0330-0545 / \mathrm{MR}$ | BEATON |
| CO1 | 5.0 | $0830-1045 / \mathrm{MW}$ | THOMAS |
| CO1 | 5.0 | $0600-0815 / \mathrm{MW}$ | SMITH |
| CO1 | 5.0 | $0330-0545 / \mathrm{MR}$ |  |

C01 5.0 0600-0815/MW CO1 $5.0 \quad 0830-1045 / \mathrm{MW}$ C01 VAR $1030-1245 / \mathrm{MR}$

C01 VAR 1030-1245/TF
C01 5.0 0830-1045/TR
GEIGER

C01 $5.0 \quad 0830-1045 / \mathrm{TR}$
LUYTJE
PARKER
HALLBAUER
WELCH
CAPITMAN

SCHMITT
CO1 $5.0 \quad 0800-1015 / \mathrm{MR}$

| C02 | 5.0 | 0800-1015/TF | MARTINEZ |
| :---: | :---: | :---: | :---: |
| CO3 | 5.0 | 1030-1245/TF |  |
| CO4 | 5.0 | 0100-0315/MR |  |
| C05 | 5.0 | 0830-1045/MW |  |
| CO1 | 5.0 | 0800-1015/MR |  |
| CO2 | 5.0 | 0800-1015/TF | FARRELL |
| CO3 | 5.0 | 1030-1245/MR | PELL |
| CO4 | 5.0 | 0600-0815/MW |  |
| C01 | 5.0 | 0800-1015/MR |  |
| CO2 | 5.0 | 0800-1015/TF | Hartman |
| CO3 | 5.0 | 1030-1245/MR | GRANDCHAMP |
| CO4 | 5.0 | 1030-1245/TF | KAMPSNIDER |
| C05 | 5.0 | 0330-0545/MR | GALLAGHER |
| C06 | 5.0 | 0600-0815/MW |  |
| C07 | 5.0 | 0600-0815/TR |  |
| CO1 | 5.0 | 1030-1245/MR | TESTA |
| CO1 | 4.0 | 0600-1000/R | PELL |
| C01 | 4.0 | 0600-1000/T | GAY |
| CO1 | 4.0 | 0600-1000/W | FARRELL |
| C01 | VAR | HRS ARR | OLIVA |
| C01 | 5.0 | 0600-1045/W | GAY |
| CO1 | 4.0 | 0600-1000/T | TESTA |

C01 $4.0 \quad 0600-1000 / \mathrm{M}$
divita
dIVITA
DIVITA

## CHILDHOOD ED

ECE 501 EARL,Y CHILD ED PROG ECE 502 CUR INSTR EARLY CHHD
ECE 595 IND ST EARLY CHILD ECE 606 ED PROG YOUNG CHILD EEL 306 AESTHETIC EXPER CHIID

EEL 307 HEALTH PYS ED CHILD
EEL 401 COMMUNICATION SKILLS I
EEL 402 COMMUNICAT SKILLS II
EEL 405 SP TCH LAB: ART K-6
EEL 411 DEV ATTTT SKILL INQI
EEL 412 DEV ATTTT SKILL INQ II
EEL 425 STUDENT TEACHING
EEL. 502 PROGRAM REMEDIAL READ
EEL 595 INDIV STUDY ELEM ED
EEL 606 ED PROG OLDER CHILD EELL 608 INSTR LANG ART
EEIL 615 INSTRUCT IN MAT
EDUCATIONAL ADM

EDA 608 SUPERVISION IN ED

EDA 609 CUR DEV AND EVAL
EDA 615 CUR IMP PROG URB SCH
EDA 617 EMERG DES SCH ORG ST EDA 695 SUPER FIELD EXP
EDA 698 IND ST SCH ADM SUP

| C01 | 5.0 | 0600-0815/TR |
| :---: | :---: | :---: |
| C01 | 5.0 | 0330-0545/MR |
| C01 | VAR | HRS ARR |
| C01 | 4.0 | 0600-1000/W |
| C01 | VAR | 0800-1015/MR |
| C02 | VAR | 1030-1245/TF |
| C01 | 5.0 | 0800-1015/MR |
| C02 | 5.0 | 0100-0315/TF. |
| C01 | 5.0 | 0800-1015/MR |
| CO2 | 5.0 | 0100-0315/MR |
| CO2 | 5.0 | 1030-1245/MR |
| COI | 5.0 | 0100-0315/MR |
| CO1 | 5.0 | 0330-0545/MR |
| C01 | 5.0 | 0800-1015/MR |
| CO2 | 5.0 | 0500-0815/TR |
| C01 | 5.0 | 1030-1245/MR |
| CO2 | 5.0 | 0600-0815/MW |
| CO1 | 15.0 | HRS ARR |
| CO1 | 5.0 | 0330-0545/MR |
| CO1 | VAR | HRS ARR |
| CO1 | 4.0 | 0600-1000/M |
| C01 | 4.0 | 0600-1000/T |
| CO1 | 4.0 | 0600-1000/R |


| CO1 | 4.0 | $0600-1000 / \mathrm{M}$ |
| :--- | :--- | :--- |
| CO2 | 4.0 | $0600-1000 / \mathrm{T}$ |
| C03 | 4.0 | $0600-1000 / \mathrm{W}$ |
| CO1 | 4.0 | $0600-1000 / \mathrm{M}$ |
| C01 | 4.0 | $060-1000 / \mathrm{T}$ |
| CO2 | 4.0 | $0600-1000 / \mathrm{R}$ |
| C01 | 4.0 | $0600-1000 / \mathrm{W}$ |
| C01 | VAR | HRS ARR |
| C01 | VAR | HRS ARR |

HEALTH \& PHYSICAL ED
HED 408 SCH PROG HEALTH ED HED 409 SCH HEALTH SER HED 410 DRUG EDUCATION HED 413 INDEPENDENT STUDY HED 425 STUDENT TEACHING HED 505 CURRENT CONCEPT COM H HED 595 INDEPENDENT STUDY HED 695 SUP FIEID EXP PHE 308 SOCLO-PSY PERS OF PE

PHE 309 ADAPTED PE
PHE 407 COACH TEAMSPTS
PHE 412 RHYTHMS AND DANCE PHE 416 ATHLETIC TRAINING PHE 425 STUDENT TEACHING

PHE 505 CREAT WORKSHOP PHY ED PHE 507 CUR DEV IN PHY ED PHE 695 SUP FIELD EXP PRM 307 CARE \& MAINT OF GRDS PRM 425 INTERNSHIP

HOME ECONOMICS
CSN 373 INTERIOR DESIGN DIN 15 FOOD AND NUTURITION DIN 415 FOOD \& NUTRTTION SERV HEE 305 HOME EC EDUC PLAN HEE 406 SPECIAL TEACHING LAB
HEE 505 VOC HOME EC PROGRAMS HHE 401 CHILD DEVELOPMENT TEY 330 HOUSING AND CUTURE TEY 335 BASIC CLOTHING CONST $\begin{array}{lll}\text { C01 } & 5.0 & 1030-1245 / M R \\ \text { C01 } & 5.0 & 0800-1015 / M R \\ \text { C01 } & 5.0 & 0600-1045 / W\end{array}$ C01 VAR HRS ARR C01 15.0 HRS ARR $\begin{array}{lll}\text { C01 } & 4.0 & 0600-1009 / \mathrm{M} \\ \text { C01 } & 4.0 & 0600-1009 / R\end{array}$ C01 4.0 0600-1000/R CO1 VAR HRS ARR
C01 VAR HRS ARR $\begin{array}{lll}\text { CO1 } & \text { VAR HRS ARR } \\ \text { C01 } & 5.0 & 0800-1015 / M R\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0800-1015 / M R \\ \text { C02 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO2 } & 5.0 & 1030-1245 / \mathrm{MR} \\ \mathrm{CO1} & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ $\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{TF} \\ \text { CO2 } & 5.0 & 1030-1245 / \mathrm{MR}\end{array}$ C01 5.0 HRS ARR $\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{MR} \\ \text { C01 } & 5.0 & 1030-1245 / \mathrm{TF}\end{array}$ CO1 15.0 HRS ARR $\begin{array}{lll}\text { CO1 } & 5.0 & \text { 0800-1015/TF } \\ \text { CO2 } & 5.0 & 0600-105 / \mathrm{W}\end{array}$ CO2 5.0 0600-1045/W $\begin{array}{lll}\text { CO1 } & 4.0 & 0600-1000 / \mathrm{R} \\ \text { C01 } & 4.0 & 0600-1000 / T\end{array}$ CO1 4.0 0600-1000/T CO1 VAR HRS ARR
C01 VAR HRS ARR CO1 5.0 0800-1015/MR 015.0 0800-1015/TF

| CO1 | 3.0 | $0100-0220 / \mathrm{MR}$ |
| :--- | :--- | :--- |
| CO1 | 5.0 | $1030-1245 / \mathrm{MR}$ |
| CO1 | 3.0 | $0600-0900 / \mathrm{W}$ |
| C01 | 5.0 | $0100-055 / \mathrm{T}$ |
| C01 | 5.0 | $0800-1015 / \mathrm{TW}$ |
| C01 | 5.0 | HRS ARR |
| CO1 | 4.0 | $0600-1000 / \mathrm{T}$ |
| C01 | 5.0 | $1030-1255 / \mathrm{TW}$ |
| CO1 | 3.0 | $0800-1030 / \mathrm{S}$ |
| C01 | 5.0 | $0100-0545 / \mathrm{T}$ |
|  |  | $0100-0315 / \mathrm{F}$ |

PUPIL SERVICES
PPS 507 HUMAN INTERACTION I
PPS 601 COUNSEL BEHAV CHANG I
PPS 602 COUNSEL BEHAV CHAN II
PPS 611 HUMAN NTERACT II PPS 611 HUMAN INTERACT II
PPS 621 ASSESS BEHAV I
PPS 62 ASSES BEHAV II
PPS 626 RESEARCH PUP PERS SER
PPS 695 SUP FIELD EXPER
PPS 696 SEM PUP PER SER
PPS 698 IND STDY PUP PERS SER

## SECONDARY ED

EDS 405 SPEC TEACH LAB ENG
EDS 406 SPEC TEACH LAB MATH
EDS 407 SPEC TCH LAB MOD LANG
EDS 409 SPEC TCH LAB SOC STUD
EDS 416 SPEC TCH LAB ART
EDS 425 STUDENT TEACHING
EDS 595 INDIVIDUAL STUDY
EDS 606 TCH READ SEC SCH
EDS 607 TCH LIT SEC SCh
EDS 608 COMM NONPRINT MEDIA
EDS 609 TCH MATH SEC SCH
EDS 617 TCH BIO SCI SEC SCH
EDS 625 SEC SCH CURR
EDS 626 TCH MDN GRAM AND USAG

## SPECIAL ED

EEC 306 PSY-ED PROB EXC CHILD EEC 307 ACAD SKILL EXC CHD I

EEC 309 INTR LAN DEV COMM DIS EEC 425 STUDENT TEACHING
$\begin{array}{lll}\text { C01 } & 5.0 & 0330-0545 / \mathrm{MR}\end{array}$ 5.0 0600-0815/TR CO1 $5.0 \quad 0100-0315 / \mathrm{TF}$ C01 $5.00500-1045 / \mathrm{M}$ C01 $50.0600-1045 / \mathrm{W}$ C02 5.0 03300-0815/TR $\begin{array}{lll}\text { C01 } & 5.0 & 0600-1045 / \mathrm{T} \\ \text { C01 } & 5.0 & 0500-105 / \mathrm{W}\end{array}$ $\begin{array}{lll}\text { C01 } & 5.0 & 0600-1045 / \mathrm{M}\end{array}$

C01 10.0 HRS ARR $\begin{array}{lll}\text { Col } & \text { 10.0 } & \text { HRS ARR } \\ \text { 5.0 } & 0500-1045 / W\end{array}$ CO1 5.0 HRS ARR $\begin{array}{lll}\text { CO2 } & \text { 5.0 HRS ARR } \\ \text { CO3 } \\ \text { 5.0 HRS ARR }\end{array}$ CO4 5.0 HRS ARR
$015.0 \quad 1030-1245 / \mathrm{TF}$ CO1 $5.0 \quad$ 1030-1245/MR O1 5.0 0330-0545/MR $\begin{array}{llll}\text { CO1 } & 5.0 & 1030-1245 / \mathrm{TF} \\ \text { CO1 } & 5.0 & 0100-0315 / \mathrm{MP}\end{array}$ $\begin{array}{lll}\text { CO1 } & 15.0 \quad 0600-0815 / \mathrm{T}\end{array}$ CO1 VAR HRS ARR CO1 4.0 0600-1000/T C01 4.0 0600-1000/T $\begin{array}{lll}\text { CO1 } & 4.0 & 0600-1000 / \mathrm{T} \\ \text { CO1 } & 4.0 & 0600-1000 / \mathrm{W}\end{array}$ CO1 $4.0 \quad 0600-1000 / \mathrm{M}$ CO1 $4.0 \quad 0600-1000 / \mathrm{R}$ 014.0 0600-1000/T CO1 4.0 0600-1000/T

C01 $5.0 \quad 0600-1045 / \mathrm{M}$ $\begin{array}{ccc}\text { CO1 } & 5.0 & 0880-1015 / \mathrm{TF} \\ \text { CO2 } & 5.0 & 0800-1015 / \mathrm{MR}\end{array}$ $\begin{array}{lll}\text { CO4 } & 5.0 & 50000-1015 / \mathrm{MR} \\ 0100-0315 / \mathrm{MR}\end{array}$ CO3 $5.0 \quad 0600-1045 / T$ CO1 $5.0 \quad 0600-1045 / \mathrm{T}$

BENNETT MERCHANT

BENNETT BENNETT BENNETT BENNETT BENNETT BLEMING

## MYERS

MYERS
MYERS
LOPEZ
LOPEZ
SHAVE
CHADWICK
HUITEMA
BLUCKER
LOPEZ
BLUCKER
HARTMAN
FLEMING
HARTMAN
FLEMING
PERRY
PERRY
PERRY
MARGOLIN WAGNER/PENNINGTON PENNINGTON/WAGNER WONDERLING CHADWICK
GURUCHARRI URLIVAN

PENNINGTON

OVILLIS/CAMPBELL
REMBERT
EICHBACH
VIGILANTE

SPIVA
GRANDCHAMP

FAIN
LUTTERBIE
LUTTERBIE
OUIVA

## HELMKE <br> WILSON M LOUSTAUNAU J LOUSTAUNAU MORROW B MORROW B STAFF MILLIKEN E HELMKE SMITH

ANDERSON
KENNEDY
BLAKLEY
DORSETT ANDERSON

BLAKLEY ANDERSON
BLAKLEY ALAKLEY BLAKLEY KENNEDY
SMITH

SHOSTAK
McClintock PUCKER MUSGRAVE

SHOSTAK
McCLINTOCK
MARTINEZ

GAVILAN
CROCKER NATHANSON

| EEC 505 ED PLAN CHDLMNTL RETD | C02 | 10.0 | HRS | ARR |
| :---: | :---: | :---: | :---: | :---: |
|  | C01 | 5.0 | 0600-1 | 1045/R |
| EEC 506 ED PLAN CHD LRN DISAB | C01 | 5.0 | 0800-1 | 1015/MR |
| EEC 507 ED PLAN CHD BEHAV DIS | CO1 | 5.0 | 0330-0 | 0545/MR |
| EEC 511 BEHAV APP CLAS LRN I | CO1 | 5.0 | 1030-1 | 1245/MR |
| BEH APPRO CLASS LRN II | CO1 | 5.0 | 103a-1 | 1245/TF |
|  | CO2 | 5.0 | 0600-1 | 1045/M |
| EEC 595 INDSTDY SPECIAL ED | CO3 | 5.0 | 0600-1 | 1045/R |
|  | CO1 | 5.0 | HRS | ARR |
|  | CO2 | 5.0 | HRS | ARR |
|  | CO3 | 5.0 | HRS | ARR |
|  | CO4 | 5.0 | HRS | ARR |
|  | C05 | 5.0 | HRS | ARR |
|  | C06 | 5.0 | HRS A | ARR |
|  | C07 | 5.0 | HRS A | ARR |
|  | C08 | 5.0 | HRS A | ARR |
| EEC 606 CREAT PROB-SOLV SP ED | C01 | 5.0 | 0600-10 | 1045/M |
| DIAGNOSTIC TEACHING | C01 | 5.0 | 1030-12 | 1245/MR |
|  | C02 | 5.0 | 0600-10 | 1045/R |
| EEC 695 SUP FIELD EXP SPEC ED | C01 | VAR | HRS | S ARR |
| EEC 696 SEM SPEC ED | C01 |  | 0100-03 | 315/MR |

## VOCATIONAL \& TECHNICAL ED

EVO 406 SPEC TCH LAB EVO 425 STUDENT TEACHING EVO 504 INSR MEDIA VOC TCHG
EVO 506 TREND AND ISS VOC ED EVO 509 TECH ED IN AMER SOC EVO 515 INST PROCESS VOC-TECH EVO 517 SUP COORD VOC ED PROG

## SCHOOL OF TECHNOLOGY

| COM 320 FEATURE WRITINGCOM 321 INTERVIEWING TECH |  |
| :---: | :---: |
|  |  |
|  | COM 350 EDITING \& MAKE UP |
|  | COM 370 MED OF ELECT JOURNAL |
|  | COM 372 INTRO STUDIOGRAPHICS |
|  | CSN 300 SURVEYING |
|  | CSN 301 CONST MATERIALS |
|  | CSN 306 CONST METHODS \& EQUIP |
|  | CSN 321 MGMT OF CONST COSTS |
|  | CSN 332 LEGAL ASPCTS OF CNS |
|  | CSN 351 STATICS |
|  | CSN 353 DETERMSTRUC ANALYSIS |
|  | CSN 375 ARCH INNOV FOR CONST |
|  | CSN 395 INDEPENDENT STUDY |
|  | CSN 471 BASIC UTIL \& HOUSING |
|  | CSN 497 SPECIAL TOPICS |
|  | ENT 302 COMPUTER HDWR FUNDTL |
|  | ENT 314 ELESYSTEMS FOR CON |
|  | ENT 316 ADV ELECTRI |
| ENT 334 ELC PROCESS INSTRUMNTENT 351 DYNAMICS |  |
|  |  |
|  | ENT 360 MECH SYSTMS FOR CON |
|  | ENT 362 MECHANICAL DESIGN |
|  | ENT 363 AIR COND-REFRIG PRIN |
|  | ENT 397 SPECIAL TOPICS |
|  | ENT 495 TNDEPENDENT STUDY |
| EUS 302 TRAFFIC ENGIN TECH |  |
| EUS 330 WATER RESOURCES |  |
|  | EUS 351 AIR RESOURCES |
| EUS 400 URB LAND USE PLANNING |  |
|  | EUS 416 EVOL OF URB STTLEMENT |
| EUS 440 VECTOR \& PEST CONTROL |  |
|  | EUS 450 WSTEWATER PROCESSES I |
| EUS 495 INDEPENDENT STUDY |  |
|  | EUS 497 SPECIAL TOPICS |
| EUS 516 ENVIRONMENTAL PLANNING |  |
| ITE 301 SURVEY OF ELECTRONICS |  |
|  | ITE 323 METHOD IMPROVEMENT |
| ITE 350 OSHAI |  |
|  | ITE 371 INDUSTRIAL OPE |
| ITE 397 SPECIAL TOPICS |  |
| ITE 474 INDUSTRIAL SUPRVISION |  |
| ITE 495 INDEPENDENT STUDY |  |
| TEY 300 TECH \& FUTURE SOCIETY |  |
|  | TEY 301 CREATIVITY AND YOU |
| TEY 304 ENG DRAFT COMMUNATION |  |
| TEY 306 MANUFACTURING TECH |  |
| TEY 336 FASHIONS \& CULTURE |  |
|  | TEY 350 IND FIN DECISIONS I |
| TEY 370 INTR ENV \& URBSYSTMS |  |
| TEY 395 INDEPENDENT STUDY |  |
| TEY 408 PHOTOGRAPHICS |  |
|  |  |

$\begin{array}{lll}\text { CO1 } & 5.0 & 1030-1245 \\ \text { COR }\end{array}$
$\begin{array}{lll}\text { CO1 } & 3.0 & 0830-1130 \mathrm{~W} \\ \text { CO1 } & 50 & 0830-105 \mathrm{TR}\end{array}$
$\begin{array}{lll}\text { C01 } & 5.0 & 0830-1045 \mathrm{TR} \\ \text { C01 } & 5.0 & 0800-1245 \mathrm{~S}\end{array}$
$\begin{array}{lll}\text { CO1 } & 5.0 & 0800-1245 \mathrm{~S} \\ \text { CO1 } & 5.0 & 0600-1045 \mathrm{~W}\end{array}$
$\begin{array}{lll}\text { C01 } & 5.0 & 0600-1045 \mathrm{~W} \\ \text { CO1 } & 5.0 & 0330-0545 \mathrm{MR}\end{array}$
$\begin{array}{lll}\text { C01 } & 3.0 & 0330-0545 \\ \text { 1030-1150 MR }\end{array}$
C01 3.0 0800-0920/MW
$\begin{array}{lll}\text { C01 } & 3.0 & 0730-0850 \mathrm{TR}\end{array}$
$\begin{array}{lll}\text { C01 } & 3.0 & 6600-0720 \mathrm{TR} \\ \text { C01 } & 3.0 & 0600-0720 / \mathrm{MW}\end{array}$
$\begin{array}{lll}\text { C01 } & 3.0 & 0600-0720 / \mathrm{MW} \\ \text { C01 } & 3.0 & 1030-1150 \mathrm{TF}\end{array}$
CO1 5.0 0330-0545 TF
CO1 VAR HRSARR
CO1 3.0 1030-1150 TF
CO1 VAR HRS ARR
C01 VAR HRS ARR
$\begin{array}{lll}\text { C01 } & 5.0 & 1030-1245 \mathrm{TF} \\ \mathrm{CO} & 5.0 & 0600-0815 \mathrm{MW}\end{array}$
$\begin{array}{llll}\text { C02 } & 5.0 & 0600-0815 \mathrm{MW} \\ \text { C01 } & 3.0 & 0900-1050 \mathrm{TR}\end{array}$
$\begin{array}{lll}\text { C01 } & 3.0 & 0900-1050 \mathrm{TR} \\ \mathrm{CO} & 5.0 & 0600-0815 \mathrm{MW}\end{array}$
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DIETETICS AND NUTRITION

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## HEALTH SCIENCE



NURSING

| NUR 440 INDIVIDUAL STUDY | CO2 | 5.0 | $0600-1045 / \mathrm{M}$ |
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|  | CO4 | 5.0 | $1030-1245 \mathrm{M}$ |
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|  | CO3 | 5.0 | $0600-1045 \mathrm{~W}$ |
| NUR 450 ADV CLINICAL CONCEPTS | CO1 | 10.0 | $0800-12455$ |
|  | CO2 | 10.0 | $0800-125 / \mathrm{T}$ |
| NUR 460 COMMUNITY HEALTH NURS | CO1 | 10.0 | $0800-1245 / \mathrm{T}$ |

## OCCUPATIONAL/PHYSICAL THERAPY

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PHT 312 MUSCLESKELETAL EVAL
PHT 315 THERAPEUTIC EXERC I

PHT 320 CLINICAL CLERKSHIP I

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SOW 305 DYN HUM BEHAV SOC ENV
SOW 306 SELF-AWARE MODIF SERV

SOW 306 SELF-AWARE MODIF SERV SOW 307 SOC WORK PRACT SKILL
SOW 308 FIELD EXPERIENCE I SOW 401 FOMMUNITY RESEARCH SOW 407 SOC WRK PRCT SKLL II SOW 419 FIELD EXPERIENCE II SOW 429 SENIOR PROJECT

CO1 VAR 1030-1245 TF $\begin{array}{lll}\text { C01 } & 5.0 & 0100-0315 \mathrm{TF} \\ \text { C01 } & 2.0 & 1030-1200 ~\end{array}$ $\begin{array}{ccc}2.0 & 1030-1200 \mathrm{MR}\end{array}$ C01 $4.0 \quad 0800-0925 \mathrm{TF}$ | CO | 4.0 | $0930-1055 \mathrm{TF}$ |
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Thursday, Nov. 1, 1973, The Good Times - 11

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| CO3 | 5.0 0600-0815/MW | CONRADE/LIVENTO |
| C01 | $5.0 \quad 0800-1015 / \mathrm{TF}$ | ILVENTO/CONRADE |
| CO 2 | 5.0 0100-0315/MR | CONRADE/ILVENTO |
| CO3 | 5.0 0600-0815/TR | ILVENTO/CONRACE |
| C01 | 5.0 0600-0815/MW | BURRITTM |
| COI | 5.0 0800-1245/M | PRENTISS B |
| C02 | 5.0 0800-1245/W | PRENTISS B |
| C03 | $5.0 \quad 0600-1045 / \mathrm{W}$ | PRENTISS B |
| C01 | 5.0 0100-0230/W | MORGAN W |
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| CO1 | VAR HRS ARR | MARSHALL A |
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| COI | 5.0 0600-0815/MW | HUSE R |
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| C01 | 5.0 HRS ARR | DARBY P |
| CO1 | 5.0 HRS ARR | DARBY P |

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## Library uses people

## By MAURA KAUFMAN

Staff Writer
You're leaving the library - innocent and in a hurry. A scholarly looking gentleman asks you to step over to a desk.

Your briefcase continues forward, banging into the back of an attractive blonde who turns to give you a slap for being fresh.

You embarrassedly place the briefcase on the table and turn to apologize.

Your gaze turns back to the gentleman - he's opened your briefcase and is inspecting the contents.

After you get over the shock of this attack on your personal property, you realize what's happened. You've run into the library security system at Florida International University.

## A people system.

The system was initiated this quarter because "a large number of books have turned up missing.

Before this quarter access to the elevators on the ground floor was not divided from the library area and students were not formally checked when using the elevators.
"We are trying to minimize materials lost," Margaret Cubberly the librarian in charge of circulation, said. "There is no 100 percent effective system."

The idea here, she said, is to channel "people through just a few exits and place bodies at those exits."

Why not electronically controlled books - a system similar to the one incorporated at the Miami-Dade Community College libraries. The books are all implanted with metalic plates which lock turnstiles that all students must pass through to leave the library. A de-sensitizing surface temporarly neutralizes the book if it is checked out.
"At this time to try to start again with the electronic system would be prohibitively expensive," Ms. Cubberly said.

Currently, three security guards have been retained, one full time and two part time, to patrol the two exits.
"Most people are helpful," Richard Astor, one of the guards, said. "I haven't caught anyone. I like to think of my self as preventive medicine.

Most people aren't stopped, as an FIU library book has the University stamp on three sides. It is easily spotted, the guards claim.

Does the system work though?


The human potential movement has produced a great variety of alternative approaches for allowing people to grow, to discover their own potential, to become more self-actualizing, to experience life more fully.

There are those who are skilled in the art and science of presenting these alternatives so that you can proceed on that fantastic trip of self-discovery.
There are those of you that are tired of standing still; who are tired of being lone$1 y$, depressed and miserable; those who are ready for that trip.

We are convinced that there are many of you who value growing and becoming over merely existing. We welcome you and look forward to experiencing you as we all grow together.

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## to combat theft

While results of the book audit for the quarter won t be known for some time, results can be determined in other ways.
'It's probably necessary,"' Mike Sims, an economics major said. reflecting as many students do that sometimes a little inconvenience is bothersome.

Some students support using the electronic method, with collective opinions that "the system will be less costly in the long run than hiring security guards at today's wages "s says Mark Blum, a senior educations major
"I resent having my personal effects searched for no good reason," Blum said. "It implies that I might steal something if these people weren't there.

A University of Florida transfer, Scott Jay said it's a necessary evil, while others tend to be more antagonistic if they are delayed.

This is another symptom of the general malady of the horrendous understaffing of the library," complained Bill Schweikert, chief reserve clerk. "Only at the opening of the second year were exit control clerks even hired.

Without any other plan in sight, the library guards will just continue to keep a watchful eye over the "forgetful" student.

Nixon impeachment

## needs credibility

## By SETH GORDON <br> Columnist

There are some people in congress. most notably Bella Abzug and Donald Riegle, who have wanted to impeach President Nixon ever since that nippy day in Washington in 1969 when he raised his right hand and promised Chief Justice Earl Warren that he would enforce and uphold the Constitution of the United States (I know that sounds kind of funny now. but we were all more innocent in those days
Now I am certainly not the one to cast aspersions on professional Nixon-haters. Anyone who knows me, can sense that I view Nixon-hating as one of man's highest callings. There are few acts common to evil men that are, in my somewhat jaundiced opinion. beyond the sceope of Nixon's potential

Yet I do believe that if any credible impeachment movement is to catch on in Congress, someone is going to have to round up the Abzug's and the Riegle's and the Reid's and other assorted chronic malcontents and pack them off on an extended fishing trip to the Yukon (although I'm not sure the Candian immigrations would accept them).

Nothing personal intended by this, but the impeachment move, i there will in fact been impeachment move (and if there isn't maybe you ought to take a hard look at your Congressman's next reelection effort) really should be led by some men and women to whom such an action would be something other than a Pavlovian response

Dante Fascell would be credible in such a roll. As would Charles Bennett or Edward Bolling or John B. Anderson or Wilbur Mills. Or any other of a couple hundred other Congressmen and Congresswomen.

But. please. spare me the spectacle of Herman Badillo all puffed up with righteous indignation screaming for the spreading of Presidential blood over the length and breadth of Pennsylvania Avenue.

Old age isn t so bad." according to Maurice Chevalier. "Once you consider the alternatives.

Pretty profound thought, and, I'll be willing to wager, one tha occurred to ex-Prince Spiro in the moments immediately preceding his ignominious resignation and felony conviction for ripping off the tax man.

Loss of honor ain't so bad when vou got nothin' to lose

Ever been asked to write a letter of recommendation for someone? If you have you will know what I am speaking of when I say that it can be the most tormenting chore in the world

For example, you have a secretary . . . a good kid personality .. good figure even . . . everyone loves her. But you wouldn't trust her to go to the bathroom by herself or she d probably flood the place.

An absolute klutz!
So, you finally have to let her go and she asks for a letter of recommendation

You swallow the initial urge to tell the truth. After all, she has tried, hasn't she. And she is such a sweet person that you just can't bring yourself to say nasty things about her

So you lie.
Efficient, you say. competent, then you add resourceful and innovative as well as clever

Some poor slob takes your word for it and hires her. In three weeks the business is bankrupt.

Bad choice of jobs for the girl?
No. an investigation reveals that she cost him eight of his 10 most important clients, lost three irreplaceable contracts from the files and spilled coffee on the prospective client that could have moved vour income tax bracket up three notches

So he fires her
She asks for a letter of recommendation and because she is such a sweet person

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## 14-The Good Times, Thursday, Nov. 1, 1973

## Play opens tomorrow

## By TIMM SAVAGE

Staff Writer
"The New York Post" once wrote: "The play possesses a beguiling quality of sustaining innocence and blessed derangement." Perhaps this is why Joanna Helming, newest member of the drama department at Florida International University, chose to present this comedy by William Saroyan - the play "The Beautiful People."

Ms. Helming, who in 1969 was resident director and co-founder of the Red Balloon Players in Memphis and instructor and associate the Red Balloon Players in Memphis and instructor and associate
director of speech at Southwest Texas State University, says: "the director of speech at Southwest Texas State University, says: "the
play is inherently sad as it is a view of life that we can all recognize play is inherently sad as it is a vie
as perhaps some part of our own."

Call the play a reverie by
Call the play a reverie by an impulsive and sincere man, (Saroyan) who liked simple people and has made a religion out of his relish of life.

The story takes place near Quintara Woods in the Sunset District of San Francisco with nine characters and four acts that are hardly more than casual sketches.

The characters, presenting Saroyan's belief that love is the only thing which matters in the world, include a boy who has already written one book composed exclusively of the noun "trees" and is thinking of incorporating the verb "is" into his next, his sister who pretends to be taken in by the boy's pretense that the mice in the house spell out her name in flowers on her birthday and the father who loves big words and lives by cashing in the pension checks sent to his home in the name of a complete stranger - who has been dead for seven years.

In a rickety old house on Red Rock Hill, a father, Jonah Webster played by Ricardo Ferrer; a son, Owen Webster, played by Gary Cox; and a daughter, Agnes Webster, played by Pat Porter, are living happily without ambition or practical logic, talking like mad living ha

But, by good fortune, they are living on that pension check that comes once a month

Harmony Blueblossom, a little old lady who knits, will be played by Jyll Stein, who has also appeared in other major theater productions at Miami-Dade Community College. William Prim, a vice president (of who knows what) is played by Randy Bass. He has performed in Shakesperian productions at Edison Community College in Fort Meyers.

Tickets for this affectionately humorous production are on sale at the Cashiers Office in PC 212. $\$ 1$ for students and $\$ 2$ for the community.

Performances will be Nov. 2-4 and 9-11 at 8 p.m. in DM 150. There will be matinees on both Sundays at 3 p.m.

| LARGEST SELECTION BEAN BAGS IN SOUTH DADE <br> WATER BEDS WATER BEDS FRAMES |  |  |
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Preregister, its for your own good. Win a $\$ 250$ stereo sound system donated by Hi Fi Mart


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 NOVEMBER 1-15All students who preregister will be eligible to win a STEREO SYSTEM valued at $\$ 250.00$ WHY PREREGISTER??

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## THE DRAWING FOR THE STEREO SYSTEM WILL BE HELD NOVEMBER 19 AT 12:00 NOON IN THE LOBBY OF PRIMERA CASA

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Thanks for your continuing as sistance. Without you three we probably wouldn't have made it. We love

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One more important point. We ve carefully matched these components
for compatibility. And in high-fidelity.
we know what we re talking about.
ASSOCIATES


## Prize offered <br> for '76 typeface

## Visual Graphics Corporation

NORTH MIAMI - A student will be one of the winners in a new typeface design competition sponsored by Visual Graphics Corporation, manufacturer of graphics equipment and owner of the largest collection of display typefaces in the world. The competition is aimed at developing the new typeface which most effectively honors the 200th anniversary of the founding of the United States. The grand-prize winning typeface will be know as "Freedom ' 76

Deadline for entries in the "Freedom ' 76 " typeface competition will be Sept. 30, 1974. The competition will have separate categories for students and for professionals in the art and design fields, but the grand prize will be chosen from all entries in both categories.

Three categories of prizes will be awarded. A $\$ 1,000$ Grand Priz will be given for the over-all winning typeface. In addition, a $\$ 500$ prize will be offered for the winning type design in the Student Division and another for the winner in the Professional Division

Besides the cash awards, the first-prize winners in each of th three categories will receive royalities on the use of their typefaces Visual Graphics Corporation will produce the winning faces as film alphabets for use with its equipment and may also license othe manufacturers of typesetting equipment to produce them

It has been Visual Graphics' policy in the past to accept and develop some worthy typefaces entered in contests but not declared winners. This policy will also be followed in the "Freedom ' 76 ' contest, with royalties going to the designers

It is expected that the winning typeface, to be known as "Freedom " 76 ", will be widely adopted during the following two years as the country prepares for the Bicentennial Celebration in 1976.

In addition, a campaign will be launched to all American businesses to "put Freedom on your letterheads for "76". Visual Graphics will supply a booklet of famous American expressions which will enable a company to select a particular phrase that identifies with the company's growth or future.

In announcing the competition's commencement, J. M. Lewis, president of Visual Graphics said, 'Type and the printed word have played a vital part throughout American history. The Declaration of Independence and the Constitution, the documents which established our freedom and set up our government, are the best-known examples of how the printed word has added to our American heritage. The ideas and the philosophies of these and other milestones of American thought could only have been widely disseminated through the medium of print.
"It is important that t'e role of the printed word in our past present and future be brought to public attention as America present and future be brought to
prepares to enter its third century

A panel of eminent judges chosen from leaders in the fields of graphic arts and communications will be announced shortly. Entry blanks and contest rules may be obtained from your commercial art of graphic arts department, or by writing to Visual Graphics Corporation, "Freedom "76" Competition, 1400 N.E. 125 Street, North Miami, Florida 33161.


By MYRON STRUCK Editor
I have no doubt that enough people will find this issue of the newspaper different enough to comment aboul. Whether the reader appreciates our current changes or not, I feel that you do deserve explanations.

First, the lack of a mass communications or journalism school at Florida International University means that the editors here have to deal with a different brand of students to work with for a staff. During our first five issues, we found that our staff numbered five on the editorial-news side. Hardly adequate for weekly coverage of a campus as big and growing as Florida International University.

This caused me to evaluate alternatives that would secure "The Good Times" future should only one or two key people quit or graduate.

This change in format has broadened our staff base to double. Currently 11 persons are involved in digging behind issues, trends and digging for features that will offer the publication a balanced, but unique format.

Second, the reason for this change is the intelligence and personality of our reader. He, or she, we feel is interested in issues, trends and features - the results of our staff change. Thus we've killed two students with the same stone.

As part of this format, this page will be filled with opinions by the editor, to the editor and similar "newspaper" oriented matters.

For example, this week we are carrying, as an advertisement, the class schedules for preregistration in the winter quarter.

Okay, so what, it's an advertisement, right. Well, in addition, after several long discussions with University Registrar Ronald C. Butler, we have come to the conclusion that enough students could be easily satisfied if they forgot their misconceptions about preregistration and participated. As an incentive, we have got one of our advertisers
to donate a $\$ 250$ sound stereo system as a prize to one of the preregistration students.

In short, preregistration gives the student the opportunity 10 get the classes when he wants them and assures the student that the class won't be packed (as the University may choose to open additional sections, if the classes are large.)

Another thing about this issue that is not obvious, is that we are interested in knowing what gripes you. In fact, we have appointed Mark Richard to a unique post - student affairs coordinator. He is responsible for researching and investigating issues - and initiating action on these issues.

We have found out that if the usual means (sfudent government) cannot fulfil their role as leaders, the newspaper will not let the students be without means of voicing their opinions.

Furthermore, and I am willing to have adverse response from the administration on this; I think the newspaper, while entirely independent (financially and editorially) from the University, commands a higher degree of respect from the many facets of the University currently, than does the SGA.

Let's make FIU into what we, as students, need. A responsive, educational, intellectual and social place.

Speak out.

## pe8der pesponse

## Senators should resign

As it has not previously been reported in this publication, I feel that it is now necessary to write this letter to explain my resignation.

After participating in the formative stages of the Student Government Association at Florida International University, it has appeared to me that there are inherent deficiencies in the constitutional structure of the SGA on this campus.

As it presently exists. there are no checks and balances between the presiding board and the senate of that organization.

There is unequal apportionment of legislative seats between schools, i.e.. larger schools (Arts and Sciences and Business) have an equal number of seats as the smaller schools (Technology and Hotel, Food and Travel!. All have five seats.

This perpetuates the "pork-chopping"
that was evident and flourishing in past years in this geographical region.

The final frustration was an inability of the members of this organization to act on worthwhile matters.

This group constantly tabled," postponed. or otherwide delayed action on anything other than the time for recess or adjournment.

In closing. I invite any member of the presiding board or senate to follow my move and resign their offices and dissolve the present constitution, as it was written by 'politicians' seeking power in their offices and not by students seeking to serve their fellow students.

Yours for more equitable government at Florida International University.
T. Elliot Semon

School of Business
and Organizational Sciences Former Student Senator

|  | Editor <br>  <br> Business <br> Florida International University <br> Tamiami Trail |
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The Good Times is an independent, student oriented publication produced for the Florida International University Community.

