ROCHESTER INSTITUTE OF TECHNOLOGY

1974-75 Institute Calendar

**FALL QUARTER (1974)**
- Sept. 16, 17: CCE REGISTRATION
- Sept. 19-22: Orientation for New Students
- Sept. 23: New Student Registration
- Sept. 23, 24: Graduate Registration
- Sept. 24: Returning Upperclass Registration
- Sept. 25: Special Student Registration (Day)
- Sept. 25: Classes Begin Day & CCE
- Nov. 27-Dec. 1: Thanksgiving Vacation
- Dec. 14: Last Day of Quarter
- Dec. 15-Jan. 5: Quarter Vacation

**Note:** Career Seminars in all fields, Oct. 26

**WINTER QUARTER (1975)**
- Dec. 17, 18: CCE REGISTRATION
- Jan. 6: First Day of Class (CCE)
- Jan. 6: DAY COLLEGE REGISTRATION (undergraduate & graduate)
- Jan. 7: Special Student Registration (Day)
- Jan. 7: First Day of Classes (Day)
- Feb. 14: Special Activities Day
- Mar. 19: Last Day of Quarter
- Mar. 20-Mar. 23: Quarter Vacation

**SPRING QUARTER (1975)**
- Mar. 18, 19: CCE REGISTRATION
- Mar. 24: DAY COLLEGE REGISTRATION (undergraduate & graduate)
- Mar. 25: Special Student Registration (Day)
- Mar. 25: First Day of Classes (Day)
- Mar. 28, 29: Institute Closed
- May 26: Institute Closed Memorial Day
- June 6: Last Day of Quarter (CCE)
- June 7: Last Day of Quarter (CCE)
- June 7: Commencement

The Symbolism of the Identity Mark — The Identity Mark is the central element in a total graphics system identifying Rochester Institute of Technology. It was designed in the held, twentieth-century tradition to afford ease of recognition and visibility at a distance.

Based on the striking architecture of the Henrietta campus, it is intended to reflect the progressiveness, confidence, and academic orientation of the Institute symbolically, rather than by reference to a specific, literal form on campus.
WHAT DO INCOMING STUDENTS EXPECT?
Rochester Institute of Technology really believes that education is for students. It wants to know what students expect ... it listens to their responses.

Once again, in the fall of 1973, all incoming students—freshmen and transfers—were asked to fill out a questionnaire telling us what we need and want to know about them; their hopes and their expectations. We'd like to share some of their ideas with you.
I would prefer the kind of education which:

...allows specialization in my chosen field (91%)

...allows flexibility in developing individualized academic programs (82%)

...allows an early sampling of technical and professional courses in the first year (77%)

...allows an early sampling of technical and professional courses in the first year (77%)

...allows me to take courses of interest to me, whether or not they prepare me for an occupation when I graduate (62%)

Reasons considered important in selecting RIT:

...it has a good academic reputation (71%)

...it offers specialized education programs (62%)

...it follows cooperative education plan (Varies with RIT programs, therefore overall percentage not applicable)

These objectives were considered very important:

...A college degree is necessary for the kind of work I want to do (75%)

...I want to learn about certain ideas which only college can satisfy (71%)

...In college I will acquire learning skills which I can use after graduation (77%)

What are their career goals?

Three requirements were listed as of primary importance in an occupation:

The opportunity to use special abilities and talents;

The prospect of an above-average income;

The freedom to be creative and original.

It is not strange, in the uncertainties of the present, that there is less definitiveness about one's occupational choice. RIT is aware of this. Historically the purpose of this Institute has been to offer an education directed toward professional and technical preparedness. It now seeks to combine this primary aim with greater flexibility in reaching that goal—options that appeal to individual interests and talents.

The opinions and attitudes of students who are with us, or will soon come to us, are very important at RIT; that is why they introduce this catalog.
Alumni give us their observations

Rochester Institute of Technology graduates live and work in all fifty states and several foreign countries. Many have become leaders in their chosen professions... perhaps you know some of them. But we thought you might be even more interested in what young men and women who have just graduated in the last four or five years—when many young people questioned the value of college—have to say about their RIT experience. These are typical replies to a questionnaire sent out by the RIT Alumni Association.

David Hurd, 117 Clinton Place, Utica, NY 13501
'70 Retailing. FM radio station announcer, engineer, program director.
"RIT is more concerned with the business of education and goes about it in a businesslike way. It’s more of a brain factory than a collegiate country club."

Mark J. Schell, 803 Hansen, Idaho Falls, ID 83401
'72 Mechanical Engineering. Engineer for a nuclear research and development organization.
"RIT is large enough to offer all the things of a larger school but you don’t get lost in the crowd. There is easy access to teachers."

Miss Heather Thornton, RR#1, Box 87, Leonard Place, Delmar, NY 12054
'70 Photography (Illus). Director of advertising and publicity for an insurance company.
"RIT is more for the mature individual who wants an education in a specific area, rather than the rah-rah college scene."

Jorge Alberto Perez, Calle 30 Norte #2bis 94, Cali Colombia, S. America
'69 Printing. Technical Training manager. Training of personnel in the technical aspects of the graphic arts.
"Helped very much in acquiring the technical skills and information that I am now trying to impart to all levels of our organization (over 4,000 employees)."

Ronald Gaudelli, 30 Mariposa Drive, Rochester, NY 14624
'70 Chemistry. Development chemist.
"RIT is a very undergraduate-oriented institution. It is interested in the student."

S. D. Meltzer, 98C, 315 Springfield Road, DeWitt, NY 13214
'71 Retailing. Field representative for Xerox college publishing.
"At RIT, I developed discipline to do that which has to be done. If you can do it at school, you can do it at work. Responsibility is the key."

Donald S. Milton, 2414 Browncroft Blvd., Rochester, NY 14624
'70 Business Management. Business analyst.
"One of the key things is that because RIT’s courses and instructors offer a more practical approach to the real world, I felt at ease upon entering my field."
Kenneth W. Lehmann, Johnston Road, RD#1, New Wilmington, PA 16142

'70 Printing. General manager.

"Every piece of equipment that we are using right now in the printing plant was studied and carefully looked at while attending RIT."

James Jay Neuscheler, 79-A Lyellwood Pkwy., Rochester, NY 14606

'71 Business. Customer service account administrator.

"By alternating classroom subjects and actual work experience, I could put to use what I had to learn before it got pushed back into a dark corner of my brain."

Mrs. Marilyn Rubright, 643-1 Stowell Drive, Rochester, NY 14616

'72 Med. Tech. Staff medical technologist (hematology) at a hospital.

"My RIT education gave me the background necessary to comprehend some of the laboratory tests I perform. For example, there is quite a bit of chemistry behind most lab tests and without the background of analytical chemistry and bio-chemistry I could not fully understand them."

Mrs. Sharon B. Deyo, 23 Denton Road, Binghamton, NY 13903


"The Co-op especially helped me in the field of dietetics. I had practical work and supervisory experience before entering the dietetic internship."

Paul L. Comstock, 81 Smith Street, Brockport, NY 14420

'71 Marketing. Financial planning adviser for an insurance agency.

"College lasts for 4 years, your career for 40. Preparing for your future at RIT provides you with a real headstart when you seek employment. More important, it will provide you with the type of education that will allow you to think for yourself and advance rather than reach a plateau early."
Norman Schoenberger, Jr., 210 Brandon Road, Baltimore, MD 21212
69 Graphic Arts-Printing. Sales representative: Packaging Corporation of America.
"Professional acceptance by my co-workers, superiors and customers; a valuable asset for a successful business life."

Michael D. Fetcie, 1115 Summit Place, Apt. 3, Utica, NY 13501
71 Electrical Engineering. Electronics engineer.
"Through Co-op, I was exposed to levels of engineering and electronics not readily available to students in a standard four-year program."

Mrs. Karen J. Maher, 1071 Kirts Road, Troy, NY 12180
71 Retailing. Area sales manager, Misses Moderate Sportswear.
"RIT is small enough that you know the other students you pass on your way to class and can exchange hellos. People are friendly and open, not snobbish, because there is no real class distinction."

Jeff Barlowe, 55 Wilson Lane, Bethpage, NY 11714
70 Photography. Acting assistant director, public relations, State University at Farmingdale.
"What is rare elsewhere but in abundance at RIT is a professional no-nonsense atmosphere which instills a respect in the student for his area of study."

Gary Hipp, 218 Union Street, Schenectady, NY 12308
71 Business Administration. Food service manager. Responsible for feeding 600 students at Union College. Purchasing, accounting, staff relations, student relations.
"In my position I see quite a few colleges and talk with many administrators. RIT seems to be in front as far as getting down to your major right away. The Co-op program is excellent in providing some kind of job experience."

Carl F. Loomis, B3-3 New Slocum Hts., Syracuse, NY 13210
72 Printing. Teaching assistant-graphic arts lab, Syracuse University, Journalism School (Newhouse Communications Center).
"My experiences both with other colleges which offer programs in Graphic Arts, and with the graduates of these programs, have convinced me that there is no place else which even begins to compare to RIT. If you have a serious desire to work in these areas, then you can do no better. However, if all you want is four years away from home, I recommend a cheap hotel."
Data Capsule — RIT

Location: In the town of Henrietta, New York, integral part of the Rochester metropolitan area of about 700,000 people.

Type: Private, coeducational, non-sectarian, with approximately 40% transferring in as upperclassmen.

Orientation: Science, Technology, the Fine and Graphic Arts, Management, selected Social Professions, with strong emphasis on professional competency.

Size: Fall ’72 Enrollment: Day Colleges enrollment—6015.

Enrollment: *Part-time, (Continuing Education, Summer Session, Extended Services)—6268

*In addition, 4,022 new students were enrolled in the 1972-73 academic year.


Programs: Colleges of Business, Engineering, and Science; School of Applied Science; School of Printing (optional); College of General Studies (Social Work and Criminal Justice); Computer Science and Technology.

Co-op Calendar: College of Fine and Applied Arts; School of Photographic Arts and Sciences; Department of Packaging.

Usual Calendar: All-new $65 million campus, occupied in 1968, with additional buildings for the National Technical Institute for the Deaf.

Facilities: Residence Halls for single students, with on-campus apartments and townhouses for married students.

Housing: Full intercollegiate sports schedule, as well as intramural and recreational programs.

Sports: Fraternities, sororities, professional and honorary societies, special interest clubs, service organizations.

Other Co-curricular Activities: 27,000 in all 50 states and worldwide.

Alumni:
Undergraduate programs are pursued through the following curricula:

**College of Business** — Accounting, Business Administration, Consumer Services Administration, Food and Tourist Industries Administration, Hospital Dietetics, Retail Management, Photographic Marketing Management;

**College of Continuing Education** — Variety of programs, primarily for part-time students, leading to diploma or degrees. (For information, see separate Continuing Education Catalog);

**College of Engineering** — Electrical, Industrial, and Mechanical Engineering;

**College of Fine and Applied Arts** — Communication Design, Fine Arts, Industrial/ Environmental Design, Ceramics, Glassblowing, Metalcrafts and Jewelry, Textiles and Weaving, Woodworking and Furniture Design;

**College of General Studies** — Bachelor’s degree programs in Social Work and in Criminal Justice, while continuing to offer a range of courses in the Humanities (Liberal Arts) for all students in the other Colleges;

**College of Graphic Arts and Photography** — Printing Management, Printing Technology, Professional Photography, Photographic Illustration, Photographic Science and Instrumentation, Biomedical Photography, Biomedical Communications, Photographic Processing and Finishing Management;

**College of Science** — Biology, Medical Technology, Chemistry, Chemical Technology, Mathematics, Nuclear Medicine Technology, Physics;

**Institute College** — Computer Science and Technology, Packaging Science (Design, Management, Technology), Upper-Level Transfer Programs in Applied Science (Civil, Electrical and Mechanical Engineering Technology);
Career Decision — Administered by the Counseling Center for career exploration over one to three quarters;

National Technical Institute for the Deaf—Certificate, Diploma and Associate degrees are offered through Technical Education Programs. Deaf students who qualify also may enter any other college within RIT with full support services, adapted as appropriate to the needs of these students.

Graduate programs through the Master's Degree are offered in these areas:

College of Business — Master of Business Administration, Master of Science in Accountancy;

College of Continuing Education — Master of Science in Applied and Mathematical Statistics;

College of Engineering — Master of Science in Electrical or Mechanical Engineering, Master of Engineering as a new professional study-internship graduate program;

College of Fine and Applied Arts — Master of Fine Arts, Master of Science in Teaching (Art Education);

College of Graphic Arts and Photography — Master of Fine Arts in Photography, Master of Science in Photographic Science and Instrumentation, Master of Science in Printing (Technology or Printing Education);

College of Science — Master of Science in Chemistry;

Center for Community College Faculty Development — Master of Science in Business Technology or Engineering Technology, Master of Science (External), Master of Science in Instructional Technologies.

Rochester Institute of Technology is chartered by the Regents of the University of the State of New York and registered by the State Education Department. It is accredited by the Middle States Association of Colleges and Secondary Schools. It is a member of the American Council on Education and the Association of Colleges and Universities of the State of New York.

The Electrical Engineering and Mechanical Engineering curricula are accredited by the Engineers' Council for Professional Development. The Public Accounting curriculum, School of Business Administration, is registered with the New York State Education Department and graduates meet requirements for candidacy for the Certified Public Accountant examination. Food Administration graduates who earn the B.S. Degree with major in Dietetics are qualified to apply for American Dietetics Association internships. The curriculum in Medical Technology fulfills the requirements for taking the registry examination of the American Society of Clinical Pathologists for medical technologists. The five-year program in Chemistry, leading to the B.S. Degree, has been approved by the Committee on Professional Training of the American Chemical Society. The programs in the College of Fine and Applied Arts have been accorded accreditation by the National Association of Schools of Art.
RIT ORIENTATION

Orientation of RIT

Rochester Institute of Technology is a complex of colleges with the purpose to prepare men and women for adult living in our democratic and technological society. RIT is concerned not only with its professional studies as ends in themselves, but also with the social implications of technology.

Living as we do in the midst of the most highly advanced technological environment, it is recognized that scientific, technological and humanistic knowledge will continue to expand at an accelerating rate. Curricula must be designed, and programs added, that are pertinent to the times—that will prepare our graduates to adapt to change and to work for the betterment of succeeding generations.

RIT has a history. It dates back to 1829, when the brash frontier village decided that—in addition to the material wealth brought about by its productive farms, its mills at the falls of the Genesee, and the Erie Canal—there was more to life than just making a living. The need was for the infusion of some elements of culture in an occupation-centered existence. The Rochester Athenaeum was founded; its philosophy is an important part of RIT today.

As Rochester became a leader in high-skill industry shortly after the Civil War, the new need was for expertly trained technicians and supervisors. The void was filled by establishing Mechanics Institute, where young men discovered the satisfaction and the rewards that come to those whose training is in demand. The Athenaeum and the Institute merged in 1891; graduates were equipped for "the making of a living and the living of a life." This is still true.

A third dimension has come about more recently, but rests upon the other two. In addition to awareness of the cultural heritage, and proficiency in an occupation, there must be a perception of the new directions society should follow if it is to survive. This requires education for the role of leadership in a world that urgently needs men and women trained in a career, able to interact with changing conditions, and willing to assume responsibility as an inheritor as well as an innovator.

This is where Rochester Institute of Technology stands today.

Rochester Institute of Technology has always had a strong orientation toward a career. Its graduates, for the most part, move directly into professional or technological occupations because their education has made them ready for such positions. This points up one of the differences to be found at RIT.

Most students who enroll at the Institute have an interest in a particular profession or career. They select RIT because it provides the opportunity to specialize in that field, but at the same time have a broadened collegiate experience through the offerings of a strong College of General Studies that are an integral part of every curriculum.
When applying for admission to RIT, one seeks to register in a degree program of one of the individual colleges. However, there is opportunity for electing courses in other colleges as they meet personal goal objectives, and some programs are purposely designed for interdisciplinary experience. In general, serious thought about a career is assumed. Education is thus more direct, and graduates are eagerly sought for their professional competence.

There will be Career Seminars in all fields on October 26.

This in part accounts for the significant increase in Transfer Students... applicants who have completed an associate degree at a two-year college, and others who now find themselves in a better position to make a career decision in one of the areas of specialization offered at RIT. With about 40 percent of entering students transferring at the second or third year level, RIT has considerable experience in helping these students make a smooth transition.

While students transfer into all RIT colleges and programs, the unique offerings of the upper-level School of Applied Science are of especial interest to graduates of two-year colleges, since these programs have been explicitly designed to build upon the established two-year curricula.

The Office of Community/Junior College Articulation has been established in order to better serve students transferring from two-year colleges.

This Office has been organized to initiate new areas of two-year college/RIT cooperation, and to serve as a focal point for communications involved with the increased number of students transferring to RIT from two-year colleges. It promotes mutual understanding of curricula, provides information on student characteristics and chances of success, plans visits in both directions that will be mutually helpful.

A program, now in its fourth year, recognizes that not every high school graduate is ready to decide upon a career. It combines exploration of career fields within the RIT curricula, and individual counseling and guidance. This Career Decision option is described in a later section of this catalog.

RIT was a pioneer in establishing the cooperative plan of education in 1912. This experience, with its several benefits, has been of significant importance in attracting students to RIT.

As followed in the College of Engineering (Electrical, Industrial, or Mechanical Engineering); the College of Business (Business Administration, Food Services Administration, or Retailing); the College of Science (Biology, Chemistry, Mathematics or Physics) students spend their first two years in full-time study. As they enter their third year, they spend alternate quarters in full-time study and full-time work in an occupation that will further their career goals. (Bachelor degree programs in the Colleges of Engineering and Science take five years to complete, while those in the College of Business are four-year cooperative programs.)
In addition, the upper-level School of Applied Science (Engineering Technology) in Institute College follows the same cooperative plan as the College of Engineering, for its students who enter with the Associate's degree. This takes three years to complete.

Students in Medical Technology have three years full-time at RIT, and then one year of full-time internship in a cooperating hospital.

The Department of Computer Science and Technology of Institute College offers a five-year B. Tech cooperative program for those entering as freshmen, with the first two years in full-time study. Transfers with an Associate degree in data processing, programming, or equivalent enter as third-year students. All follow the alternate work-study co-op programs for the third, fourth and fifth years.

The Chemical Technology program is a three-year program leading to an A.A.S. degree. After spending the first quarter in full-time academic study, students alternate quarters of attending classes and working in industrial organizations.

The College of General Studies, in its program in Social Work and in Criminal Justice, uses field experience assignments in much the same way as the cooperative plans just described.

The School of Printing offers the cooperative plan as an option to its students, which extends the time required for a degree.

In all of these, the work blocks — supervised by the Institute — provide important educational experience that gives practical meaning to the students' academic studies. Of course, earnings also help considerably in meeting college expenses. At graduation this integration of on-campus education and on-the-job experience is often the difference between starting permanent employment as a beginning trainee, or being accepted for a higher level position.
The Greater Rochester area, city and immediate suburbs, has a population of about 700,000. Rochester, widely known for its leadership in technology and science, is an ideal location for Rochester Institute of Technology.

An international photographic center and the largest producer of optical goods in the United States, Rochester manufactures electronic and communications systems, fine machine tools, signaling devices, dental equipment, and a variety of precision instruments. It is a food processing center, and its printing and lithographic houses are widely noted for quality work. These local industries, along with others throughout the nation, have contributed to the Institute’s financial support; many have maintained cooperative employment, and all have provided a congenial and sympathetic community atmosphere for RIT.

Rochester is a noted cultural center where support of music, art, theater, libraries, and museums is a matter of civic pride. For students of the Institute, this cultural environment is an appreciable advantage.

RIT as an institution is very much involved with the community of which it is a part. So are many of its students and faculty. They use the appropriate people in business, government, and community action groups as resources to strengthen this involvement; they learn about the problems of the city and contribute ideas and talents to the solution of them. Some recent examples of class projects include: an exhibit interpreting plans for future transportation systems serving greater Rochester; a multi-media presentation aimed at developing public support for revitalizing the downtown business district.

The Institute occupies a spacious campus about five miles from downtown Rochester. Constructed at a cost of over $65 million, it was occupied during the 1968-69 academic year. Some 400 acres of the 1,300-acre site are fully developed at present; two principal groupings include the academic complex as now built and the residential center including two groups of apartments for married students. Extensive playing fields and recreational facilities combine with spacious lawns, open fields and woods. . . no feeling of being crowded in . . . and plenty of room to expand as desired.

The campus as presently developed has an Academic-Administration complex of 12 buildings arranged as three adjacent quadrangles. The Residential complex of 16 interconnected buildings is reached by a quarter-mile mall past the tennis courts and playing fields.

Opening this summer is the $25 million academic, administrative, and residential center of the National Technical Institute for the Deaf, funded through the U.S. Department of Health, Education and Welfare. RIT is the sponsoring institution of NTID.

Naturally RIT is proud of its beautiful and spacious campus as a place to live, to learn, to enjoy. It is even more gratifying to know that this judgement is impartially shared. Recently the American Institute of Architects awarded the Collaborative Achievement Medal—one of its most distinguished awards—for the overall design of this campus.
By far the greatest number of RIT offerings away from the main campus are to be found in the Institute’s Metropolitan Center, at 50 West Main Street.

Here in the heart of downtown, the Evening Session of the College of Continuing Education provides day and evening course work in areas as diverse as tool making and mathematics, ceramics and management, textile weaving and design, human behavior, social work and electromechanical technology (in this last instance, an entire Associate degree program is available).

During the 1973-74 academic year, more than 1,200 students pursued their educational, vocational, and avocational objectives at the Metropolitan Center. RIT’s entire graduate painting program (M.F. A.) is located on the sixth floor, and students from the Institute College come down several days each week to do laboratory work in the excellent electromechanical facilities.

Beyond these curricular uses of the Metropolitan Center, an abundance of technical and community service programs is provided by the Extended Services Division of the College of Continuing Education, and its Urban Extension Office. (For further information, write for the Extended Services Bulletin).

A unique component of the Metropolitan Center is the Distillation Research Laboratory, which has been supported by the Department of the Interior for 13 years to examine unusual physical properties of water and other liquids. The findings are applicable to desalination and recycling of polluted water. For further information write or call its director, Dr. K.C.D. Hickman, 262-2720.

The Metropolitan Center, located within Rochester’s Inner Loop and on nine major bus routes, is an easily accessible, largely self-contained facility. It enjoys regular RIT security and physical plant services and a canteen service. In addition to housing numerous Evening Session offerings, the Metropolitan Center is in a unique position to provide courses and programs of special interest to its neighbors—the several wards comprising the central city, City Hall and the County Office Building, and the Center for Governmental Research, a myriad of stores, businesses and industries within a twenty-block radius, and the former Nathaniel Rochester Hall, the City’s newest major project providing housing for senior citizens.

The Center’s effectiveness is further enhanced by its utilization for special meetings, conferences, seminars of a technical or professional nature, workshops and community involvement programs.

In addition to its use by the College of Continuing Education for these various community service projects, the Metropolitan Center serves as a ‘home’ for Project Upward Bound, Junior Achievement of Rochester, Rochester Regional Research Library Council, Rochester Area Colleges, Recycling Information Office, the Urban League of Rochester and the School Without Walls of the City School District. Finally the Metropolitan Center houses a small but prestigious research facility, the Center for Communications Research, whose primary objective is to apply technology to the communications problems of the deaf and blind.

If you wish additional information about the programs or facilities of the Metropolitan Center, please call or write its Academic Administrator, 50 West Main Street, Rochester, New York 14614. (Telephone: 262-2701).
Life at RIT

College life revolves around classes. But more than that, college life is how the people on campus combine in the various activities available to them. You’ll be meeting other students in classes, in dormitories, in social activities, and in extracurricular activities. The unique environment at RIT is produced by our unique student body and by the programs and facilities aimed at your talents and needs.

There is no typical RIT student. Some have just graduated from high school, and some are beginning or re-entering college later; most programs have a mixture of men and women; there are artists and business majors, those interested in social work and in printing or science. They come from widely different geographical, economic, and cultural backgrounds. A considerable number are deaf. Minority groups are represented in small but increasing numbers. The students here make a diverse group.

The latest survey of incoming freshmen and transfers again shows that despite their diversity most RIT students have one thing in common: they want an education oriented toward a professional/technical career. This is what RIT is all about . . . and has been doing from the beginning. Long before the word Career suddenly became the “in” expression, RIT stood squarely behind the idea that education for work—for a job—was worthwhile and sound. And over the years it built up a lot of experience in moving graduates directly into a career.

It is easy to find a common peer group; yet the diversity and career orientation of the students here make it impossible to feel lost. You always know your own individuality, how you differ from others. Many of the programs, aimed at these different groups, assume the value of both belonging, and at the same time knowing that you’re unique.

About 40 percent of all full-time students attending RIT transferred from another two-year or four-year college. RIT doesn’t simply absorb them and ignore their previous experience. We think it’s valuable. So in order to continue building on its excellent relationship with two-year colleges, RIT has established the Center for Community/Junior College Relations. This is an excellent two-way channel for cooperative action.

The 500 or more students registered through the National Technical Institute for the Deaf (See also page 162) make a distinct contribution to the educational processes of the Institute. They are RIT students in every sense: they come from many varied backgrounds, they are registered in a wide variety of academic fields, and fully share in the extracurricular and social life. Deaf and hearing students often share the same dormitories, and sometimes the same room. They play on the same teams, attend many of the same classes. And hearing students also par-
participate in programs for deaf students by interpreting, tutoring, and taking class
notes for them. RIT is proud of its share in this national educational effort for
deaf people.

RIT has always had a large number of commuting students—in fact, in 1973-74
only 50 percent of the day students lived in dormitories. Some live with parents,
some are married—often with children—and live in apartments on or off campus.
The office of Commuter Affairs, by working with both students and administra­
tion, helps commuters solve the problems they face. This goes far beyond simply
providing social activities. For example, after commuters pointed out that they
missed the orientation to college life that resident students got, we arranged for a
“live-in” during orientation week—a three day period before classes start when
commuters live in the dormitories and receive much of the information they
previously missed. But this office doesn’t just sit back waiting for students to
complain. A survey of commuters may point out other areas of need, and work
begins in those areas. Our goal is to suit RIT equally to the life style of resident
and commuting students.

For many RIT students college life includes having a job: cooperative work blocks
for alternate quarters, part-time work (for the full-time student), or full-time
work (for the part-time student). Married students usually have to mix school
with work and the home—the Horton Child Care Center (see also page 25) was
established so that children of married students can be registered for half-day
sessions in a supervised educational program.

RIT, like many other colleges, endeavors to make education beyond high school
more widely available. Students who previously couldn’t afford college, or whose
schools never thought of preparing them for college, have increasing oppor­
tunities. Higher Education Opportunity Program (HEOP) at RIT gives disadvan­
taged students both economic assistance and counseling and tutoring. (see also
page 170).

The Veteran, often a little older and usually ready to move directly toward a
career goal, will find at RIT a serious purpose in education where he can make up
lost time with the minimum problems of adjustment. Many programs at the In­
tstitute help him deal with the machinery of the Veterans’ Administration and
with the opportunities the government gives him. There is also a Tech Vets club
on campus.

The Foreign Students’ Advisor’s Office both helps foreign students with some of
the problems they may encounter in college, and periodically offers special
programs.

All these different interests and backgrounds in the student body are recognized
and supported by various programs at RIT. As a student at RIT you’ll find that
you benefit from finding other groups with your special interests and from the
programs that grow out of the diversity of student groups.
DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs coordinates various programs which attempt to meet these diverse student needs. This division provides support services and educational programs for all phases of college living beyond the classroom experience. It is headed by a vice president and an associate vice president, and includes the following departments:

- Physical Education and Athletics, Residence Halls, Student Health Services, College-Alumni Union, Religious Activities and the Chaplaincy, Counseling Center, Reading and Study Clinic, Protective Services, Central Placement Services, Higher Education Opportunity Program (HEOP), Commuter Affairs and Student Activities.

Life on campus is a living, as well as a learning, experience. Students, with the counseling of trained resident staffs, have their own governing organizations, initiate social programs, regulate the use of recreational facilities. A wide variety of athletic, social and professional activities is available for all students.

COMPLEMENTARY EDUCATION

Beyond the specific professional concentration, and the broadening courses in General Studies, Complementary Education—a developing third component of an RIT education—will attempt to stimulate, coordinate, and experiment with efforts leading to enrichment of your life at RIT. The goals of Complementary Education are: (a) to provide means for preparing you for the civic, aesthetic, personal, and social areas of life; of helping you to understand, as reflective and sensitive human beings, the meaning and value of what you do; and of providing learning opportunities that feature the usefulness and implications of technology as they apply to human needs and resources; (b) to meet your educational and developmental needs and interests which are not currently being met; (c) to define and emphasize the educational dimensions of programs with supportive learning opportunities; (d) to enhance the quality of your educational experience generally and your career preparation specifically; (e) to foster the affective dimensions of learning and development; and (f) to enhance faculty and staff effectiveness and sensitivity to your needs.

HOUSING

Housing Arrangements — RIT considers the living arrangements of its students to be a substantial ingredient in their total college education. More than one-half the full-time day student enrollment lives in Institute-operated residence halls. Present Institute policy states that all single students in their first, second, or third academic year, who are not living with their parents, are required to live in the Institute's residence halls unless they have been previously released by the Residence Halls Office. Resident students enrolled in cooperative employment programs are charged only for the period of occupancy.

For married students, a number of Institute-owned apartments located on the campus are available. The Riverknoll apartment and townhouse group permits consideration of fourth and fifth year single students for application. A booklet describing Riverknoll and Perkins Green apartments is available from the Married Student Housing Office, 113 Kimball Drive, Rochester, N.Y. 14623, telephone (716) 328-6455.
The Residence Halls — All residents participate in one of the Institute's board plans. The charges for residency and meals are included in the section on student expenses.

Each entering student is furnished information on housing arrangements, furnishings, and helpful hints by the Residence Halls Office when he or she is accepted.

Each women's house is located near men's houses, and most houses have visitation privileges. Alcoholic privileges are extended to each house upon a favorable vote of the residents. If you want to live in a house that does not have these privileges, you may request in advance that you be assigned to a limited privilege house. Such requests should be addressed to the Residence Halls Office.

Special Interest Houses (such as the Havarah House, primarily a Jewish Culture area, the Unity House, as a Black Culture area, the International House, the Photo House, and NTID Programmed Housing) continue the students' learning experience in the residence halls. Additional information will be sent to each applicant for housing in the packet containing his housing contract form.

Student Judicial Boards are charged with the responsibility of adjudicating infractions of residence halls rules and regulations. Cases in these Boards may be heard on a wide variety of infractions.

All new students (freshman and transfers) are required to pay the Orientation Fee as indicated in Table of Expenses. Orientation is a 4-6 day schedule designed to welcome the new student to the RIT community and its services. Orientation includes department meetings, registration, tours, seminars, lectures and various social events.

The Student Association is the governing body for students. It consists of three branches: an executive body comprised of the President of the Student Association and the President's Cabinet; the Student Senate, which unites the student body toward the formulation and expression of student opinion; and the Student Judiciary, which provides for the self-discipline of the student body.

All full-time undergraduate students become members of the RIT Student Association through payment of the Student Association Fee. Part-time, special, or graduate students may become members of the Student Association, if they wish to participate in student-sponsored activities, by paying the Student Association Fee.

The College-Alumni Union, a primary focal point at the main entrance to the academic plaza, is designed specifically to service events sponsored by and for the entire campus community—students, faculty, administrative groups, alumni, and guests. A full-time staff is available to assist and advise the various individuals and groups in planning and coordinating their activities. In addition, a complete information service is located in the main foyer.

The three-level facility, the center of cocurricular activities, features the 525-seat Ingle Auditorium; a self-service bookstore; a complete recreation area for...
bowling, billiards, table tennis; three separate dining areas which include a snack bar, a cafeteria, and a table service dining room; meeting rooms; lounges; and a music room. In addition to offices for the union staff, there are the offices of Placement, Protective Services, Student Affairs, Chaplains, the Coordinator of Clubs and Organizations, and most student organizations (College Union Board, Student Association, WITR radio, Technima, and Reporter).

The College Union Board, composed of students, faculty, and College Union staff representatives, is responsible for providing a balanced program of activities that reflect and enhance the special social, cultural, and recreational needs of the campus community.

Major social events on the activities calendar include Fall Weekend, Homecoming, Winter Weekend, and Spring Weekend. Many other dances, parties, speakers, and events are sponsored by College Union Board, the Residence Hall Associations, the Greek Council, special interest clubs of many kinds, and departmental and professional associations, such as Alpha Chi Sigma, Delta Lambda Epsilon, Delta Sigma Pi, Phi Gamma Nu, and Sigma Pi Sigma. Alpha Phi Omega service fraternity has an active chapter. Two national sororities and eight national fraternities offer social activities and promote high scholastic and social standards among members.

A number of national technical associations have student affiliate chapters on the RIT campus. Frequently sponsored by parent chapters in Rochester, these societies play an important part in Institute life by bringing together students who have common interests in special subjects. The associations are both professional and social in purpose.

Sports — Intercollegiate sports play an important role in the college life of RIT. The "Tigers" are members of the National Collegiate Athletic Association (NCAA), Eastern College Athletic Conference (ECAC) and Independent College Athletic Conference (ICAC).

Varsity intercollegiate competition is offered in football, soccer, cross country, basketball, hockey, swimming, wrestling, fencing, bowling, rifle, track and field, trap and skeet shooting, baseball, tennis, golf, and lacrosse.

In addition, varsity competition has become a part of the women's athletic program, fielding teams in volleyball, basketball, softball, tennis and bowling.

The men's teams have done exceptionally well in the ICAC, which includes Alfred, Clarkson, Hobart, Ithaca, R.P.I. and St. Lawrence. The "Tigers" have won championships in swimming and track and field, and since joining the ICAC in 1970 have never lost a dual meet in this conference in either of these sports.

Intramurals play an important part in the everyday campus life. Competition takes place in flag football, basketball, hockey, softball and tennis.

See p. 171 for a full description of the Department of Physical Education and Athletics.
Student Publications — RIT students produce some of the most professional collegiate publications in the country. The Student Association Fee helps to finance most student publications, distributed to all full-time students. The REPORTER is published by students weekly, except during examinations and holidays, and serves as the student news magazine. TECHMILA, the student yearbook, contains a student-edited pictorial and written description of student life at the Institute during the year. The REPORTER and TECHMILA have consistently won state and national awards. An ACTIVITIES CALENDAR is issued quarterly.

A STUDENT HANDBOOK is issued early in the year, as a cooperative effort of students and staff. This includes the STUDENT DIRECTORY listing addresses, telephone numbers, and other information about students. This becomes a handy year-long reference of activities and people. These publications draw their talented staffs—artists, photographers, writers, managers, and printers—from the entire student body.

Religious Activities — The religious program is voluntary, active and enlightened, designed to minister to the varieties of religious faith in a responsible, attractive manner among future-oriented students. Chaplains representing the three major religious groupings maintain offices on the campus. They are available for pastoral counseling, advisory work, teaching, and sacramental ministries. There is a regular schedule of religious services on campus. Churches in the area have shown interest in establishing relations with students, and transportation to and from services may be arranged.

Hillel Foundation, Catholic Campus Ministry Association, and the Student Christian Movement, have local branches on campus, and other religious organizations are welcome to the facilities in the College-Alumni Union. Representatives of these campus organizations form the RIT Office of Campus Ministry. The Boswell Coffeehouse, jointly sponsored by the Student Christian Movement and the Catholic Campus Parish, provides entertainment and fellowship on Sunday evenings.

The Black Awareness Coordinating Committee is organized to foster an awareness of the role of Black men and women in the total society, and to create greater understanding among Black students at RIT. Each year the Committee sponsors various social and cultural programs which are designed to achieve these objectives.

Free University is an educational organization based on the concept of free education through generally unstructured programs. There are no costs, no exams, no registration, no attendance requirements, no grades. The only requirement is the single common bond among Free University participants: the individual's desire to learn, expand and share information. The programs include day and evening courses, seminars, a documentary film series, and a speaker series. The courses range from Kundalini Yoga to Basic Auto Repair and from Defensive Driving to the Economics of Pollution.
Free University is an autonomous student-funded and student-run organization. It operates as an alternative to the normal curriculum in those areas in which the Institute cannot or does not operate.

Counseling Center – RIT makes available its extensive counseling and testing facilities to all students registered in day or evening regular sessions at no additional charge. Any student may see a counselor promptly for assistance in solving a personal problem or in clarifying career plans. When appropriate, tests may be used to obtain more evidence about interests, abilities, aptitudes, and personality characteristics. In its offices on the second floor of the Eastman Building, the Counseling Center maintains a library of educational and occupational information for use by students.

The Counseling Center also maintains a satellite office in Nathaniel Rochester Residence Hall for evening counseling. The reputation of the Counseling Center, also used extensively by local industry and the community, rests primarily on the assistance it renders to those who avail themselves of its services. Many a graduate achieved his career goal because he took advantage of the help thus available.

Reading and Study Clinic – RIT students have a unique opportunity to improve their reading efficiency, study techniques, vocabulary mastery, effective listening and critical thinking abilities, mathematical understandings, computational skills, writing competence, and general facility in the uses of the English language through individual or group instruction provided by the Clinic. In cooperation with the Counseling Center, the Reading and Study Clinic also provides counsel, diagnosis, and corrective-developmental background instruction for students not working up to capacity or whose achievement records are unsatisfactory because of needs in basic academic areas.

In addition to these programs, the Clinic provides individual tutoring in most college-level courses, a College Restoration Program (described in a later section) for RIT students on probation or liable to dismissal for academic reasons, and special programs for student groups and clubs.

Consultation, testing, and instructional services are free to all RIT students.

Student Health – It is of the utmost value to a physician to have detailed information concerning the past and present physical and emotional health of a patient. This must be provided on the medical form sent to all accepted undergraduate students. The form is to be returned to the Student Health Office before registration.

All medical information is strictly confidential between the student and Student Health Service, and will not be released in whole or in part without the former’s consent. Exception is made only when reports are required by public health laws, or when basic information must be provided to substantiate insurance claims.
Two physicians and three nurses provide routine out-patient and emergency care at the Student Health Service from 8:30 to 4:30, Monday through Friday. From 4:30 to midnight, Monday - Friday, emergency care is provided in the Residence Halls by a Registered Medical Emergency Technician. At other times transportation to the emergency room of a local hospital will be provided as necessary. A consulting gynecologist is available at the Student Health Service one day a week.

The Student Handbook, available at registration, details benefits and limitations of services.

Health Insurance — Expenses for hospital care, consultations, X-rays, and laboratory tests are the responsibility of the individual student. Due to the high cost of such services it is imperative that they be covered by some sort of health insurance.

A brochure describing benefits of an Institute-sponsored plan is mailed to each student prior to registration. All students are automatically enrolled and billed unless a written refusal and proof of alternate insurance is provided to the bursar.

Horton Child Care Center — This Center is a developmental preschool for children of part-time and full-time students, faculty and staff at RIT. It is located in Riverknoll apartment housing, within easy walking distance of the academic buildings. Children ages 3 (by December 1) through 5 are accepted for either the morning or afternoon sessions. Inquiries and application can be made by writing the Director, Horton Child Care Center, Rochester Institute of Technology, Rochester, N.Y. 14623, or by phone (716) 328-6320.

Identification Card — All day students and evening students (CCE) are required to have an official Institute Identification Card. Your card must be carried with you at all times, and loss reported at once, to the Director of Student Activities.

All I.D. cards must be validated quarterly. Replacement of lost cards is $5.00.

Those students having automobiles on campus will register these vehicles with the Protective Services Department at the time they first register for classes, or upon bringing the automobile onto campus for the first time. Failure to register a vehicle to be parked on campus will result in a $20.00 fine for initial parking infraction. Fines are normally $5.00, and, if unpaid or not otherwise reconciled, automatically charged to students' accounts.

There is a professional security and safety staff on duty 24 hours a day, all of whom are Institute employees and are members of the Student Affairs Division. While this staff constantly patrols all campus areas, RIT does not assume liability for lost or stolen personal effects of students, faculty or staff. We therefore urge you to maintain an insurance policy on your own or through your family insurance program for personal property casualty experiences away from home.
The main office of Protective Services is located on the mezzanine level of the College Alumni building. A satellite office is located in Grace Watson Dining Hall in the Residence complex.

For on-campus emergencies requiring immediate medical, fire-fighting, or law enforcement attention, call emergency telephone extension 3333. For routine matters call extension 2853.

The function of the RIT Placement Service is to assist students in contacting potential employers and to provide career guidance. The office serves in four principal areas as a liaison between employers and students seeking positions. Those areas include: part-time jobs for students on the RIT campus or within the community, summer work, cooperative employment, senior and alumni placement.

This office will help you write resumes, complete application blanks and other appropriate forms, and prepare for interviews; it will provide cooperative employers with student grades; and it will follow up on the results of job search efforts. Employers are encouraged to visit the campus to recruit students for positions in their companies. The Central Placement Services office is on the mezzanine of the College-Alumni Union and is open twelve months a year.

The following services are of particular interest:

1. For students in the Cooperative Employment programs, the placement process and job counseling begin in the sophomore year as they prepare for their first jobs in their junior year. This procedure may vary slightly for transfer students since a student does not begin co-op work assignments until the academic department determines if he or she has the right sequence of courses.

2. Many of these students continue with their co-op employer by accepting an offer for permanent employment after graduation. While the number doing this will vary from company to company, it is safe to estimate that an average of 50-60 percent of students on co-op jobs will accept permanent positions with their co-op employer when they graduate.

3. The demand for RIT graduates continues to be strong even though it reflects the ups and downs of our economy to some extent. Students who make an effort to seek out their jobs have a rather good chance of success when one considers the senior, on-campus interviews that are conducted between the middle of October and the first of May each year and the literally hundreds of full-time, permanent positions that are filed with Central Placement Services each year by employers who come here to recruit, as well as employers who do not come here for recruiting.

4. Each year there are some graduating seniors who do not enter jobs or graduate study immediately after graduation because of any number of personal reasons. However, once these graduates decide to seek out a position, Central Placement Services stands ready to assist them in this search if they so desire.
The Wallace Memorial Library

The Wallace Memorial Library is a true multi-media learning center with expanded services and innovative procedures to increase its usefulness. Particularly adapted to an institution of technology, the arts and sciences, the Wallace Library contains a great deal in addition to books. On the first floor, in addition to over 2,250 current magazines, are found video cassette players, microfilm and microfiche readers and disc and tape recordings; in the Media Resource Center there are other audio-visual tools using more varieties of media, all to enhance the learning process.

The Audio-Visual Department houses one of the finest art slide collections in the country, over 250 films and a variety of other non-print media. This department shows an average of 3,000 other films for students in the classrooms each year and has preview facilities which faculty and students are welcome to use. Located throughout the three floors of the library are over 900 student study stations. There are individual study carrels, group study rooms with TV sets, lounge areas and two music rooms. Also located in the library are computer terminals for use by students with academic requirements for this equipment.

The library contains a rapidly growing collection of materials on the deaf to serve the National Technical Institute for the Deaf and to support research by any who wish to pursue studies in the problems of deafness. Supplementing the main library are the graduate Chemistry Library, and the Melbert B. Cary, Jr. collection containing rare items of printing.

The Public Affairs Division

The Public Affairs Division at RIT is responsible for building bridges between campus and community. Its work is accomplished through several functional units. The Communications Services Department keeps the community informed of significant programs and activities on campus and tells interested audiences—prospective students, donors, employers and others—what they should know about RIT. There is a separate Office of Public Information for NTID. The Development Department has the specific charge of enlisting broad financial support for RIT which, like any other private university, is ultimately dependent on friends and benefactors to meet almost all its capital needs and a substantial portion of its operating income as well. The Community Relations Department establishes linkages between those on campus with a real interest or concern for the community and their counterparts in the Rochester area. The Office of Program Services renders a support function. The Alumni Office is related to the Institute and the Alumni Association.

The Public Affairs Department as a whole, working with all the colleges and other staffs, tries to build a concept of the community as a classroom and to build on RIT's long standing reputation as an institution deeply devoted to and involved with the community of which it is a part.
RIT Alumni Association

The RIT Alumni Association is an organization of more than 27,000 graduates and former students of the Institute. All graduates are automatically members of the Association.

Its objectives are to advance the growth and development of RIT through individual and group endeavor within industry and the community; to foster beneficial relationships among alumni, students, and the Institute; and to encourage outstanding academic and extra-curricular achievement by the undergraduates. To provide direction for alumni activities, an elected Executive Council serves as the governing body of the Association.

Homecoming each fall provides an opportunity for alumni reunions and a visit to campus. Other alumni events in Rochester include an annual "Ice Night," a Lecture Series, and Career Guidance Seminars. There is also a Travel Program available to alumni, and a Continuing Education Program (Alumni College), which aims to keep alumni up to date in their various professional areas.

Alumni in several U.S. cities organize activities of interest to local members, and special meetings are held at professional conventions attended by alumni.

Within the framework of the Association, the Alumni Fund Committee provides the organization through which alumni may assist the financial development of the Institute. The aid is channeled to development projects and provides support for the operation of the Institute. Alumni also serve the Institute's admissions effort by acting as career counselors, visiting their local high schools, and talking to students who have shown an interest in their particular fields.

The Office of Alumni Programs, located on the fourth floor of the George Eastman Building, is the center of alumni activity on campus. The Office maintains the alumni records, assists in conducting the affairs of the Association, and serves as the communications center and clearing house for all alumni activities. Alumni are always welcome at this Office.
RIT welcomes any qualified applicant regardless of race or religion.

The entrance data on the following pages is designed to assist you in making a self evaluation of your qualifications for admission to RIT, and to guide your selection of courses before high school graduation. If you lack any required subjects at the time of graduation, our Admissions staff will welcome the opportunity to suggest ways to meet your requirements.

For each program, we have indicated the (1) required high school subjects, (2) desirable elective subjects and other factors we consider, and (3) the 5th percentile, the 50th percentile and 95th percentile of the high school class rank and each of the SAT scores for our 1973 freshmen. Your high school record is usually the best predictor of success. If your high school rank is substantially below the 50th percentile for your program choice, some other factors that could indicate a potential for success are: (1) better than average grades in the required high school subjects, (2) an improving record of achievement as you progressed through high school, (3) above average admission test scores, (4) graduation from a highly competitive high school whose graduates are usually successful in college, and (5) post high school experience in service or employment that gives evidence of potential for success.

Indeed, the wide range of class ranks and test scores is indicative of how other factors are considered in making RIT admission decisions. Those at the lower end of the reported ranges were admitted on the basis of information other than school records and test scores.
**ENTRANCE REQUIREMENTS FOR SPECIFIC COLLEGES SHOWN**

- *English: 4 years for all programs (except as your State requirements differ)*
- 1973 RIT FRESHMAN CLASS

<table>
<thead>
<tr>
<th>College</th>
<th>School or Department</th>
<th>Required High School Subjects*</th>
<th>Desirable Elective Subjects</th>
<th>U.S. Bank</th>
<th>Math</th>
<th>Verbal</th>
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<td>Additional Mathematics and Science</td>
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<td>Professional Photography</td>
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<td>Art Courses</td>
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<td>Photo Processing Management</td>
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<td>Printing Courses</td>
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<td>Biomedical Photography</td>
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<td>Biomedical Communications</td>
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<td>Printing</td>
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*Students accepted into these programs are asked to submit CEEB Level 1 Mathematics Achievement Test results before attending classes. The test results will be used only for placement in mathematics courses.*

*Slides are required for mailed portfolios, and are preferred for sculpture and other crafts that would be difficult to carry for visit.*
UNDERGRADUATE ADMISSION PROCEDURES

FRESHMEN
Submit your completed undergraduate application and non-refundable $25 fee, official high school transcript and examination scores. Scores from Scholastic Aptitude Test (SAT) are preferred. American College Test (ACT) scores will be accepted. Forms for test registration should be obtained from your high school Guidance Office.

TRANSFER CREDIT
If you are a transfer applicant, RIT will place you at the highest level at which your success can reasonably be expected.
1. Well give you junior standing if you’ve earned an associate degree (A.A.S., A.S., and A.A.) or equivalent in programs comparable to the RIT program you choose. A cumulative average of “C” or better is normally required.
2. Well admit you to transfer adjustment study in summer to facilitate your transfer, particularly if you’ll be majoring in Electrical Engineering, Art or Photography. See applicable program descriptions in this catalog.
3. If you’ve had only a small amount of college study or will be making a significant program change when you come to RIT, well determine your credit on an evaluation of individual courses in which you earned a “C” grade or better. Your admission will be based on our best judgment of your probable success in your RIT program with your earlier grades being only part of the criteria we use.

CREDIT BY EXAMINATION
RIT grants credit for satisfactory scores on examinations covering objectives and context parallel to the RIT courses for which you seek credit. Usually these are CEEB Advanced Placement or College Level Examinations, New York State Proficiency Examinations, or RIT-prepared examinations. Contact our Director of Admissions for procedures.
Applications are accepted up to one year before you plan to start at RIT. Most students enter in September. Major exceptions are freshmen and transfers in the College of Business and the School of Printing, and transfers in most of the other colleges. RIT uses "rolling admissions"—when all required information is received you will be notified of one of the following actions:

1. Acceptance to your program of study. A transfer student will receive an evaluation showing credit granted and our estimate of time needed to complete your selected program.

2. Acceptance to program of study, but placed on a waiting list. When vacancies occur, those judged to be the strongest candidates are selected from the waiting list. The probability of vacancies on the waiting list is not predictable. Those remaining on waiting lists will be considered for future entrance dates if they specifically so request.

3. Deferral of action until more recent grades, test scores or other data requested are available.

4. Denial of Admission. RIT reserves the right to deny admission on the basis of any required admissions data.

You must submit a physical examination report before your first RIT registration on the form provided with your admission letter.
ADMISSION DEPOSIT
The $100 non-refundable admission deposit reserves a place in our class and is credited to your first quarter's tuition. The due date will be indicated in your acceptance letter. For students entering in September, this is May 1, or within two weeks after acceptance, whichever is later.

VISIT TO CAMPUS
You are not required to visit our campus before we act on your application, but we do encourage you to see this modern 1300-acre campus and meet some of your faculty. For arrangements, call (716) 464-2831. For a general view of campus, request tour information. Tour guides are available at 10:30 A.M. and 2:30 P.M. Monday through Friday, and by advanced arrangements at other times by calling (716) 464-2604. You may make a personal appointment between 9:30 A.M. and 3:30 P.M. Monday through Friday for general academic program information and specific admissions information. For more detailed information about academic programs and related educational facilities and to meet your faculty, request an appointment with the Department or School of your interest.

FOREIGN STUDENTS
We welcome students from other countries. However, these students must be prepared to meet expenses in full as employment opportunities are limited and student aid is rarely available to foreign students.

The admissions procedures above apply in full. In addition, applicants whose native tongue is not English are required to submit scores from the Test of English as a Foreign Language (T.O.E.F.L.) administered around the world by ETS, Princeton, New Jersey, U.S.A.

If not in English, all documents submitted must be accompanied by certified English translations.

If admitted and the financial statement is satisfactory, the student will be sent Form 1-20 for presentation to the American Consul in application for a "Non-Immigrant", "F" Student Visa. Foreign applicants completing their applications after April 1 seldom have enough time to finish all the necessary details in time for enrollment in September.

ENROLLMENT OF VETERANS
Study at RIT is approved under PL89-358 (Readjustment, 1966) PL815 or PL894 (Rehab) and PL634 (War Orphans). For benefits, a veteran may obtain an application for the Certificate of Eligibility from the nearest V. A. Office and submit it to the V.A. Office in Buffalo, New York.

V. A. Form 21E-1995 "Request for Change of Program or School" is used when the veterans wishes to transfer schools.

REGISTRATION
You will be notified by mail of the date and hour of registration for your first quarter. Thereafter you are responsible for consulting the College Calendar for registration dates and times for subsequent quarters.

Failure to report in person for registration at the time indicated may result in forfeiture of your place in classes at the Institute. The late processing fee is $10.
Rochester Institute of Technology stresses programs that lead to a high level of technical and professional competence. Programs of study are offered which lead to degrees at the associate, baccalaureate, and master's levels.

**Associate Degree Programs** — Upon successful completion of the requirements as indicated in the Program Outline of the Schools and Departments, students are awarded the Associate in Science or the Associate in Applied Science degree. Continuation to the baccalaureate depends upon satisfactory completion of the first two years with a cumulative grade point average of 2.00.

One Institute program — Biomedical Photography is a two-year program leading only to the A.A.S. degree. Chemical Technology is a three-year cooperative program leading to the A.A.S. degree.

**Bachelor's Degree Programs** — Six day colleges—Business, Engineering, Fine and Applied Arts, General Studies, Graphic Arts and Photography, and Science—offer four- or five-year programs leading to the B.S. or B.F.A. degrees, depending upon the curriculum. In all, about thirty different majors are offered in these colleges. For full description see the following sections grouped by colleges.

The newly organized Institute College includes the School of Applied Science, offering the B. Tech degree as upper-level (post-Associate) programs only; the Department of Computer Science and Technology offering the B.S. and B. Tech degrees; and the Department of Packaging Science offering the B.S. degree.

**Graduate Degree Programs** — The many programs leading to graduate degrees are fully described in the separate Graduate Bulletin.


Grades representing the progress of the student in each of his courses are given GRADING on a Grade Report Form at the end of each quarter of attendance. SYSTEM

The letter grades are as follows:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Minimum Passing
- E: Conditional Failure
- F: Failure
- Inc: Incomplete
- W: Withdrawn
- R: Registered
- Aud: Audit
Quality Points — Each course has a credit hour value based upon the number of hours per week in class, laboratory or studio, and the amount of outside work expected of the student.

Each letter grade yields quality points per credit hour as follows:

- A — 4 quality points
- B — 3 quality points
- C — 2 quality points
- D — 1 quality point
- E, F, and WF all count as 0 in computing grade point average (G.P.A.). R, Wp, and Inc. grades are not used in computing G.P.A.

The grade point average is computed by the following formula:

\[ \text{G.P.A.} = \frac{\text{Total Quality Points Earned}}{\text{Total Quarter Credit Hours for which Registered}} \]

Scholastic Probation — A freshman whose grade point average for any quarter is below 1.6 is placed on scholastic probation for the following quarter. For second-year students the corresponding G.P.A. is 1.8; for third-, fourth-, and fifth-year students it is 2.0.

A student failing below the minimum G.P.A. twice in any one year will be suspended from Day College at the end of the school year unless his cumulative G.P.A. for one year is above probationary level. A student who, at the end of a school year, has accumulated three or more probations may be suspended for one school year at the discretion of the director of the school or department in which he is registered. A student with a G.P.A. below 1.00 in any quarter may be suspended at the discretion of the department head.

A first- or second-year student on scholastic probation shall not represent the Institute in any activity or hold office in any organization under jurisdiction of the Student Council. A student, third-year or higher, with G.P.A. below 2.0 in any quarter will be on scholastic probation; if his cumulative G.P.A. is 2.5 or higher he may participate in cocurricular activities. Failure to earn a G.P.A. of 2.0 or higher in the next school quarter means that participation in above activities must be discontinued.

Disciplinary Probation — Students are expected to conduct themselves at all times in such a way as to reflect credit on themselves and the Institute. Any student who has been guilty of flagrant violation of good conduct or good taste may be warned, placed on probation, or in serious cases dismissed from the Institute.

Students on probation may not represent the Institute in any inter-collegiate activity or hold office in any organization under the jurisdiction of the Student Association.

Class Attendance and other Rules — Students are expected to fulfill the attendance requirements of their individual programs. Rules and regulations relating to conduct in the residence halls, and use of general campus facilities are issued directly by the appropriate offices of the Institute.
The Administration reserves the right to be the sole judge of what shall constitute a violation of the regulations as well as the right to fix penalties. In certain cases, the penalty may be dismissal.

Courses and time schedules are subject to change to meet the requirements of the student's occupational objective. Attendance at Saturday classes may be required. The Institute reserves the right to alter any of its courses at anytime.

The following general requirements apply to students who are candidates for an undergraduate degree:

1. Fulfillment of department requirements.
2. In cooperative programs a minimum period of cooperative employment as specified by the department.
3. Compliance with Institute policy on Physical Education.
4. Full payment or satisfactory adjustment of all financial obligations.
5. Attendance at the Institute as a regular student for at least one year prior to graduation. In the full-time programs this means a student must be regularly registered as a degree candidate for the last three quarters prior to graduation in the department in which he seeks his degree. In the cooperative programs a student must be regularly registered as a degree candidate at least two academic quarters of the final year.
6. Attendance at Convocation to be cited for either the Associate or Baccalaureate Degree.
7. Students admitted with advanced standing from other institutions must earn, after transfer, a minimum of 45 quarter credit hours in courses taken at the Institute.

A.S. and A.A.S. Requirements — The requirements for the Associate in Science and Associate in Applied Science degree are:

1. A minimum number of quarter hours as required by the department or school in which the student is enrolled, but in no case shall this be less than 90 quarter hours of credit.
2. A minimum Grade Point Average of 2.0 in the departmentally approved program.

B.S., B.F.A. and B. Tech. Requirements — The requirements for the Bachelor of Science, Bachelor of Fine Arts or Bachelor of Technology degree are:

1. A minimum number of quarter hours as required by the department or school in which the student is enrolled, but in no case shall this be less than 180 quarter hours of credit, except for Upper-Division programs, a minimum of 90 quarter hours.
2. A minimum Grade Point Average of 2.0 in the departmentally approved program.

Masters Degree — See separate Graduate Catalog.
GENERAL EXPENSES

It will be noted from the tables on this and following pages that tuition and fees vary among the schools and departments. Travel costs and items of individual choice differ widely with the individual. The Estimates for Freshman Year give known costs as of the publication of this catalog. Detailed tables of charges for tuition and fees for upperclass years are found on the following pages.

Books and Supplies — These vary widely with the program followed, and to some extent with electives chosen. Those having minimal expenses (e.g. sciences, business) will average $130-$150; in the arts or crafts this may be in the neighborhood of $250-$275; in photographic illustration or professional photography a realistic allowance is $600 in addition to cameras (but in photographic science and photo finishing, expenses are the minimal).

ESTIMATES OF EXPENSES FOR FRESHMEN, 1974-1975

<table>
<thead>
<tr>
<th>Department or Major</th>
<th>Tuition</th>
<th>Fees</th>
<th>Room and Board</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical, Industrial and Mechanical Engineering</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Business Administration, Marketing</td>
<td>2325</td>
<td>130</td>
<td>1488</td>
<td>3843</td>
</tr>
<tr>
<td>Food Administration</td>
<td>2325</td>
<td>130</td>
<td>1488</td>
<td>3843</td>
</tr>
<tr>
<td>Art and Design</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>School for American Craftsmen</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Printing</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Photographic Science</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Biology, Chemistry, Math, Medical Technology</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Chemical Technology (2 Quarters)</td>
<td>1683</td>
<td>130</td>
<td>1488</td>
<td>2007</td>
</tr>
<tr>
<td>Computer Systems</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Social Work, Criminal Justice</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Career Development Program</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
<tr>
<td>Packaging Science</td>
<td>2400</td>
<td>130</td>
<td>1488</td>
<td>4018</td>
</tr>
</tbody>
</table>

* Rochester area students who live at home and commute to campus should substitute their own estimates for room and board.

* Does not include $30.00 Orientation Fee.

** It is estimated that an additional $500 should be allowed for clothing, recreation, travel, and incidentals.

* Double Room and Board (20 meals per week).

It must be emphasized that totals shown are estimates.
## Tuition and Fees 1974-1975

### COOPERATIVE PROGRAMS

<table>
<thead>
<tr>
<th>College or School</th>
<th>Department</th>
<th>Year</th>
<th>Tuition Per Year</th>
<th>Fees</th>
<th>Total Per Year</th>
<th>Quarterly Payments*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st, Qtr. 2nd, Qtr. 3rd, Qtr.</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>Electrical, Industrial, or Mechanical</td>
<td>1 &amp; 2</td>
<td>2,400</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 &amp; 4</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>Bus. Admin., Food Admin., or Retailing</td>
<td>1</td>
<td>2,325</td>
<td>130</td>
<td>2,455</td>
<td>$800 $800 $800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2,325</td>
<td>130</td>
<td>2,455</td>
<td>$800 $800 $800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>1,550</td>
<td>105</td>
<td>1,655</td>
<td>$800 $800 $800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>2,325</td>
<td>130</td>
<td>2,455</td>
<td>$800 $800 $800</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Biology, Chemistry, Mathematics, or Physics</td>
<td>1 &amp; 2</td>
<td>2,400</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 &amp; 4</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td>SCIENCE Chemical Technology</td>
<td>1,2,3</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
<td></td>
</tr>
<tr>
<td>INSTITUTE COLLEGE</td>
<td>Computer Science and Technology</td>
<td>1 &amp; 2</td>
<td>2,400</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3, 4, 5</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td>School of Applied Science</td>
<td>1,2</td>
<td>(Completion of 2 years at another college)</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 &amp; 4</td>
<td>1,600</td>
<td>105</td>
<td>1,705</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td>GENERAL STUDIES</td>
<td>Criminal Justice</td>
<td>Each Year</td>
<td>2,400</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuition and Fees — Tuition and fees paid to the Institute covers approximately 60-70 percent of the actual expense of a student’s education. The rest of the cost is borne by the Institute through income on its endowment and from the gifts of alumni and other friends.

The tuition at RIT is computed on a quarter basis.

The Institute reserves the right to change its prices without prior notice.

Tuition and Fee payments are due on the following dates:

- Fall Quarter: September 9, 1974
- Winter Quarter: December 16, 1974
- Spring Quarter: March 10, 1975
- Summer Quarter: To be announced at a later date.
## Other Programs

<table>
<thead>
<tr>
<th>College or School</th>
<th>Department</th>
<th>Year</th>
<th>Tuition Per Year</th>
<th>Fees</th>
<th>Total Per Year</th>
<th>Quarterly Payments*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine &amp; Applied Arts</strong></td>
<td>Art &amp; Design Sch. for American Craftsmen</td>
<td>Each Year</td>
<td>$2,400</td>
<td>$130</td>
<td>$2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td>Photographic Arts and Sciences</td>
<td>Each Year</td>
<td>$2,480</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td>Photographic Processing</td>
<td>Each Year</td>
<td>$2,480</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>Photographic Marketing</td>
<td>Each Year</td>
<td>$2,425</td>
<td>130</td>
<td>2,455</td>
<td>$855 $808 $808</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Medical Technology</td>
<td>1, 2, 3</td>
<td>$2,400</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td></td>
<td>4 (Full-Time Internship in approved hospital)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Center</strong></td>
<td>Career Decision</td>
<td>Only</td>
<td>$2,408</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
<tr>
<td><strong>Institute College</strong></td>
<td>Packaging Science</td>
<td>Each Year</td>
<td>$2,408</td>
<td>130</td>
<td>2,530</td>
<td>$800 $825 $825</td>
</tr>
</tbody>
</table>

If printing students elect to follow the voluntary cooperative plan, tuition is charged only for quarters at RIT.

Note: Books and supplies are not shown in the tables above, since they vary so much with each program. It is, however, essential that this be remembered in budgeting for upperclass years. This is especially true for students in Arts and Photography.

References to tables on facing page.

* Does not include $30 Orientation Fee

In Cooperative Programs, students pay tuition only for quarters at RIT; normally two per year in alternate quarters.

** Students in College of Business attend classes for 11 quarters over the 4-year program. Payments are due for quarters assigned to school, which may differ in time but not in quantity from above chart.

Any undergraduate carrying over 18 quarter credit hours will be charged regular tuition plus $68 for each quarter credit hour over 18.

Tuition for part-time undergraduate students (carrying fewer than 12 quarter credit hours) and special students is at the rate of $68 per quarter credit hour. The Activity/Union Fee and Athletic Fee are not assessed.

A graduation fee of $15 is payable at the beginning of the Spring Quarter of each year in which the student expects to receive an associate's or bachelor's degree. The graduation fee charge for those receiving a master's degree is $20 which also includes rental of the master's hood.
ESTIMATING TUITION

TUITION PAYMENT

Tuition and fees may be paid by mail in advance and students are requested to take advantage of these arrangements. Payments should be made by check, money order, or New York draft, payable to Rochester Institute of Technology.

ESTIMATED QUARTERLY BILL – PROCEDURE

1. Student is mailed the 'Estimated Quarterly Billing Packet' approximately one month prior to the quarterly due date.

2. The packet will contain all the necessary information and forms required to complete the Estimated Bill accurately and quickly.

3. Upon receipt of the Institute copy of the Estimated Bill and the student's payment, the Bursars Office will credit the payment of the student account, clear the student for registration and hold the Estimated Bill for verification with the actual charges as processed by the Registrar, Food Service, the Housing Office, the Student Aid Office, and departments.

4. Three weeks after registration day a statement of account will be prepared and mailed to those students having an unpaid balance. These students will automatically be placed on the Deferred Payment Plan (see below).

DEFERRED PAYMENT PLAN – PROCEDURE

1. Students can automatically participate in this plan by remitting 50% of their Estimated Bill. The participation fee is $5.00 and is applicable to both full and part-time (see item No. 2 below) students.

2. Upon receipt of the above, the Bursars Office will clear the student for registration.

3. The remaining 50% or the balance due must be paid during the fifth week of classes.

4. Late Payment Penalty Charge—$25.00. This charge will be assessed against all delinquent accounts (deferred accounts unpaid after the fifth week of classes, except as noted below).

5. The following groups of students would be excluded from the Deferred Payment Plan charges providing the appropriate papers are on file in the Bursars Office: N.T.I.D. students, Veterans, students whose expenses are paid by a state's Office of Vocational Rehabilitation, and students whose tuition is paid by an outside concern e.g., KNIGHT Plan, Company Billing.
Advance deposits are non-refundable. The acceptable reasons for withdrawal with refund during a quarter are:

A. FULL REFUND:
   (1) ACTIVE MILITARY SERVICE—A student called to active military service during the first 8 weeks of the term may receive a full tuition refund. If called after the eighth week, he may elect to complete the course by making special arrangements with both his instructor and Department, or to withdraw and receive a full tuition refund. If he withdraws, he will have to repeat the course at a later date.
   (2) ACADEMIC SUSPENSION—Students generally register for a quarter before grades for the first quarter are available. If such a student later finds that he has failed the first quarter, he will be given a full refund. It remains the student's responsibility to contact his Department to assure that the withdrawal form and refund are properly processed.

B. PARTIAL REFUND:
   A partial refund will be made during a quarter if withdrawal is necessitated for one of the following reasons:
   (1) illness, certified by the attending physician, causing excessive absence from classes.
   (2) withdrawal for academic reasons at the request of the Institute during a quarter.
   (3) transfer by employer, making class attendance impossible.

C. PARTIAL REFUND SCHEDULE

<table>
<thead>
<tr>
<th>WITHDRAWAL</th>
<th>% OF REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>75%</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During the fourth week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth and subsequent weeks</td>
<td>no refund</td>
</tr>
</tbody>
</table>

The partial payment and other fees are not refundable. All withdrawals from courses must be made in writing; otherwise, the refund of tuition will not be given. The student should not consider himself "officially withdrawn" until he receives the student's copy of the Change of Record Form. The postmark date of a letter to the dean or the date on which a change of record form is properly completed shall be the date of "official withdrawal" used to determine the refundable amount.

Students enrolled in chemistry laboratory classes must purchase Breakage Deposit Cards at $5.00 each. In most cases the total will not exceed $15.00 for the year. This requirement applies to students of all departments who are enrolled in chemistry courses.

Students enrolled in courses requiring the use of the photographic chemistry laboratories are required to make a $10.00 locker key deposit.
A Residence Halls Association Fee, currently $7.00, is established by the student governing bodies to be used for the benefit of students in residence. With the first bill there is also a Security Deposit, explained in the Housing Office information.

Students, former students, and graduates are in good financial standing when all fees, tuition, fines, are paid in full. They may re-register, receive grade reports, transcripts, and other forms of recognition or recommendation from the Institute.

The Institute reserves the right to modify its tuition and fee charges.

Textbooks and supplies may be purchased at the RIT Bookstore where stocks include recommended items. General guidelines are given with the introductory statement on expenses. The major portion of the expenditures for books and supplies is made during the first week of school. In anticipation of this expense, students should have sufficient funds available.

It is RIT’s intent that qualified students interested in its programs will be considered for financial assistance according to financial need. Normally this is arranged as a package of aid, consisting of scholarship, grant, loan and/or employment, in conjunction with outside scholarships such as New York State Scholar Incentive Awards and Regents Scholarships, or other regional awards or federal assistance. The RIT Scholarship Committee bases its award on scholastic achievement as well as need. The full range of Veterans Administration benefits are available.

RIT’s cooperative programs offer participating students an opportunity to make a very significant contribution to their total college expenses—from 40% to 60% during co-op years—in addition to the valuable experience gained on the job.

Additionally, through the Central Placement Office, there are many part-time positions available where this is needed to help defray expenses. Those needing the income from full-time employment should consider attending RIT’s College of Continuing Education evenings.

Inquiries for all types of financial assistance should be directed to the RIT Office of Student Aid.

There are no additional charges or fees for RIT students coming from states other than New York.

The RIT Board of Trustees has provided a scholarship fund from which general awards are made to entering freshman and transfer students. Transfer student applicants currently in college should advise the RIT Admissions Office that they are to be considered as scholarship applicants, and request action on their Admissions application before March 1. Other scholarships have been provided by the gifts of alumni and friends, and the income from permanent funds.
Scholarships from these sources may vary in size from $100 to $1,200. The amount of the scholarship and the recipients are determined on a basis of entrance examination data, the high school record, and the need for financial aid. These scholarships are awarded for one year only. Students receiving scholarship aid may apply for renewal of their scholarship as upperclassmen. Entering freshmen may be eligible for awards if they rank in the upper 25% of their high school graduating class, while eligibility for enrolled students and transfer is contingent upon a cumulative grade point average of 3.00 through the Winter Quarter of the year preceding the one for which the award is requested. In each case the stipend is based on financial need.

A number of industry- or business-sponsored scholarships are available to entering students in specific departments. In some cases the scholarships are restricted to students from a particular geographic area. In general, scholarships of this type are for three to five years of study, and the student must maintain a specified academic average. Scholarships in this category vary in size from $300 to $4,000.

Applying for Aid — Applications for scholarship aid will be processed only after the applicants have been accepted for admission to the Institute. Applicants, however, should not wait until accepted to file applications.

Students are urged to submit all required admissions data to the RIT Admissions Office and file Parent's Confidential Statement with College Scholarship Service no later than January 1, of the year prior to entrance. Copies of these forms must be received in the Student Aid Office no later than March 1; applications received after March 1, cannot be considered.

Regents Scholarships and Scholar Incentive Awards — New York State Regents Scholarships may be used at the Institute. Many students also obtain financial help from scholarship funds provided by foundations, service clubs, or other organizations in their home communities.

New York State Scholar Incentive Awards may also be used at the Institute.

New York State residents wishing to apply for these awards should write for information and application forms to Regents Examination and Scholarship Center, State Education Department, 99 Washington Ave., Albany, N. Y. 12210.

A number of educational loan funds are available to Institute students. Some of these provide interest-bearing loans which are repayable after graduation. Included are the National Direct Student Loan program, and Guaranteed Student Loans provided by some of the states. Students are required to make use of the plan within their own state, if one is available.

Federal Financial Assistance — Federal assistance consists of grants, loans, and on-campus employment, based on demonstrated financial need. Inquiries regarding these programs should be directed to the RIT Student Aid Office.

Tuition Payment Plans — Monthly payment programs are available through a number of commercial banks and agencies.

More complete information about scholarships and loans is contained in the Institute publication, "Student Expenses and Financial Aid." This may be obtained from the Director of Student Aid.
The College of Business is composed of the School of Business Administration, the School of Retailing, and the Department of Food Administration and Tourist Industries Management. The programs reflect the world of business, which has become increasingly complex, and advance new theories with business application. Ideas that were not even formulated five years ago are viewed as routine today. New knowledge is constantly evolving that must become part of the student's education. While incorporating this new knowledge into the program, it is also important that the student's education have lasting value.

RESOURCES Each faculty member in the College of Business brings a combination of professional education and sound practical experience to his course work. The faculty has a personal interest in the progress of individual students and in assisting each student to achieve maximum benefit from his program of study. Freshman students are assigned to faculty advisers who provide friendly counsel during this period of adjustment. Physical facilities include well-appointed classrooms and laboratories and modern equipment. Student learning is extended further through other facilities, including an up-to-date and complete library of books and periodicals, as well as through use of fabric collections, films, professional speakers, and field trips applicable to the various fields of study.

Professional Memberships — Memberships in professional organizations contribute to the quality of the programs in the College of Business. The School of Business Administration maintains membership in the American Association Collegiate Schools of Business Assembly, and the Middle Atlantic Association of Colleges of Business Administration. Programs in the Department of Food Administration are recognized by the American Dietetic Association. The School of Retailing is a member of the American Collegiate Retailing Association, an organization to promote the profession of retail management and to maintain high standards of education for the retail profession.

PLAN OF Cooperative employment is an integral part of the program in the College of Education Business. Under the supervision of the Director of Cooperative Education of the college, each student obtains four quarters of practical work experience in many and varied phases of his field of interest, not limited to the local area. Every effort is made to help the student find a position that will further his career goals. Since this work experience is related to the student's total career objective, he gains more stimulation from his class work and is prepared to assume some increased responsibility during successive work periods. He also develops judgment and initiative, keener understanding of his major field and the special phases which interest him, and greater possibility of moving more rapidly toward his goal after graduation.
The Cooperative Plan — Cooperative employment arrangements for students in B.S. degree programs are made prior to the Summer Quarter of the second year. Students are then assigned to A and B Sections; students in Section A work on their cooperative jobs in the Summer Quarter while those in Section B attend classes. The two sections interchange at the beginning of the Fall Quarter of the third year when students in Section A attend classes and those in Section B are cooperatively employed. This interchange of study-work periods continues until the Summer Quarter of the fourth year when both groups attend classes. The study-work section to which the student is assigned is designated by the Director of Cooperative Education, College of Business.

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
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<tr>
<td>2nd year</td>
<td>RIT</td>
<td>RIT</td>
<td>RIT</td>
<td>VACATION</td>
</tr>
<tr>
<td>3rd year</td>
<td>&quot;B&quot; WORK</td>
<td>RIT</td>
<td>&quot;B&quot; WORK</td>
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</tr>
<tr>
<td>4th year</td>
<td>&quot;B&quot; WORK</td>
<td>RIT</td>
<td>&quot;3&quot; WORK</td>
<td>RIT</td>
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</tbody>
</table>

Admission Requirements — High school graduates applying to the College of Business should have had Mathematics, including Elementary and Intermediate Algebra. Those applying to the Department of Food Administration and Tourist Industries Management should have had Chemistry in addition to the required Mathematics. While a college preparatory course in high school is preferred, graduates of other programs are considered. While most students enter at the beginning of the Fall Quarter, a modest number may be accepted at the beginning of the Winter or Spring Quarters.

Graduation Requirements — The minimum academic requirements for the Bachelor of Science degree in the College of Business are:

A.A.S. Degree — The degree of Associate in Applied Science is awarded upon earning a minimum grade point average of 2.0 in the departmentally approved program.
TWO-YEAR B.S. Degree — The Bachelor of Science degree is granted if the student has (X) TRANSFER earned a minimum grade point average of 2.0 in the departmentally approved PROGRAM program, and (2) completed four quarters of supervised field education assignments as approved by the Director of Cooperative Education, College of Business.

Transfer student must (1) complete a minimum of 102 quarter credit hours with an earned minimum grade point average of 2.0 in the departmentally approved program, and (2) complete two quarters of approved cooperative education assignments.

Junior standing will be granted to qualified students from accredited institutions who possess an associate degree or its equivalent and who wish to continue their education for the baccalaureate degree. Students interested in Business Administration, Retailing, or Food Management may complete all requirements for the B.S. degree in two years, which includes six academic quarters and two quarters of cooperative employment.

Due to the special requirements of the Accounting program and the Dietetics program, the amount of transferrable credit and the estimated time to complete work for these degrees must be determined by evaluation of each individual's record. In every instance, however, it is the policy of the College to recognize as fully as possible past academic accomplishments of each student.

The College of Business offers master's degree programs in Business Administration and Accounting on a part-time and full-time basis. The programs are professional in nature and acquaint the student with all aspects of business management as well as offering a concentration in a field of specialization. Specific details are contained in the Graduate Bulletin, available upon request.

School of Business Administration

OBJECTIVES The basic objective of the School of Business Administration is to create and provide experiences which lead to the continuing growth of the individual in achieving his or her occupational, social, and personal goals. The programs offered provide for an understanding of the concepts essential to competence in business management.

To provide an education that will allow the graduate to perform and grow in this dynamic and complex field of business, the programs in the School of Business Administration are designed to: (1) make students aware of the world about them; (2) open and stimulate students’ minds to initiate—and welcome—new ideas and techniques; (3) provide mastery in a marketable skill.

Each program includes courses in communications, social science, and the humanities, plus a “core group” of business subjects. This provides for an understanding of the complex relationships of forces at work in society today, as well as the relationships existing within the business organization. The student
BUSINESS ADMINISTRATION

Business Administration

The Cooperative program provides the balance between theory and experience and plays an integral part in the total education of the individual.

Accounting

Accounting majors have two options: the public accounting option and a general accounting option. The public accounting major has been registered with the State Education Department of New York, which means that graduates meet the requirements for candidacy for the Certified Public Accountant examination.

The general accounting option has been designed for students with varied interests. Not only has the curriculum been designed to help prepare students for the Certificate in Management Accounting examination as administered by the Institute of Management Accounting of the National Association of Accountants, but also the student has the opportunity to gain a more indepth knowledge in taxation, international accounting, and accounting for non-profit organizations by electing courses in a seminar series.

Business Administration

The curriculum offers the student the opportunity to major in Consumer Services, Finance, Management, Marketing or Photographic Marketing.

Two-Year Transfer Program

Qualified students from accredited institutions who possess an associate degree or its equivalent may earn the baccalaureate degree in two years, which includes six academic quarters and two quarters of cooperative employment.

Due to the special requirements of the Accounting program, the amount of transferable credit and the estimated time to complete work for these degrees must be determined by evaluation of each individual's record. In every instance, however, it is the policy of the College to recognize as fully as possible past academic accomplishments of each student.

A.A.S. Degree

The degree of Associate in Applied Science is awarded upon earning a minimum grade point average of 2.0 in the departmentally approved program.

B.S. Degree

The Bachelor of Science degree is granted if the student has (1) earned a minimum grade point average of 2.0 in the departmentally approved program, and (2) completed four quarters of supervised field education assignments as approved by the Director of Cooperative Education, College of Business.

Transfer student must (1) complete a minimum of 102 quarter credit hours with an earned minimum grade point average of 2.0 in the departmentally approved program, and (2) complete two quarters of approved cooperative education assignments.
## Program Outline

### ACCOUNTING PROGRAMS

#### (Common Curriculum, First Two Years)

**NOTE:**
- F—FALL  S—SPRING
- W—WINTER  SR—SUMMER

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<thead>
<tr>
<th>Quarter</th>
<th>Credit Hours</th>
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<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>BBUA-210 Financial Accounting</td>
<td>4</td>
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<td>BBUB-201 Management Concepts</td>
<td>4</td>
</tr>
<tr>
<td>BBUQ-291, 292 Mathematics</td>
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<tr>
<td>GSSE-301, 302 Economics I, II</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>BBUA-308, 309, 310 Intermediate Accounting I, II</td>
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<td>BBUF-501 Cost Accounting I</td>
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<td>BBUF-503 Financial Management</td>
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<td>BBUQ-351, 352 Statistics I, II</td>
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<td>Physical Education Elective</td>
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Upon successful completion of the second year, the Associate Science degree is awarded.

*See p. 89 for General Studies requirements.

**GENERAL ACCOUNTING MAJOR**

**NOTE:**
- SR or F or S SR
- W or W or S W

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<td>BBUA-421 Cost Accounting</td>
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<td><strong>FOURTH YEAR</strong></td>
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<td>BBUA-313 Auditing</td>
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<td>BBUB-407 Technical Society and Legal Environment</td>
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<td>General Studies Electives - Upper Division</td>
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</tbody>
</table>

*See p. 89 for General Studies requirements.

**Students interested in the Certificate of Management Accounting should include BBUA-554, BBUB-536 and BBUB-353 in their electives.**
### ACCOUNTING PROGRAMS

#### CERTIFIED PUBLIC ACCOUNTING MAJOR

**Program Outline**

<table>
<thead>
<tr>
<th>F—FALL</th>
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<th>W—WINTER</th>
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<th>W or S</th>
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<td>BBUA-422 Tax Accounting</td>
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<td>BBUB-302 Business Law II</td>
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<td>BBUS-40 Administrative Policy</td>
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</table>

*See p. 39 for General Studies requirements.*

#### BUSINESS ELECTIVES

(Each gives 4 Quarter Credit Hours)

<table>
<thead>
<tr>
<th>ACCOUNTING</th>
<th>MANAGEMENT AND QUANTITATIVE METHODS</th>
<th>ECONOMICS</th>
<th>MARKETING</th>
</tr>
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<tbody>
<tr>
<td>BBUA-331 Cost Accounting I</td>
<td>BBUE-450 Multinational Management</td>
<td>BBUE-407 Managerial Economics</td>
<td>BBUM-510 Consumer Services Analysis</td>
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<td>BBUA-422 Tax Accounting</td>
<td>BBUB-531 Labor Relations</td>
<td>BBUE-408 Business Cycles and Forecasting</td>
<td>BBUM-511 Consumer Services Seminar</td>
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<td>BBUE-407 Managerial Economics</td>
<td>BBUB-535 Planning and Decision Making</td>
<td>BBUE-509 Advanced Money and Banking</td>
<td>BBUM-551 Marketing Research</td>
</tr>
<tr>
<td>BBUE-408 Business Cycles and Forecasting</td>
<td>BBUB-536 Organization Theory</td>
<td>BBUE-530 Labor Economics</td>
<td>BBUM-552 Advertising</td>
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<tr>
<td>BBUE-443 Recent Economic Policies</td>
<td>BBUB-554 Seminar in Management</td>
<td>BBUE-554 Seminar in Economics</td>
<td>BBUM-553 Sales Management</td>
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<tr>
<td>BBUB-509 Advanced Money and Banking</td>
<td>BBUB-555 International Marketing</td>
<td>BBUB-502 Money and Capital Markets</td>
<td>BBUM-554 Seminar in Marketing</td>
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<td>BBUE-530 Labor Economics</td>
<td>BBUB-556 Marketing Logistics</td>
<td>BBUB-503 Financial Problems</td>
<td>BBUM-555 International Marketing</td>
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<td>BBUM-557 Comparative Marketing</td>
<td>BBUB-504 International Finance</td>
<td>BBUM-556 Marketing Logistics</td>
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<td>BBUB-555 International Marketing</td>
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<td>BBUB-507 Security Analysis</td>
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<td>BBUB-556 Marketing Logistics</td>
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<td>BBUM-557 Comparative Marketing</td>
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<td>BBUB-510 Financial Institutions</td>
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<tr>
<td></td>
<td></td>
<td>BBUF-554 Seminar in Finance</td>
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</table>

**NOTE:** Additional electives may be chosen from the School of Retailing or approved electives from other Colleges of the Institute. See special Photo Management-Photo Marketing curriculum given in cooperation with the School of Photographic Arts and Sciences.
# Program Outline

**NOTE:**

- **F**-FALL  
- **W**-WINTER  
- **S**-SPRING

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QUARTER</th>
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<tr>
<td>BBUA-210 Financial Accounting</td>
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<td>BBUA-211 Managerial Accounting</td>
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<td>BBUB-201 Management Concepts</td>
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<tr>
<td>BBUD-201 Mathematics</td>
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<td>ICSS-201 Introduction to Computer Science</td>
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<td>General Studies Electives &amp; Lower Division</td>
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<tr>
<td><em>Physical Education Elective</em></td>
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<td>BBUB-301, 302 Statistics I, II</td>
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<td>BBUE-301 Money and Banking</td>
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<td>BBUB-303 Marketing Principles</td>
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**FIRST YEAR**

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**SECOND YEAR**

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<td>BBUB-404 Administrative Policy</td>
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<td>BBUB-407 Technical Society and Legal Environment</td>
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<tr>
<td>General Studies Electives</td>
<td>10 5 5</td>
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</tbody>
</table>

Upon successful completion of the second year, the Associate in Applied Science degree is awarded.

- See p. 89 for General Studies requirements.
- See p. 171 for policy on Physical Education.
### Program Outline

**Two-year transfer program for a.a.s. degree graduates**

A minimum of 102 quarter credit hours must be completed at RIT in order to qualify for the B.S. degree.

<table>
<thead>
<tr>
<th>F—FALL S—SPRING</th>
<th>W—WINTER S—SUMMER</th>
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</thead>
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<tr>
<td><strong>NOTE:</strong></td>
<td><strong>QUARTER CREDIT HOURS</strong></td>
</tr>
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<td><strong>F</strong></td>
<td><strong>W</strong></td>
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<td>BBUE-405/406 Micro or Macro Economics</td>
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<td>BBUE-407 Financial Management</td>
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<td>BBUE-411 Quantitative Methods I, II</td>
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<td>BBUE-407 Technical Society and Legal Environment</td>
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<td>BBUE-434 Operations Management</td>
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<td>8</td>
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<tr>
<td>General Studies Electives - Upper Division</td>
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</tbody>
</table>

(See p.171 for policy on Physical Education.

*A minimum of 6 Upper Level General Studies courses (30 quarter credit hours) must be taken at RIT.**

**Note:** A minimum of 8 quarter credit hours of Science must be earned. If Science transfer credit is allowed, student must take a comparable number of hours in either Business or General Studies.

Transfer students with insufficient background in Accounting, Economics, Management and/or Marketing will be required to take the following courses in place of business electives:

- Accounting: BBUE-210, 211
- Economics: GSSE-301 and/or 302
- Management: BBUE-401
- Marketing: BBUM-263

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**Photographic Marketing Management Program**

**(COLLEGE OF BUSINESS)**

The program of study in photographic marketing is designed to provide students with a thorough knowledge of the photographic process in order that they may have an understanding of how their products work. At the same time, they will be involved in learning the economic, financial and marketing principles necessary to successfully establish and maintain a prosperous photographic wholesale or retail business.
### PHOTOGRAPHIC MARKETING PROGRAMS

**CAREER** This four-year baccalaureate program is directed towards marketing, merchandising, promotion and personnel management in the photographic dealer industry; however, those choosing to terminate after two years are awarded an A.A.S. degree and should qualify for a store manager's position.

**Program Outline**

**photographic marketing management majors**

<table>
<thead>
<tr>
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<th>QUARTER CREDIT HOURS</th>
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<table>
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<td>BBUB-214 Financial Accounting</td>
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<td>BBUB-211 Managerial Accounting</td>
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<td>USB-201 Introduction to Computer Science</td>
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<td>BBUS-321, 322 Mechanics</td>
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<td>DSEE-211, 212 Economics 1, 2</td>
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<td>PPHM-301, 302 Basic Principles of Photography</td>
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<td>*Physical Education Elective</td>
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</table>

| BBUB-314 Operations Management | 4 |
| BBUB-316 Marketing and Selling | 4 |
| BBUB-318 Micro or Macro Economics | 4 |
| BBUB-316 Financial Management | 4 |
| BBUM-201 Marketing Principles | 4 |
| BBUM-202 Advertising | 4 |
| General Studies Electives—Upper Division | 8 |
| Professional Electives | 4 |
| BBUB-401 Administrative Policy | 4 |
| BBUB-402 Technical Society and Legal Environment | 4 |
| BBUB-403 Sales Management | 4 |
| General Studies Electives—Upper Division | 8 |
| Professional Electives | 4 |

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*See p. 15 for General Studies requirements.

See p. 171 for policy on Physical Education.

Total of 96 quarter credit hours is required for the B.S. degree.

*It is recommended that students seeking the baccalaureate degree spend the summer of their junior year in a work block-type program.

Professional electives may be selected from either the College of Business or School of Photographic Arts and Sciences, in consultation with advisor.

Refer to School of Photographic Arts and Sciences for descriptions of Photography courses.
The Department of Food Administration and Tourist Industries Management

GEORGE T. ALLEY, Director

Since 1885 the Institute has offered courses in the scientific preparation and service of food. A career in the food and hospitality industries has become highly specialized in the business world. Efficient and sophisticated management is vital and requires a diversity of skills from many disciplines, including accounting, economics, computer science, chemistry, business management, behavioral science, food preparation, nutrition, sanitation and other related areas. The program of the Department of Food Administration and Tourist Industries Management has developed as a result of the continuing effort, demanded by changes in the field, to keep this program current and relevant.

It is the mission of the Department of Food Administration and Tourist Industries Management to prepare students to excel in their chosen profession by developing:

1. theoretical and technical knowledge essential to successful attainment of professional, executive level management;
2. the ability to apply knowledge and original thinking to solving management problems;
3. the skills and techniques of leadership;
4. an awareness and desire for a lifetime of learning;
5. an intellectual spirit for constructive thought and action in building a good life and effective citizenship.

The program is designed to prepare the individual to cope with changing business conditions and to present both theoretical and practical approaches to the diverse needs of the Hospitality Industry. To increase competence in the student's specialization through actual field experience, a cooperative employment plan is required. Under the co-op plan, students alternate periods of study at RIT with periods of employment in the Food and Hospitality Industry. Cooperative employment provides financial assistance, stimulates classroom experience and serves as a preview for determining career direction in the industry.

Food and Tourist Industries Management – The hospitality service industries employ more people than any other industry in the nation. These industries cover the wide scope of public feeding, lodging and tourism. The emphasis in this program is upon course work which is common to food and tourist industries and is directed at those aspiring to managerial positions in restaurants, hotels, motor lodges, resorts, clubs, airlines, colleges and schools, and other types of accommodation businesses. Professional work in any of these areas relies heavily on the principles of efficient management. The program provides the student with the

OBJECTIVES

COOPERATIVE EDUCATION

PROGRAMS AND CAREER OPPORTUNITIES
knowledge, concepts, skills and experience necessary to qualify for well-paying
and challenging employment opportunities.

Modern learning laboratories on campus and in selected industry facilities
provide students with the opportunity to integrate theory and real world ex-
perience. All laboratory work is supervised by department faculty.

Dietetics – Dietetics has become a profession covering a broad spectrum of in-
terests and service. Many in this field have positions of management, not only on
the staffs of hospitals and nursing homes, but also in supervisory posts in govern-
ment agencies—national, state, and local—and in the growing field of community
nutrition. Some of the larger national restaurant chains have a dietitian in a
responsible staff position. Numerically the principal employment for the dietetics
major is in hospitals, as a member of the medical team.

Those students who complete the Dietetics program meet the academic re-
quirements for membership in the American Dietetic Association.

Transfer Students Entering with A.A.S., A.S. or Equivalent Degree.

Students who possess an associate degree or its equivalent in related fields
from accredited institutions and are interested in continuing their education for
the baccalaureate degree in Food Administration and Tourist Industries Manage-
ment may enter with junior standing and complete the B.S. degree in two years.
This includes six academic quarters and two quarters of cooperative employ-
ment.

Due to the special professional requirements of the American Dietetic Associa-
tion, the amount of transferable credit and estimated time to complete work for
the B.S. degree must be determined by evaluation of each individual’s record.

Transfer Students Entering With Less Than Two Years of Transfer Credit.
Transfer credit is granted for courses with a grade of C or better which are
acceptable for the program.

A.A.S. Degree – The degree of Associate in Applied Science is awarded upon
earning a minimum grade point average of 2.0 in the departmentally approved
program.

B.S. Degree – The Bachelor of Science degree is granted if the student has (1)
earned a minimum grade point average of 2.0 in the departmentally approved
program, and (2) completed four quarters of supervised field education
assignments as approved by the Director of Cooperative Education, College of
Business.

Transfer student must (1) complete a minimum of 102 quarter credit hours with
an earned minimum grade point average of 2.0 in the departmentally approved
program, and (2) complete two quarters of approved cooperative education
assignments.
### Program Outline

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>CREDIT HOURS</th>
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<tr>
<td><strong>FIRST YEAR</strong></td>
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<td><strong>SECOND YEAR</strong></td>
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**NOTE:**
- F - Fall
- W - Winter
- S - Spring
- SR - Summer
- F W S - Fall, Winter, Spring
- CREDIT HOURS - Total credit hours required for each quarter.

*General Studies Electives—Lower Division*
*Physical Education Electives*
### DIETETICS PROGRAM

#### Program Outline

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>QUARTER CREDIT HOURS</th>
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<td><strong>F-FALL S-SPRING W-WINTER SR-SUMMER</strong></td>
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<td>BFAM-212 Food Principles I, II</td>
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<td>SDC-211 Human Biology</td>
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<td>SCHG-215, 216 General Chemistry I, II</td>
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<td>SCHO-221</td>
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<td>BFAM-213 Nutrition Principles</td>
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<td>General Studies Electives—Lower Division</td>
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<tr>
<td>Physical Education Elective</td>
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<tr>
<td>BBUA-210 Financial Accounting</td>
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<td>BFAM-211 Management Concepts</td>
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<td>GSEC-301, 302 Economics I, II</td>
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<tr>
<td>BFAM-311 Equipment</td>
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<tr>
<td>BFAM-312 Food Purchasing</td>
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<td>BFAM-313 Quantity Food</td>
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<tr>
<td><strong>F-FALL S-SPRING W-WINTER SR-SUMMER</strong></td>
<td><strong>F</strong></td>
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<td>BFAM-311 Equipment</td>
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<td>BFAM-312 Food Purchasing</td>
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<tr>
<td>BFAM-313 Quantity Food</td>
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<tr>
<td>BBUB-434 Operations Management</td>
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<tr>
<td>SBIC-404 Introductory Microbiology</td>
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<td>BFAM-411, 412 Food Science I, II</td>
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<td>SCHB-301 Biochemistry</td>
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<td>BDUB-414 Technical Skills and Legal Environment</td>
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<td>SEUS-94 Administrative Policy</td>
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<td>BFAM-411 Food Management Problems</td>
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<td>BFAM-511 Advanced Nutrition</td>
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<td>BFAM-531 Diet Therapy</td>
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<tr>
<td>BFAM-533 Educational Principles and Methods</td>
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<td>SEUS-96 Behavioral Science</td>
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<td>General Studies Electives—Upper Divisions</td>
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*See p. 89 for General Studies requirements.
*See p. 171 for policy on Physical Education.
FOOD AND DIETETICS ELECTIVES 61

PROFESSIONAL ELECTIVES: FOOD MANAGEMENT AND DIETETICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BFAD-535</td>
<td>Nutrition Seminar</td>
</tr>
<tr>
<td>BFAM-310</td>
<td>Mankind in Search of Food</td>
</tr>
<tr>
<td>BFAM-314</td>
<td>Sanitation and Safety in Food Operations</td>
</tr>
<tr>
<td>BFAM-422</td>
<td>Hotel/Motel Management</td>
</tr>
<tr>
<td>BFAM-423</td>
<td>Management Systems further Hotel/Motel Industry</td>
</tr>
<tr>
<td>BFAM-425</td>
<td>Introduction to the Tourist Industry</td>
</tr>
<tr>
<td>BFAM-517</td>
<td>Ethnic Foods</td>
</tr>
<tr>
<td>BFAM-554</td>
<td>Seminar in Food and Tourist Industries</td>
</tr>
<tr>
<td>BFAM-555</td>
<td>Research Problems</td>
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</tbody>
</table>

Additional approved electives may be taken from other colleges of the Institute.
School of Retailing

The major objective of the School of Retailing is to educate young men and women for business management competence in order that their education will help them to achieve middle and upper-middle management positions after some years of on-the-job experience, as well as providing a base for beginning management positions. Business management competence is defined for the School of Retailing as a broad understanding of commercial activities as well as acquisition of specialization in marketing functions.

To achieve this major objective, the student should have: (1) a basic understanding of the major functional areas of business, finance, manufacturing, and marketing; (2) a depth of knowledge of the marketing process for the retail industry; (3) a broad background in natural and social sciences and in the humanities; (4) an understanding of the tools common to most management functions; and (5) an awareness of the need for life-long learning.

Goals which can be reached through this program fall into five broad areas: merchandising, operations, finance, personnel, and sales promotion. Merchandising covers the selection and selling of both fashions and home furnishing; operations covers the operation and maintenance of the company's physical plant as well as customer services; finance includes accounting, accounts receivable, accounts payable, credit sales, collection, statistical and internal audit; personnel is responsible for selection, training, placing, advancement, and welfare of all employees; sales promotion is responsible for advertising, display, and publicity.

PROGRAM The School of Retailing offers a four-year program in Retail Management leading to the Bachelor of Science degree.

Established in 1923, the School of Retailing offered one of the first undergraduate programs in the country to prepare young men and women for positions of responsibility in the retail field. Throughout the years, continuing study assures that the program prepares for the fast-moving developments and demands of today’s business world.

TWO-YEAR TRANSFER PROGRAM

Junior standing will be granted to qualified students with an associate degree or equivalent in a related field from accredited institutions. The Bachelor of Science degree will be awarded in two years, which includes six academic and two quarters of cooperative field education. The student’s program is determined on a basis of his previous education and field interest.

GRADUATION Degree requirements in the School of Retailing for the A. A.S. degree and the B.S. REQUIREMENTS degree are exactly the same as in the School of Business Administration and the Department of Food Administration and Tourist Industries Management. (See earlier pages).
Program Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Credit Hours</th>
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<tbody>
<tr>
<td>BBUA-210</td>
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<tr>
<td>BBUB-201</td>
<td>Management Concepts</td>
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<tr>
<td>BRER-211</td>
<td>Retail Organization and Management</td>
<td>4</td>
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<tr>
<td>BRER-212</td>
<td>Merchandising</td>
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<tr>
<td>GSSE-301, 302</td>
<td>Economics I, II</td>
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<tr>
<td>ICSS-200</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>BBUM-263</td>
<td>Marketing Principles</td>
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<tr>
<td>BBUQ-351, 352</td>
<td>Statistics I, II</td>
<td>4, 4</td>
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<tr>
<td>BRER-410</td>
<td>Research Problems I</td>
<td>4</td>
</tr>
<tr>
<td>BRER-411</td>
<td>Research Problems II</td>
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<tr>
<td>BBUM-551</td>
<td>Marketing Research</td>
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<tr>
<td>BRER-404</td>
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<td>BRER-407</td>
<td>Technical Society and Legal Environment</td>
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<td>BRER-408</td>
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<td>BRER-409</td>
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<tr>
<td>BRER-411</td>
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Program Outline for Retailing Majors

**NOTE:**

F = FALL  S = SPRING
W = WINTER  DS = SUMMER

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<tr>
<th>Course Code</th>
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<td>Economics I, II</td>
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<td>BRER-411</td>
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<td>BBUM-551</td>
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<td>BRER-411</td>
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**RETAILING PROFESSIONAL ELECTIVES**

(Each carries 4 Quarter Credit Hours)

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<td>BRER-512</td>
<td>Textiles (Fashion Fabrics)</td>
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<td>BRER-513</td>
<td>Textiles (Home Furnishing Fabrics)</td>
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<td>BRER-521</td>
<td>Fashion (Haute)</td>
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<td>BRER-524</td>
<td>Fashion (Accessories)</td>
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<td>BRER-525</td>
<td>Fashion (Current)</td>
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<td>BRER-531</td>
<td>Interior Design (Basic)</td>
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<td>BRER-532</td>
<td>Interior Design I</td>
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<td>Interior Design (Advanced)</td>
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<td>Color and Design (Display)</td>
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<td>BRER-554</td>
<td>Seminar in Retailing</td>
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</tbody>
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**NOTE:**

An Interior Design option program is available to students interested in this field.

*See p. 89 for General Studies requirements.

See p. 171 for policy on Physical Education.
College of Continuing Education

GENERAL The College of Continuing Education is dedicated to serving the community by adapting the resources of the Institute to anticipate and to meet widely varying needs for continuing education. To perform the several tasks required by such a purpose, the College works in close cooperation with all other colleges of the Institute and with local and national agencies and industries. The resulting courses and programs are sometimes quite different from those offered by the full-time colleges; all credit courses are stimulating and rigorous, and are registered with the State Education Department.

The College of Continuing Education is primarily concerned with providing appropriate educational opportunities for those who cannot, or choose not to, attend full-time day college. The typical student of the College—if there can be one in a learning community of such diversity—is mature, is employed, usually in business or industry, and is married—often a parent, and more than occasionally a home owner. In four out of five instances, there is some form of tuition aid from one's employer.

A variety of demands for continuing education have prompted identification of three quite separate functions and the creation of administrative units specifically designed to perform these functions: The Evening Session, the Extended Services Division, and the Summer Session.

EVENING The Evening Session conducts classes leading to either a diploma or degree or to a personal goal made attainable by a choice of one or more courses. Programs leading to the diploma of the Institute are available in twenty-seven fields, as diverse as management and electronics, sociology and photography. There are also available nineteen possible options leading to the Associate in Applied Science degree, including programs in graphic arts, industrial technology (with options in mechanical, electrical, electromechanical, and building construction), management (with options in health institutions, industrial marketing, transportation and traffic, production, and personnel), business (with options in accounting, business administration, and money and finance). Thirteen programs lead to the Bachelor of Science degree, and among the available majors are management (with options in industrial marketing, transportation and traffic, production and personnel), graphic arts (with options in design, photography, and printing), business (with options in business administration and accounting), and applied science (with a choice of electrical, mechanical, chemistry, or mechanical-industrial options). There is also a program leading to the Bachelor of Technology degree in Electrical or Mechanical Technology, and one leading to the Bachelor of Science degree in Audio-Visual Communications. Both programs are designed primarily for transfer students with an associate's degree. The Evening Session also offers one curriculum leading to the Associate in Arts in General Education, and another leading to the Master of Science in Applied and Mathematical Statistics.
Not all courses in the Evening Session are intended for degree-seeking students, and it is well for any potential student to arrange for an interview with one of several available counselors to explore his vocational and academic goals. Counselors are available for such conferences throughout the calendar year. If you would like further information about the Evening Session, call (716) 464-2234, or consult the telephone directory page in the Catalog of the College of Continuing Education.

The Extended Services Division of the College of Continuing Education provides opportunities for special educational experiences for men and women by involving both community and Institute resources to meet needs of professional organizations, agencies, industries, business and government. Its offerings may be at the graduate or undergraduate level in credit or credit-free intensive courses, conferences, or workshops. The Division also administers study via television, as well as foreign study programs.

Administrative functions of Extension include Professional Development Programs, Off-Campus College Credit Programs, In-Plant Courses, Community Development and Urban Extension, Office of Continuing Studies for Women, and the Center for Employer-Employee Relations.

For a catalog or special bulletins on how Extended Services can serve your needs, write Extended Services Division, 50 West Main Street, Rochester, New York 14614, or call (716) 262-2716.

The Summer Session is responsible for the administration of summer offerings exclusive of the regular Summer Quarter. In a variety of schedules and courses, the Summer Session attempts to meet the summer objectives of regular full- or part-time students from RIT or other institutions. Students with the necessary prerequisites may enroll in any of the schedules available in the summer; the Summer Day Sessions (of varying lengths), or the Summer Evening Quarter. These are listed in a separate Summer Session catalog.

The Institute's summer programs provide sufficient flexibility to fit into almost anyone's available time. For further information write the Director of Summer Session, College of Continuing Education, or call (716) 464-2205.

To provide further information, the College of Continuing Education publishes its own catalog, which contains more specific information about its courses and programs. If you would like to receive a copy of it, or of other descriptive information, simply write to the College of Continuing Education, One Lomb Memorial Drive, Rochester, New York 14623, or call (716) 464-2234.
The College offers three five-year cooperative programs leading to the Bachelor of Science degree with majors in electrical, industrial, mechanical engineering.

The programs offered by the College of Engineering are planned to prepare students to fit into present-day industrial and community life, and to lay a foundation for graduate work in specialized fields. This is accomplished by offering curricula which are strong in fundamentals, yet lead to specialization in the junior and senior years, and maintain a balance among humanistic-social subjects, the physical sciences, and professional courses.

The Electrical Engineering Department operates laboratories for experimental work in circuits, machinery, electronics, microwave communications, and control systems. Laboratories for work in metallurgy, heat power, air conditioning, materials testing, precision measurements, control instruments, machine tools, and extensive computing facilities are available for the Mechanical Engineering and Industrial Engineering Departments.

The programs of study leading to the Bachelor of Science degree in Electrical Engineering and Mechanical Engineering are accredited by the Engineers' Council for Professional Development. The college is a member institution of the American Society for Engineering Education.

The Cooperative Plan — As described on page 13, students in the five-year cooperative programs attend classes during the Fall, Winter, and Spring Quarters of their first and second years. Prior to the beginning of the third year, students are assigned to A and B Sections; in any given quarter, one section follows cooperative employment while the other attends classes. Employment arrangements are made for each student by the Coordinator of Employment for the college. The diagram illustrates the cooperative program as offered by the College of Engineering.

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd yrs.</td>
<td>RIT</td>
<td>RIT</td>
<td>VACATION</td>
</tr>
<tr>
<td>3rd, 4th, 5th yrs.</td>
<td>RIT</td>
<td>WORK</td>
<td>RIT</td>
</tr>
<tr>
<td>yrs. A</td>
<td>WORK</td>
<td>RIT</td>
<td>WORK</td>
</tr>
<tr>
<td>yrs. B</td>
<td>RIT</td>
<td>WORK</td>
<td>RIT</td>
</tr>
<tr>
<td>yrs. C</td>
<td>WORK</td>
<td>RIT</td>
<td>RIT</td>
</tr>
</tbody>
</table>
Transfer Programs — The College of Engineering at RIT has for many years ad­mitted graduates from two-year Engineering Science and Technology programs at community colleges and technical institutes. The rapid integration of these transfer students into the baccalaureate programs in significant numbers has provided an added dimension and a uniqueness to the Engineering College.

In virtually all cases, graduates of the two-year Engineering Science programs are able to enter the regular third year program in any of RIT’s three engineering departments.

For those students who have completed programs in Electrical or Electronics Technology with a high scholastic average, there is a three-year Transfer Adjustment Schedule leading to a Bachelor of Science degree in Electrical Engineering. Qualified graduates of Mechanical Technology programs desirous of earning a Bachelor of Science degree in Mechanical Engineering take an individualized transfer program that best suits their particular background and meets their career objectives.

Transfer students can normally expect to complete the B.S. program, including co-operative work experience, in a total elapsed time of five years beyond high school graduation.

The engineering programs are strongly oriented toward mathematics and the physical sciences. Emphasis is placed upon the study of these subjects in the first two years to provide foundation for the applied sciences and engineering subjects which are scheduled later in the programs. All seniors are advised to take the ad­vanced engineering test of the Graduate Record Examination prior to gradua­tion.

Graduates qualify for professional work in design and development of equipment and systems, research and experimental work, supervision of technical projects, and managerial positions in industry. An increasing number of graduates con­tinue their education for the Master of Science or the Doctor of Philosophy degree.

Entrance Requirements (B.S.) — Applicants for the engineering programs must be high school graduates, and must have completed elementary and intermediate algebra, plane geometry, trigonometry, and either physics or chemistry while in high school. Advanced algebra, solid geometry, and both physics and chemistry, while not required, are highly desirable. The applicant's proficiency in the re­quired entrance subjects should be high since these provide a good index of his ability to cope with the more advanced courses in the science programs.

All applicants are required to take entrance examinations as described in the general section of this catalog.

Graduation Requirements — The minimum requirements for the Bachelor of Science degree in the College of Engineering are:
1. Satisfactory completion of the program with no failing grades.
2. A minimum number of quality points equal to at least twice the number of quarter hours required.
Graduate Degrees – Programs leading to the Master of Science degrees are offered in both the Electrical Engineering and Mechanical Engineering Departments. The programs may be pursued on a part-time or full-time basis since the majority of courses are offered in the late afternoon and early evening.

In addition, the College of Engineering offers a post-baccalaureate professional program leading to the Master of Engineering degree. The degree is without discipline designation, and study may be pursued in such areas as Electrical Engineering, Industrial Engineering, Mechanical Engineering, Environmental Studies, Engineering Management, and Systems Engineering. The program is unique in that it extends the undergraduate cooperative concept to the graduate level in an industrial internship for which academic credit is granted. Designed as a full-time program, the Master of Engineering degree may also be pursued on a part-time basis by engineers employed in local industry.

For further information on graduate programs in the College of Engineering, refer to the Graduate Bulletin or contact the Director of Graduate Programs, College of Engineering.

Electrical Engineering Department
JAMES E. PALMER, Head

The Bachelor of Science program in Electrical Engineering at RIT has been developed in direct response to the increasing diversity in talent and training required of engineers by society. While providing a sound engineering core, the program offers significant opportunity for personalized curriculum planning. Individual study plans may range from intense specialization to broad general coverage with ample opportunity for interdisciplinary activity in all cases. An integrated cooperative work/study program adds to this flexibility to produce a mature graduate with well-developed academic and industrial perspective.

Approximately eighty percent of the academic content of the curriculum in Electrical Engineering is devoted to the establishment of a solid foundation in science, mathematics, engineering fundamentals and the core electrical engineering studies in electromagnetics, energy conversion, circuit theory and electronics, and in the humanities. The remaining twenty percent of the academic program consists of professional and free elective courses from which the students assemble individually tailored programs with the professional assistance and guidance of their faculty advisors. The students are encouraged to use the entire Institute catalog in planning this portion of their programs. In this way they can be assured that their education reflects the strongest combination of the Institute's facilities with their own interests and aptitudes.
Engineering Science Transfer Program — A powerful force in current engineering education is the emergence of the Community College, offering two-year programs in Engineering Science leading to the Associate in Science degree. In New York State these programs have resulted from the combined efforts of educators from both public and private institutions, and from both community colleges and major universities. Accordingly these programs represent and provide the general footing upon which engineering education must be based. The Electrical Engineering program at RIT is sufficiently related to these programs that transfer is possible and encouraged directly into the third year of the RIT curriculum, with a full two years credit granted to the holders of an accredited A.S. degree in Engineering Science.

Electrical Technology Transfer Program (TAS) — In addition to the transfer of students holding the A.S. degree in Engineering Science, the Electrical Engineering Department at RIT has a long and rewarding history of students transferring into Electrical Engineering from the successful completion of A. A.S. programs in Electrical Technology at community colleges. A specialized program for these students is available in our Transfer Adjustment Schedule (TAS) presented on the page immediately following the Five Year Electrical Engineering Program. This program is unique within the State of New York. It provides a clearly defined avenue to the Bachelor of Science degree for holders of the A.A.S. degree in Electrical Technology.

Incoming students are brought to the campus in the Summer (Fourth) Quarter immediately following their A.A.S. program. Here they will be tested diagnostically in mathematics and circuit analysis. Their summer curriculum will then be selected (on the basis of the test results) and assembled from one of the two specialized mathematics courses designed for the program, together with course work in Circuit Analysis, General Studies, and Computers, as required. The objective is to use this initial Summer Quarter to bring the students to the point where the remainder of their Bachelor of Science program can be constructed from existing, regularly schedule Institute courses. Beyond this initial Summer Quarter, the TAS student follows a cooperative work/study plan leading to the Bachelor of Science degree at the end of his third academic year at RIT. Professional and free elective opportunities are also provided in this plan for the expression of individual student interests.
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>EENG-201, 202</td>
<td>Introduction to Engineering I, II</td>
<td>4 4</td>
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<tr>
<td>SCHG-208, 209</td>
<td>General Chemistry for Engineers I, II</td>
<td>4 4</td>
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<td>SMAM-251, 252, 253</td>
<td>Engineering Calculus I, II, III</td>
<td>4 4 4</td>
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<tr>
<td>SPSG-205, 206</td>
<td>General Physics I, II</td>
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<tr>
<td><strong>General Studies - Lower Division</strong></td>
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<tr>
<td><strong>Physical Education Elective</strong></td>
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<tr>
<td>EEEG-351</td>
<td>Circuit Analysis I</td>
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<tr>
<td>EMEM-336, 332</td>
<td>Mechanics I, II</td>
<td>4 4</td>
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<tr>
<td>SMAM-305</td>
<td>Engineering Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-306</td>
<td>Elementary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-308</td>
<td>Engineering Mathematics</td>
<td>4</td>
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<tr>
<td>SPSG-207</td>
<td>General Physics III</td>
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<tr>
<td>SPSP-314, 315</td>
<td>Introduction to Modern Physics I, II</td>
<td>4 4</td>
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<tr>
<td>TCSP-220</td>
<td>Advanced Programming Techniques</td>
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<tr>
<td>EEEG-352, 353</td>
<td>Circuit Analysis II, III</td>
<td>4 4</td>
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<tr>
<td>EEEG-430</td>
<td>Linear Systems</td>
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<tr>
<td>EEEG-441, 442</td>
<td>Electronics I, II</td>
<td>4 4</td>
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<tr>
<td>SMAM-351</td>
<td>Probability and Statistics</td>
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<tr>
<td>SMAM-420</td>
<td>Complex Variables</td>
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<tr>
<td>EEEG-531</td>
<td>Energy Conversion</td>
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<tr>
<td>EEEG-411, 412</td>
<td>Electromagnetic Fields I, II</td>
<td>4 4</td>
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<tr>
<td>EMOS-431</td>
<td>Thermodynamics</td>
<td>4</td>
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<tr>
<td>EEEG-432</td>
<td>Electromagnetic II</td>
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<tr>
<td>EMOS-510</td>
<td>Intro to Communication Systems</td>
<td>4</td>
</tr>
<tr>
<td>EEEG-613</td>
<td>Intro to Classical Controls</td>
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<tr>
<td><strong>General Studies - Upper Division</strong></td>
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<td>5 5 5</td>
</tr>
</tbody>
</table>

* See p. 88 for General Studies requirements.

Note: p. 171 for policy on Physical Education.

Upon successful completion of the second year, the Associate in Applied Science degree is awarded.
**TRANSFER ADJUSTMENT SCHEDULE (TAS)**

**LEADING TO THE B.S. DEGREE IN ELECTRICAL ENGINEERING**

<table>
<thead>
<tr>
<th>QUARTER CREDIT HOURS</th>
<th>SUMMER PRIOR TO THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W SR</strong></td>
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**NOTE:**

Individualized Program:
Drawn from the following courses:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>IEEE-355</td>
<td>Circuit Analysis I</td>
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</tr>
<tr>
<td>SMAM-305</td>
<td>Transfer Mathematics I</td>
<td>4</td>
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<tr>
<td>IEEE-356</td>
<td>Circuit Analysis II</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-306</td>
<td>Transfer Mathematics II</td>
<td>4</td>
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**Third Year**

<table>
<thead>
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<tbody>
<tr>
<td>SMAM-300</td>
<td>Transfer Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-301</td>
<td>Transfer Mathematics I</td>
<td>4</td>
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**Fourth Year**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SMAM-307</td>
<td>Transfer Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-308</td>
<td>Engineering Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>SMAM-309</td>
<td>Engineering Mathematics</td>
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**Fifth Year**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SMAM-311</td>
<td>Transfer Mathematics II</td>
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</tr>
<tr>
<td>SMAM-310</td>
<td>Transfer Mathematics I</td>
<td>4</td>
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</table>

**Professional Electives in Electrical Engineering**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>IEEE-532</td>
<td>Electrical Machines I</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-507</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-614</td>
<td>Control System</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-622</td>
<td>Transmission/Propagation and Switching</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-655</td>
<td>Introduction to Logic and Switching</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-688</td>
<td>Digital Computer Workshop</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-670</td>
<td>Introduction to Micromechanics</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-671</td>
<td>Hybrid Micromechanics Design</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-673</td>
<td>Applied Electronics Design</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-675</td>
<td>Analog/Hybrid Computers</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-678</td>
<td>Actuators and Passive Filters</td>
<td>4</td>
</tr>
<tr>
<td>IEEE-684</td>
<td>Nonlinear Control Systems</td>
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<tr>
<td>IEEE-687</td>
<td>Power Systems Analysis</td>
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<td>IEEE-690</td>
<td>Digital Data Communications</td>
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<tr>
<td>IEEE-695</td>
<td>Introduction to Audio Engineering</td>
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<tr>
<td>IEEE-696</td>
<td>Communication Circuit Design</td>
<td>4</td>
</tr>
</tbody>
</table>

TAS Students have Co-op during Fall and Spring Quarters.

*See p. 110 for the General Studies Requirements.*  
*See p. 171 for policy on Physical Education.*
Industrial Engineering differs from other branches of the engineering profession in at least two ways. First, it covers most types of industry and commercial activity. Second, it is that major branch of engineering concerned not only with things, but with people as well.

Industrial Engineering has been defined as follows: "Industrial Engineering is concerned with the design, improvement, and installation of integrated systems of men, materials, and equipment. It draws upon specialized knowledge and skill in the mathematical and physical sciences, together with the principles and methods of engineering analysis and design, to specify, predict, and evaluate the results to be obtained from such systems."

Some of the activities of industrial engineers include work measurement, operations research, applied statistics, human factors, plant layout, materials handling, production planning and control, quality control, and management consulting. In recent years, the availability of computers has revolutionized the techniques used by industrial engineers. Entire systems can now be analyzed using simulation and techniques of operations research.

The laboratories at Rochester Institute of Technology are well equipped for teaching in the manufacturing sciences. A well-equipped machine shop and numerically controlled machining center makes it possible to demonstrate current techniques and to conduct student projects. The computing facilities include a newly installed XDS Sigma 6. Students may gain access to the system through remote terminals. Cooperation with the College of Business insures an education well-founded in the techniques of business and management.

Transfer Programs for industrial engineering students are arranged on an individual basis. This allows a student to build an industrial engineering program which best takes into account his previous education and work experience. Students completing an A.A.S. in Engineering Science normally receive credit for the first two years and start their program at RIT with the 3rd year class.
### INDUSTRIAL ENGINEERING PROGRAM

**PROGRAM LEADING TO THE B.S. DEGREE**

**INDUSTRIAL ENGINEERING**

**NOTE:**

- **F** - FALL
- **W** - WINTER
- **S** - SPRING
- **SR** - SUMMER
- **CREDIT HOURS F W S**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QUARTER</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>ENGG-201, 202</td>
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<tr>
<td>ENGG-252, 256</td>
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<tr>
<td>SPSC-305, 306</td>
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- **General Studies + Lower-Division**

<table>
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<th>COURSE</th>
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<tbody>
<tr>
<td>ENAM-314 Mechanics I (Calculus)</td>
<td>F W S</td>
<td>4 4</td>
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<tr>
<td>ENAM-315 Mechanics II (Calculus)</td>
<td>F W S</td>
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<tr>
<td>SMAM-304 Engineering Calculus IV</td>
<td>F W</td>
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<td>SMAM-305 Engineering Mathematics</td>
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<td>SMAM-307 General Physics B</td>
<td>F W</td>
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<tr>
<td>SMAM-308 Engineering Mathematics</td>
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<tr>
<td>SMAM-309 Mechanics Science</td>
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- **Physical Education Elective**

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<tr>
<td>EIEI-420 Work Measurement &amp; Analysis I</td>
<td>F</td>
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<tr>
<td>EIEI-403 Introduction to Operations Research I</td>
<td>F</td>
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<tr>
<td>EIEI-404 Management Theory &amp; Practice</td>
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<tr>
<td>SMAM-321, 322 Introduction to Probability and Statistics</td>
<td>F W</td>
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<tr>
<td>EIEI-414 Neural Networks</td>
<td>F W</td>
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<tr>
<td>EIEI-422 Introduction to Operations Research II</td>
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<tr>
<td>EIEI-423 Systems &amp; Facilities Planning</td>
<td>F</td>
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<td>EIEI-520-529 Applied Statistics 3.1, 3.2</td>
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<td>EIEI-520 Engineering Economy</td>
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<td>EIEI-530 Surety</td>
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* *See p. 89 for General Studies requirements.*

* *See p. 171 for policy on Physical Education.*

* Upon successful completion of the second year, the Associate in Applied Science Degree is awarded.

* *At least one professional elective must be selected from the following courses: EMEM-431 Thermodynamics; EMEM-415 Fluid Mechanics I; EEIE-461, 462 Electrical Engineering I, II.*
Mechanical Engineering is perhaps the most comprehensive of the engineering disciplines, with the mechanical engineer’s interests ranging from the design of missile systems to the design of machine tools. The spectrum of professional activity for the mechanical engineering graduate runs from research through development and design to manufacturing and sales. Because of his comprehensive training and his education in the areas of production and economics the mechanical engineer is often called upon to assume management positions.

The first two years of the undergraduate program are devoted to the mastery of mathematics, physics, chemistry, and mechanics — the basic tools of the technologist — and to the thorough grounding in the humanities — the mark of an educated man. The final three years of the program integrate the cooperative work experience with the professional subject matter of the mechanical engineering discipline.

In the fourth and fifth years, the Mechanical Engineering student selects one of three options for intensive study. The three areas include applied mechanics, environmental, and thermal fluid science. Both the applied mechanics and thermal fluid science options offer a core of three courses and a number of additional electives. The environmental program contains four core courses; in these courses problems concerning water, air and solid waste are discussed from a technical and a non-technical point of view.

Students may use their remaining professional and free electives to extend their educational experience in the other options and/or enroll in graduate courses that suit their interest. This flexibility permits each individual to prepare an educational program preparatory for employment or graduate school in his or her specific area of interest.

In addition to the Bachelor of Science and Master of Science degree programs described under the section entitled “College of Engineering”, a combined B.S./M.S. degree program is also available for the Mechanical Engineering student. Admission into the program is based on the student’s cumulative grade point average, which must be at least 3.0, letters of recommendation from the faculty, and a personal interview by a departmental committee. Application for admission into the program is normally made in the winter quarter of the second year. However, in exceptional cases, admission may be possible as late as the spring quarter of the third year. The student who is admitted into the program in his second year is expected to start his cooperative work experience in the summer quarter of that year. All students in the program are required to maintain a cumulative grade point average of at least 3.0. Further information regarding this program can be obtained from the Department of Mechanical Engineering.
The Mechanical Engineering Department is staffed to offer professional courses in the areas of thermal systems, applied mechanics, manufacturing, environmental science, systems analysis, and materials science. The laboratories of the department are equipped to provide extensive experimentation in these areas and students are encouraged to pursue independent research in addition to that required in their programs.

An increasing number of students choose to pursue their studies leading to the Bachelor of Science degree in Mechanical Engineering by first completing the two-year Associate in Applied Science program at a community college or technical college, often within commuting distance of their homes. Many will anticipate transfer to an engineering college and will pursue the Engineering Science program which represents the equivalent of the first two years in the average four-year engineering program. Others, for various reasons, will elect to follow a Mechanical Technology program for the first two years.

The Mechanical Engineering Department at RIT has a long-standing tradition of admitting graduates from these two-year programs and very quickly integrating them into the B.S. program in Engineering. The addition of these transfer students in significant numbers to our regular undergraduate students has provided an added dimension and a uniqueness to the RIT engineering program.

The A.A.S. graduate in Engineering Science with above average scholastic achievement can generally anticipate entering the B.S. program in Mechanical Engineering as a regular third-year student. In a few cases it may be necessary to alter one or two courses in the program to accommodate differences in the programs of preparation in the first two years. However, these changes are generally minor.

The A.A.S. graduate in Mechanical Technology with superior academic achievement should seriously consider transfer to a B.S. program in Mechanical Engineering as one alternative for continuing formal education. Because the basic philosophy underlying the technology programs and the engineering programs are significantly different, the A.A.S. graduate in technology requires a somewhat special program to adapt his previous educational experience to the B.S. program in Engineering. Recognizing that no single program of study can effectively integrate all mechanical technology graduates into the engineering curriculum, each qualified transfer applicant is given a program of study that best meets his career goals, satisfies the basic accrediting requirements for the B.S. degree, provides a meaningful cooperative work experience, and permits the student to fulfill the degree requirements in a reasonable period of time.

A transfer student who has completed the winter quarter at RIT and who achieved a cumulative grade point average of at least 3.0 may apply for admission into the five-year combined B.S./M.S. degree program.
**MECHANICAL ENGINEERING PROGRAM**  

**PROGRAM LEADING TO THE B.S. DEGREE**  

**MECHANICAL ENGINEERING**  

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<th>NOTE</th>
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<td>SECOND YEAR</td>
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<td>THIRD YEAR</td>
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<td>FOURTH YEAR</td>
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<td>FIFTH YEAR</td>
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<td>EENG-314 Modern Physics</td>
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<td>SENG-354 Materials Science</td>
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<td>SENG-358 Engineering Mathematics</td>
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<td>EENG-441, 452 Electrical Engineering I, II</td>
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<td>EENG-453 Introduction to Machine Design</td>
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<td>EENG-454 Thermodynamics</td>
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<td>EENG-542 Mechanical Engineering Lab I</td>
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<td>EENG-543 Vibrations I, II</td>
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<td>EENG-544 Mechanical Systems Analysis</td>
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**OPTION C**  

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*See p. 111 for the General Studies Requirements.*  
*Upon successful completion of the second year, the Associate in Applied Science degree is awarded.*  
*Successful completion of this course is required to enter Option A.*  
*See p. 171 for policy on Physical Education.*
MECHANICAL ENGINEERING OPTIONS

OPTION A—Applied Mechanics
Required courses:
- EMEM-694 Stress Analysis I
- EMEM-672 Selected Machine Elements
- EMEM-632 Advanced Mechanical Systems Design
Electives:
- EMEM-670 Thermal Stresses
- EMEM-673 Probabilistic Approach to Design
- EMEM-674 Advanced Dynamics
- EMEM-683 Advanced Strength of Materials
- EMEM-697 Stress Analysis II

OPTION B—Thermal Fluid Science
Required courses:
- EMEM-535 Industrial Heat Transfer
- EMEM-660 Refrigeration and Air Conditioning
- EMEM-652 Fluid Mechanics of Turbomachinery
Electives:
- EMEM-615 Water Flow
- EMEM-677 Modern Energy Conversion
- EMEM-680 Advanced Thermodynamics
- EMEM-683 Statistical Thermodynamics
- EMEM-690 Nuclear Power

OPTION C—Environmental
Required courses:
- EMEM-667 Introduction to Air Pollution
- EMEM-668 Environmental Engineering Laboratory and Project
- EMEM-669 Introduction to Water Pollution
- EMEM-683 Solid Waste Management
Electives:
- EMEM-664 Engineering Acoustics and Noise Control
- EMEM-678 Mechanical Systems Analysis II
- EMEM-689 Patent Law and Protection
- EMEM-690 Environment and the Engineer

Mechanical Engineering Options (4 Credits each)
The College of Fine and Applied Arts offers programs in the arts and crafts through curricula in the School of Art and Design and the School for American Craftsmen. Concentrations, or majors, in the School of Art and Design are given in Communication Design, Industrial/Environmental Design, Painting and Printmaking. In the School for American Craftsmen concentrations are given in Ceramics and Ceramic Sculpture, Glassblowing, Metalcrafts and Jewelry, Weaving and Textile Design, and Woodworking and Furniture Design.
The studies in the two Schools of the College express a common educational ideal: the conviction that technical competence provides the most satisfactory foundation for the expression of creative invention. However, the mastery of techniques is seen as a means, not an end; the end of education in the arts is the exercise of creative imagination.

RESOURCES

The equipment and studios of the School of Art and Design are superior in every respect. A comprehensive art library of source material and an outstanding collection of slides are available for reference; and the latest instructional films and other visual aids are utilized. Exhibitions, held in the Bevier Gallery, feature the work of contemporary painters, designers, and graphic artists, as well as work by faculty and students. The Rochester Society for the Communication Arts maintains a close relationship with the school, sponsoring a yearly student project. Professional designers, photographers, and graphic arts personalities are invited to lecture and give demonstrations. Rochester industry and commerce often sponsor pilot programs which are carried on under faculty supervision.

An added resource is the community of Rochester itself, with its many opportunities for educational, cultural, and social enrichment. Exhibitions, programs in the performing arts, and lectures are available to provide extracurricular learning for the interested student.

The resources of the School for American Craftsmen available for the student are exceptional: excellent equipment and facilities and a unique and challenging program combining learning and doing.

The faculty in the College of Fine and Applied Arts are productive in the fields in which they teach, and the honors and prizes they have won are a reflection of the prestige they enjoy as artists and craftsmen. They have been broadly trained in Europe and the United States, and are well acquainted with contemporary practice in their art or craft. While the teaching staff is composed of professional artists and craftsmen, able to practice their art or craft with distinction, they are, as well, interested and sympathetic teachers and counselors.

The RIT Library is particularly strong in the extensive list of contemporary periodicals in the arts and crafts available for study and research.

ACCREDITATION

The programs of study offered in the College of Fine and Applied Arts are fully accredited: courses of study have been approved by the New York State Department of Education, the Middle States Association of Colleges and Secondary Schools, and the National Association of Schools of Art. The College is a member institution of the National Association of Schools of Art.

PLAN OF EDUCATION

The programs in the College of Fine and Applied Arts are two and four years in length and lead to the Associate in Applied Science and the Bachelor of Fine Arts degrees. Students attend school for three quarters, each 12 weeks in length, during the school year. Advanced study at the graduate level is offered which leads to the Master of Fine Arts and the Master of Science in Teaching degrees. The former may be earned normally in two years, the latter in one. Both graduate degrees may be earned in programs carried during the regular school year, in a series of summer sessions, or a combination of regular and summer studies.
Among the programs offered for the Master of Science in Teaching degree is a concentration in Art Education designed for those holding the Bachelor of Fine Arts degree (or a Bachelor of Arts degree with an art major) which leads to the graduate degree and certification to teach in the public schools of the State of New York.

Those interested in graduate study should request a copy of the Graduate Bulletin, which describes the degrees offered, the programs of study, and the procedures governing admission.

Professional Approach — Educational programs in the College of Fine and Applied Arts are related to the kinds of art services which the society needs, and based on teaching projects which can be made realistic and meaningful to the student. The problems duplicate, as far as possible, those found in the working situation after graduation. The courses are full-time, instruction is largely on an individual basis, and full opportunity is given for personal development. Exhibitions, lectures, and field trips add breadth and variety to the formal programs of study.

A unique feature of the educational programs offered in the College of Fine and Applied Arts is its emphasis on the professional approach to the understanding and solution of problems. Instructional services provided by a professionally experienced and oriented faculty, plus the well-equipped shops and studios designed with the needs of professional artists or craftsmen in mind, further emphasize the practical character of the program of instruction.

Students are asked to demonstrate a professional attitude and purpose: to apply themselves to the requirements of the program, to cooperate in the fulfillment of its goals, and to assume some responsibility for their educational development through independent work.

Inter-relation with other RIT Schools — Educational facilities of a rare sort in the arts are available to the student in the School of Art and Design: the superior resources of the School of Photographic Arts and Sciences, and the School of Printing. A program of instruction which emphasizes production, as well as design of the crafts, gives a unique character to the educational program in the School for American Craftsmen.

The School of Art and Design, in addition to its major concentrations, gives the courses in drawing, design, and art electives required in the curricula in the School for American Craftsmen. Students in the School of Art and Design may elect, with permission, and as space is available, courses in the School for American Craftsmen that are related to their programs of study, or interests.

In the College of Fine and Applied Arts the Schools so use their facilities as to broaden and deepen the art interests of the students in both. Seminars, lectures, exhibitions, and motion pictures draw the students in the College together by providing stimulating experiences that serve to indicate that the arts have a common character as well as a divergence of aim and service. Purely social activities, as well as educational ones, also serve to unify the interests of the students in the two schools.
The College of Fine and Applied Arts offers a summer transfer program for Art majors. Successful completion of this program qualifies students for second year standing in the following options: Communication Design, Industrial/Environmental Design, Painting or Printmaking. Designed especially, though not exclusively, for graduates of community colleges, this transfer program is open to students with:

1. Good academic standing at another college;
2. One or two years of college, with a heavy emphasis in studio art (minimum of 12 semester or 18 quarter credit hours);
3. Presentation of an acceptable art portfolio demonstrating strength in one or more areas.

The College of Fine and Applied Arts offers a program of summer studies in both the School of Art and Design and the School for American Craftsmen that are arranged for designers, teachers, and craftsmen. Both basic and advanced workshops are given, as well as graduate courses. Those interested should write the Director of the Summer Session for information.

The School for American Craftsmen, in cooperation with the Scandinavian Seminars, offers a Junior Year Abroad in the field of the crafts. This permits certain well-qualified students to spend their third year of study in one of the Scandinavian countries, after which they return for a fourth year of study at RIT. Full credit for the year of satisfactory study overseas will be granted toward the B.F.A. degree. Information on the Junior Year Abroad program can be obtained by writing the Dean, College of Fine and Applied Arts.

The College of Fine and Applied Arts reserves the right to retain student work for educational use or exhibition for a period of time not to exceed one and one-half quarters beyond the year the object has been made. The College also reserves the right to select an example or examples for its permanent collection. In such cases, where work is selected for the permanent collection the material cost only will be paid by the College. It is an honor to have one's work in the permanent collection of the College of Fine and Applied Arts.

The programs of the College utilize the studios and shop experiences as an essential part of the educational program; therefore it is imperative that the student regularly attend all classes unless specifically excused for special projects or activities by the instructors. Failure to attend classes, and to complete assignments, will be taken into consideration in grading.
School of Art and Design

FREDERICK LIPP, Chairman, Foundation Studies
PHILIP BORNARTH, Chairman, Fine Arts
ROGER REMINGTON, Chairman, Communication Design
CRAIG McART, Chairman, Industrial/Environmental Design
FRED MEYER, Chairman, Graduate Studies

The objectives of the programs are to prepare students for a wide variety of positions in which art is related to commerce and industry. Students are prepared to accept major responsibility for the design and execution of projects in Communication Design and Industrial/Environmental Design.

The educational objectives of the School of Art and Design are: (1) to encourage imagination, creative ability, and a sense of artistic discrimination; (2) to develop the skills essential to professional competence; (3) to relate the various arts and to assist the student in finding the means to enjoy them; (4) to cooperate with the College of General Studies in helping the student grow culturally and socially, and to inspire him to make his maximum contribution as a creative artist and a citizen.

Major concentrations are offered in Communication Design, Industrial/Environmental Design and the Fine Arts. Electives may be pursued, beginning in the second year in Painting, Printmaking, Design Applications, Communication Design and the Crafts. The first year forms the foundation preparation for the major concentration, with courses required in Drawing and Two- and Three-Dimensional Design. The Communication designer is in the service of ideas and humanity. He has the abilities and competence needed for effectively planning, imparting and interchanging thoughts, concepts, opinions, and information. He is an inventive and creative member of problem-solving teams in the contemporary world of business, industry, agriculture, government, education, and religion. The program in Industrial/Environmental Design prepares students to design effectively for the social, industrial, and environmental condition. The curriculum concerns itself with the preparation for future forecasting, with an emphasis upon the humanistic and larger environment.

The Fine Arts specifically serve the student who is interested in concentrated study in areas of Printmaking or Painting and electives of additional art choices. Students emerging from this program are prepared as professional artists and have exploratory potentialities for later careers in teaching.
### Program Outline

**Fälle & Spring**

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<td>FADF-320, 321, 322 Fashion</td>
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<td>FADF-330, 331, 332 Industrial Design</td>
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<td>FADF-340, 341, 342 Two-Dimensional Design</td>
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**Note:**

- 9 credits earned each quarter.
- **First and Second Year:** Electives are optional.
- **Third and Fourth Year:** Electives are recommended.

**General Studies Requirements:**

- **Upper Division:** 18 credits
- **Lower Division:** 12 credits

**Physical Education Elective:**

- 6 credits required.

**Communication Design, Fine Arts, Industrial-Environmental Design Majors:**

- Core Electives are required for entrance into each major.
- **Industrial Design:** FADF-310, 311, 312
- **Environmental Design:** FADF-320, 321, 322
- **Three-Dimensional Design:** FADF-330, 331, 332
- **Two-Dimensional Design:** FADF-340, 341, 342
- **Environmental Design:** FADF-350, 351, 352
- **Industrial Design:** FADF-360, 361, 362

**Additional Notes:**

- **Cross-Credit:** Courses can be credited towards both degrees.
- **Transfer Students:** Course requirements vary by institution.

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**Degree Requirements:**

- **First Year:** 30 credits
- **Second Year:** 30 credits
- **Third Year:** 30 credits
- **Fourth Year:** 30 credits

- A minimum of 120 credits is required for graduation.

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**Course Descriptions:**

- **Communication Design:** Courses focus on graphic design, advertising, and multimedia.
- **Fine Arts:** Courses include painting, sculpture, and ceramics.
- **Industrial-Environmental Design:** Courses cover product design, sustainability, and urban planning.

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**Advising:**

- **Advising:** All students are required to meet with an academic advisor each quarter.
- **Course Selection:** Students should consult with their advisor to ensure a balanced course load.

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**Contact:**

For more information, please contact the Admissions Office at 1-800-123-4567.
The objectives of the programs of study of the School for American Craftsmen are to provide for creative growth, the development of professional competence, and intellectual and cultural enrichment. Students who complete the two-year program are prepared for work in the design studios and workshops of established craftsmen, or as technicians in industry. Those who complete the four-year course of study are prepared for careers as self-employed designer-craftsmen, as designers or technicians in industry, or as teachers or administrators of crafts programs.

In order to achieve the desired occupational goals, the educational objectives seek:

1. To stimulate creative imagination and technical invention.
2. To develop knowledge of process and command of necessary skills.
3. To foster appreciation, not only of the crafts, but the related arts.
4. To inspire the student to seek continual improvement through analysis and self-evaluation.
5. To cooperate with the College of General Studies in assisting students to develop personally and socially in order that they may live usefully as creative artists and citizens.

Students are responsible for the care and cleanliness of their shops and for the care and maintenance of the tools and machines with which they work. No student may use any machine until he has received instruction in its proper use, and responsibility for observing safety precautions is assumed by each student upon entering the School.

The School for American Craftsmen offers a full-time program of study with opportunity for concentration in one of five craft fields: Ceramics, Metalcrafts and Jewelry, Weaving and Textile Design, Woodworking and Furniture Design and Glassblowing. After satisfactory completion of two years of study the Associate in Applied Science degree is granted. Those with the aptitude and interest for further study may continue for two additional years. After successful completion of the four-year program the Bachelor of Fine Arts degree is awarded.
## Program Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
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**NOTE:**

- **SR** - Summer
- **W** - Winter
- **S** - Spring
- **M** - Summer

**CREDIT HOURS**

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<td><strong>SUMMER</strong></td>
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**MATERIALS AND PROCESSES (M)**

- **FSCG-200, Glassblowing**
- **FSCC-200, Ceramics**
- **FSCW-200, Woodworking**
- **FSCM-200, Metalcrafts**
- **FSCX-200, Textiles**
- **FSCY-200, Woodworking**
- **FSCZ-200, Printmaking**
- **FSCA-200, Art and Civilization**

**GENERAL STUDIES ELECTIVES (Lower Division)**

- **FSGM-200, General Studies Electives**
- **FSGM-300, General Studies Electives**
- **FSGM-400, General Studies Electives**

**GENERAL STUDIES ELECTIVES (Upper Division)**

- **FSGM-500, General Studies Electives**

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**Other Courses**

- **FSCG-251, 252, 253 Glassblowing 1**
- **FSCW-251, 252, 253 Woodworking 1**
- **FSCT-251, 252, 253 Textiles 1**
- **FSCC-251, 252, 253 Ceramics 1**
- **FSCF-327, Contemporary Tendencies in Art**
- **FSCF-325, 326, American Art**
- **FSCM-251, 252, 253 Metalcrafts 1**
- **FSCC-251, 252, 253 Ceramics 1**
- **FSCC-300, Ceramics**
- **PPHG-207, 208, 209 Still Photography**
- **FSCT-300, Textiles**
- **FSCM-300, Metalcrafts**
- **FSCF-225, 226, 227 Art and Civilization**
- **FSCG-200, Glassblowing**
- **FSCG-200, Ceramics**
- **FSCM-200, Metalcrafts**
- **FSCF-225, 226, 227 Art and Civilization**
- **FSCG-200, Glassblowing**
- **FSCG-200, Ceramics**
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<td>FSCC-500 Glassblowing</td>
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<tr>
<td>FSCM-500 Metalcrafts</td>
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<td>FSCT-500 Textiles</td>
<td></td>
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<tr>
<td>FSCW-500 Woodworking</td>
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<tr>
<td>ELECTIVES (ONE)</td>
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<tr>
<td>FADP-511, 512, 513 Drawing and Painting</td>
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<td>FADC-511, 512, 513 Communication Design</td>
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<td>FSCW-251, 252, 253 Woodworking 1</td>
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</table>

Upon satisfactory completion of the second year, the Associate in Applied Science degree is granted.

• See p. 89 for General Studies requirements.
• See p. 171 for policy on Physical Education.
• Additional intercollege studio courses are available by recommendation of the academic advisor and Assistant Dean. Electives are registered on a space available basis and subject to change without prior notice. Some electives are sequential. Consult the advisor when planning programs.
College of General Studies

PAUL BERNSTEIN, Dean

PHILOSOPHY AND OBJECTIVES

General education at RIT means more than a listing of required courses. It seeks to foster in each student an adequate philosophy and a way of life consistent with it. Its purpose is to draw out the talent of young people and give them the opportunity to mature intellectually, aesthetically, socially, and morally. The courses in General Studies are designed to help the student understand humanistic concerns, the physical universe, and human society. Their purpose is to stimulate curiosity, to encourage independent study, and to enable the student to see how different areas of knowledge are related.

It is hoped that these activities will help the student make progress in a career, develop effective human relationships, and make intelligent and constructive use of his potentialities.

More specifically, it is hoped that the following can be done in association with the student:

1. To provide a wider acquaintance with man’s historical and cultural heritage.
2. To provide awareness of alternative perspectives as a basis for more intelligent and responsible choice of values and attitudes.
3. To provide opportunity for development of appropriate habits of thought in many fields so that he has a basis for continuing self-education.
4. To promote a vigorous intellectual independence.
5. To provide training in those intellectual techniques which are useful for the clear statement and comprehension of ideas.
6. To promote understanding of and respect for areas of human knowledge and investigation that complement and extend his professional studies.

PLAN OF EDUCATION

The courses of the College of General Studies are available to students registered in one of the colleges of the Institute.* The basic curriculum of the College requires the student to take 24 quarter credit hours of lower division core courses followed by 30 quarter credit hours of upper division electives. Because of particular needs or requirements, some exceptions to this basic curriculum may be found. The program outlines of each school or department list the General Studies requirements by year of study.

During the first two years the student will take six four-credit-hour courses which will involve him in basic studies in language, literature, history, the behavioral sciences, and critical approaches to art or science.

During the final two years the student will have the opportunity to deepen his knowledge in areas of particular interest to him. He will elect six five-credit-hour courses from a broad range of possibilities in three discipline areas—Language and Literature, Science and Humanities, and Social Science.

*Degree programs in Social Work and Criminal Justice are available to students through the College of General Studies, and are described on later pages of this section.
It should be noted that all lower division courses carry four quarter hours of credit and all upper division courses carry five quarter hours of credit. Further, all courses in the lower division and upper division meet three scheduled class hours each week. The discrepancy between credit hours and class hours is offset by carefully planned and extensive out-of-class assignments and projects. The purpose of this plan is to provide the student with opportunities for extended responsibility beyond those normally found in a regular class situation.

The College of General Studies will accept special students who are not currently degree candidates. Individual programs will be developed for each student. Diploma courses will not normally be counted toward the completion of a degree in Social Work or Criminal Justice, and cannot normally be used toward the completion of General Studies requirements.

<table>
<thead>
<tr>
<th>LANGUAGE AND LITERATURE AREA</th>
<th>SOCIAL SCIENCE AREA</th>
<th>SCIENCE AND HUMANITIES AREA</th>
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</thead>
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<tr>
<td>Disciplines: Language (Prefix GLLC)</td>
<td>Disciplines: Anthropology (Prefix GSSA)</td>
<td>Fine Arts (Prefix GSHF)</td>
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<tr>
<td>Disciplines: Literature (Prefix GLLL)</td>
<td>Economics (Prefix GSSE)</td>
<td>History (Prefix GSHH)</td>
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<tr>
<td>Disciplines:</td>
<td>Political Science (Prefix GSSM)</td>
<td>Natural Science (Prefix GSHN)</td>
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<tr>
<td>Disciplines:</td>
<td>Psychology (Prefix GSSP)</td>
<td>Philosophy (Prefix GSSP)</td>
</tr>
<tr>
<td>Disciplines: Sociology (Prefix GSSS)</td>
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<td></td>
</tr>
</tbody>
</table>

**LOWER DIVISION REQUIREMENT:**
Students MUST have two courses from each area: Language and Literature, Social Science, Science and Humanities.

Students may NOT repeat a discipline: even though the courses in a particular discipline are quite different, only one course in, for instance, Psychology may be taken to meet Lower Division requirements.

Each quarter students should contact their advisor for the choice of electives, which may be restricted to a given area: Language and Literature, Social Science, Science and Humanities.

**UPPER DIVISION REQUIREMENT:**
Students may select any six courses at the Upper Division level.
The faculty of the College of General Studies is selected from candidates with advanced study in the social sciences and humanities. These men and women are dedicated teachers who have chosen as their professional goals continuing growth in their scholarly fields and provision for rich and meaningful learning experiences for the student.

The College is fortunate in having a wide variety of resources both within the Institute and in the community. At RIT the Bevier Art Gallery, the Institute Library, and an extensive record collection are supplemented by audio-visual material and visiting discussion leaders. Community resources include the Rochester Public Library, and the libraries of several local companies. The Librarian of RIT will arrange interlibrary loans with State or company libraries upon request. Advantage is also taken of such other resources as the George Eastman House of Photography, the Rochester Museum of Arts and Sciences, the Memorial Art Gallery, Kilbourn Hall, and the Eastman Theatre.

Under the auspices of the Institute Summer Session, the College of General Studies, upon sufficient demand, offers a number of courses in Language and Literature, Science and Humanities, and Social Science. Information concerning courses to be offered can be obtained by contacting the Director, Summer Session.
As part of its continuing tradition of community service, Rochester Institute of PHILOSOPHY AND Technology has initiated a new baccalaureate program in Criminal Justice. It is OBJECTIVES conceived as a program to educate police, correction, probation, customs, immigration, and narcotics officers as well as police-community liaison personnel, federal and state revenue control officers, federal claims examiners, park rangers, personnel for criminal justice planning agencies, personnel for industrial and institutional security, and staff for research into various aspects of the criminal justice system. The President's Commission on Law Enforcement and the Administration of Justice has strongly indicated the need for such personnel and has urged that special attention be given to candidates from minority groups.

The program is designed to articulate with offerings from community colleges, and thus offer course work in the area of criminal justice at the junior-senior level. The program also provides educational opportunities for students who wish to qualify for eventual graduate work in criminal justice.

The curriculum leading to the baccalaureate degree in Criminal Justice rests on CURRICULUM the following general areas of content:

1. In all areas of the criminal justice system the curriculum will stress skills, experiences, and insights that will help in the prevention of crime, the administration of justice to suspects and those convicted by the courts, and the rehabilitation of those who are convicted.

2. Emphasis will be placed on the understanding of the goals and operation of various agencies in the criminal justice system as well as to suggest possible changes in goals or operations that might improve the total system in terms of efficiency and justice. The interdependence of the various agencies of the total system will be stressed.

3. The program will help students to understand the purposes and content of criminal law, and explore alternative methods of social control for particular behavioral problems other than the criminal sanction.

4. The program will address itself to a careful analysis of the urban context in which many peace officers function, in which most crimes occur, and from which many inmates come. Course work and field experience will also be devoted to methods that will help offenders achieve resocialization and reintegration into the mainstream of the community.

5. Through its emphasis on the behavioral sciences, the curriculum will help graduates cope with the problem of handling people with abnormal behavior patterns as well as adolescents and young people who have developed a pattern of distrust relative to the police.
6. Students can also acquire skills in group work so that they can relate to the numerous familial problems encountered in police work. This can be done through established courses and field experiences as offered by our Social Work staff.

7. This program can assist the law enforcement officer who must fit into an increasingly sophisticated milieu which requires expertise in investigation, electronic data processing, crime reporting, communication within the criminal justice system, the scientific evaluation of evidence, and the ability to interpret, evaluate, and improve the collection of crime data. Whether one is speaking of pre-service or in-service students, the baccalaureate program in Criminal Justice should and will provide the graduate with a greater in-depth understanding of himself as a human being acting in a professional role, of the social community and its crime-related problems, and of the goals and means of the criminal justice system.

8. And finally, the program will explore the nature of change and methodologies for designing and implementing desirable changes in the policies and functioning of institutions in the criminal justice system. Course work in statistics, computer technology, and methodology will be available for students who wish to qualify for research.

There are increasing numbers of professionally recognized career opportunities for the B.S. degree graduate of a program in Criminal Justice. Typical are the following:

<table>
<thead>
<tr>
<th>Federal Law Enforcement Agencies</th>
<th>Halfway Houses</th>
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</thead>
<tbody>
<tr>
<td>State Law Enforcement Agencies</td>
<td>Probation</td>
</tr>
<tr>
<td>Municipal Law Enforcement Agencies</td>
<td>Parole</td>
</tr>
<tr>
<td>City/County Law Enforcement Agencies</td>
<td>Courts</td>
</tr>
<tr>
<td>Correctional Institutions</td>
<td>Security – Private/Industrial</td>
</tr>
</tbody>
</table>

**TRANSFERABILITY**

Blanket credit for the first two years is offered for an A.A.S. degree in an appropriate major. Holders of Liberal Arts or other two-year degrees will be granted credit for the first two years except for required professional courses. All transfer students must, however, demonstrate competency in professional courses required in the first and second years, or must take these courses in place of professional electives or in addition to stated curricula. Field placement for qualified transfer students will begin in the Fall Quarter of their Senior year, rather than the Winter Quarter of their Junior year.
# Criminal Justice Program

## Program Outline

### Note:
- F—Fall
- W—Winter
- S—Spring
- C—Credit Hours
- ♦ Other General Studies (Electives) - Lower Division
- { Physical Education Elective

<table>
<thead>
<tr>
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<th>CREDIT HOURS</th>
<th>QUARTER</th>
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<td>GCJC-203</td>
<td>Introduction to Criminology</td>
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<td>F W S</td>
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<tr>
<td>GCJC-201</td>
<td>Fundamentals of the Criminal Justice System</td>
<td>4</td>
<td>F W S</td>
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<tr>
<td>GCJC-202</td>
<td>Introduction to Public Administration</td>
<td>4</td>
<td>F W S</td>
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<tr>
<td>GSSS-201</td>
<td>Fundamentals of Sociology</td>
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<td>F W S</td>
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<td>♦</td>
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<td>Introduction to Public Administration</td>
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<td>GCJC-205</td>
<td>Etiology of Crime</td>
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<tr>
<td>GSSP-210</td>
<td>Introduction to Psychology</td>
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<td>Fundamental Concepts &amp; Patterns of Criminal Law</td>
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<td>GCJC-302</td>
<td>History of Organized Crime</td>
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<td>GCJC-303</td>
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<td>The Psychology of Childhood and Adolescence</td>
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<td>Other General Studies Elective</td>
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<td>GCJC-402</td>
<td>Field Experience and Seminar</td>
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<td>Alternatives to Incarceration</td>
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<td>F W S</td>
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<tr>
<td>GCJC-404</td>
<td>Reform and Renewal of Social Institutions</td>
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<td>GSSS-301</td>
<td>Social Psychology</td>
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<td></td>
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</table>

### Notes:
- Students in Criminal Justice have two additional Lower Division required courses, which may be chosen from any of the three General Studies Areas listed.
- Computer Science course sequence may be taken in place of the Science Elective.
- In-service students with two years full-time employed experience in the criminal justice system will not pursue Field Experience. In its place, the student will be required to take at least two Professional Electives per quarter equivalent in credit to the Field Experience courses, then p. 171 for policy on Physical Education.
Program Leading to a B.S. Degree in Social Work

LEONARD GRAVITZ, Director

PHILOSOPHY AND OBJECTIVES Since its inception in 1829, Rochester Institute of Technology has had a long tradition of community service. Its new program in Social Work is the latest response to the needs of urban communities, and is viewed as a continuing step in RIT's urban commitment. It is conceived as a broad generic major to prepare baccalaureate-level social workers and is designed to respond to the trend in the profession toward a wider variety of social work practice roles. This trend has received wide support among social work employers, and the National Association of Social Workers and the Council on Social Work Education have officially supported the development of baccalaureate professional curricula. The Bachelor of Science degree program is the initial entry into the field of social work, and may also prepare students who wish to continue their professional education on the graduate level.

TRANSFER STUDENTS Blanket credit for the first two years is offered for an A. A. or A. A.S. degree. RIT has long maintained a close relationship with community and two-year colleges in curriculum articulation.

CURRICULUM The curriculum leading to the baccalaureate degree in Social Work rests on the following general areas of content:

1. A Continuum of Social Welfare Courses

   This would include articulated material on social welfare as a modern social institution, the origins of social welfare, sources of social conflict, the involvement of government in social welfare, decision-making, economic factors involving poverty, employment levels, guaranteed annual income, and the democratic-humanitarian values of our society as these may emerge in social welfare practice.

   In addition, content on the characteristics and attributes of social work as a profession will be closely examined. The varying roles of the social worker including his relationship to clients and agencies will be studied, as well as the various philosophical and ethical bases of action, the motivation required for effective delivery of service, career opportunities, organizational settings, group identification, and such issues as bureaucracy versus individualism.

   Further, a generic methods course will be offered before and concurrently along with field instruction. Emphasis will be placed on the differential use of common principles in a diversity of situations suggesting social work intervention.

   And, finally, a senior project and seminar will give the student an opportunity to study a particular aspect of social welfare practice, and in doing this, reflect on his social work study and experience, and focus on future professional and humanitarian goals.
2. A Broad Spectrum of Foundation Courses in the Social Sciences and Humanities

Through these liberal opportunities it is hoped to assist students in their intellectual, aesthetic, and social development, stimulate their curiosity, and sharpen their ability to engage in independent inquiry. The work in this area is designed to help students become aware of alternative approaches to human problems, and to see their role in a wider philosophical and historical perspective.

Implicit in this statement is the desire to promote a greater awareness of social, political, and economic issues so that the student's professional training in social work is completed in a context of involvement and commitment. In addition, these academic opportunities will be used to help students develop those techniques indispensable to good written and oral communication and the pursuit of a vigorous intellectual independence.

3. Field Observation, Volunteer Opportunities, and Field Instruction

A continuous range of experiential learning opportunities will be provided throughout the curriculum through required experiences or elected situations. Beginning with observation and volunteer work in a social, governmental, or educational institution in the first year, one additional opportunity will be offered in the sophomore year prior to two successive full-time agency field instructions. Further opportunities in this area will be available in the fourth year in connection with the senior project and seminar course. All work in this area will be under the supervision of RIT faculty.

Because the curriculum leading to the B.S. in Social Work contains a variety of social science offerings, the student will be able to choose a broad spectrum of career goals in addition to the possibility of a variety of graduate programs related to human services.

Graduates of RIT Social Work program are employed in agencies providing services to the following types of clientele:

<table>
<thead>
<tr>
<th>Services to the following types of clientele:</th>
<th>CAREER OPPORTUNITIES</th>
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<tbody>
<tr>
<td>Drug Counselling</td>
<td>Family Court</td>
</tr>
<tr>
<td>Delinquents</td>
<td>Mentally Ill</td>
</tr>
<tr>
<td>Unwed Mothers</td>
<td>Mentally Retarded</td>
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<tr>
<td>Probation and Parole</td>
<td>Senior Citizens</td>
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</tbody>
</table>

Employment is also available in agencies that provide such special services as:

<table>
<thead>
<tr>
<th>Agencies</th>
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<tbody>
<tr>
<td>Community Planning</td>
<td>Correctional Institutions</td>
</tr>
<tr>
<td>Metropolitan Planning</td>
<td>Schools</td>
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<tr>
<td>Hospitals</td>
<td>Day Care Centers</td>
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</tbody>
</table>
### Program Outline

#### SOCIAL WORK

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>QUARTER CREDIT HOURS</th>
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<tbody>
<tr>
<td>F-FAIL S-SUMMER</td>
<td>W-WINTER SR-SUMMER</td>
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<tr>
<td>F W S</td>
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<tr>
<td>FIRST YEAR</td>
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<tr>
<td>GSWS-301 Introduction to the Field of Social Work</td>
<td>4</td>
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<tr>
<td>GSWS-305 Social Work Field Skills</td>
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<tr>
<td>GSSA-301 Introduction to Anthropology</td>
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<tr>
<td>GSSP-301 Psychology of Childhood &amp; Adolescence</td>
<td>4</td>
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<tr>
<td>GSSP-303 Fundamentals of Psychology</td>
<td>4</td>
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<tr>
<td>USD-301 Fundamentals of Sociology</td>
<td>4</td>
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<tr>
<td>*Other General Studies - Lower Division</td>
<td>4</td>
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<tr>
<td>GSWS-302 Social Welfare I. History</td>
<td>4</td>
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<tr>
<td>GSWS-304 Social Welfare II. Organization and Systems</td>
<td>4</td>
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<tr>
<td>GSSM-411 Methods of Social Work*</td>
<td>4</td>
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<tr>
<td>GSSM-531 Research Methods</td>
<td>4</td>
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<tr>
<td>GLIC-401, 402, 403 Intercultural Communication Skills</td>
<td>4</td>
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<tr>
<td>GSSA-301, 304 Economics for Social Workers I, II</td>
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<td>*Other General Studies - Lower Division</td>
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<td>Open Elective/Independent Study</td>
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<tr>
<td>SECOND YEAR</td>
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<tr>
<td>GSWS-301 Introduction to the Field of Social Work</td>
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<td>GSWS-305 Social Work Field Skills</td>
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<td>GSSA-301, 304 Economics for Social Workers I, II</td>
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<td>THIRD YEAR</td>
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<td>GSWS-412, 413 Methode Social Work I, II</td>
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<tr>
<td>GSWS-304 Social Welfare III. Organization and Systems</td>
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<td>GSSP-301 Psychology of Abnormal Psychology</td>
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<td>*Other General Studies - Lower Division</td>
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<td>FOURTH YEAR</td>
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<tr>
<td>GSWS-520 Senior Seminar and Project</td>
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<td>GSWS-550 Senior Seminar</td>
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<td>GSSS-301 Gerontology</td>
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<td>GSSS-302 Family Systems</td>
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<td>GSSS-303 Human Development</td>
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<td>GSSS-304 Deviance in Society</td>
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<tr>
<td>*General Studies Elective - Upper Division</td>
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<tr>
<td>Open Elective/Independent Study</td>
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</tbody>
</table>

*See p. 59 for General Studies requirements.

15cp for policy on Physical Education.

M.S. Independent Study may be academic or at a social work agency.

Includes part-time placement in social work agency.

Full-time field placement in social work agency.

Students have option of Deviance in Society or Dynamics of Abnormal Psychology.

### Transferability

Blanket credit for the first two years is offered for an A.A. or A.A.S. degree.
## Social Work Program Outline for Transfer Students
### With A.A. or A.A.S. Degree

<table>
<thead>
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<th>NOTE</th>
<th>QUARTER CREDIT HOURS</th>
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<tr>
<td>F—Fall</td>
<td>S—Spring</td>
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<tr>
<td>GSWS-302 Social Welfare: History</td>
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<td>GSWS-304 Social Welfare: Organization and Systems</td>
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<tr>
<td>GSWS-411 Methods of Social Work I and Lab</td>
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<tr>
<td>GSWS-412 Methods of Social Work II, III</td>
<td>4</td>
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<tr>
<td>GSWS-421, 422 Field Instruction I, II and Seminar</td>
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<tr>
<td>GSWS-531 Research Methods</td>
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<tr>
<td>GSWS-535 Senior Seminar and Project</td>
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<tr>
<td>GSSM-214 Theories of Political Systems</td>
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<td>GSSS-302 Family Systems</td>
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<td>GSSS-303 Social Discrimination</td>
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<tr>
<td>Other General Studies Electives</td>
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</tbody>
</table>

### Third Year

### Fourth Year
College of Graphic Arts and Photography

LOTHAR K. ENGLMANN, Dean

The College of Graphic Arts and Photography encompasses the School of Photographic Arts and Sciences, the School of Printing, and the Graphic Arts Research Center.

The School of Photographic Arts and Sciences was established in 1930 with a two-year course for the training of technicians for the photographic industry. It now offers undergraduate programs leading to a B.S. degree in photographic science and instrumentation, to a B.S. degree in professional photography, and to a B.F.A. degree in photographic illustration. A program in photographic management and marketing—given jointly by the School of Photographic Arts and Sciences and the College of Business—leads to the B.S. degree. A program in biomedical photography leading to an A.A.S. degree and a program in biomedical photographic communications leading to a B.S. degree are also offered. Graduate programs lead to an M.S. degree in photographic science and instrumentation, and to an M.F.A. degree in photography. More than 850 students are enrolled from nearly every state and many foreign countries. The curriculum in Photographic Science and Instrumentation is the only accredited program of its kind leading to the B.S. and M.S. degree.

In 1937 the Institute absorbed the Empire State School of Printing with the object of establishing advanced technological education in printing and the graphic arts. The School of Printing now offers programs leading to the Bachelor of Science degree in printing, Printing management, and printing technology are among the fields of specialization. It also offers programs leading to the M.S. degree in printing technology and printing education. About 490 degree candidates are enrolled in the School of Printing. Students come from almost every state, and students from many foreign countries have registered in printing programs.

The Graphic Arts Research Center, with its own full-time staff, conducts research in various fields of the graphic arts. It also conducts short, highly specialized courses for men and women engaged professionally in the graphic arts.

RESOURCES The College is housed in a building that has been specifically designed for instruction in photography and printing. Its many specialized laboratories and wide range of equipment make it the most complete of any degree-granting institution in these fields.

The faculty has been carefully selected on the basis of their teaching effectiveness and ability to relate well with students. They are also individuals who are educationally qualified and have had extensive professional experience and training in the graphic arts industries.
The establishment of two distinguished professorships highlights this qualification of the college's teaching staff. The Melbert B. Cary, Jr., professorship emphasizes the School of Printing's involvement in typography and design generally, while the James E. McGhee professorship highlights the School of Photographic Arts and Sciences' interest in the photographic processing and finishing, as well as in the photographic marketing and management areas.

Rochester is the world center of research and development in photography and a center of research in the graphic arts, as well as a city well-known for quality printing. It is an ideal environment for the student in either photography or the graphic arts because he has access to a faculty which is close to progress in these fields, and through guest lecturers, field visits, and meetings of scientific and professional organizations, he can meet many of these leaders in research and development personally.

The RIT library is rich in both photography and the graphic arts, and the cooperation of the George Eastman House of Photography and the library of the Kodak Research Laboratories makes available one of the largest collections of reference materials for these fields to be found anywhere.

Two special libraries are housed in the college directly, the Graphic Arts Research Center Library and the Cary Library. The latter contains the Melbert B. Cary, Jr., Graphic Arts Collection, with over 2,500 volumes of rare books illustrating the past and present of fine printing.

The College seeks to prepare men and women to be professionally competent in their chosen area and to have an appreciation and understanding of our cultural heritage and democratic institutions. Although the primary concern of the College itself is with science and technology, and the occupational aspects of life, it requires of every student courses in communication, the humanities, and the social and natural sciences. These form an integrated program of liberal education in the College of General Studies and require from one-quarter to one-third of the student's time.

The College operates on the quarter plan, each quarter being eleven to twelve weeks in length. There is no regular summer quarter, although many classes are available in the Summer Session.

Most programs of the College, except Printing, include a senior thesis as a requirement for the bachelor's degree. This involves independent study and research on a subject chosen by the student and approved by his advisor. The thesis provides the student the opportunity to make a detailed study of a subject of particular interest to him. It often requires wide reading, thus making the student more conversant with the literature and, where laboratory research is involved, the student acquires experience in the design of an experiment, the conduct of research, and the writing of a technical report. A number of these reports have been presented at meetings of scientific and professional societies and printed in appropriate journals.
With the growth of community, junior, and two-year technical colleges throughout the country, many young men and women have a better chance to identify their occupational and professional goals. The College recognizes the value of these programs and, for students who perceive such goals within the scope of the College's programs, every effort is made to accept the maximum amount of transfer credit from the two-year college curriculum. Some scholarships are available.

Candidates for the B.S. and B.F.A. degrees must complete the requirements of a major program, and they must also complete satisfactory thesis work.

Requirements for the M.S. degree in photographic science and instrumentation, printing technology, and printing education, and for the M.F.A. degree in photography are to be found in the Graduate Bulletin.

The Associate in Applied Science degree is awarded all students who successfully complete the requirements of the first two years of the B.S. or B.F.A. program and have a minimum number of quality points equal to at least 1.7 times the number of quarter hours required.

During the Summer Session the School of Printing offers a wide range of technical and management courses which may be taken for credit. Special, intensive summer courses are also available in graphic arts orientation, flexography, teletype composition, Linotype-Intertype maintenance, and similar subjects.

Additional specialized short-term summer programs can be designed by the School of Printing to meet the particular needs of paper, ink, and equipment manufacturers and related segments of the graphic arts industry.

The School of Photographic Arts and Sciences offers several special courses each summer to meet professional or avocational needs not met by the four-year programs.

Information on summer programs in either school can be obtained from the Director of the Summer Session or the Director of Extended Services.
GARC serves the printing and graphic communications industry through research, continuing education, and the dissemination of information. It acts as an interface between RIT's academic programs and the commercial world of production and research. GARC’s professional staff has been recruited from industry and research organizations. This experienced staff provides realistic counsel when lecturing or acting as undergraduate and graduate thesis advisors in the field of printing as well as in the field of photographic science. GARC’s facilities are used in conjunction with lectures, seminars, and demonstrations for special students. And GARC information is made available to students in such publications as Graphic Arts Literature Abstracts, Graphic Arts Patent Abstracts, and GARC reports of research efforts.

The Science and Technology Section consists of fundamental research programs in color theory, color measurement and specification, paper technology, image evaluation, screenless lithography, study methods for gray balance determination, and photometric measurement of dot area.

The Physical Testing Laboratory, which emphasizes color reproduction, conducts industry-supported programs for testing paper, ink, and other printing products. Its facilities also accommodate test runs for the Science and Technology Section. And many of the continuing education programs (seminars in Web Offset Newspaper Training, Paper-Ink-Press, Composition Systems, and Color Reproduction) use the lab facilities, including the four-unit perfecting web offset press.

The Information Services houses an extensive international collection of literature relevant to the graphic arts. From its extensive holdings it offers the following services to both the educational and industrial communities:

Graphic Arts Literature Abstracts (GALA)—Formerly called Graphic Arts Index, GALA represents a new and expanded effort into current awareness and retrospective retrieval efforts within the graphic arts. GALA published monthly on a subscription basis, offers subject categorized, fully indexed informative abstracts of the graphic arts literature as gleaned from the timely scanning of over 200 international publications, periodicals and conference proceedings.

Graphic Arts Patent Abstracts (GAPA)—A companion publication to GALA, GAP A, also available monthly on a subscription basis, offers categorized and indexed entry into the U.S. Patent Literature, as selected weekly from the Official Gazette of the U.S. Patent Office.

Other services available are customized graphic arts information systems and publications design, customized literature searches and bibliographies, and document procurement services.
School of Photographic Arts and Sciences
WILLIAM S. SHOEMAKER, Director

The program offerings of the School of Photographic Arts and Sciences are designed to prepare students for photographic career fields. The studies involve both technical and creative experiences for visual problem solving. Chemicals and specialized equipment are supplied. Students are encouraged to purchase photographic equipment that will further their chosen careers. All first year B.F.A. and B.S. students in professional photography are required to have their own hand-held small or medium format camera and a professional exposure meter. All upperclass professional photography students are required to have their own view camera and allied equipment. If desired, teachers will assist students in equipment recommendation. Guest speakers and field trips broaden the student's viewpoint. Participation in the spring field trip and summer study courses in Europe are encouraged.

The School of Photographic Arts and Science faculty represents a remarkable cross section of various photographic fields. Many faculty members possess not only formal degrees but recognition from professional societies in the form of honors and titles indicating professional excellence.

The School of Photographic Arts and Sciences offers (1) an undergraduate (B.S.) in Photographic Science and Instrumentation; (2) an undergraduate (B.F.A.) program in Photographic Illustration; (3) an undergraduate (B.S.) program in Professional Photography; (4) an undergraduate (B.S.) program in Photographic Processing and Finishing Management; (5) an associate's (A.A.S.) program in Biomedical Photography; and (6) a bachelor's (B.S.) program [Upper Division] in Biomedical Photographic Communications.

The School of Photographic Arts and Sciences offers two masters degree programs: M.F.A. in Photography and the M.S. in Photographic Science and Instrumentation. These are described in the separate Graduate Bulletin.

The School of Photographic Arts and Sciences offers a wide selection of photographic courses in the Summer Session. These range from beginning photography courses to those requiring a substantial photographic background. A special course is offered for high school and college art teachers desiring to build a background in basic photography. For detailed information write The Director of the Summer Session for a catalog.
The School of Photographic Arts and Sciences maintains memberships in a number of professional organizations:

- American Management Association
- American Society of Training and Development
- Association of Professional Color Laboratories
- Master Photo Dealers and Finishers Association
- National Microfilm Association
- Professional Photographers of America
- Society of Motion Picture and Television Engineers
- Society of Photographic Scientists and Engineers
- University Film Association

All applicants for admission must meet the general requirements for admission to the Institute as described earlier. The requirements for admission to the School of Photographic Arts and Sciences vary with the program.

All applicants, except those transferring from other colleges and universities, must take entrance examinations, as explained in the section on Entrance Requirements in this catalog.

Photographic Science and Instrumentation — Applicants for admission to the undergraduate program in Photographic Science and Instrumentation must have had three years of high school mathematics through trigonometry and either physics or chemistry. Their high school record should indicate a capacity to undertake a science program with a reasonable chance of success.

Photographic Illustration — Applicants for admission to Photographic Illustration must have had one year of mathematics and one year of science.

Professional Photography — Applicants for Professional Photography should have had two years of high school mathematics, including either intermediate algebra or plane geometry, and one year of science.

Biomedical Photography — Applicants for admission to the associates degree program must have had elementary algebra, plane geometry, intermediate algebra and trigonometry; also one year of science, with biology recommended.

^ Biomedical Photographic Communications — Applicants for this upper division curriculum need the minimum of an associate degree, with one year of biology, one year of technical photography, and a minimum of two years in a communications specialty such as biomedical photography. A personal interview may be required. The RIT summer transfer course may be required.

^ Photographic Processing and Finishing Management — Applicants for admission to these programs would fulfill the same requirements as those applying for Professional Photography.

Advance credit will be given for applicable courses completed at accredited institutions with a grade of "C" (average) or better.
There are transfer programs into the second or the third year of each of the four majors offered by the School. These are for students who have transferable advance credits in science, art, business, and/or photography.

**Photographic Science** — A total of 39 quarter credits, including 12 acceptable quarter credits in general studies, acceptable courses in calculus (12 quarter credits) or higher mathematics, and general physics or chemistry of not less than one year each, plus a "C" grade or higher in "PPHS-200 (Photographic Science) prior to admission to the second year.

**Photographic Illustration** — A total of 30 quarter credits, including 12 acceptable credits in general studies and 6 acceptable credits in studio courses in drawing and design, plus a "C" grade or better in "PPHG-200 (Photography) and PPHG-210 (Materials and Processes).

**Professional Photography** — A total of 33 quarter credits, including 12 acceptable credits in general studies, an acceptable science course (9 quarter credits), or an acceptable design studio course (6 quarter credits) and a "C" grade or better in "PPHG-200 (Photography) and PPHG-210 (Materials and Processes).

**Photographic Processing and Finishing Management** — A total of 37 quarter credits, including 12 quarter credits in general studies, acceptable credits in college math (6 quarter credits) and 16 quarter credits in a combination of business and management, plus a "C" grade or higher in "PPHS-200 (Photographic Science).

**Photographic Science** — A total of 80 quarter credits, including 24 acceptable quarter credits in general studies, a minimum of 20 quarter credits in calculus or higher mathematics, and acceptable courses of not less than one year in general chemistry and general physics, plus a "C" grade or higher in "PPHS-200 and PPHS-210 (Photographic Science) prior to admission to the third year.

**Photographic Illustration** — A total of 93 quarter credits including 24 acceptable quarter credits in General Studies. The remainder of 69 quarter credits must include a minimum of 12 quarter credits of studio courses in Design and Drawing, plus 9 credits of History and Aesthetics of Photography, plus 48 credit hours of photography. If there are insufficient photography studio courses the applicant will be required to take PPHG-200 and PPHG-210 during the summer.

**Professional Photography** — A total of 96 quarter credits including 24 acceptable quarter credits in general studies, a satisfactory course in college algebra and design and 57 quarter credits in any combination of drawing, design or photography, of which 48 credits must be equivalent to PPHG-201, 202, 203, PPHF-301, 302, 303, and PPHF-311, 312, and 313.

*These are summer courses required by those persons who do not have a sufficient photographic background. Maximum of 24 students accepted.*
Bachelor of Science in  
Photographic Science and Instrumentation  
RONALD FRANCIS, Staff Chairman

Photographic Science is concerned with the materials and processes of photography; Photographic Instrumentation with the application of photographic processes to science and technology. A primary objective of the photographic scientist is the improvement of existing materials and processes of photography and the development of new methods and materials. The instrumentation engineer is concerned with the planning of new applications of photography or the adaptation of existing methods to new or special requirements. Whereas chemists, physicists, and engineers of disciplines other than photography are employed in both of these activities, there is a need, on an increasing scale, for the specialist in photographic science and instrumentation.

Almost every segment of American business is an employer of graduates in photographic science and instrumentation; for example, aerospace, business machines, microelectronics, scientific instruments, graphic arts, industrial chemicals, and photographic equipment and materials. Aside from industry, many graduates are employed by governmental agencies and laboratories with military or government contracts in aerospace, aerial surveying, and information handling. Graduates with an interest in selling often move into positions as sales and technical representatives or as private consultants.

The department of Photographic Science and Instrumentation offers three programs leading to both undergraduate and graduate degrees: a four-year program resulting in a Bachelor of Science degree, a five-year program resulting in simultaneous awarding of Bachelor of Science and Master of Science degrees, and a graduate program for persons holding a Bachelor of Science degree in physics, chemistry, or engineering. In addition, it is possible for students with satisfactory credits in mathematics, chemistry, and physics to transfer into either the four-year or five-year program at the beginning of the second or third year by taking a transfer program during the summer quarter preceding transfer.

FOUR-YEAR Bachelor of Science in Photographic Science and Instrumentation — Course content is typical of engineering programs. It includes specialized courses in the physics and chemistry of radiation-sensitive systems, optics and image formation, and photographic system engineering, as well as the fundamental courses in mathematics, chemistry, and physics. An undergraduate thesis is required.

FIVE-YEAR Bachelor of Science and Master of Science in Photographic Science and Instrumentation — Course content during the first three years is similar to the Bachelor of Science program and provides the student with a background in mathematics, chemistry, physics, and basic photographic science and instrumentation. The fourth year is spent taking advanced elective courses in chemistry,
physics, mathematics, engineering, and/or photographic science and instrumen-
tation. The fifth year is devoted to graduate courses and a graduate thesis.

Admission into the five-year program is normally made at the end of the third year. Applications should be sent to Dr. Gerhard Schumann, Professor, and Coordinator of the departmental graduate program.

Master of Science in Photographic Science and Instrumentation — The graduate program is designed to prepare persons holding a Bachelor of Science degree in physics, chemistry, or engineering, for photographic science and instrumentation. Applicants without acceptable understanding of photographic materials and processes are required to take a summer course before final admission to the graduate program. This full-time summer course, PPHG-700 (Principles of Photographic Science) begins in June and runs for ten weeks. Certain graduate courses are offered during the evening on a rotating basis for those desiring to obtain the Master of Science degree on a part-time basis. Information regarding which courses are offered in which years during the evening may be obtained from the department.

The graduate program is administered by the Council of Graduate Studies and is under the direction of Dr. Gerhard Schumann, Professor. See Graduate Catalog for particulars.

GRADUATE PROGRAM

PHOTOGRAPHIC SCIENCE AND INSTRUMENTATION

Undergraduate Elective List
EEE-461, 462 Electrical Engineering I, II
PPHS-421, 422, 423 Photographic Chemistry
PPHS-511, 512, 513 Optical Instrumentation
PPHS-531, 532, 533 Theory of the Photographic Process
PPHS-599 Independent Study
PPRT-501 Reproduction Photography
PPRT-502 Printing Plates
PPRT-503 Printing Processes
SCHA-231, 232 Organic Chemistry
SCHA-311, 312 Analytical Chemistry
SCHA-313 Introduction to Physical Chemistry
SCHA-501, 502 Instrumental Analysis
SMAM-307 Differential Equations
SMAM-308 Engineering Mathematics
SMAM-401 Complex Variables
SMAM-501, 502 Advanced Differential Equations
SPSP-314, 315 Modern Physics
SPSP-411, 412 Electricity and Magnetism
Others to be selected in consultation with advisors.

Graduate Elective List
EEE-701 Introduction to Random Variables and Signals
EEE-702 Communication Techniques
EEE-710 Digital Data Transmission
PPHS-501, 502 Special Topics in Photographic Science
PPRT-502 Graphic Reproduction Theory
PPRT-701 Computers in Management
SCHA-511, 512 Instrumental Analysis
SMAM-411 Engineering Mathematics
SMAM-412 Engineering Mathematics
CAQM-781 Reliability
CAQM-801 Non-Parametric Statistics
CAQM-811, 812 Probability Theory and Application
CAQM-821, 822, 823 Theory of Statistics
CAQM-841, 842 Regression Analysis
Others to be selected in consultation with advisors.
Program Outline

### Photographic Science Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Credit Hours</th>
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<tr>
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<td>PPHS-302</td>
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<td>PPHS-403</td>
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Upon successful completion of the second year, the Associate in Applied Science degree is awarded.

*See p. 89 for General Studies requirements.

*See p. 171 for policy on Physical Education.
The curriculum leading to a Bachelor of Fine Arts degree in Photographic Illustration is planned to prepare the student for those areas of photography which require the solving of visual communication problems. The student is encouraged to develop innovative and individualized responses to visual problems; he is expected to become sensitive to contemporary graphic design and to visual aspects of his society; he is asked to be a perceptive and responsible citizen of an evolving society.

The photo student who elects the B.F.A. program may produce advertising photography for magazines, direct mail pieces, posters, billboards, and packages. He may produce editorial photography, magazine illustrations, picture essays, and book illustrations. He may illustrate brochures, annual reports, and other visual materials for business, government, and educational institutions. He may make educational, entertainment or business films and TV commercials. He is qualified to teach photography and visual communications and to cooperate in the making of audio-visual materials. He is qualified to function as an artist using photography as his principal means of expression. He may become a scholar, photohistorian, photojournalist, or museum curator.

The Bachelor of Fine Arts program is sub-divided into four major areas of concentration, each of which is varied enough to provide the student with a broad-based photographic education. Each is also flexible enough in approach to provide the student who so desires within the advisory system to select those courses which provide for and best suit his particular individual needs.
# Bachelor of Fine Arts in Photographic Illustration

## Program Outline

### First Year

<table>
<thead>
<tr>
<th>Course Code/Name</th>
<th>Credits</th>
<th>Quarters</th>
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<tbody>
<tr>
<td>FADF-221, 222, 223 Design</td>
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<tr>
<td>PPHG-201, 202, 203 Photography</td>
<td>7</td>
<td>F, W, S</td>
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<tr>
<td>PPHG-211, 212, 213 Materials and Processes</td>
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### Second Year

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<td>PPHG-301, 302, 303 History and Aesthetics of Photography</td>
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<td>PPHG-311, 312, 313 B.F.A. Photography II</td>
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### Major Photographic Electives

- Photo Illustration
- Photography as a Fine Art
- Photojournalism
- Film Making

(All BFA students must select one of these electives as a two-year involvement)

### Third Year

<table>
<thead>
<tr>
<th>Course Code/Name</th>
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<td>Professional Electives (selected from BFA elective list)</td>
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### Fourth Year

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<td>FSCF-327 Contemporary Tendencies in Art</td>
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<td>Professional Electives (selected from BFA elective list)</td>
<td>4</td>
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</tbody>
</table>

*See p. 89 for General Studies requirements.
*See p. 171 for policy on Physical Education.
*Upon successful completion of the second year, the Associate in Applied Science degree is awarded.

## Bachelor of Fine Arts Professional Elective List

- PPHF-401, 402, 403 Film Making
- PPHF-407, 408, 409 History and Aesthetics of Film
- PPHL-411, 412, 413 Nature Photography
- PPHL-421, 422, 423 Color Photo Workshop
- PPHL-431, 432, 433 Visual Communications Workshop
- PPHL-591, 592, 593 Reproduction Photography
- Offset Platemaking, Offset Presswork
- PPHL-599 Independent Study

Others to be selected in consultation with advisors.
The primary goal of the Professional Photography curriculum is to prepare the individual student for a career field involving photography as his chief means of support.

The program leading to the Bachelor of Science degree in Professional Photography is a challenging and rewarding study demanding a high degree of application of the student's evolving abilities. The student works toward developing his field of interest during his first two years and then selects his photographic program from a number of elective areas. These include course offerings in:

- Advertising Photography
- Industrial Photography
- Audio-visual
- Nature Photography
- Color Photography
- Photo Journalism
- Corporate Publications
- Portraiture
- Engineering and
- Process Control
- Instrumentation
- Reproduction Techniques
- Film Making
- Sensitometry
- Illustration Photography
- Television Production

In addition, within School of Photographic Arts and Sciences' divisions, other areas of study are available. Independent studies and group seminars are available to explore highly specialized techniques or to experience in-depth studies.

Emphasis is placed on the realities of current and projected trends, both within the profession, and in the socio-economic environment of which the graduate expects to become a part. To help achieve this, community projects are utilized to increase the student's ability to gain experience with the work-a-day world's problems, on a practical basis.

Broadly stated, this preparation involves studies and experiences in both technical and creative aspects of visual problem solving. The curriculum is planned to give the student skills in business as well as photography, to enable him to seek employment in the field of his choice.
## Program Outline

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
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<td>FADF-221, 222, 223 Design</td>
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<td>PPHG-201, 202, 203 Photography</td>
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<td>PPHG-211, 212, 213 Materials and Processes of Photography</td>
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<td>PPHG-211, 212, 213 Basic Darkroom</td>
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<td>Business Elective</td>
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<tr>
<td>PROFESSIONAL ELECTIVES (Elect 2 Selected from B.S. Elective List)</td>
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</tr>
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</table>

| SECOND YEAR |
| F  | W  | S |
| FADF-221, 222, 223 Design | 2 | 2 | 2 |
| PPHG-201, 202, 203 Photography | 7 | 7 | 7 |
| PPHG-211, 212, 213 Materials and Processes of Photography | 4 | 4 | 4 |
| *General Studies Electives | 0 | 0 | 0 |
| *Physical Education Elective | 0 | 0 | 0 |
| Science Option Elective | 3 | 3 | 3 |
| *General Studies Electives | 4 | 4 | 4 |
| BBUB-245 Business Management or BBUB-263 Marketing | 4 | 4 |
| BBUA-215 Survey of Accounting | 4 | 4 |
| PROFESSIONAL ELECTIVES (Elect 2 Selected from B.S. Elective List) | 8 | 8 | 8 |

| THIRD YEAR |
| F  | W  | S |
| FADF-221, 222, 223 Design | 2 | 2 | 2 |
| PPHG-201, 202, 203 Photography | 7 | 7 | 7 |
| PPHG-211, 212, 213 Materials and Processes of Photography | 4 | 4 | 4 |
| *General Studies Electives | 0 | 0 | 0 |
| *Physical Education Elective | 0 | 0 | 0 |
| Science Option Elective | 3 | 3 | 3 |
| *General Studies Electives | 4 | 4 | 4 |
| PROFESSIONAL ELECTIVES (Elect 2 Selected from B.S. Elective List) | 8 | 8 | 8 |

| FOURTH YEAR |
| F  | W  | S |
| FADF-221, 222, 223 Design | 2 | 2 | 2 |
| PPHG-201, 202, 203 Photography | 7 | 7 | 7 |
| PPHG-211, 212, 213 Materials and Processes of Photography | 4 | 4 | 4 |
| *General Studies Electives | 0 | 0 | 0 |
| *Physical Education Elective | 0 | 0 | 0 |
| Science Option Elective | 3 | 3 | 3 |
| *General Studies Electives | 4 | 4 | 4 |
| BBUB-245 Business Management or BBUB-263 Marketing | 4 | 4 |
| BBUA-215 Survey of Accounting | 4 | 4 |
| PROFESSIONAL ELECTIVES (Elect 2 Selected from B.S. Elective List) | 8 | 8 | 8 |

(1) Upon successful completion of the second year, the Associate in Applied Science degree is awarded.

* See p. 89 for General Studies requirements.

**See p. 171 for policy on Physical Education.

### SCIENCE OPTION ELECTIVES (SECOND YEAR)

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>BACHA-201, 202, 203 College Algebra and Trigonometry</td>
<td>And also the following may be considered if all necessary prerequisites have been met and with approval of staff chairman:</td>
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<tr>
<td>SCSC-201, 202, 203 Contemporary Science</td>
<td>SCSC-205, 206, 207 Chemical Principles</td>
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<tr>
<td>SGS-201, 202, 203 College Biology</td>
<td>SCIC-211, 212, 213 General Chemistry</td>
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<td>SPGG-211, 212, 213 College Physics</td>
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### BACHELOR OF SCIENCE PROFESSIONAL ELECTIVE LIST

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>PPHG-407, 408, 409 History and Aesthetics of Film</td>
<td>PPHG-421 Forensic Photography</td>
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<tr>
<td>PPHG-401, 402, 403 Film Making I</td>
<td>PPHG-421 Forensic Photography</td>
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<tr>
<td>PPHG-405, 406, 407 Film Making II</td>
<td>PPHG-423 Advanced Color Printing</td>
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<tr>
<td>PPHG-409, 410, 411 Journeys into TV Production</td>
<td>PPHG-501, 502, 503 Industrial Photography Seminar</td>
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<tr>
<td>PPHG-507, 508, 509 Introduction to TV Production</td>
<td>PPHG-511, 512, 513 Photographic Process Control</td>
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<tr>
<td>PPHG-414, 415, 416 Photoshop I</td>
<td>PPHG-521, 522, 523 Advanced Color Seminar</td>
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<tr>
<td>PPHG-420, 421, 422 Digital Photography</td>
<td>PPHG-541, 542, 543 Digital Photography</td>
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<td>PPHG-511, 512, 513 Photoshop II</td>
<td>PPHG-551, 552, 553 Special Topics</td>
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<td>PPHG-612, 613, 614 Photoshop III</td>
<td>PPHG-591, 592, 593 Independent Study</td>
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<td>PPHG-618, 619, 620 Photoshop IV</td>
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<tr>
<td>PPHG-411, 412, 413 Seminar I</td>
<td>PPHG-599 Independent Study</td>
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<tr>
<td>PPHG-421, 422, 423 Advertising Photography</td>
<td>Others to be selected in consultation with advisor.</td>
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<tr>
<td>PPHG-431, 432, 433 Advanced Color Printing</td>
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</table>
The courses in Film Making I and II are designed for students who recognize the motion picture medium as an expressive force uniquely important in today's world. They are intended to acquaint students with artistic and social applications of film as a creative medium and to develop the skills of film production.

Offered to students in Professional Photography or Photographic Illustration, these courses are structured as lecture-laboratory courses, designed to develop individual skills in communicating with moving images, the sensitivities and practicalities of the medium and the aesthetic principles governing film as a form of art. Each student produces several short films, working closely through all phases of motion picture production: scripting, pre-production planning, budgeting, shooting, sound editing and working with a laboratory. Students combine their learning of visual and sound artistry through "hands-on" experience with camera and sound equipment. Each film project is designed by the individual student; they receive individualized instruction as they bring purposeful expression to the screen in a wide variety of styles.
# Program Outline

## PHOTOGRAPHIC PROCESSING AND FINISHING MANAGEMENT MAJORS

### Program Outline

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<td>BBUB-201</td>
<td>Management</td>
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<tr>
<td>BBUB-210</td>
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<td>BBUB-371</td>
<td>Accounting Managerial</td>
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<td>BSS-250</td>
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<td>PPMH-301, 302, 303</td>
<td>Machine Processing</td>
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<tr>
<td>PPHM-311, 312, 313</td>
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<td>BBUF-301, 302, 303</td>
<td>Principles of Photographic Systems I</td>
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### First Year

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### Second Year

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### Third Year

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<td>PPMH-599</td>
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### Fourth Year

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<td>BBUB-311, 312</td>
<td>Accounting I &amp; II</td>
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<td>Marketing</td>
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</tbody>
</table>

*See p. 89 for General Studies requirements.

(See p. 171 for policy on Physical Education.

• Professional Elective must be chosen in consultation with the student’s academic advisor. Recommended professional electives are PPMH-501, 502, 503, and PPMH-511, 512, 513.

Upon successful completion of second year, the Associate of Applied Science degree is awarded.

It is recommended that students seeking the Bachelor of Science degree spend the summer of their Junior year in a work-block type program.
Associate in Applied Science in Biomedical Photography

NILE R. ROOT, R.B.P., Coordinator

The Biomedical Photography curriculum provides a two-year program leading to the Associate of Applied Science degree. A graduate may apply for entrance into the Biomedical Photographic Communications program for a Bachelor of Science degree.

The Biomedical Photography program is designed to prepare the student for a career in media production within the scientific community. The biomedical photographer can be part of the allied health teams in hospitals, medical and dental research centers or in other health institutions.

The first year courses introduce basic theories and principles as well as practical experience with photographic equipment and photographic processing. The courses are integrated to prepare the student for a summer internship in a medical or scientific facility. The completion of the summer internship is required for the Associate degree in Biomedical Photography.

The second year rounds out the prerequisites for a beginning career in Biomedical Photography. Courses include photomacrography, photomicrography and other specific studies required for this career.

The Biological Photographic Association, the certifying and registering professional organization in the biomedical photography field, has cooperated in the preparation of criteria and in program development. Thus the RIT program can provide the educational background which will form the basis for qualifying to become a Registered Biological Photographer (RBP), after he enters into his profession full time.

Program Outline

<table>
<thead>
<tr>
<th>Biomedical Photography</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
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<td>F-FALL S-SPRING W-WINTER S-SUMMER</td>
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<tr>
<td>PPHB-201, 202, 203 Biomedical Photography 1</td>
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<td>PPHG-211, 212, 213 Materials and Processes of Photography</td>
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<td>PPHB-211 Survey of Biomedical Photography</td>
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<td>EMG-201, 202, 203 General Anatomy</td>
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<tr>
<td>General Studies Electives—Lower Division</td>
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<td>*Physical Education Elective</td>
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<tr>
<td>Summer (4th Quarter) Internship for 10 weeks in a medical setting.</td>
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<td>PPHB-301, 302, 303 Biomedical Photography II</td>
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<td>PPHP-311, 312, 313 Basic Color</td>
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<td>PPHB-331, 332, 333 Preparation of Biomedical Visuals</td>
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<td>*General Studies Electives—Lower Division</td>
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<tr>
<td>*Physical Education Elective</td>
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*See p. 89 for General Studies requirements. *See p. 171 for policy on Physical Education.
Bachelor of Science Degree in Biomedical Photographic Communications

NILE R. ROOT, R.B.P., Coordinator

The Biomedical Photographic Communications curriculum is an upper division program to prepare the student to be involved in advanced techniques of media production used in medicine and research. The junior and senior years' curricula include electives in Film Making, Television and Printing, which can be selected in consultation with the Advisor.

The curriculum provides the graduate with preparation to be an entering professional in biomedical communication, audio-visual and educational resource departments in medical schools, research centers and private hospitals, as well as other scientific facilities.

Transfer candidates must have an evaluation prior to admission. A personal interview may be required of the candidate for this program. The student may be required to attend summer courses to satisfy prerequisite courses.

Program Outline

<table>
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<tr>
<th>NOTE:</th>
<th>QUARTER CREDIT HOURS</th>
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<td>F-W-S</td>
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<tr>
<td>SUMMER</td>
<td>THIRD YEAR</td>
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<tr>
<td>SUMMER</td>
<td>THIRD YEAR</td>
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</table>

- See p. 89 for General Studies requirements.
- Possible Recommended Professional Electives:
  - PPHF-401, 402, 403 Film Making I
  - PPHF-581, 582, 583 Reproduction Photography, Offset Plate Making, Offset Presswork

Electives will be made with the Coordinator’s permission. Other electives with Advisor’s consultation.

NOTE: See p. 171 for policy on Physical Education.
The School of Printing at Rochester Institute of Technology is one of the relatively few educational institutions in the United States that offers major degree programs in printing. It is the largest degree-granting school in its field in the country, and enjoys a position of leadership because of its extensive laboratory facilities, its up-to-date programs of study, and its competent faculty.

The primary objective of the School of Printing is to prepare students—both men and women—for successful careers in the printing, publishing, and allied industries. Programs of study are especially directed toward careers in the areas of printing technology, printing production, and printing management.

These occupational objectives involve certain educational objectives. These are to help the student to develop the following: a broad understanding of the procedures involved in the major important printing processes; an appreciation of the aesthetic qualities of good printing; an understanding of the applications of science and engineering in the graphic arts; a knowledge of theory and practice in the various aspects of management; skills in communications; and an understanding of the student's professional and general environment as a means of developing himself as a well-rounded individual and a responsible citizen.

The graduate with a B.S. degree in Printing has available a variety of career choices. The printing industry is one of the country’s largest, employing not only persons skilled in its own special technologies but also chemists, physicists, engineers, accountants, printing educators, marketing specialists, designers, artists, photographers, copy editors, computer specialists, production and traffic managers, and the closely-related packaging specialist. RIT has all of these programs within its nine colleges—men and women in the School of Printing have this unique opportunity to elect courses that give them a breadth in preparation for a career of their own choosing in this growing field.

General requirements for admission are given in the General Information section of this catalog. In addition, it is important that an applicant have an interest in printing, a keen mind, and industrious habits. Interest in printing may be shown by success in high school printing courses, by extracurricular activities in connection with a school newspaper or yearbook, by employment in a printing establishment, or by gaining an idea of the activities and opportunities in the field through investigation or personal associations. While high school graduation is stated as a basic requirement for admission, with intermediate algebra or plane geometry as a specific prerequisite, preference is given to applicants who have had some additional work in mathematics and to those who have successfully completed general courses in chemistry and physics.
SCHOLARSHIPS AND FINANCIAL AIDS

Scholarships available to students in the School of Printing number approximately 25, and range in value from $250 to $1100. Some of these awards may be continued beyond one year depending upon the records made.

Competitive scholarships are offered through the National Scholarship Trust Fund of the Education Council of the Graphic Arts Industry. Anyone interested in applying for one of these scholarships should do so early in the senior year in high school, since the application must be filed in advance of the date set for competitive examinations. If information is not available in the local high school, the candidate should write to:

Education Council of the Graphic Arts Industry
4615 Forbes Avenue
Pittsburgh, Pa. 15213

For information regarding scholarships administered by the Institute, write to Chairman, Scholarship Committee.

PROGRAM OF STUDY

The School of Printing offers a four-year course of study that leads to the Bachelor of Science degree. The degree of Associate in Applied Science is offered upon successful completion of the first two years. Continuation beyond the second year depends upon the satisfactory completion of the first two years and a grade point average of at least 2.0.

The four-year program prepares graduates for a wide variety of technical and management positions in the printing and related industries. Among these are positions in administration and general management, production management, production and quality control, sales and sales management, estimating, cost and financial control, process and plant development, graphic design, and graphic arts research. A variety of positions in commercial printing, packaging, and service industries are available to graduates, as are positions in the book, newspaper, and magazine publishing industries.

The cooperative plan of education is available in the School of Printing for those choosing this option.

The two-year portion of the program is for those who wish to enter employment after two years of college study. Graduates of this program obtain employment as an assistant in such classifications as estimating, production control, specification writing, purchasing, copy preparation, typography and layout, and sales.

Graduates of two-year colleges are encouraged to transfer into the four-year program. Transfer students find that many of their two-year college credits are applicable toward the four-year degree.

The Printing program includes a group, or core, of basic required courses that is indicated in the following program outline. Students have the opportunity to expand their own areas of interest by selecting course combinations, or developing individual program sequences from approved elective courses.

TWO-YEAR PROGRAMS FOR COLLEGE GRADUATES

Many college graduates with baccalaureate degrees may complete the professional requirements for the Bachelor of Science degree in Printing in two years of concentrated study. This is because they have already satisfied many re-
quirements in general studies elsewhere. Upon admission, such students are given the equivalent of two years of credit. Those who have taken courses which parallel those required in their chosen majors in the School of Printing normally are given additional transfer credit, if grades are "C" or better.

The cooperative program in Printing is a flexible and voluntary program which will be available to printing students who have successfully completed the first two years of the required printing program and to printing transfer students accepted at the junior-year level. The intent of the cooperative program in Printing is to afford students the opportunity of enlarging and improving their college education by combining formal, classroom learning with practical work experiences. Printing students following the cooperative program will have a wide variety of graphic arts work experiences available to them. This cooperative program in Printing will require up to five years for completing B.S. degree requirements.

The School of Printing also offers a graduate program leading to the Master of Science degree, described in the separate Graduate Catalog. Information concerning this program is available upon request to the Office of Director of Admissions.

For purposes of program administration, planning, supervision, and student counseling, the School of Printing is organized into four divisions: Design-Composition, Photography-Plate-Press, Management, and Graduate. While each student is expected to use initiative in selecting elective courses, each division administers program sequences which may be developed from professional elective courses.

Design-Composition Division

EMERY E. SCHNEIDER, Staff Chairman

The creative opportunities in the graphic arts are enormous and attractive. It is necessary for most people in the graphic arts to have an appreciation for good design and typography because much of their time will be spent evaluating the printed word from the standpoint of design and production. Many printing firms have organized their own design and composition facilities in order to offer a complete service to their customers and, in turn, have a need for employing well-qualified people in these areas. In addition, the needs of advertising agencies for educated people in the creative fields and for printing buyers are extensive. For
these reasons, the Design-Composition Division not only offers introductory creative courses for those students who will pursue other areas of endeavor, but also administers sequences in the design field in which the student may specialize. These sequences include:

**BOOK DESIGN AND BOOK PRODUCTION**

A sequence designed to prepare students to fill a variety of positions in the Book Publishing and Book Manufacturing industries. Although particularly oriented for those interested in Book Design, this flexible program can be altered to fit the specific needs of others interested in the wide range of opportunities the publishing industry has to offer.

**DESIGN AND TYPOGRAPHY**

A program for those students with a basic interest in the aesthetics of printing. The student is given a broad range of courses, Calligraphy to Typography, Design to Copy Preparation, which are important for entering the field of design, typography, or any of the other creative fields of the printing industry.

**COMPOSING ROOM PROCEDURES**

A sequence designed to give printing students an overview of typesetting techniques and the handling of materials as they are related to layout and design. The diversity and challenges in this field are reflected through a series of courses ranging from electronics in computerized typesetting through estimating and other management areas related to the composing room.

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**Photography-Plate-Press Division**

**CLIFTON T. FRAZIER, Staff Chairman**

The production segment of the industry is the core area of most printing facilities. Every manager in the industry from design through sales and from personnel through finance must have a firm grasp of this core area if his decisions are to be valuable ones. This is the ‘home area’ for the production manager in plants producing books, newspapers, forms or commercial printing. For these reasons, the Photography-Plate-Press Division acts chiefly as a service department for all students in the School of Printing, regardless of their area of specialty by offering courses in the various processes and materials pertaining to the graphic arts. This Division administers, however, three sequences in the production area which are:

**LITHOGRAPHIC** This program gives the student an in-depth knowledge of lithographic management. The student is prepared for positions such as technical service representative, production scheduling, quality control analysis, and technical sales.
This sequence, offered in conjunction with the Department of Packaging Science, emphasizes the problems encountered in printing on many different kinds of materials, and in packaging many different kinds of products. This program prepares students for positions in production and sales with the packaging printer, an expanding segment of the graphic arts.

A program for students who wish to specialize in the photomechanical processes in printing. The student is prepared for management positions with camera service departments within printing firms and with color separation service companies.

Management Division
JAMES R. WALSH, Staff Chairman

The opportunities in the management segment of the graphic arts are varied and appealing. To facilitate a high-level, decision-making process, it is necessary for most management personnel in the graphic arts to have a clear understanding of the interrelationships that exist among the marketing, financial, personnel, and production segments of the industry. To this end, the Management Division offers course work in these various areas. In collaboration with the other divisions, the Management Division provides the "topping" for shaping future managers in the graphic arts. The sequences administered by this division are listed below:

Estimating is at the very heart of the successful economic well-being of the printing industry. Accurate job costing and analysis can mean the difference between success and failure for any printing concern. This sequence prepares students for positions found in every segment of the industry from commercial printing through packaging and specialized forms manufacturing.

Computers are of increasing importance to the printer as they can perform the usual business data processing tasks as well as the more involved specialized applications in typesetting and optical character reading devices. This sequence is designed to provide the student with a basic understanding of computers and of their potential in production management.

A program for students who wish to specialize in newspaper management. This NEWSPAPER sequence emphasizes production, labor, finance, and marketing in relation to the PRODUCTION newspaper industry. New technological changes in the industry are emphasized.
| FINANCIAL MANAGEMENT | This sequence utilizes courses in both the School of Printing and the School of Business. Students prepare themselves for the financial aspects of managing a graphic arts business. |
| PERSONNEL MANAGEMENT | This sequence introduces the student to basic concepts of personnel management from a behavioral science standpoint. Drawing heavily on courses in the College of General Studies, the sequence prepares persons for positions in personnel management, labor relations, and other positions where the ability to work closely with individuals is of prime importance. |
| PRODUCTION MANAGEMENT | Students in this sequence are prepared to enter all phases of printing dealing with production problems in the commercial printing industry as well as in the newspaper, book, and magazine publishing industries. Management positions evolving from this sequence are that of scheduler, assistant production manager, and production manager. |
| SALES-MARKETING | This program prepares students for positions in printing sales and marketing, printing equipment sales, and typographic sales as well as positions as technical representatives for graphic arts supply firms. Students are also prepared for sales positions in allied industries such as ink, paper, and packaging, and for positions as printing buyers and brokers. |
# Program Outline

**SCHOOL OF PRINTING**

<table>
<thead>
<tr>
<th>F—FALL</th>
<th>S—SPRING</th>
<th>W—WINTER</th>
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<tbody>
<tr>
<td>PPRT-201 Typographic Composition</td>
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<td>PPRT-203 Machine Composition</td>
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<td>PPRT-204 Relief Press</td>
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<td>PPRT-205 Gravure Printing</td>
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<td>PPRT-206 Screen Printing</td>
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<td>SMAR-201, 202, 203 College Algebra, Trigonometry, Geometry</td>
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<td>PPRT-302 Photocomposition Systems</td>
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<td>PPRT-311 Topology and Rendering</td>
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<td>PPRT-401 Applications of Electronics in Graphic Arts</td>
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<td>PPRT-402 Introduction to Technical Writing</td>
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<td>PPRT-410 Printing Surfaces</td>
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<td>PPRT-411 Applications of Computers in Graphic Arts</td>
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<td>PPRT-501 Financial Controls</td>
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<td>PPRT-502 Statistics of Quality Control</td>
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* See p. 89 for the General Studies requirements.

*♦ Approved three-quarter sequences are listed under Science Electives.

Upon completion of the second year, the Associate in Applied Science degree is awarded.

(See p. 171 for policy on Physical Education.)
Electives — The following electives supplement required courses. Each student elects courses to suit his individual interests and objectives, and to meet the credit requirements of the Printing program. Selection is subject to prerequisite requirements.

SCIENCE ELECTIVES

At least one sequence must be Chemistry, SCHG-281, 282, 283, or Physics SPSG-214, 215, 216. The other sequence can be Advanced Chemistry, Advanced Physics, Contemporary Science, Calculus, Computers, 1CS8-200, 1CS8-210, ICSP-215, or Photography for Scientists and Engineers, PPHS-201, 202, 203.

PRINTING ELECTIVES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PROFESSIONAL ELECTIVES</td>
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<tr>
<td>PPRM-305: Magazine Writing and Design (Cr-3)</td>
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<td>PPRM-402: Estimating II (Cr-4)</td>
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<td>PPRM-404: Financial Controls II (Cr-4)</td>
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<td>PPRM-502: Statistical Quality Control II (Cr-4)</td>
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<td>PPRM-508: Business Law (Cr-3)</td>
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<td>PPRM-509: Economics of Production Management (Cr-4)</td>
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<td>PPRM-510: Personnel Relations II (Cr-4)</td>
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<td>PPRM-511: Labor Relations in Graphic Arts (Cr-4)</td>
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<td>PPRM-512: Collective Bargaining in Graphic Arts (Cr-3)</td>
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<td>PPRM-513: Sales Management (Cr-4)</td>
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<td>PPRM-514: Newspaper Management (Cr-4)</td>
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<td>PPRM-515: Legal Problems of Publishing (Cr-4)</td>
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<td>PPRM-599: Independent Study (Cr-Arranged)</td>
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<td>PPRT 301: Typographic Composition (Cr-4)</td>
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<td>PPRT 303: Layout and Printing Design (Cr-4)</td>
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<td>PPRT 304: Advanced Relief Press (Cr-4)</td>
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<td>PPRT 305: Gossen (Cr-3)</td>
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<td>PPRT 306: Tone Reproduction Photography (Cr-3)</td>
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<td>PPRT 307: Lithographic Plates (Cr-3)</td>
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<td>PPRT 308: Lithographic Press Problems (Cr-4)</td>
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<td>PPRT 309: Screen Printing (Cr-3)</td>
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<td>PPRT 310: Relief and Gravure Plate Making (Cr-3)</td>
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<td>PPRT 312: Striping (Cr-3)</td>
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<td>PPRT 313: Copy Preparation (Cr-3)</td>
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<td>PPRT 314: Flopography (Cr-3)</td>
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<td>PPRT 315: Ink and Color (Cr-4)</td>
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<td>PPRT 316: Production for Book Publishing (Cr-3)</td>
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<td>PPRT 317: Calligraphic Forms (Cr-3)</td>
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<td>PPRT 318: Newspaper Design (Cr-3)</td>
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<td>PPRT 320: Newspaper Production (Cr-3)</td>
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<td>PPRT 321: Web Offset (Cr-3)</td>
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<td>PPRT 401: Typography Workshop (Cr-4)</td>
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<td>PPRT 403: Layout and Printing Design (Cr-4)</td>
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<td>PPRT 406: Color Separation Photography (Cr-3)</td>
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<td>PPRT 501: Development of Printing Types (Cr-3)</td>
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<td>PPRT 506: Advanced Color Reproduction (Cr-3)</td>
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<td>PPRT 581: Reproduction Photography (Cr-3)</td>
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<td>PPRT 582: Printing Plates (Cr-3)</td>
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<tr>
<td>PPRT 583: Printing Presses (Cr-3)</td>
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</tbody>
</table>
College of Science
THOMAS P. WALLACE, Dean

The College of Science has undergraduate programs in biology, chemistry, mathematics, physics, chemical technology, medical technology, and nuclear medicine technology.

CHOICE OF MAJORS A student may enroll in the College of Science as a Science major without designating a specific major. In consultation with an advisor, a program will be designed to meet his individual needs and goals. The program can be flexible and cover a number of introductory college level courses in science.

To illustrate, the following is a typical distribution of courses for the first year as a Science major:

<table>
<thead>
<tr>
<th>SCIENCE MAJOR</th>
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<tr>
<td><strong>FALL</strong></td>
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<td>SFSC 201, 202, 203 General Biology</td>
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<tr>
<td>SFCH 210, 211, 212 General Chemistry</td>
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<tr>
<td>SMAM 250, 251, 252 Calculus</td>
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<tr>
<td>SPSP 311, 312 University Physics</td>
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<tr>
<td>General Studies Elective</td>
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<td>Physical Education</td>
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</table>

Prior to the end of the first year, the student should decide upon a specific major and may then enroll as a candidate for a degree in one of the departments: Biology, Chemistry, Mathematics, Physics.

DECLARED The student who has definitely decided upon his specific major field will indicate a MAJOR choice when applying, and may therefore be enrolled as a candidate for a degree in that department upon admittance by the Institute. A program will be designed to prepare the student for competency in his chosen profession.

The programs in the College of Science are sufficiently flexible to allow the student to obtain an in-depth background in a discipline other than the chosen major. A wide selection of elective courses in such areas as business, chemistry, photography, computer science, physics, mathematics, and biology, make it possible to take a series of courses which could result in an elective concentration (i.e., minor) in an area related to but not required for the major.
Each of the departments has majors programs operating on a five-year cooperative work-study plan. In addition, the Biology Department has a four-year program in Medical Technology, the Physics Department has a four-year program in Nuclear Medicine Technology, and the Chemistry Department has a three-year cooperative program in Chemical Technology and a program leading to the Master of Science degree.

Graduates of the five-year programs in the College of Science receive a Bachelor of Science degree. These graduates qualify for professional work in processing and laboratory operations, research and experimental work, or supervision of technical projects, as well as for graduate education leading to the Master of Science or Doctor of Philosophy degrees.

The Cooperative Plan — The school year is divided into four 11-week quarters, Fall, Winter, Spring, and Summer. Students in the Biology, Chemistry, Mathematics, and Physics programs attend classes at the Institute during the Fall, Winter, and Spring for the first and second year. At the beginning of their third year, employment arrangements are made for students in the five-year cooperative programs. Students are assigned to A and B Sections for the last three years of attendance. Students in Section A attend classes during the Fall Quarter while those in Section B work on their cooperative jobs. The two sections interchange at the beginning of the Winter Quarter, when students in Section B attend classes and those in Section A work in industry. This interchange of the work-study periods continues throughout the remainder of the third, fourth and fifth years. The study-work section to which the student is assigned is designated by the Coordinator of Employment.

The diagram below illustrates the cooperative schedule as it applies to students in the five-year programs.

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<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>1st and 2nd yrs.</td>
<td>RIT</td>
<td>RIT</td>
<td>RIT</td>
<td>VACATION</td>
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<tr>
<td>3rd, 4th, 5th yrs.</td>
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<td>WORK</td>
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<td></td>
<td>B</td>
<td>WORK</td>
<td>RIT</td>
<td>WORK</td>
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<tr>
<td>5th yrs.</td>
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<td>WORK</td>
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<td></td>
<td>B</td>
<td>WORK</td>
<td>RIT</td>
<td>RIT</td>
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</table>
TRANSFER CREDIT

Students with Associate degrees in a comparable program from other educational institutions normally can expect to transfer at the Junior year level. Transfer credit is granted for those studies which parallel Institute courses in the curriculum for which admission is sought.

Transfer students applying for a program at RIT, similar to their previous college study are expected to present an accumulative average of "C" or above. Students making significant program changes will be evaluated on the probability of their success in the new program, with the grades earned in previous study only a part of the criteria.

It is also RIT policy to grant credit by examination, in lieu of course credits, for subjects that parallel the objectives and content of courses for which advanced credit is being sought. Contact the Director of Admissions for policy and procedures.

Chemical Technology – Candidates enrolled in the Chemical Technology program spend their initial quarter in classes at the Institute. At the completion of the first quarter, the class is divided into two sections and each section alternates between academic and industrial quarters for the duration of the three-year program.

The diagram below illustrates the cooperative schedule for the Chemical Technology program.

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>1st year</td>
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<td>RIT</td>
<td>WORK</td>
<td>RIT</td>
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<td>RIT</td>
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<td>WORK</td>
<td>RIT</td>
</tr>
<tr>
<td>3rd year</td>
<td>A</td>
<td>WORK</td>
<td>RIT</td>
<td>WORK</td>
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<tr>
<td></td>
<td>B</td>
<td>RIT</td>
<td>WORK</td>
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</table>
The Department of Biology offers programs leading to the A.S. degree in Biology, the A.A.S. degree in Medical Technology, and B.S. degrees in Biology and in Medical Technology.

The program of the Department of Biology prepares students to pursue graduate CAREER degrees in a wide variety of biological disciplines as well as the medical arts. OPPORTUNITIES Students terminating their education at the B.S. level find rewarding positions in occupations related to the life sciences, including medical research laboratories, food and other agriculturally related industries, pharmaceuticals, and environmental organizations.

By proper choice of electives, students may prepare to specialize in biological instrumentation techniques leading to careers in biological technology, as well as in environmental or medical sciences.

The major function of the Medical Technology program, which leads to the Bachelor of Science degree, is the preparation of students for employment in hospital laboratories, industrial-medical or research laboratories, and pharmaceutical companies. This program has been accepted by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists as meeting all requirements prior to the Registry examination.

Candidates enrolled in the Medical Technology program attend classes at the Institute during the Fall, Winter, and Spring quarters for three years. The fourth (final) year is spent at a hospital approved by the American Society of Clinical Pathologists for training medical technologists.

The Medical Technology program is affiliated with Rochester General Hospital, St. Mary's Hospital in Rochester and Buffalo's Millard Fillmore Hospital. Students may, however, seek admission to any approved hospital for their internship.

Requirements Leading to the A.S. and B.S. Degrees in Biology and the B.S. Degree in Medical Technology

The student must meet the minimum graduation requirements of the Institute as described on page 38 and in addition must complete the requirements contained in the particular program listed below or its equivalent as determined and approved by the Biology Department. In conjunction with a faculty advisor, individual student programs will be established to meet particular needs, interests, and goals. A planned elective concentration in another field such as Chemistry, Physics, Computer Science, Mathematics, Business, or Photo Science is possible.
### Program Outline

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<thead>
<tr>
<th>NOTE:</th>
<th>QUARTERLY CREDIT HOURS</th>
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<td><strong>WINTER-SUMMER</strong></td>
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<td>SBIG-201, 202, 203 General Biology</td>
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<tr>
<td>SCHG-215, 216, 217 General Analytical Chemistry</td>
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<td>SMAM-204, 214, 215 Modern Algebra, Introduction to Calculus</td>
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<td><strong>THIRD AND FOURTH YEAR</strong></td>
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*See p. 90 for General Studies Requirements.

See p. 116 for policy on Physical Education.

*For the B.S. degree, 60 hours in Biology must be distributed as follows:
3 quarter courses in General Biology, 2 quarter courses in each area of molecular and cellular biology, developmental biology, genetics and ecology, organismal biology, and 1 quarter course in biological techniques.
# Medical Technology Program

## Program Outline

### Medical Technology Program 133

#### Program Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<th>W</th>
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<td>College Math</td>
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<td>Physiology and Anatomy</td>
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<td>Organic Chemistry</td>
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<td>Biology Laboratory Techniques</td>
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<td>SMAM-309</td>
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</tbody>
</table>

The fourth year of this program is taken at an approved hospital for training medical technologists.

*See p. 89 for General Studies requirements.

(See p. 171 for policy on Physical Education.)
CHEMISTRY

ROBERT E. GILMAN, Head

The Department of Chemistry offers programs leading to the A.S. degree in Chemistry, the A.A.S. degree in Chemical Technology, the B.S. degree in Chemistry and the M.S. degree in Chemistry.

The A.A.S. degree in Chemical Technology involves a three-year curriculum and incorporates direct industrial cooperative employment. The Chemical Technology curriculum is designed to integrate the component skills, knowledge, and attributes necessary for the performance of industrial laboratory tasks. Emphasis is placed on laboratory experiences centered about qualitative and quantitative analysis. Advanced laboratory work is designed to teach the student special laboratory techniques and modern instrumentation.

The five-year program in Chemistry leads to the Bachelor of Science degree and has been approved by the Committee on Professional Training of the American Chemical Society. Graduates qualify for higher level positions in the several fields of chemistry including professional industrial work in processing and laboratory operations, research and experimental work, supervision of technical projects, and managerial positions. A number of graduates continue their education for the M.S. or Ph.D. degrees in Chemistry.

Requirements Leading to the A.S. and B.S. Degrees in Chemistry and the A.A.S. Degree in Chemical Technology

The student must meet the minimum graduation requirements of the Institute as described on page 38 and in addition must complete the requirements contained in the particular program listed below or its equivalent as determined and approved by the Chemistry Department. To meet the requirements leading to the B.S. degree approved by the Committee on Professional Training of the American Chemical Society, the student must take specifically designated courses in chemistry and related sciences and must complete a minimum of 190 quarter credit hours and 380 quality points. In conjunction with a faculty advisor, individual student programs will be established to meet particular needs, interests, and goals. A planned elective concentration in another field such as biology, physics, computer science, mathematics, business, or photo science is possible.
# CHEMISTRY PROGRAM 135

## Program Outline

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>QUARTER CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F—FALL</td>
<td>S—SPRING</td>
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<tr>
<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>SCHC-211, 212, 213 General Chemistry</td>
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<tr>
<td>SMAM-251, 252, 253 Calculus</td>
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<tr>
<td>ICSP-205 Computer Techniques</td>
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<tr>
<td>SCHN-311, 312 Analytical Chemistry</td>
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<tr>
<td>SCHP-313 Introduction to Physical Chemistry</td>
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<td>SMAM-305 Calculus</td>
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<td>SFSP-311, 312, 313 University Physics</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>SCHC-431, 432 Organic Chemistry</td>
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<td>SCHP-441, 442 Physical Chemistry</td>
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<td>GLLC-421, 422 German</td>
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<td><strong>THIRD YEAR</strong></td>
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<td>SCHC-433 Organic Chemistry</td>
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<td>SCHP-443 Physical Chemistry</td>
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<td>SCHC-401 Chemical Literature</td>
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<td>SCHC-422 Inorganic Chemistry</td>
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<td>SCHP-411 Instrumental Analysis</td>
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<td><strong>FIFTH YEAR</strong></td>
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<tr>
<td>SCHC-522 Inorganic Chemistry</td>
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<td>SCHC-511 Instrumental Analysis</td>
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<td>Institute-wide Electives (4)</td>
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</table>

* *See p. 89 for General Studies requirements.*

**See p. 171 for policy on Physical Education.**

**A minimum of 6 hrs. of electives must be SCH—500, 600 courses.*
Program Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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<td>SCHT-242</td>
<td>Chem Tec II.</td>
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<td>SCHT-251</td>
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<td>Effective Composition</td>
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<td>College Physics</td>
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</tbody>
</table>

NOTE: F—FALL S—SPRING W—WINTER SR—SUMMER

*See p. 89 for General Studies requirements.*

**Physical Education Elective:**

*See p. 171 for policy on Physical Education.*
The Department of Mathematics offers programs leading to the A.S. and the B.S. degrees in Mathematics. The A.S. degree will ordinarily be completed in two years and involves no cooperative employment. The B.S. degree involves a five-year curriculum and incorporates industrial cooperative employment during the third, fourth and fifth years. However, the Department of Mathematics will design a special curriculum for students who do not desire to participate in the system of cooperative employment. Graduates qualify for positions in industrial institutions and business concerns as well as for graduate studies leading to a M.S. or Ph.D. degree, not only in mathematics but a number of other fields as well.

A student's program is designed to prepare the graduate not only in mathematics but also in related fields. In particular, the combination of Mathematics and Computer Science enhances the student's cooperative employment opportunities and is an extremely desirable background for industrial and business employment or for continuation of studies at the graduate level.

Requirements Leading to the A.S. and B.S. Degrees in Mathematics
The student must meet the minimum graduation requirements of the Institute as described on page 38 and in addition must complete the requirements contained in the particular program listed below or its equivalent as determined and approved by the Mathematics Department. In conjunction with a faculty advisor, individual student programs will be established to meet particular needs, interests, and goals. A planned elective concentration in another field such as biology, chemistry, physics, computer science, business, or photo science is possible.
# Mathematics Program

## Program Outline

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
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<th>W</th>
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<td>SMAM-431, 432</td>
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</tbody>
</table>

**First Year**

**Second Year**

**Third Year**

**Fourth Year**

**Fifth Year**

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**NOTE:** A detailed analysis of the above program is contained in a brochure prepared by the Department of Mathematics and available upon request.

*See p. 89 for General Studies requirements.

*See p. 171 for policy on Physical Education.

* One of the following introductory sequences, including the associated laboratory.
  - SBIG 201, 202, 203 General Biology
  - SCHC-211, 212, 213 General Chemistry
  - SCHG-205, 206, 207 Chemical Principles
  - SPSP-311, 312, 313 University Physics

#The primary objective of these unspecified electives is to fulfill the requirement of a minor concentration in one of the areas mentioned in the preceding page. After that requirement is fulfilled, the electives become entirely free electives.
The Physics Department offers programs leading to the A.S. and B.S. degrees in Physics, as well as the A.A.S. and B.S. degrees in Nuclear Medicine Technology.

The B.S. degree in Physics is a five-year program with a cooperative work experience. Graduates with this degree find employment opportunities with industrial, academic, and government agencies, or continue their education in M.S. or Ph.D. programs in physics or physics-related areas, such as biophysics, atmospheric science, or industrial business administration.

The B.S. in Nuclear Medicine Technology is a four-year program, the first three of which are on-campus and the fourth year consists of clinical training at a hospital site. Graduates of this program find employment as Nuclear Medicine Technologists in hospitals or research institutions.

Requirements Leading to the A.S. and B.S. Degrees in Physics and the A.A.S. and B.S. Degrees in Nuclear Medicine Technology

The student must meet the minimum graduation requirements of the Institute as described on page 38 and in addition must complete the requirements contained in the particular program listed below or its equivalent as determined and approved by the Physics Department. In conjunction with a faculty advisor, individual student programs will be established to meet particular needs, interests, and goals. A planned elective concentration in another field such as biology, chemistry, mathematics, computer science, business, or photo science is possible.
# Program Outline

<table>
<thead>
<tr>
<th>NOTE:</th>
<th>QUARTER</th>
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<tr>
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### First Year

- **SMAM-251, 252, 253 Calculus**
- **SCHG-205, 206, 207 Chemical Principles**
- **SPSP-200 Physics Orientation**
- **SPSP-311, 312 University Physics**
- **ICSP-215 Programming Language**
- **General Studies Electives—Lower Division**
- **Physical Education Elective**

### Second Year

- **SMAM-305 Calculus**
- **SMAM-308 Differential Equations**
- **SMAM-309 Engineering Math**
- **SPSP-411 Particle Physics**
- **SPSP-412 Introduction to Modern Physics**
- **SPSP-413 Elementary Physical Analysis**
- **General Studies Electives—Lower Division**
- **General Studies Electives**

### Third Year

- **SPSP-431, 432 Electronic Measurements**
- **SPSP-441 Electricity and Magnetism**
- **SPSP-455 Scattering Physics**
- **Institute-wide Elective**
- **Institute-wide Elective**

### Fourth Year

- **SPSP-401, 402 Intermediate Mechanics**
- **SPSP-411, 412 Experimental Physics**
- **SPSP-415 Nuclear Physics**
- **General Studies Electives**
- **General Studies Electives**

### Fifth Year

- **SPSP-501 Theoretical Physics**
- **SPSP-552 Atomic Physics & Quantum Mechanics**
- **SPSP-553 Nuclear Physics**
- **General Studies Electives**
- **Institute-wide Elective**

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*See p. 89 for General Studies requirements.
See p. 171 for policy on Physical Education.
**SPSP-401, 412, 403 given in 1974-75 and alternate years;
SPSP-401, 402, 412 given in 1975-76 and alternate years.*
## Program Outline

### First Year

<table>
<thead>
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<th>Course Title</th>
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<td>SBIG-201, 202</td>
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### Second Year

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### Third Year

<table>
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<tr>
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<tr>
<td>Institute-wide Elective</td>
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</table>

The fourth year is spent in an approved hospital.

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*See p. 89 for General Studies requirements.*

*See p. 171 for policy on Physical Education.*
Institute College
ROY I. SATRE, JR., Dean

Organized at RIT in 1973, Institute College is the ninth college within the administrative framework of Rochester Institute of Technology. It incorporates the previously existing School of Applied Science, Department of Computer Science and Technology, Department of Packaging Science, and the Center for Community/Junior College Relations. The Center for Community/Junior College Relations offers courses at the graduate level.

In 1968, the Center for Community College Faculty Development was formed, with its primary function the training of faculty for the two-year college career programs. In 1970, a new School of Applied Science evolved from the program of the CCCFD, offering upper-division baccalaureate programs to graduates of civil, electrical, and mechanical engineering technology curricula from the two-year colleges.

In 1972, the name of the Center was changed to Center for Community/Junior College Relations. This Center now incorporates an Office of Faculty Development and an Office of Community Junior College Articulation. Major emphasis is on closer relationships with two-year colleges as they relate to upper-division transfer to RIT.

Both the School of Applied Science and the Center for Community/Junior College Relations have expanded rapidly to include additional curricula designed to meet their original objectives. At the same time, they have established close relationships with many two-year colleges. By so doing, they can build upon the curricula of the associate degree granting institutions and supply faculty in those areas of technical and professional education where a demonstrated need exists.

Also in 1972, a new department of Packaging Science was established to offer courses leading to the Bachelor of Science degree in packaging science and technology. This department became functional in September 1973.

The Department of Packaging Science draws heavily upon courses offered in other schools and colleges of the Institute. With the addition of several packaging science courses, the broadly developed curriculum is representative of the areas of knowledge that are basic to the packaging science industry.

Computer Science and Technology — an existing program since 1971 — became a department of Institute College in June of 1973. This department is also closely related to the two-year colleges and has an active upper-division component besides offering the freshman and sophomore years.

RESOURCES Since Institute College is geared toward programs of practical application, it is necessary that well-planned laboratory and shop facilities be made available to students in upper-division and graduate courses. These are shared with the College of Engineering and constitute some of the finest facilities and equipment available for such work.
MEMBERSHIPS

Institute College holds institutional membership in the American Association of Community and Junior Colleges, the New York State Association of Junior Colleges, and the Association of Upper Level Colleges and Universities.

ACCEPTANCE OF THE ASSOCIATE DEGREE

The School of Applied Science functions as an upper-division unit only. Holders of the associate degree from a community, junior, or technical college (or other similar two-year institutions), will receive full credit for those programs if they enroll in an upper-division curriculum leading to the Bachelor of Technology degree in Engineering Technology (B. Tech.). As members of the junior (or third year) class, they may complete the baccalaureate degree in three years as co-op students.

The departments of Computer Science and Technology, and Packaging Science, admit students into the upper-division years and accept the associate degree at full value. They also conduct a four-year curriculum into which high school graduates are admitted.

FACULTY

Members of the professional staff have had considerable experience in the industrial field and/or teaching in two-year and four-year colleges, and have completed graduate programs in the various fields of their specialties.

PROGRAM PLANNING

Each student in the Institute College is considered individually when his program is planned. The diversity of subject backgrounds from the two-year colleges necessitates an almost tailor-made pattern of courses for the individual. In this process, the student can be assured of building upon previous courses and knowledge of his field, assuring that his associate degree retains the integrity it deserves, and guaranteeing, as far as possible that previously studied material will not be repeated.
School of Applied Science

JAMES D. FORMAN, Director

The School of Applied Science offers only upper-division (junior and senior) level work in Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology. All lead to the Bachelor of Technology (B. Tech.) degree.

These programs are designed to accept only graduates of associate degree programs in similar technical fields and to provide a direct continuation of study in the student's area of specialization. Although each discipline area consists of a carefully integrated program of professional training, liberal education, and on-the-job, real world experience, each student is considered individually when his program is planned. In this way the student builds upon his previous knowledge and experience in his career field in a manner to best meet his needs.

The graduate—an engineering technologist—is a distinct type of professional whose main concern and interest is with existing technology in the fabrication, operation, maintenance, and management of products and processes. As such, he qualifies for positions where he is called upon to fulfill his role within the broad engineering requirements of business, industry, and government.

All programs in the School of Applied Science are pursued on the Cooperative Education Plan. This involves alternate periods of academic study and related industrial employment. Students are assisted in finding work with an employer where this experience is related to their career goals, and, when feasible, in a geographic location of the student's choosing.

Advantages of this plan are:
1. An enriched learning experience giving more meaning to academic studies.
2. Enhanced possibility of being accepted for a higher level position than is typically offered college graduates entering their first employment.
3. Provision for a substantial income to defray the cost of completing the bachelor's degree.

Electrical and Mechanical Engineering Technology students are placed in A or B sections, with work and academic assignments alternating on a quarter basis as shown in the table below:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>RIT</td>
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<td>B  WORK</td>
<td>RIT</td>
<td>WORK</td>
<td>RIT</td>
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<tr>
<td>5</td>
<td>A  RIT</td>
<td>WORK</td>
<td>RIT</td>
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<tr>
<td></td>
<td>B  WORK</td>
<td>RIT</td>
<td>RIT</td>
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</table>
The slightly different schedules for Civil Engineering Technology students provides opportunity for summer employment for each group.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>WORK</td>
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<td>WORK</td>
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<tr>
<td>4</td>
<td>1 WORK</td>
<td>RIT</td>
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<td>5</td>
<td>1 RIT</td>
<td>WORK</td>
<td>RIT</td>
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ADMISSION REQUIREMENTS

Admission to the bachelor of technology degree programs in the School of Applied Science is open to persons meeting the following requirements:

1. An associate degree in Civil or Construction Technology, Electrical Technology, Mechanical Technology, a comparable associate degree program, or an acceptable equivalent.
2. A recommendation from the director of the technology program in which the degree was completed.

PROGRAM REQUIREMENTS

School of Applied Science students are required to complete twenty-three quarter credit hours of general studies with passing grades. Unless suitable physical education credit is transferred, students are also required to complete up to three physical education electives with passing grades (see policy statement on p. 171).

GRADUATION REQUIREMENTS

The minimum requirements for the B. Tech degree in engineering technology are:

1. Satisfactory completion of the prescribed program.
2. A minimum cumulative quality point average of 2.0 with passing grades in a minimum of 95 quarter hours of credit.
UPPER-DIVISION BACCALAUREATE PROGRAM IN CIVIL ENGINEERING TECHNOLOGY

The Civil Engineering profession requires the services of many individuals with a wide range of backgrounds and interests—technicians, technologists and engineers. The technologist translates the innovative concepts of the engineer into functioning systems and structures, using the language of codes, working drawings, specifications, and construction.

All students enter this program at the third year level, having already received an associate degree in Civil or Construction Technology, or an acceptable equivalent. The curriculum, oriented toward the area of environmental controls, has its first two quarters concentrated on the fundamentals of hydraulics, chemistry, microbiology, and mathematics. Succeeding technical courses are of a practical nature and are design oriented.

Experience gained in the cooperative education plan is especially valuable. A large number of students work in their co-op jobs for consulting engineers as construction inspectors, members of survey crews, and draftsmen. Several co-op students work in water and wastewater treatment plants, operating control panels, performing laboratory tests, and doing routine maintenance work. (It is possible to obtain an operator’s license while on this type of assignment). Other students work for town engineering departments, state agencies, construction companies, and industrial construction departments.

Successful completion of this curriculum will provide the student with an excellent background in the techniques of pollution abatement. Graduates could expect to find employment with consulting engineers, in supervisory positions of pollution control facilities, or in the engineering departments of various federal state or local government agencies.

TECHNICAL ELECTIVES

By the time the student enters his last two academic quarters, he will probably have developed certain special interests within his field. Therefore, the student is permitted to select his technical elective from existing courses offered by the:

a. School of Applied Science
b. College of Engineering
c. College of Science
## JFH CIVIL ENGINEERING TECHNOLOGY PROGRAM

### Program Outline

**Program Leading to the B.Tech Degree**

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<tr>
<td>SMTM-420</td>
<td>Introduction to Solutions of Engineering Problems</td>
<td>(4)</td>
</tr>
<tr>
<td>SMTM-421</td>
<td>Solution of Engineering Problems I</td>
<td>(4)</td>
</tr>
<tr>
<td>SMTM-422</td>
<td>Solution of Engineering Problems II</td>
<td>(4)</td>
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<td>ICSP-205</td>
<td>Computer Techniques</td>
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<tr>
<td>SMTM-423</td>
<td>Water Supply and Distribution</td>
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<tr>
<td>SMTM-424</td>
<td>Chemical Engineering</td>
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<td>Environmental Engineering</td>
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<td>SCHG-271</td>
<td>Chemistry of Water 1</td>
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<td>ITEE-418</td>
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<td>ITEE-419</td>
<td>Design of Water Treatment Facilities</td>
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<td>Contracts and Specifications</td>
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<td>Professional Principles and Practices</td>
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<td>ITEE-446</td>
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<tr>
<td>ITEE-447</td>
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*Training students will take SMTM-420 or SMTM-421 depending on their math background. These students assigned to SMTM-420 will be taking a 3-course sequence in Solution of Engineering Problems, and will, therefore, defer taking ITEE-414 until the first quarter of the fifth year (in lieu of a technical elective).

*Offered in Spring Quarter only.

*See p. 171 for policy on Physical Education.
UPPER-DIVISION BACCALAUREATE PROGRAM
IN ELECTRICAL ENGINEERING TECHNOLOGY

The Bachelor of Technology degree in Electrical Engineering Technology is a relatively new professional program designed to meet the growing needs for technologists in a technology-oriented society.

The term technologist is used to define the graduate of this program—one whose professional training is in the application of existing technology and devices to the solution of routine engineering design problems.

The Bachelor of Technology program in Electrical Engineering Technology offered at Rochester Institute of Technology is an upper-division program. The upper-division feature of the program provides a viable transfer option to those students who have completed their associate degree and desire to continue their education in technology. All students enter the program at the third year or junior level as transfers from existing two-year associate degree Electrical Technology programs. The first two quarters of course work are designed to provide uniform mastery in the field of mathematics, circuit theory and materials for design. The remaining four quarters of course work consists of professional courses with elective options in the field of electrical power, communications, and digital computer design. Elective courses are available for the student to pursue his chosen option and to provide course work that complements his professional objectives. The Institute provides a wide variety of course offerings and the student is urged to make full use of these offerings in developing his professional program.

The curriculum also includes one year of cooperative work experience and thus provides important training in the solution of real technical problems.

Like all programs at Rochester Institute of Technology, a thorough grounding in the humanities is required, and students in the Bachelor of Technology program have 23 elective quarter courses in the areas of Science and Humanities, Social Science and Literature.

A student who completes his first two years at a community college and then enters the Bachelor of Technology program at Rochester Institute of Technology finds that the total cost of his education is significantly less than at a four-year private institution. In addition, his cooperative employment not only prepares him for direct employment in industry but also provides income to defray the major portion of his educational expenses.
### Program Outline

**Program Leading to the B.Tech Degree**  
**Electrical Engineering Technology**

#### Program Outline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>ITEE-401</td>
<td>Circuit Theory I</td>
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<td></td>
<td>ITEE-424</td>
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<td>ITEE-428</td>
<td>Linear Amplifier Design</td>
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<td>ITEE-520</td>
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<td>ITEE-540</td>
<td>Pulse Circuits</td>
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<td>ITEE-550</td>
<td>Power Systems 1 for Electrical Majors</td>
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<td>ITEE-556</td>
<td>Transmission Lines and Filters</td>
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<td>ITEE-548</td>
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<td>ITEE-550</td>
<td>Topics in Machine Design for Electrical Majors</td>
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</table>

**Note:**  
- Each course carries 4 Quarter Credit Hours.  
- Technical Electives (Each course 4 Quarter Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ITEE-539</td>
<td>Digital Computer Design I</td>
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<td>Industrial Electronics</td>
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<tr>
<td>ITEE-550</td>
<td>Power Systems 1</td>
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</tbody>
</table>

**Entering Students**

- Students will enter into either ITEE-401 or ITEE-404 depending on the evaluation of their mathematics background.  
- Those students assigned to SMTM-420 will be taking a 3-course sequence in Solution of Engineering Problems, and will, therefore, defer taking one fourth year General Studies elective until their fifth year thus reducing the elective choices by one course.

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**Technical Electives**

- Each course carries 4 Quarter Credit Hours.

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<td>ITEE-550</td>
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**Electrical Engineering Technology**

- Each course carries 4 Quarter Credit Hours.

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**Program Outline**

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**Technical Electives**

- Each course carries 4 Quarter Credit Hours.

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**Technical Electives**

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<td>Industrial Electronics</td>
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<td>ITEE-550</td>
<td>Power Systems 1</td>
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</tbody>
</table>
UPPER-DIVISION BACCALAUREATE PROGRAM
IN MECHANICAL ENGINEERING TECHNOLOGY

The baccalaureate program in Mechanical Engineering Technology is an upper-division program, in which students who have completed an associate degree curriculum, or its equivalent, can further upgrade their technological skills.

At RIT, the student spends his first two quarters improving on his prior training in the fundamentals of mathematics, mechanics, and electricity. During his second quarter, in consultation with his advisor, he elects his area of specialization, either Manufacturing or Systems Design. In the former, he takes courses relating to the manufacturing function— including technology and management. The Design major pursues courses in mechanical design, controls, and finishes with a two-quarter course where he designs, fabricates and tests a device of his choice.

All students will take an appropriate sequence of technical electives, either within their own specialty or as a means of broadening their skills in parallel technologies. Those with special interests may take courses in such areas as Graphic Arts or Packaging Technology for instance.

Graduates of this program are already occupying important positions in product design, testing, field engineering, marketing, manufacturing engineering and production.

### TECHNICAL ELECTIVES

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<td>Cost Analysis</td>
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<tr>
<td>ITEM-434</td>
<td>Industrial Organization and Management</td>
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<td>ITEM-436</td>
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<td>Applied Vibrations</td>
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<td>ITEM-462</td>
<td>Fluid Power Systems</td>
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<td>ITEM-490</td>
<td>Production Planning</td>
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<td>ITEM-503</td>
<td>Topics in Mechanical Design</td>
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<td>ITEM-550</td>
<td>Topics in Machine Design for Electrical Majors</td>
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</table>

**Additional Technical Electives in both Electrical and Mechanical Programs may be chosen from existing courses offered by the Institute subject to Departmental approval.**
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MECHANICAL ENGINEERING TECHNOLOGY PROGRAM

Program Outline

program leading to the b.tech degree
MECHANICAL ENGINEERING TECHNOLOGY
NOTE:

F-FALL S-SPRING
W—WINTER SR-SUMMER

QUARTER
CREDIT HOURS
F or W S or SR

COMPLETION OF AN APPROPRIATE ASSOCIATE
DEGREE AT A TWO-YEAR COLLEGE

FIRST AND
SECOND YEAR

•(SMTM-420 Introduction to Solution of Engineering Problems) ............................................................
SMTM-421 Solution of Engineering Problems 1 ...................................................................................
ITEM-401 Mechanical Design Concepts 1............................................................................................
ITEM-411 Electrical Principles for Design 1..........................................................................................
General Studies Elective (Lower Division)..............................................................................................
^Physical Education Elective..................................................................................................................
•(SMTM-421 Solution of Engineering Problems 1) .................................................................................
SMTM-422 Solution of Engineering Problems II....................................................................................
ITEE-402 Mechanical Design Concepts II..............................................................................................
ITEE-412 Electrical Principles for Design II............................................................................................
General Studies Elective (Lower Division)..............................................................................................
^Physical Education Elective...................................................................................................................

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•(SMTM-422 Solution of Engineering Problems II)..................................................................................
D ITEM-403 Mechanical Design Concepts III.............................................................................................
D ITEM-440 Applied Thermodynamics.......................................................................................................
M ITEM-480 Methods Analysis...................................................................................................................
M ITEM-472 Tool Engineering....................................................................................................................
Technical Elective.................................................................................................................................
General Studies Elective (Upper Division) .............................................................................................
D ITEM-520 Introduction to Systems Design..............................................................................................
D ITEM-460 Applied Fluid Mechanics........................................................................................................
Technical Elective.................................................................................................................................
M ITEM-470 N/C Applications...................................................................................................................
M ITEM-425 Statistical Quality Control......................................................................................................
M ITEM-431 Production Management........................................................................................................
General Studies Elective (Upper Division) .............................................................................................

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D ITEM-534 Servomechanisms.................................................................................................................
D ITEM-500 Systems Design Project 1.......................................................................................................
M ITEM-462 Fluid Power Systems..............................................................................................................
M ITEM-510 Process Design 1...................................................................................................................
Technical Elective.................................................................................................................................
General Studies Elective (Upper Division) .............................................................................................
**D ITEM-501 Systems Design Project II.......................................................................................................
**M ITEM-511 Process Design II....................................................................................................................
Technical Elective.................................................................................................................................
Technical Elective.................................................................................................................................
Free Elective.........................................................................................................................................

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•Entering students will take SMTM-420 or SMTM-421 depending on an evaluation of their mathematics background. Those
students assigned to SMTM-420 will be taking a 3-course sequence in Solution of Engineering Problems, and will, therefore,
delete a technical elective in the fourth year.
••Offered Spring quarter only.
D:Systems Design Speciality Major
Manufacturing

Technology

Major

JSee p. 171 for policy on Physical Education.

THIRD
YEAR

FOURTH
YEAR

FIFTH
YEAR


The Department of Computer Science and Technology offers Bachelor of Technology degrees in:
- COMPUTER SYSTEMS
- SYSTEMS SOFTWARE SCIENCE
The Department will also offer a Bachelor of Science degree, pending the approval of the New York State Department of Education, in:
- APPLIED SOFTWARE SCIENCE

The Computer Science degree programs at Rochester Institute of Technology are designed to meet the manpower demand of industries, government and educational institutions. In addition to theoretical fundamentals, practical aspects of Computer Science are emphasized. Hands-on opportunity is provided and encouraged. Graduates of this department will be fully prepared to enter employment as staff members in computer installations and application departments or enrolled in graduate schools to pursue advanced studies.

1. Freshman — High school graduates with four years of English, Elementary and Intermediate Algebra, and one year of Science. In addition, Plane Geometry and Trigonometry are required for students in Applied Software Science.

2. Transfer Students — Graduates from two-year programs in computer technology or data processing from an accredited program will receive full credit for their two-year degree and enter Rochester Institute of Technology as juniors. The exact program they take at RIT will be planned according to the courses they have taken, grades received and recommendations of their faculty at the previous college attended.

A Bachelor of Technology degree candidate in Computer Science and Technology will elect a minor in any relevant degree program at RIT such as Engineering, Mathematics, Physical Science or Business.

Under RIT's Co-op program, students alternate their classroom study with actual field work experience in computer science areas. Aside from making their education more relevant, the Co-op opportunity allows the student to help finance his education, and traditionally qualifies graduates for higher starting positions and salaries due to their experience. Co-op work assignments are shown in the table below. A student may elect block A or B to work in industry, starting in the junior year.
In addition to the Xerox Sigma-6 Computer in the Computer Center, there is a remote job entry system and time-sharing terminals in the Library Computer Center. The Department of Computer Science and Technology has two laboratories, consisting of electronics equipment, CRT terminals, teletypes, graphic terminals and computer systems. A PDP-11 computer with 32 K bytes core, high speed printer and floppy disk system, is used for operating system development and for general software work. A Microdata 1621D dual processor computer with 16 K bytes core, 2K x 16 ROM and 1K x 16 AROM is provided for microprogramming and multi-processing studies. An IBM 1620 with 20K position core is available, as are all laboratory facilities, to Computer Science students. In addition, logic trainers and microprocessors are available for experimentation.

A Computer Science and Technology student will be allowed to graduate after successful completion of 194-198 quarter credit hours of planned course work and a minimum of four quarters of co-op blocks.
This program is designed to provide students with a broad background in computing. A student may choose an area of concentration in Business, Mathematics, Engineering, or other relevant curriculum at RIT as a minor. Generally, this program is oriented to prepare Management System Analysts, Information System Designers, and Business Applications programmers.

NOTE:
F = FALL  S = SPRING  W = WINTER  SR = SUMMER

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<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
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<tr>
<td>ICSS-200</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>ICSP-209</td>
<td>Introduction to Data Systems</td>
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<tr>
<td>ICSP-211</td>
<td>Programming Languages</td>
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<tr>
<td>ICSP-219</td>
<td>Numerical Methods</td>
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<td>ICSP-225</td>
<td>Assembly Language Programming</td>
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<td>SMAM-204</td>
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<td>SMAM-214</td>
<td>Introductory Calculus</td>
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<td>SMAM-229</td>
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<td>ICSS-525</td>
<td>Assemblers, Interpreters, and Compilers</td>
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* See p. 89 for General Studies requirements.
(See p. 171 for policy on Physical Education.)
This program is designed to provide students with a background in computer system software in addition to the broad background in computing. Graduates are prepared to enter employment as Systems Programmers or System Software Specialists. Any relevant curriculum at RIT may be chosen as minor study.

### System Software Science (Bachelor of Technology Degree)

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<td>ICSS-211</td>
<td>Programming Language</td>
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</tr>
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<td>ICSS-220</td>
<td>Discrete Structures</td>
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<td>SMAM-204</td>
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<td>SMAM-214</td>
<td>Calculus</td>
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<td>ICSP-305</td>
<td>Assembly Language Programming</td>
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<tr>
<td>ICSP-306</td>
<td>Advanced Assembly Language Programming</td>
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<tr>
<td>ICSP-320</td>
<td>Data Structure</td>
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<td>Minor Electives</td>
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### First Year

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<td>ICSS-240</td>
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### Third Year

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<td>ICSS-560</td>
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<td>ICSS-585</td>
<td>Systems Programming/Laboratory</td>
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### Fourth Year

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<td>Assembly, Interpreters and Compilers</td>
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**NOTE:** See p. 399 for the General Studies Requirements. See p. 171 for policy on Physical Education.
This program is designed to provide students with a background in applied areas in computer software. Graduates are prepared to enter employment as applied software specialists, applications programmers, or research programmers.

### Credit Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>ICSS-200</td>
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<td>ICSP-215</td>
<td>Programming Language</td>
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<td>ICSS-230</td>
<td>Digital Structures</td>
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<td>ICSS-440</td>
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### Notes:
- First Year:
  - F/FAL: S/SPRING
  - W/WINTER S/SUMMER
- Second Year:
  - F/FAL: S/SPRING
  - W/WINTER S/SUMMER
- Third Year:
  - F/FAL: S/SPRING
- Fourth Year:
  - F/FAL: S/SPRING
- Fifth Year:
  - F/FAL: S/SPRING

See p. 89 for the General Studies Requirements.

See p. 171 for policy on Physical Education.
Department of Packaging Science

HAROLD J. RAPHAEL, Director

The Packaging Science program, first of its scope leading to the Bachelor of Science degree, is broadly interdisciplinary, providing educational opportunities for young men and women seeking careers in the multi-faceted packaging industry. Graduates are prepared for initial employment in such areas as management, sales, marketing, purchasing, creative design, structural design, product development, ecological considerations, and the technical and engineering phases of production.

Packaging is a $26 billion industry exhibiting dynamic growth and providing employment for many thousands of men and women with wide ranging skills and expertise.

Until a few years ago, on-the-job training had seemed sufficient. Growth and diversity now has created a need for specifically qualified personnel that is acute and critical. The RIT program has been established to meet this need at the college level.

The degree program in Packaging developed because of a close and well-established relationship between the packaging industry and Rochester Institute of Technology over many years. The School of Printing, the School of Photographic Arts and Sciences, the Graphic Arts Research Center, the School of Art and Design and the College of Continuing Education have provided many courses and seminars in various aspects of packaging, as well as undertaking research projects to extend technical knowledge and applications.

Packaging has become increasingly related to total marketing concepts; it has even greater dependence upon new developments in materials and processes. Therefore, the industry requires management personnel with strong backgrounds in graphic arts, business, engineering, science and the creative dimension.

All of these educational disciplines are presently found in the departmental curricula of RIT. This interdisciplinary program synthesizes these existing and recognized strengths with additional offerings recommended by representatives of the industry.

CHARACTERISTICS OF THE PACKAGING PROGRAM

The program has these characteristics:

1. It is career oriented—the graduate is ready to enter directly a position of responsibility.
2. It is interdisciplinary—the student becomes familiar with the many facets of packaging through courses in several RIT colleges.
3. It is flexible—the program offers three options: management, design, and technical, with ample opportunity for electives according to interest.
4. It is representative of industry needs—the content developed with the assistance of the Rochester Area Packaging Association, consultants from the packaging industry, and educational specialists.
5. It is adaptable to the cooperative plan, used widely in other RIT programs.
FRESHMAN LEVEL

The four-year B.S. degree program considers for admission high school REQUIREMENTS graduates who meet the following requirements: English, 4 years; Mathematics, elementary algebra and either plane geometry or intermediate algebra; Science, 1 year. Candidates are evaluated in relation to career objectives, designated option, and other indications of potential success in the program. A portfolio is required of those students electing the design option.

UPPER DIVISION (TRANSFER)

Transferring into the program with advanced standing is particularly advantageous, since RIT has had many years of experience in assimilating graduates of two-year colleges into its programs and moving them from this point in their education directly into a chosen career field. Some candidates now in four-year colleges will find in the packaging program a career opportunity with developing potential. Associate degree holders (A.A., A.S., A.A.S.) have courses arranged to meet the requirements of the program and to correct deficiencies resulting from work taken at other institutions not offering the courses required for graduation.

With a selective choice of electives by students in the two-year colleges, it is possible to complete the packaging curriculum in two additional years at RIT.

NOTE: Since the Packaging Programs are interdisciplinary and provide great individual flexibility, it seems best at this time to indicate requirements by totals in the several disciplines rather than by year and quarter.

PACKAGING SCIENCE

(B.S. Degree)

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<tr>
<th>Courses Required</th>
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<td>Computer Techniques</td>
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<td>Statistical Quality Control</td>
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<td>Layout and Printing Design</td>
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<td>Accounting</td>
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<td>Management Principles</td>
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<td>Human Relations</td>
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<td>Equipment and Systems</td>
<td>4</td>
</tr>
<tr>
<td>Environment and Testing</td>
<td>4</td>
</tr>
<tr>
<td>Development - Marketing</td>
<td></td>
</tr>
<tr>
<td>Relations</td>
<td>4</td>
</tr>
<tr>
<td>Senior Thesis</td>
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<tr>
<td>Free Electives</td>
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<tr>
<td>Physical Education Electives</td>
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<td>Total Credits for degree</td>
<td>187</td>
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</table>
## Packaging Science Programs

### Packaging (Design Option)

<table>
<thead>
<tr>
<th>Courses Required</th>
<th>Quarter Hour Credits</th>
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</thead>
<tbody>
<tr>
<td>General Studies Electives</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics—Science</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Science</td>
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</tr>
<tr>
<td>Engineering Materials</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>8.27</td>
</tr>
<tr>
<td>Art and Design Design</td>
<td>15</td>
</tr>
<tr>
<td>Dressing Industrial Design</td>
<td>52</td>
</tr>
<tr>
<td>Applications Introduction to Communications Design</td>
<td>9</td>
</tr>
<tr>
<td>Marketing Communications Design</td>
<td>18.63</td>
</tr>
<tr>
<td>Packaging Printing</td>
<td>3</td>
</tr>
<tr>
<td>Production/Photography</td>
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</tr>
<tr>
<td>Technical Writing</td>
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<td>Marketing Marketing Principles</td>
<td>4</td>
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<tr>
<td>Packaging Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Principles</td>
<td>3</td>
</tr>
<tr>
<td>Materials and Processes</td>
<td>4</td>
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<td>Equipment and Systems</td>
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<td>Environment and Testing</td>
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<td>Development—Marketing Relations</td>
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<tr>
<td>Total Credits for B.S. degree</td>
<td>187</td>
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* See p. 89 for General Studies requirements

### Packaging (Technical Option)

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<td>General Studies Electives</td>
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<td>Mathematics—Science</td>
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<td>Calculus</td>
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<td>Physics</td>
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<td>Engineering Materials</td>
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<td>Applied Mathematics</td>
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<td>Statistical Quality Control</td>
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<td>Printing</td>
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<td>Printing Processes</td>
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<td>Layout and Printing Design</td>
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<td>Copy Preparation Technical Writing</td>
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<td>Design Fundamentals of Design Marketing</td>
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<td>Physical Education Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits for B.S. degree</td>
<td>187</td>
</tr>
</tbody>
</table>

* See p. 171 for policy on Physical Education
The Office of Community College Faculty Development offers graduate programs of study to meet the requirements of both prospective and currently employed two-year college faculty. Curricula stress breadth of knowledge in the field of specialization and allow an interdisciplinary graduate program directed at teaching in the two-year college. A teaching internship at a two-year college will be required of candidates lacking classroom experience. Essential background concerning the two-year college, its students, instructional techniques, and management of learning is provided by the Center's Community College Graduate Course Series.

A new graduate program in Instructional Technologies combines work in several disciplines in which RIT has a deserved reputation.

For further information, see separate RIT Graduate Bulletin, or contact the Director, Center for Community/Junior College Relations, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623.
The National Technical Institute for the Deaf

D. ROBERT FRISINA, Director
WILLIAM E. CASTLE, Dean

The National Technical Institute for the Deaf was created to provide deaf students with the technological training that will lead to meaningful employment in business, industry, government and education. Public Law 89-36 authorized the establishment of NTID, and Rochester Institute of Technology was chosen as the sponsoring institution in late 1966 by the Department of Health, Education, and Welfare. In the fall of 1968, a pilot group of 70 deaf students began their studies at NTID and for the academic year 1973-74 total enrollment was approximately 450.

RELATIONSHIP OF NTID TO RIT

While NTID is a national institution, it also is an integral part of RIT as one of its eight colleges, and is governed by the RIT Board of Trustees. It is the first large-scale effort to educate deaf students on a college campus planned primarily for hearing students.

The fact that NTID is located on a regular college campus is seen as an important factor in the development of personal, social and communication competence of deaf students. Educational opportunities are available for deaf students on both a junior (Technical Education) and senior college (Advanced Programs) level. In addition to the Technical Education programs that lead to certificates, diplomas and associate degrees, many deaf students take RIT courses or are cross-registered full-time or part-time into the Advanced Programs (baccalaureate) of RIT.

CROSS REGISTRATION

An NTID student cross-registered in courses in any RIT college has the support services of interpreters, tutors, notetakers, speech pathologists, audiologists, and counselors available to him.

To enroll in the program of another college at RIT, the NTID student discusses the possibility with his counselor, academic advisor, and with the NTID educational specialist in the college of his choice. They review academic progress, aptitudes and interests. A recommendation is made and the final decision is left to the college in which the student seeks enrollment.

BENEFITS OF INTERACTION

The varied educational opportunities enable the deaf and hearing to learn together. The interaction of hearing and deaf extends to housing, sports and other social and community activities. Residence halls are available for single students, with on-campus apartments and townhouses for married students. There is a full intercollegiate sports schedule as well as intramural and recreational programs. Fraternities and sororities are active on campus along with professional and honorary societies, special interest clubs and service organizations.
The entire educational program for NTID students is designed to help deaf students develop the technical skills and social awareness to compete in the hearing world of work.

### THE NTID COMPLEX

**FACILITIES AND SERVICES**

A new three-building complex is the site of the National Technical Institute for the Deaf. It is built on the campus of Rochester Institute of Technology. Deaf and hearing share facilities on campus.

The largest structure is an academic building. In it are classrooms, laboratories and shops, administrative offices, faculty and staff offices, a research and training center, a theater, a speech and hearing center and a student development area.

The residence hall contains dormitory rooms, recreation areas, student lounges, laundry rooms, baggage and storage areas, project areas, study areas and conference rooms.

The dining hall-commons building has a dining room and all the other facilities needed to provide food service. It also contains a mailroom and lounge.

All the buildings were designed for convenience and educational value to students, and look like the other buildings on the RIT campus which also are used in educating deaf students. The new complex enables NTID to make the classroom and housing area a living-learning experience.

### NTID EDUCATIONAL PHILOSOPHY

The major objective of NTID is to provide qualified deaf students with technical education in science, business, engineering, and applied arts which will lead to well-paying and satisfying jobs.

Special support services at NTID are intended to help deaf students achieve personal, social and cultural growth and adjustment.

NTID also strives to learn as much as possible about methods of teaching the deaf. It is exploring new educational technologies which may help all deaf persons. Special training programs are designed to develop skilled instructors and other professionals to work with the deaf and to give NTID employees the opportunity to learn all methods of communication.

Certificate, Diploma, Associate Degree, and Baccalaureate Degree Programs are offered to NTID students.

### SUMMER VESTIBULE PROGRAMS

The Summer Vestibule Programs are a series of educational experiences designed to prepare deaf students for further post-secondary training; to determine academic strengths and weaknesses and to provide an environment for developing program and career choices.

During the summer program, new students will be enrolled in courses in English, mathematics, and science. They will have the opportunity to explore and evaluate, through Program Sampling, the various programs of study available through NTID. Concurrently, the faculty will have the opportunity to evaluate the students' abilities and interests and to offer counsel and planning for the Fall Quarter.
The counseling staff helps the student more fully understand his abilities, interests, and achievement level through the interpretation and discussion of test data, background experiences, and work values. Aptitudes and interests are then related to available academic programs and possible occupations. This gives the student the opportunity to select a program and career which best suits his individualized needs. The staff is also available for assisting the student to make satisfactory adjustments to college life and developing interpersonal relationship skills. The students are also guided through a series of specially designed living arrangements and self-governance experiences. This program has proven invaluable in preparing students to participate in the collegiate environment.

The Division of Technical Education offers deaf students many Certificate, Diploma and Associate Degree programs in the sciences, technologies and applied arts. These programs give deaf students the technical and social skills needed for employment and improvement on the job. The programs are organized to meet the needs of industry and the demands of a particular job. Most Diploma and Associate programs offer a cooperative work experience.

The length of time a student spends in any program depends on the time it takes to learn technical skills.

Job placement services also are available to deaf students. Each student is assisted in finding a job. Personal interests and technical and social skills are important in job placement.


The Certificate, Diploma, and Associate Programs offer technical education to students aspiring toward occupations which do not require baccalaureate degrees. A plan for the technical education of most students will be formulated during the Summer Vestibule Programs or at the point of entry into NTID.

Technical Education curricula for NTID include the following:

**Business Technologies:**
1. A Certificate in Office Practice and Procedures
2. A Certificate in Data Processing
3. A Diploma in Office Practice and Procedures
4. A Diploma in Data Processing
5. A Diploma in Accounting Technology
6. An Associate in Applied Science in Office Practice and Procedures
7. An Associate in Applied Science in Accounting Technology

**Engineering Technologies:**
1. A Diploma in Architectural Drafting
2. A Diploma in Machine Tool Operation
3. A Diploma in Numerical Control Programming
4. A Diploma in Electronics
5. A Diploma in Industrial Drafting
6. An Associate in Applied Science in Architectural Technology
7. An Associate in Applied Science in Civil Technology
8. An Associate in Applied Science in Electromechanical Technology
Technical Science:
1. A Certificate for Histologic Technicians
2. A Certificate for Physician's Office Technicians
3. A Diploma for Hematology Technicians
4. A Diploma for Microbiology Technicians
5. A Diploma for Clinical Chemistry Technicians
6. A Diploma for Medical Record Technicians
7. An Associate in Applied Science for Medical Record Technicians
8. An Associate in Applied Science for Medical Laboratory Technicians

Visual Communications Technologies:
1. A Certificate in Applied Photography
2. A Diploma in Applied Photography
3. A Diploma in Printing Technology
4. A Diploma in Applied Art
5. An Associate in Applied Science in Applied Photography
6. An Associate in Applied Science in Applied Art

Baccalaureate Degree Programs – Through the various other colleges of RIT, qualified NTID students are able to pursue any of the major study areas available to hearing students. These areas are described in detail throughout this catalog. Admission to these programs is dependent upon the demonstrated abilities of the individual student.

Special support services are provided to the NTID student. Interpreter services are available where required for any class in which one or more deaf students are in attendance. In many classes for baccalaureate programs, hearing students—on a voluntary basis—take notes on special notetaking pads and give copies of them to NTID students.

In addition, counseling and speech and hearing services are conducted on an individual basis for each NTID student. Services to assist in career development and social and cultural development are an important part of the total NTID program. All special support services are geared toward helping the deaf student gain the maximum benefit from his educational experiences at NTID, experiences that will lead to meaningful employment.

Social-Cultural Development – The Department of Social and Cultural Development at NTID supports cooperation between NTID and all nonacademic departments of RIT. These areas include student activities, the College Union Board, housing, health, physical education and religious activities.

NTID students are informed of educational and social activities at RIT or in the Rochester community. The department also schedules special events for deaf students and arranges for student interpreters at all activities where needed.

An activity of the department is coordinating a volunteer service program for deaf students. Volunteers have been placed in hospitals, welfare agencies, nursing homes and local public schools.

A file folder for each student is kept in a convenient place so that phone messages and other communications may be received.
Student Activities — Many activities on campus provide deaf students with a variety of out-of-class experiences. Such activities as athletics, student newspaper, student government, and clubs are not only fun, but give many deaf students the opportunity to become leaders. One of the most active groups on campus is the NTID Drama Club. Throughout the year a troupe of deaf students presents a variety of plays and skits for both hearing and deaf audiences.

In addition to intramural athletics, deaf students may also be members of RIT varsity teams in intercollegiate competition. Deaf athletes have helped RIT to winning seasons in hockey, track and swimming. There are many NTID students with an interest in all sports.

NTID students annually elect a member to the RIT Policy Committee. There a student has the chance to help make decisions that will affect the future of all students. Additionally the deaf students have organized the NTID Student Congress as a subsidiary to the RIT Student Association.

Admission to NTID is based on each student's potential to finish a program of study which will give him the skills to get a good job.

The NTID programs are designed for students who have finished the educational program in their home community which meets their learning needs, in the opinion of school authorities, counselors and others who know the student; this may include students who have not finished the usual 12 years of school but who can profit from the NTID program. Generally, it is expected that students now enrolled in public or private secondary school programs serving the deaf will take advantage of the possibilities for education and training that these programs may have for them.

The cost of attending the National Technical Institute for the Deaf includes tuition, room, board, and academic fees. For more specific information on admission, costs, and programs please consult the separate NTID Catalog. Information on costs or financial assistance may be requested by writing to:

Coordinator of Vocational Rehabilitation Affairs, NTID Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
Career Decision Program

RIT has always offered unique opportunities for beginning specialized professional studies in the early part of a student's college program. In the Career Decision Program a student who is not yet certain of his or her college major takes special courses for career exploration and at the same time gets career counseling.

Students in this program explore one or more specialized career fields, at the same time obtain a year of college credit, receive individualized professional career guidance, and keep several career options open.

The basic objective of the Career Decision Program is to enable a student to make a sound career choice by the end of his or her first year of college.

A student enrolls in one, two, or three general studies courses, such as Modern American History, Effective Composition, or Introduction to Psychology. In addition, each student enrolls in specialized course work in any of the colleges of RIT including the College of Continuing Education, in one or more of the following fields:

- Accounting
- Art
- Biology
- Business
- Chemistry
- Computer Systems
- Crafts
- Criminal Justice
- Engineering
- Food Administration
- Mathematics
- Medical Technology
- Nuclear Medicine Technology
- Photography
- Photographic Marketing
- Photographic Processing
- Physics
- Printing
- Retailing
- Social Work
- Packaging
- Social Work

With the guidance of his or her assigned counselor in the Counseling Center, each student is required to complete a written study of his or her tentatively chosen career field. At the end of the first, second, or third quarter the student applies for admission to one of RIT's specialized departments or to some other college. Acceptance into that chosen program, of course, depends upon the student's meeting the requirements and standards of that program, and upon availability of space in that program. In some instances, completion of a bachelor's degree program under this plan may require additional time, but the program provides a unique combination of opportunities for career exploration and intensive individual guidance. By special permission, a student may enroll for portions of this program on a part-time basis.
The College Restoration Program is a specialized program of instruction for students who have experienced probation or dismissal from college for academic reasons. After being accepted into the program, the student is classified for one academic quarter as a special restoration student of the RIT College of General Studies and pursues an individualized program designed in cooperation with the Counseling Center and the Reading and Study Clinic.

The entire program is designed to strengthen the student's self-motivation, self-discipline, and self-confidence. Successful completion of this special program should qualify the student to apply for readmission to the college or department of his choice, or to seek some other type of educational programming to achieve his vocational career. Participation in the College Restoration Program cannot guarantee that a student will be readmitted to his former college or department or admitted to a school where he might wish to transfer; however, periodic reports of student progress are made to parents, and professional resumes of student achievement in the program are sent to colleges upon request of the student or college.

Once the results of the Educational Diagnosis have been analyzed, and it has been determined that the College Restoration Program can be helpful, an individual program is planned. The student will participate in the activities of the program for approximately seven hours a day, five days a week, for ten weeks. The content of the program depends upon the student's needs and his rate of progress during the program, but it will probably include the following areas:

**College Course** — Each student in the College Restoration Program may enroll for one or more courses in the Institute's regular offerings. Selection of the courses shall be under the strict guidance of the Counseling Center.

**Group Guidance** — The Group Guidance session gives the student a chance to discuss his problems, their causes and effects, with others who have experienced similar problems. These sessions are held under the supervision of a qualified group leader.

**Other Courses** — As defined by particular needs, students will also be enrolled in a block of laboratories, classes, and seminars selected from the following: writing lab, efficient thinking, efficient reading, editorial review, study skills seminar, book discussion, listening-notetaking seminar, mathematics laboratory, scientific concepts seminar, contemporary issues, and vocabulary workshop.
HEOP Program

The Higher Educational Opportunity Program offers support for educationally and economically disadvantaged students. Jointly funded by RIT and the State Education Department, this program tries to lessen the economic burdens of going to college and to give direct counseling, tutoring, and skill-improvement for New York State students who qualify.

Students in this program enroll in regular RIT courses as full-time students, but have two kinds of academic support. In the summer before their first year at RIT they usually enroll in one General Studies course and have intensive counseling and skill support in writing, study skills, and mathematics. Secondly, their counselors have very close contact with them, their professors, and some staff and administrators throughout their program at RIT. Overall, students in this program do as well academically as the average RIT student, despite their initial disadvantage. And most of them stay at RIT until they earn a degree—over 83% since the program began. The HEOP program here has been steadily growing since it first began. For further information, contact the Director, Higher Education Opportunity Program.
The Physical Education Program at RIT provides diversified physical and mental activities presented in a wholesome atmosphere leading toward physical, mental, and social development. Through exercise, care and protection of the body, an individual can maintain good health and physical fitness by using his body efficiently and effectively during work, play, and rest, throughout his life.

Physical Education — The Physical Education Program consists of a variety of individual, dual, and team activities designed to meet the needs and interests of all college students. The program is designed to allow each student to choose activities he or she will enjoy.

For the Baccalaureate Degree — All candidates for the Baccalaureate degree enrolled through the Day Colleges must successfully complete six quarters, or the equivalent of two years, of Physical Education. This requirement is normally met during the first and second year of matriculation, but may be done at any time.

For the Associate Degree — All candidates for the A.A.S. degree enrolled through the Day Colleges are required to successfully complete three quarters, or the equivalent of one year, of Physical Education. This requirement is normally met during the first year of matriculation, but may be done anytime.

Transfer Students — All students who transfer into RIT from any other college or university also must comply with the Physical Education requirements for the Associate and Baccalaureate degree, either at RIT or as transferable credit.

Exception: Transfer students who have earned an Associate's degree from another institution, and who are required to complete a cooperative work-study assignment, are required to complete only three quarters, or the equivalent of one year, of Physical Education at RIT or as transferable credit.
Activities from which a student may select are listed below.

- Bowling
- Beginner's Scuba Diving
- Advanced Scuba Diving
- Horseback Riding
- Skiing
- Tennis
- Basketball
- Softball
- Touch Football
- Wrestling
- Beginning Skeet and Trap Shooting
- Advanced Skeet and Trap Shooting
- Roller Skating
- Swimming
- Life Saving
- Water Safety Instruction
- Yoga
- Karate
- Frisbee
- Jogging
- Rifle Shooting
- Body Building
- Weight Lifting
- Golf
- Volleyball
- Beginning First Aid
- Advanced First Aid
- Gymnastics
- Archery
- Ice Skating
- Ice Hockey
- Modern Dance
- Beginning Judo
- Advanced Judo
- Baseball Coaching Seminar
- Fishing
- Hunting
- Folk and Square Dancing
- Water Polo

Athletics – Regular RIT intercollegiate schedules include football, soccer, cross country, basketball, wrestling, fencing, hockey, swimming, track and field, baseball, tennis, golf, lacrosse and rifle.

An amendment to ECAC rules now permits women to participate on varsity teams.

Intramural and recreational activities for men are touch football, basketball, volleyball, badminton, table tennis, bowling, swimming, tennis, softball, billiards, fencing, golf, archery, and soccer.

Intercollegiate and intramural activities for women include field hockey, basketball, volleyball, swimming, bowling, softball, fencing, tennis, and golf.

Both men and women are eligible to compete for positions on the cheerleading squad.

The athletic program is financed by an Athletic Fee which every full-time undergraduate student pays. Part-time, special, and graduate students also pay this fee if they wish to attend games and participate in the program.

The Institute belongs to a number of national, regional, and local athletic associations such as the National Collegiate Athletic Association, the Eastern College Athletic Conference, the Independent College Athletic Conference, the Finger Lakes Hockey League, the Northern Division Lacrosse Association, the North Atlantic Fencing Conference, the Inter Collegiate Women's Fencing Association, and abides by all the policies, rules, and regulations of these associations.
The general objective of the Reserve Officers’ Training Corps is to produce junior officers who, by their education, training, attitude, and inherent qualities, are suitable for continued development as officers in the United States Army.

The intermediate objectives of the program are to develop in each student:

1. The fundamentals of self-discipline, integrity, and responsibility;
2. An appreciation of the role of a participating citizen in matters dealing with national defense;
3. The ability to evaluate situations, to make decisions, to understand people, and to practice those attributes considered essential in a leader.

Two Year Program — The Army R.O.T.C. program at Rochester Institute of Technology is voluntary and is open to all male and female students enrolled on a full-time basis. The Two-Year program is offered to all qualified male and female students with two school years remaining who did not previously participate in R.O.T.C. Students in this program attend a six-week basic summer camp between their Sophomore and Junior years, in lieu of the first two years of R.O.T.C. normally presented in the classroom. Upon successful completion of this basic camp, the student is enrolled in the Advanced Course for the last two years. It should be noted that interested students should begin processing applications for this program early in the Sophomore Year.

Four Year Program — The Four-Year Program must be selected by Freshmen at the beginning of their first year. In this program, the student attends R.O.T.C. classes during Freshman and Sophomore years. Upon completion of the Sophomore year, the student may request enrollment in the Advanced R.O.T.C. Course for the Junior and Senior years. In both the Two-Year and Four-Year Programs, the student must successfully complete all degree requirements; must also attend an Advanced summer camp, usually between Junior and Senior year, prior to receiving the commission as a Second-Lieutenant on graduation day.

Throughout the entire program, the R.O.T.C. student is provided a uniform, Army textbooks and related materials free of charge. In addition, those in the Advanced Course receive $100.00 a month during the school year.

The R.O.T.C. Vitalization Act of 1964, as amended by legislation in 1971, provides financial assistance in the form of R.O.T.C. scholarships for selected students. Under this program, the Army pays for all tuition fees, lab fees, textbooks, and other required expenses, except room and board. In addition, the student receives $100.00 per month for the duration of the scholarship. It also sponsors many extracurricular activities through which the cadet may find an opportunity to develop leadership potentialities and broaden overall cultural, civic and social background.
Instructional Research and Development

RICHARD D. ZAKIA, Director
WILLIAM F. LEHMAN, Associate Director

The broad goal of IRD is best described by the June 1972 Carnegie Commission report on higher education, "The Fourth Revolution."

"The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media and methods."

In pursuit of this goal Instructional Research and Development (IRD) continually looks at the way we teach and the way we learn, and supports both faculty and students in a common pursuit—learning. It searches out new methods and technologies for teaching, and assists in blending them to our existing learning environment. IRD, which is located in the Wallace Memorial Library, includes the Television Center and the Media Design Center.

TELEVISION CENTER

The Television Center offers the faculty the opportunity to provide flexibility in class scheduling through the use of televised instruction. A professional staff of producers/directors along with graphic artists and engineers exists to aid the individual instructor in the development of complete courses or modules for use within a course. The Center has a wide variety of video cameras and recorders available including the small one camera portable units, a two camera unit for use in remote location programs, and two fully equipped studios with three camera capability. Thus, the utmost in flexibility is available to meet the instructional needs of the Institute. All standard video tape formats are available from two inch broadcast to half inch and video cassette.

The Television Center provides distribution of programming over a cable television system that reaches all academic, administrative and residence areas. An Instructional Television Fixed Service (ITFS) transmitting facility links the Institute to other locations, both academic and governmental, throughout the county via micro-wave. A master antenna (MATV) system is operated in conjunction with the closed circuit cable to provide local broadcast stations (television and FM radio) to faculty and students.

The Television Center maintains a large library of video tapes on a wide variety of subjects and has access to video tape libraries throughout the country.

MEDIA DESIGN CENTER

The Media Design Center provides for the faculty services in the design, development, production and evaluation of mediated visual and audio materials for instruction. The professional staff of producers, directors, photographers, and artists also act as advisors to the faculty in developing innovative, more effective instructional strategies.
The Media Design Center and Television Center provide two levels of services:
1. General Services to meet the daily routine needs of the Institute faculty;
2. Producer Services to aid the faculty in the development of more sophisticated mediated instruction.

In addition, consultation and advisement is provided in the selection, purchase and use of television, photography, cinematography, animation, graphics and audio.
## Additional Services

### SUMMER SESSION

During the summer, many opportunities for taking courses are available to the student, both day and evening. Those with the necessary prerequisites may enroll in the regular Summer Quarter courses described in this catalog. Students interested in undergraduate or graduate credit may enroll in the appropriate session: Summer Quarter, Summer Day or Summer Evening. Other courses offer high school students and adults opportunities to explore college subjects.

The Summer Session provides opportunities for students to accelerate their diploma or degree programs, to decrease the number of courses required during the regular school year, to enhance skills in a particular area of study, or to repeat a course which they have failed.

For further information call or write Director, Summer Session.

### EXTENDED SERVICES

This very active division of the College of Continuing Education offers a multitude of programs for professional development and for service to community groups.

For further information, call or write Director, Extended Services.

### OFFICE OF SPECIAL EVENTS

This office makes arrangements for those events not directly related to academic programs where campus facilities are used.

For information, phone Director, Special Events, 464-2346.

### COUNSELING CENTER

In addition to providing counseling services for RIT students, the Counseling Center offers career counseling for individuals and personnel selection services for industrial firms. A brochure describing services and fees may be obtained by telephoning or writing the Director, Counseling Center. See page 168 for further description.

### READING AND STUDY CLINIC

The Reading and Study Clinic offers individual or group instruction to help RIT students improve their reading efficiency, study techniques, vocabulary mastery, effective listening and critical thinking abilities, mathematical understandings, computational skills, writing competence, and general ability to use the English language. In cooperation with the Counseling Center, the Reading and Study Clinic will also counsel, diagnose, and correct or develop basic academic skills of students not working up to capacity or whose achievement records are unsatisfactory.

In addition to these programs, the Clinic provides individual tutoring in most college-level courses, a College Restoration Program (described on an earlier page) a specialized instructional program for students who have realized academic difficulty or dismissal from college. Information from Director, Reading and Study Clinic.
In this section you will find Course Descriptions for all course offerings given by
the Day Colleges, Schools and Departments of the Institute for undergraduate credit.
The listing does not include courses provided by the College of Continuing
Education, nor those courses specifically for graduate degree programs. These
are described in the separate Continuing Education Catalog and the Graduate
Catalog.

The order of listing is as follows:
1. College of Business
2. College of Engineering
3. College of Fine and Applied Arts
4. College of General Studies
5. College of Graphic Arts
   and Photography
6. College of Science
7. Institute College:
   Computer Science
   Packaging
   Applied Science

An explanation of course numbering is on the next page.
RIT Universal Course Numbering System

In addition to its title, each academic course offered by RIT is identified by a specific four letter and three digit number. This new system has been adopted to:

1. Make it easier to find a given course, directory style, in whatever college, school or department it is offered;
2. Make it easier, especially in choosing electives, to develop individualized programs through the several colleges of RIT;
3. Make record keeping and retrieval more efficient.

As shown in the example below, each letter and digit has significance:

- **First letter**: College offering the course
- **Second and Third letters**: School or Department of that college
- **Fourth letter**: Major field of interest
- **First number**: Course level (0 = Non-credit, 1 = Diploma; 2 or 3 = Lower Level Degree Courses; 4 and 5 = Upper Level Undergraduate Degree Courses; 6, 7, or 8 = Courses for Graduate Credit)
- **Second and Third numbers**: Course differentiation and sequencing

Course Descriptions

All Course Descriptions are arranged for easy use, directory style, by colleges, schools and major departments. Any course shown in the Program Outlines of the several colleges can be found by its alphabetical sequence (and within this alphabetical order, by its numerical sequence) in the Course Description section.

Course numbers in parentheses at the end of a course description are prerequisites for that course.
College of Business
Course Descriptions

SCHOOL OF BUSINESS ADMINISTRATION

ACCOUNTING

BBUA-210  Financial Accounting
Basic accounting principles and techniques within a framework of sound modern theory. Methods of accounting for revenues, costs, property, funded debt. Typical records for various types of business enterprise. Preparation and use of classified financial statements.
Class 4, Credit 4

BBUA-211  Managerial Accounting
The accounting function as a source of data for managerial decision making. Control of the operations of the firm is emphasized through the use of reports for internal and external consumption. Major emphasis is on the analysis of accounting data rather than on its collection. (BBUA-210)
Class 4, Credit 4

BBUA-215  Survey of Accounting Concepts
A course for non-business majors. An introduction to the purposes and functions of accounting in a dynamic society. Emphasis is placed upon essential financial and managerial accounting concepts necessary for management planning and control.
Class 4, Credit 4

BBUA-308, 309, 310  Intermediate Accounting I, II, III
Class 4, Credit 4

BBUA-311  Managerial Accounting
The accounting function as a source of data for managerial decision making. Control of the operations of the firm is emphasized through the use of reports for internal and external consumption. Major emphasis is on the analysis of accounting data rather than on its collection. (BBUA-210)
Class 4, Credit 4

BBUA-315  Auditing
Auditing applied to both internal and professional practice. Verification of original and final records. Valuation of assets, liabilities, income, and net worth. Audit reports, credit investigations, duties and responsibilities of the auditor. (BBUA-310)
Class 4, Credit 4

BBUA-331, 332  Cost Accounting I, II
Cost accounting with emphasis on uses of cost data and reports for managerial decision-making. Includes problems and procedures relating to job order, process, and standard cost systems, with explanation of the techniques of overhead distribution. Special emphasis on the roles of the controller and his organization in furnishing the accounting data and reports required for efficient managerial planning and control. The case method is utilized extensively to assist in applications and techniques of cost accounting. (BBUA-211 or BBUA-308)
Class 4, Credit 4

BBUA-421  Advanced Accounting
The application of modern accounting theory to problems of advanced complexity. The student is made aware of the media for expression of current accounting thought. (BBUA-310)
Class 4, Credit 4

BBUA-422  Tax Accounting
Presents basic tax law for an understanding of how it affects the taxpayer. Emphasizes federal income taxes, but also introduces social security, estate, and gift taxes. Includes problems requiring the use of published tax services. (BBUA-210 or 215)
Class 4, Credit 4

BBUA-423  CPA Problems
A general review of accounting theory and practice designed both to assist the student in preparation for the CPA examination and to review and improve his grasp of the various aspects and applications of accounting. Emphasis is on the analytical reasoning required in problem-solving rather than on the solutions themselves. (Senior Standing)
Class 4, Credit 4
BBUA-554 Seminar in Accounting
A seminar series covering selected topics in accounting including management accounting, taxation, international accounting and accounting for non-profit organizations. Specific course topics to be announced when seminar is offered. (Permission of instructor)
Class 4, Credit 4/2Qtr. (Maximum 12 cr. allowed)

MANAGEMENT

BBUB-201 Management Concepts
A basic course in management theory and practice. The student is introduced to the application of the behavioral sciences and quantitative methods. Particular attention is paid to management's roles in its relations with employees, ownership, government, and community.
Class 4, Credit 4

BBUB-245 Business Management
An introductory survey business course for the non-business major. Designed to familiarize the student with the nature and functions of the business organization and approaches to managerial decision-making.
Class 4, Credit 4

BBUB-301, 302 Business Law I, II
An introduction to legal principles and their relationships to business practices. Topical cases and examples are used as a guide to the observation of legal requirements, the avoidance of infractions, the utilization of professional services, and for familiarity with legal nomenclature.
Class 4, Credit 4

BBUB-401 Behavioral Science in Management
Application of the behavioral sciences to management's problems in human relations. Emphasis on developing the student's understanding of the relationships existing among employees. (BBUB-201 or permission of instructor)
Class 4, Credit 4

BBUB-404 Administrative Policy
Application of management principles and processes to problem-solving. An integrated viewpoint on business operations by analysis and evaluation of actual cases. Course is intended to develop the student's competence in decision-making. (Senior Standing)
Class 4, Credit 4

BBUB-407 Technical Society and the Legal Environment
Social influences and innovation, role of the manager, role of profits, legal influences of government, and the manager's continuing problem of balancing conflicting demands. (BBUB-201)
Class 4, Credit 4

BBUB-434 Operations Management
Theory and practice of operations management utilizing quantitative methods and computer techniques as applied to business problems. (BBUQ-352 or BBUQ-411, ICSS-200)
Class 4, Credit 4

BBUB-450 Multinational Management
Acquaints the student with the characteristics and impact of the multinational enterprise. It explores in depth the process of leadership, motivation and performance appraisal in a cross-cultural setting. (BBUB-201 and BBUB-401)
Class 4, Credit 4

BBUB-531 Labor Relations
Past and present of the American labor movement. Union philosophy and objectives, issues and approaches are discussed. (BBUB-201)
Class 4, Credit 4

BBUB-534 Purchasing
Industrial purchasing; the organization of the function; the methods of procurement; purchasing policies; sources of supply; and legal aspects of purchasing.
Class 4, Credit 4

BBUB-535 Planning and Decision Making
Course acquaints the student with the most important task of the executive: decision-making. Emphasis is placed on quantitative, logical methods.
Class 4, Credit 4
BBUE-381 Money and Banking
The evolution of money and monetary standards. American banking systems with emphasis on commercial banking practices and their relationship to the Federal Reserve Bank. Central bank activities in controlling the price and availability of credit in relation to national and international monetary policy. (BBUA-210, GSSE-310)
Class 4, Credit 4

BBUE-405 Microeconomics
An advanced course in economic theory dealing with the contemporary analyses of price or value under conditions of free competition and various degrees of monopoly control, of income distribution, and of the level of income and employment. Business applications are given along with the exposition of the theory itself. (GSSE-310, BBUE-292 or BBUE-411)
Class 4, Credit 4

BBUE-406 Macroeconomics
An advanced economics course designed to prepare students to understand the changing economic conditions with which their company and industry will be confronted. Evaluation of governmental monetary and fiscal policies and the criticisms thereof will be studied. (GSSE-310, BBUE-292 or BBUE-411)
Class 4, Credit 4

BBUE-407 Managerial Economics
Analysis of the firm. Problems facing management: economizing in the use of resources, optimal combinations of products, pricing, competitive forces in markets affecting the firm. (BBUE-405)
Class 4, Credit 4

BBUE-408 Business Cycles and Forecasting
Analysis of economic conditions affecting the firm. Theory of business fluctuations. Forecasting techniques and services available to the firm. (BBUE-406)
Class 4, Credit 4

BBUE-443 Recent Economic Policies
A seminar type course on recent monetary and fiscal policies in the United States. Topics will cover the economic background, nature and effects of the policies during the most recent ten year period. (BBUE-381)
Class 4, Credit 4

BBUE-509 Advanced Money and Banking
Development of monetary theory. Money and income: theories of interest, liquidity preference and loanable funds; theories of income and employment, Keynesian and neo-Keynesian approach. Money and prices: quantity theory, velocity and cash-balance approach; inflationary process; and money wage rates and prices. (BBUE-381)
Class 4, Credit 4

BBUE-530 Labor Economics
A course in applied economics, using economic theory and analysis for the study of labor institutions and their relation to the economy as a whole. Topics include wage theory, supply and demand forces of labor, wages and unions, unemployment, inflation and public policy. (BBUE-405)
Class 4, Credit 4

BBUE-554 Seminar in Economics
Investigation of advanced problems and policies in economics. Emphasis is on student reports and papers. (Permission of instructor)
Class 4, Credit 4
FINANCE

BBUF-441 Financial Management
A management oriented approach to the finance function of the corporation. Application of decision making techniques in planning for the procurement and distribution of capital, directing its use, and evaluating management’s action in providing a return on the firm’s investment. (BBUF-210, GSSE-302)
Class 4, Credit 4

BBUF-502 Money and Capital Markets
Analysis and description of the money and capital markets, secondary distributions, and government issues. (BBUF-410)
Class 4, Credit 4

BBUF-503 Financial Problems
The analysis of financial problems and application of decision making techniques to the operation of the firm. (BBUF-441)
Class 4, Credit 4

BBUF-504 International Finance
Class 4, Credit 4

BBUF-507 Security Analysis
Analysis of classes of securities and issues. Description of the stock market and its operations. Derivation of value by quantitative techniques. (BBUF-441)
Class 4, Credit 4

BBUF-508 Portfolio Management
Analysis of fundamental criteria involved in the construction and management of securities portfolios. Theory of yield and policies of financial institutions. (BBUF-507)
Class 4, Credit 4

BBUF-510 Financial Institutions
Analysis of the factors influencing private financial institutions and their effect on the economy. Relationship of the Federal Reserve and Treasury Department to private financial institutions. (BBUF-410)
Class 4, Credit 4

BBUF-554 Seminar in Finance
A seminar covering current policies and problems in financial management, and/or securities and security markets. (Permission of instructor)
Class 4, Credit 4 (maximum 12 hours credit)

MARKETING

BBUM-263 Marketing Principles
Specific topics covered include understanding consumer behavior, product policy and planning, pricing institutions and channel, logistics, advertising, personal selling and sales promotion, market research, international marketing, organization and controlling marketing activities. (BBUM-210, GSSE-302)
Class 4, Credit 4

BBUM-510 Consumer Services Analysis
A course designed to examine the common attributes and problems of consumer service institutions. Topics to be covered: factors of market segmentation; customer needs; models of present and future service organization; organizational concerns and external environmental variables affecting consumer service industries. (BBUM-263)
Class 4, Credit 4

BBUM-511 Consumer Services Seminar
A course designed to explore the current problems and opportunities of service industries, including an analysis of external environmental variables and their impact. (BBUM-510)
Class 4, Credit 4
BBUM-550 Marketing Management Problems  
A course designed to provide the student with an in-depth knowledge of middle and upper management level marketing problems. In addition, the student should become familiar with tools used by marketing managers at these levels. (BBUM-552, 553)  
Class 4, Credit 4

BBUM-551 Marketing Research  
A study of research methods and procedures used in the marketing process. Topics include problem formulation, sources of market data, research methodology, data collection, data analysis, and the role of marketing research within the firm. (BBUM-263, BBUQ-352 or BBUQ-411)  
Class 4, Credit 4

BBUM-552 Advertising  
The role of advertising as a vital function of the marketing field. Material will be studied from the point of view of the manner in which advertising contributes to the marketing mix, rather than from the creative aspects of production and copy. (BBUM-263)  
Class 4, Credit 4

BBUM-553 Sales Management  
Course emphasizes the sales function of marketing management. It centers around the problems managers face in the direction, control, and supervision of sales activities. (BBUM-263)  
Class 4, Credit 4

BBUM-554 Seminar in Marketing  
The objective of this course is to enable the student to bring together interests, learnings and experiences obtained in previous marketing courses. Specific course content will vary. (Permission of instructor)  
Class 4, Credit 4 (maximum 12 hours credit)

BBUM-555 International Marketing  
Management problems of marketing in foreign countries. Topics to be considered include the economic, cultural, and political roots of marketing systems. (BBUM-263)  
Class 4, Credit 4

BBUM-556 Marketing Logistics  
A study of physical supply and physical distribution activities. Topics include transportation, inventory control, materials handling, warehousing, order processing, protective packaging, product scheduling, facility location and customer service. (BBUM-263, BBUQ-201)  
Class 4, Credit 4

BBUM-557 Comparative Marketing  
A study of marketing in selected foreign countries to acquaint the student with its functional role in various economic environments. Comparisons between geographic regions and cultural settings are explored. (BBUM-555)  
Class 4, Credit 4

BBUQ-291, 292 Mathematics I, II  
The mathematical background required for the increasing use of quantitative methods in management. Topics include set theory, coordinate geometry, functional relationships, and the fundamental concepts and methods of differential and integral calculus.  
Class 4, Credit 4

BBUQ-351, 352 Statistics I, II  
Interpretation and application of statistical techniques in business, to develop the ability to evaluate the results of statistical research as presented in professional literature and government and business reports and to develop an understanding of how statistical inference may be used as one method of evaluation for managerial decisions. (BBUQ-291)  
Class 4, Credit 4
BBUQ-353  Statistics III
An introduction to Bayesian decision theory, including discontinuous prior and posterior probability functions, regret functions, the value of sample information, and normal prior and posterior functions. (BBUQ-352 or permission of instructor)
Class 4, Credit 4

BBUQ-410  Quantitative Methods I
Fundamental mathematical principles and techniques used in management decision making. Topics include cartesian coordinates and graph; algebraic, exponential and logarithmic analysis; partial derivatives and applications; introduction to integral calculus.
Class 4, Credit 4

BBUQ-411  Quantitative Methods II
Statistical probability theory, regression and correlation; hypothesis testing, estimation and non-parametric techniques. (BBUQ-410)
Class 4, Credit 4

BBUQ-481  Mathematics
Applications of quantitative methods in business decisions: linear and quadratic optimization techniques, using precalculus mathematics. Computer demonstrations will be used where possible. (BBUQ-352 or BBUQ-411)
Class 4, Credit 4

BFAD-213  Nutrition Principles
The study of specific nutrients and their functions; physiological, psychological and sociological needs of man for food. Development of dietary standards and guides; application of nutritional principles in planning and analyzing menus for individuals of all ages. Survey of current health nutrition problems and food misinformation. (BFAM-212)
Class 4, Credit 4

BFAD-319  Educational Principles and Methods
Principles of learning; behavioral objectives, motivation, perception, evaluation, guidance, teaching methods and audio-visual techniques. Development of a teaching/learning unit for a specific group.
Class 4, Credit 4

BFAD-331  Advanced Nutrition
Biological metabolism and interrelationships of nutrients, enzymes, and other biochemical substances in humans. Biology, symptoms, treatment and prevention of nutritional diseases; evaluation of nutritional status. Classical and recent research in each area. (BFAD-213, SCHB-301, SBIG-212)
Class 4, Credit 4

BFAD-533  Diet Therapy
Role of diet and dietetics in metabolic, gastrointestinal, renal, musculoskeletal, cardiac, endocrine, febrile, and other diseases. (BFAD-213, SBIG-212)
Class 4, Credit 4

BFAD-535  Nutrition Seminar
Study of nutrition research; reading in scientific literature. Evaluation of nutrition information and education in the local community, the nation, and the world. Development of a research project, written and oral presentation of report. (BFAD-213, BFAD-531, BFAD-533) Open to senior students only.
Class 4, Credit 4

BFAM-211, 212  Food Principles
Introduction of foods and basic preparation of high quality food products: Topics include history, kinds, varieties, seasonal availability, sources, and composition of foods and ingredients; essential vocabulary. Organization and management of work area. Techniques and methods used for menu planning.
Class 3, Lab. 2, Credit 4

BFAM-310  Mankind in Search of Food
Survey of foods including composition of foods, basic principles of nutrition, digestion, food spoilage, food poisoning, modern food processing, "health foods", world food problems and their possible solutions. Emphasis on practical application to daily food selection and composition. (Not open to those who have completed BFAD-213)
Class 4, Credit 4
BFAM-311  Equipment in the Hospitality Industry
Recognizing, analyzing and solving equipment and space problems in layouts of existing institutions and in designing new food service plans. Consideration of food service equipment: determination of needs, development of specifications, procedures of maintenance, sanitation, and safety. (BFAM-212)
Class 3, Lab 2, Credit 4

BFAM-312  Food and Beverage Purchasing
Fundamental purchasing principles and applications in current procurement methods. Inventory records and food and beverage cost control. Specific methods for buying food products and beverages, considering specifications and factors affecting quality. (BFAM-212)
Class 4, Credit 4

BFAM-313  Quantity Food Production Management
Application of standards, principles and techniques of food preparation to quantity production of high quality food. Evaluation of tools and controls of production based upon scientific, technological, economic and social factors. Emphasis on standardization, work simplification, planning, scheduling, and service. Special projects in planning menus as a basis for production scheduling, labor costing and control. (BFAM-311, 312)
Class 2, Lab 6, Credit 4

BFAM-314  Sanitation and Safety in Food Operations
Survey of microorganisms of importance to the food industry; emphasis on causes and prevention of food spoilage and poisoning. Responsibilities of management to provide and establish safe working conditions and policies; discussion of current problems confronting the industry as a result of recent legislative developments as they relate to safety and health. (BFAM-212, 311)
Class 4, Credit 4

BFAM-411  Management Problems
Analyzing and solving problems encountered by management in planning, organizing, directing, coordinating, and controlling the activities of a food service institution. Approaches to problem solving include solutions of authorities in the field and readings in literature: journals, books, case studies. (BBUB-201, BBUB-401)
Class 4, Credit 4

BFAM-415  Food Science I
Consideration of fundamental chemical and physical reactions, the influence of kind and proportion of ingredients. Evaluation of food products by sensory and objective methods. Open only to junior and senior students. (BFAM-213, SCHE-216)
Class 2, Lab 6, Credit 4

BFAM-416  Food Science II
Individual study concerning chemical and physical reactions in foods; the influence of kind and proportion of ingredients. Special emphasis on experimental design for problem solving and on written and oral communication skills. (BFAM-415)
Class 2, Lab 6, Credit 4

BFAM-422  Hotel/Motel Management
A study of methods, techniques, and tools of management used in the development and operation of hotels and motels. Ethics and policies.
Class 4, Credit 4

BFAM-423  Management Systems for the Hotel/Motel Industry
Front office procedures, accounting principles and systems as applied by management in organization and operations, guest room salesmanship; actual "on-the-job" applications. (BFAM-422)
Class 4, Credit 4

BFAM-425  Introduction to the Tourist Industry
Evolution of tourism as an industry geographically and culturally. The economic role of tourism, tourism demand, tourism organizations, planning and development. Managerial requirements.
Class 4, Credit 4
BFAM-511 Food Merchandising
Management experience in planning, organizing and supervising preparation and service of food for special occasions. Emphasis on determining needs of clientele. Effective use of time and materials. Evaluation of management experience by the preparation of operations reports. (BFAM-313)
Class 2, Lab 8, Credit 4

BFAM-517 Ethnic Foods
Study of regional and international foods and food customs of peoples of various backgrounds.
Class 4, Credit 4

BFAM-555 Research Problems
Independent study of research problems in food and hospitality management. Open to senior students only.
Class and Credit Variable

BFER-212 Merchandising
Basic buying principles applicable to retailing. Includes the buying organization, its working relationship with all company divisions and a comprehensive study of merchandising mathematics with application to terms and datings, stock turnover, and merchandise control.
Class 4, Credit 4

BFER-211 Retail Organization and Management
Three major areas will be covered: physical distribution, goods and services, and communications. Physical distribution covers selection of store locations, movement of inventory, and other facets of distribution. Goods and services includes classifications of merchandise, problems connected with securing and pricing merchandise, customer services for shopping convenience. Communications includes sales promotion and public relations.
Class 4, Credit 4

BFER-215-216 Research Problems
Senior project in selection, investigation, and critical study of a research problem. Problems utilized are those presented by business firms and topics of special interest to students.
Class 4, Credit 4/Qtr.

BFER-511 Basic Textiles
Analysis of textile fibers, weaves, and fabrics. Methods of printing, dyeing, and finishing. Study of the laws and regulations concerning labeling and advertising. Information for retail buyers to judge and to evaluate fabrics.
Class 4, Credit 4

BFER-513 Home Furnishing Fabrics
Evaluation of home furnishing fabrics, draperies, curtains, rugs, and other household fabrics. Factors on serviceability, suitability, fashionability, and care. Knowledge necessary for planning decor.
Class 4, Credit 4

BFER-521 Fashion History
Survey of the apparel arts from ancient times to the present. Study is made of the social, political, and economic factors influencing styles of apparel throughout the ages and how history influences fashion today.
Class 4, Credit 4
BRER-523  Current Fashion
A study of the present-day fashion industry including
development of the production of fashion goods. Eu­
ropean designers and the operation of the Parisian
couture are surveyed in addition to the American
fashion industry, American designers.
Class 4, Credit 4

BRER-524  Fashion Accessories
Determination of quality, value, and selling points.
Government regulations for leather goods, shoes,
gloves, handbags, furs, luggage, jewelry, cosmetics,
umbrellas, wigs, and other accessories. Information
necessary for selection and merchandising.
Class 4, Credit 4

BRER-531  Basic Interior Design
Basic elements and principles of design. A variety of
art media and techniques is explored.
Lab. 8, Credit 4

BRER-532  Interior Design I
Planning the home and its furnishings, with special
attention to functional space arrangement. Applica­
tion of concepts of abstract design to the utilitarian
object. Presentation of plan showing selection of fur­
nishings and colors.
Class 2, Lab. 4, Credit 4

BRER-533  Interior Design II
Development of a functional plan for the interior;
selection of merchandise and architectural materials;
presentation of plan by means of elevations, perspec­
tive, renderings, or model. Exploration of media for
presentation. Field trips. (BRER-532)
Class 2, Lab. 4, Credit 4

BRER-534  Interior Design History
A study of architecture and furnishings as expressive
of social, economic, political, and technological
developments. Emphasis on significant and lasting
design developments from each period. This course
covers the history of interior design from antiquity
through the present (BRER-533).
Class 4, Credit 4

BRER-535  Advanced Interior Design
Continuation of Basic Design. (BRER-531)
Lab. 8, Credit 4

BRER-545  Color and Design
Basic principles of design, color harmonies and
association with practical application to problems in
creative design as applied to visual merchandising and
point-of-purchase advertising. Practice in planning to
scale and carrying out plans in actual display set-ups
for group criticism.
Class 4, Credit 4

BRER-554  Seminar in Retailing
Examination of current management problems facing
the retail industry. Emphasis will be on developing
analytical and original thinking. (Permission of in­
structor)
Class 4, Credit 4/Qtr. (Maximum 12 Credits allowed)
College of Engineering

Course Descriptions

ELECTRICAL ENGINEERING

EEE-351, 352, 353  Circuit Analysis I, II, III
Basic circuit laws, network theorems, RLC circuits and their responses. Sinusoidal analysis, complex notation, phasors and power. The concept of complex frequency. Special topics including magnetically coupled circuits, two-port networks, network topology, and Fourier analysis. (SMAM-253, SPSG-207 and concurrent with SMAM-305, 306)
Class 3, Lab. 3, Credit 4

EEE-430  Linear Systems
An introductory course in linear systems stressing applications of the Fourier and LaPlace Transforms. Input-output characteristics of linear networks will be emphasized through the treatment of Transfer Functions and Convolution Integrals. The interdependence between time and frequency response will be treated extensively. The notions of system realizability and stability will be considered (EEE-352 and EEEE-353 concurrently)
Class 4, Credit 4

EEE-441, 442  Electronics I, II
Solid-state electronic devices, their external characteristics and models. Analysis of electronic circuits for rectification, amplification, instrumentation and control. Introduction to electronic circuit design. (EEE-353)
Class 3, Lab. 3, Credit 4

EEE-461, 462  Electrical Engineering I, II
A course for non-electrical engineering majors. Circuit analysis, electronics, machines, switching circuits, logic and the elements of communication. (S PICG-207, SMAM-306)
Class 3, Lab. 3, Credit 4

EEE-471, 472  Electromagnetic Fields I, II
Vector analysis, electrostatics and dielectrics, conduction current fields, magenetics, time varying fields, Maxwell’s equation and wave equations. Concepts of retarded potentials. (SMAM-308)
Class 4, Credit 4

EEE-531  Electromechanical Energy Conversion
A development of the basic relationships of field energy, magnetic force, torque and generated voltage in an electromechanical device. Expansion of these fundamentals into an understanding of the operational characteristics of the electrical machine. (EEE-353)
Class 3, Lab. 3, Credit 4

EEE-613  Intro. Classical Controls
A one-quarter study of linear control systems and their physical behavior including stability and transient response. This is approached through the classical methods of the LaPlace domain; Routh’s Criterion, Nyquist, Bode and Nichols charts and Root Locus. Lead and lag compensators are introduced using these tools. Analog computation techniques are studied and used, in laboratory, as a means of verifying the analysis and design of complex systems. (EEE-430, SMAM-420)
Class 3, Lab. 3, Credit 4

EEE-634  Introduction to Communications
Modulation theory, including both amplitude and frequency modulation and demodulation systems. Pulse modulation systems, including pulse amplitude modulation, pulse width modulation and pulse position modulation. Introduction to random signals and noise, with emphasis on the determination of system performance. (SMAM-351, EEEE-430)
Class 4, Credit 4

EEE-643  Electronics III
Linear waveshaping. Digital circuits including the multivibrator family, gates, non-linear waveshaping. Introduction to switching theory: Boolean Algebra, logic circuits, K-maps, counters, converters, sampling circuits. (EEE-442)
Class 3, Lab. 3, Credit 4
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TECHNICAL ELECTIVES

EEEE-532 Electrical Machines I
The design and operating characteristics, both static and dynamic of transformers and synchronous and induction machines. (EEEE-471,353)
Class 3, Lab. 3, Credit 4

EEEE-590 Thesis
A research or development project will be carried out under the general supervision of a staff member. The project need not be of the "state of the art" type. A reasonable problem of theoretical and/or experimental investigation will be acceptable as a thesis topic.
Credit 4

EEEE-614 Control Synthesis
This course builds upon the classical analysis techniques introduced in EEEE-613. Practical experimental and mathematical approaches to obtaining transfer functions are developed. Resulting systems are modeled both analytically in the Laplace domain and experimentally on the analog computer. System improvements by tachometer feedback, lead compensation, lag compensation and by lead-lag compensation are developed using Nyquist, Bode and Nichols chart methods and by Root Locus. Results are verified experimentally. Figures of Merit are discussed and applied. (EEEE-613)
Class 3, Lab. 1, Credit 4

EEEE-621 Transmission Propagation and Waves
(EEEE-472)
Class 3, Lab. 3, Credit 4

EEEE-650 Introduction to Logic and Switching
Class 4, Credit 4

EEEE-665 Digital Computer Workshop
This course will stress the working structure, programming details, and interfacing characteristics of minicomputers in sufficient detail to enable one to use them in a variety of engineering applications. (TCSP-205 or TCSP-220)
Class 3, Lab. 3, Credit 4

EEEE-670 Introduction to Microelectronics
Hybrid and monolithic microelectronic technology. Processes in thick film and thin film circuit fabrication. Complementary nature of monolithic and film circuits. Impact of fabrication, testing and quality control on microcircuit design. (EEEE-643)
Class 4, Credit 4

EEEE-671 Hybrid Microelectronics Design
An electronic design course utilizing the media of thick film hybrid technology. Functional electronic modules will be designed, produced, and tested, from original specifications to finished package, with students performing all steps. (EEEE-643, EEEE-670)
Class 3, Lab. 3, Credit 4

EEEE-673 Applied Electronic Design
A project-type lab-oriented course wherein the student will design, build, and test electronic circuits, system parts, or systems to specifications. The course is a modest attempt to simulate the industrial setting to better prepare the student to handle practical electronic design work by providing a supervised first attempt experience. (EEEE-643)
Class 3, Lab. 3, Credit 4

EEEE-675 Analog/Hybrid Computation
An introduction to the concepts of digital logic as applied to analog simulation and computation. This will include the basic concepts of iterative analog computation, hybrid computation, interface hardware and software, and hybrid computer applications. Instruction and practice will be provided in the techniques of programming and operating the DES-30/TR48 analog/hybrid computer. (EEEE-611)
Class 4, Credit 4
EEEE-679  Active and Passive Filters
The first half of this course deals with the filter transfer functions, poles and zeros and the concepts of filter amplitude and phase response. Butterworth, Chebyshev and Elliptic filters are considered as well as low-pass/high-pass and low-pass/band-pass transformations. The second half of the course deals with methods of practical filter design with emphasis placed on active, operational amplifier filters. (IEEE-430)
Class 4, Credit 4

EEEE-684  Nonlinear Control Systems
An introduction to the physical nature and mathematical theory of nonlinear control system behavior, including piece-wise linear analysis, describing function methods, phase-plane techniques, perturbation theory, and Lyapunov's theory of stability. (IEEE-612)
Class 4, Credit 4

EEEE-687  Power System Analysis
An introductory course dealing with basic power network concepts; matrix transformations and the use of the digital computer to solve them; parameters of power system equipment; the symmetrical component approach for handling balanced and unbalanced faults; load flow studies and the numerical techniques for solving them; and an introduction to system stability. (IEEE-533, EENG-202)
Class 4, Credit 4

EEEE-693  Digital Data Communications
A course on the principles and practice of modern data communications systems. Topics covered include Pulse Amplitude Modulation, Frequency Shift Keying, Phase-Shift Keying, Pulse Code Modulation, Digital Error Control, and frequency and switching. (IEEE-634)
Class 4, Credit 4

EEEE-695  Introduction to Audio Engineering
A course based on topics from dynamics, acoustics and audio systems. Electrical-Mechanical equivalents, plane and spherical acoustic waves, radiators and resonators. Loudspeaker systems. Equalization methods in recording and playback. Elements of speech and hearing. (IEEE-430, SMAM-308)
Class 4, Credit 4

EEEE-696  Communication Circuit Design
Design and operation of electronic circuits used in communication systems. Oscillators, amplifiers, modulators, matching networks, demodulators, transmitting and receiving systems. A project type laboratory is included. (IEEE-442)
Class 3, Lab. 3, Credit 4

EIEI-401  Introduction to Operations Research I
An introduction to the methodology of problem-solving. Investigation of mathematical programming techniques including linear programming, special types of linear programming problems and dynamic programming. (SMAM-308 or consent of instructor)
Class 4, Credit 4

EIEI-402  Introduction to Operations Research II
A survey of elementary mathematical models within the field of systems and industrial engineering. Areas of study include game theory, network analysis, replacement theory, and inventory theory. (EIEI-401 or consent of instructor)
Class 4, Credit 4

EIEI-415, 516  Human Factors I, II
A survey of Human Factors from 1) Physiological constraints of the human; 2) Behavioral/Psychological characteristics of the human; and 3) the Psychomotor skills ability of the human. Emphasis is placed on practical applications of each area.
Class 3, Lab. 2, Credit 4

EIEI-420  Work Measurement and Analysis I
Methods of measuring and analyzing work, human capabilities, micromotion, memomotion study, process and operation analysis. Emphasis placed on methods of operation analysis as applied to the design and evaluation of simple man-machine systems.
Class 3, Lab. 2, Credit 4
EIEI-422 Systems and Facilities Planning
An investigation of planning and layout of systems and facilities. Material handling, activity relationships, space determination and location planning.  
Class 4, Credit 4

EIEI-450 Design of Experiments
A survey of different research strategies for various situations. Survey methodology, field studies, classical experimental situations as well as industrial environments are reviewed. Emphasis is placed upon pragmatic assessments of assumptions inherent in the statistical models used in each area.  
Class 4, Credit 4

EIEI-481 Management Theory and Practice
Development of the fundamental principles of the industrial enterprise. Internal organization as well as general economic conditions are considered. Comparison of theoretical techniques and actual practice is encouraged through case studies.  
Class 4, Credit 4

EIEI-482 Production Control
Fundamental principles of the control of industrial production. The relation of market demands, profits, facilities, economic flow of processes, utilization of machines, labor, costs.  
Class 4, Credit 4

EIEI-503 Simulation
A continuation of Operations Research II. Areas of study include waiting line models, Markov chains and application, simulation and its application to mathematical models. (EIEI-402 or consent)  
Class 4, Credit 4

EIEI-510 Applied Statistical Methods I
An introduction to the principles and methodology of statistical experimentation. Point and interval estimation, tests of hypothesis, correlation and regression. Emphasis placed on engineering applications.  
(SMAM-352)  
Class 4, Credit 4

EIEI-511 Applied Statistical Methods II
A continuation of Applied Statistics I. Statistical experimentation, analysis of variance, quality control using attributes and variables, control charts and sampling inspection. (EIEI-510)  
Class 4, Credit 4

EIEI-520 Engineering Economy
Time value of money, methods of comparing alternatives, depreciation and depletion, income tax consideration, replacement, retirement and obsolescence, and capital budgeting.  
Class 4, Credit 4

EIEI-599 Independent Study
A supervised investigation within an industrial engineering area of student interest. (Consent)  
Class Variable, Credit Variable

EMEM-332 Mechanics II (Dynamics)
Rectilinear and curvilinear motion using vector calculus. Work, power, and energy. Impulse, momentum, and impact. Mechanical vibrations. Special problems. For students majoring in Electrical and Industrial Engineering. (SMAM-305 and EMEM-336)  
Class 4, Credit 4

EMEM-335 Strength of Materials
Relation between stress and strain, deflection of beams, shafts and columns. Combined stresses, stress and strain at a point, and theories of failure are covered. For students majoring in Industrial Engineering. (EMEM-336)  
Class 3, Lab. 2, Credit 4

EMEM-336 Statics
This basic course in statics of rigid bodies integrates the mathematical subjects of vector algebra and simultaneous linear algebraic equations with the physical concepts of Newton’s Law of Statics and Reaction (SMAM-255, SPSG-205)  
Class 3, Lab. 2, Credit 4
EMEM-337 Strength of Materials I
This basic course in statics of deformable bodies integrates the mathematical subjects of vector algebra, differential equations, and theory of a continuum with the fundamental physical considerations which govern the mechanics of solids in equilibrium. Topics covered include mechanics of deformable bodies, forces and moments transmitted by slender bodies, stress and strain, and temperature effects on stress-strain relations. (EMEM-336)
Class 3, Lab. 2, Credit 4

EMEM-338 Strength of Materials II
A continuation of Mechanics II to include torsion, bending stresses, deflections due to bending, and stability considerations (EMEM-337)
Class 3, Lab. 2, Credit 4

EMEM-343 Materials Processing
A study of the application of machine tools and fabrication processes to engineering materials in the manufacture of products. Topics covered include such metal fabrication processes as cutting, forming, casting, and welding. Plastics are covered from the standpoint of thermosetting and thermo plastic processing. Forming, drying, and firing of ceramics are considered.
Class 3, Lab. 3, Credit 4

EMEM-344 Materials Science
A study of the properties of metallic, organic, and ceramic materials as related to structural imperfections, atom movements, and phase changes. The intent of the course is to develop a basic understanding of the structure of materials and to study the behavior of materials in service environments.
Class 3, Lab. 2, Credit 4

EMEM-401 Mechanical Engineering Laboratory I
A basic laboratory course stressing the fundamentals of experimentation. Topics covered include problem identification, determination of experimental variables, design of experimental apparatus and experimental procedures, execution of the experiment, collection and analysis of data, study of error and error analysis, and correlations with theory.
Class 2, Lab. 4, Credit 4

EMEM-413 Thermodynamics I
A basic course in the mathematical and physical concepts of thermodynamics. The course presents a rigorous treatment of the zeroth, first and second laws of thermodynamics and their application to gases, liquids and two-phase mixtures. (SMAM-308, SPSG-206, SPSG-207)
Class 3, Lab. 2, Credit 4

EMEM-414 Thermodynamics II
A continuation of Thermodynamics I stressing application of the basic principles to various energy conversion processes. (EMEM-413)
Class 3, Lab. 2, Credit 4

EMEM-415 Fluid Mechanics I
Fluid statics. Ideal fluid—continuity, momentum and energy equations in integral and differential form, Bernoulli equation. Open channel flow, viscous fluid—its characteristics, dimensional analysis, flow through pipe. (SMAM-308, EMEM-413)
Class 3, Lab. 2, Credit 4

EMEM-431 Thermodynamics
A fundamental course in thermodynamics to meet the needs of students in the electrical engineering program. The course is taught from the microscopic point of view using the techniques of statistical mechanics. Topics covered include kinetic theory, transport parameters, classical Maxwell-Boltzmann statistics, quantum statistics and applications to gases, liquids, and solids.
Class 3, Credit 3

EMEM-439 Dynamics
This basic course in the dynamics of rigid bodies integrates the mathematical subjects of vector algebra, ordinary and partial differential equations, simultaneous linear algebraic equations, and tensor notation with the physical concepts of Newton's laws of dynamics and reaction, Newton's universal law of gravitation, and Euler's equations of motion of a rigid body. Applications include kinematics of a particle, kinematics of a rigid body, dynamics of a particle, dynamics of a system of particles, and dynamics of rigid bodies. (EMEM-337)
Class 3, Lab. 2, Credit 4
EMEM-440  Mechanical Systems Analysis  
The course is a basic introduction to automatic controls. Topics covered include writing and solving differential equations for mechanical systems, analog computers, block diagrams and block diagram algebra, LaPlace transforms, and open loop transfer functions.  
Class 3, Lab. 2, Credit 4

EMEM-401  Fluid Mechanics II  
A continuation of Fluid Mechanics I with introduction to one dimensional compressible flow, life and drag, potential flow around a cylinder, qualitative discussion of Navier-Stokes equations, Couette and Poiseuille flows, laminar and turbulent boundary layer on flat plate. (EMEM-415)  
Class 4, Credit 4

EMEM-502  Mechanical Engineering Laboratory II  
Two four-hour periods per week are provided during which the student applies the experimental techniques learned in EMEM-401 to the engineering systems studied in the theory courses. The student groups propose, design, execute, and analyze a sequence of experimental projects utilizing equipment in the power laboratory, the materials laboratory, and the systems laboratory. Formal presentation of the results will be required for some of the experiments performed. (EMEM-401)  
Lab. 8, Credit 4

EMEM-514  Heat Transfer  
A basic course in the fundamentals of heat transfer by conduction, convection, and radiation together with application to typical engineering systems. Topics covered include steady and unsteady conduction combined modes, fins, heat exchangers, boiling and condensation, and numerical and graphical techniques. (EMEM-413, EMEM-415)  
Class 3, Lab. 2, Credit 4

EMEM-532  Introduction to Machine Design  
The analysis and theory of machine design and applications to systems design problems. Particular emphasis is placed on the design and analysis of machine elements.  
Class 3, Lab. 2, Credit 4

EMEM-599  Independent Study  
An assigned project encompassing both analytical and experimental work integrating the student’s education in mechanical engineering.  
Class Variable, Credit Variable

TECHNICAL ELECTIVES IN MECHANICAL ENGINEERING

EMEM-632  Advanced Mechanical Systems Design  
Optimization of system response to deterministic inputs. Various mechanical systems in use will be analyzed and studies will be made to improve them. Both the analog and the digital computer are used.  
Class 4, Credit 4

EMEM-635  Industrial Heat Transfer  
The course is intended to acquaint students with the design of heat transfer equipment with an emphasis on heat exchangers. Each student is required to submit an individual or group project on a practical heat transfer problem to reinforce his classroom experience. (EMEM-514)  
Class 4, Credit 4
EMEM-650  Gas Dynamics
An advanced course in fluid mechanics covering topics such as introduction to continuum mechanics; small disturbances in ideal, compressible, inviscid media; one-dimensional isentropic flow; and normal shock waves. (EMEM-415)
Class 4, Credit 4

EMEM-651  Viscous Flow
An advanced course in fluid mechanics covering topics such as introduction to continuum mechanics; some exact solutions to the Navier-Stokes equation; boundary layer concepts; and introduction to turbulent flow. (EMEM-415)
Class 4, Credit 4

EMEM-652  Fluid Mechanics of Turbomachinery
Building on a background in thermodynamics and fluid mechanics, this course will develop the basic relationships for energy transfer between a rotor and a fluid. Application of the fundamentals of turbomachine fluid mechanics will be to such devices as radial flow and axial flow turbines. Both compressible and incompressible fluid machinery will be considered.
Class 4, Credit 4

EMEM-660  Refrigeration and Air Conditioning
A basic course in the principles and the applications of refrigeration and air conditioning involving mechanical vapor compression and absorption refrigeration cycles, associated hardware, psychrometrics, solar radiation, heat transmission in buildings, and thermodynamic design air conditioning systems. Students are expected to do a design project. (EMEM-414)
Class 4, Credit 4

EMEM-664  Engineering Acoustics and Noise Control
A basic course in the principles of acoustics and the applications of sound measurements and noise control in industry and the community. Topics to be covered will include an introduction to wave theory; properties of sound waves such as the various classifications of sound levels, pressure characteristics, sound combinations, and loudness levels; instrumentation and measurement; sound fields; noise sources; sound control; and noise control criteria.
Class 4, Credit 4

EMEM-667  Introduction to Air Pollution
An exploratory study of atmospheric dynamics, source emission, sulphurous and photochemical smog, aerosols, and pollution control including devices, air quality standards and enforcement.
Class 4, Credit 4

EMEM-668  Environmental Engineering Laboratory and Project
A continuation of experiments in the areas of air pollution, water, waste water and solid waste, concluding with an analysis/design problem of the student's choosing. Activities will include monitoring, sampling and analysis of effluents and sediment; field trips and assessment of existing systems; laboratory and project reports.
Class 4, Credit 4

EMEM-669  Introduction to Water Pollution
Water supply requirements and waste water volumes; transportation and waste water systems; physical, chemical and biological processes for treatment of waste water and sludges; unit processes, hydraulics and design of sewers; reuse of water.
Class 4, Credit 4

EMEM-670  Thermal Stresses
Thermal stresses in bars, rings, beams, plates, and shells. Energy methods. Introduction to dynamical problems and to viscoelastic stress analysis.
Class 4, Credit 4

EMEM-672  Selected Machine Elements
This course should treat some of the machine elements discussed in EMEM-532 to a larger extent and introduce machine elements not previously discussed and of a more complex nature. Optimization techniques can be applied.
Class 3, Lab. 2, Credit 4

EMEM-675  Probabilistic Approach to Design
This course should be a first course in probability theory. The statistical nature of design variables, usually ignored, is considered. Reliability ("probability of survival after a certain period") is to be stressed as opposed to the conventional "factor of safety" concept.
Class 3, Lab. 2, Credit 4
EMEM-676 Kinematic Analysis of Mechanisms
A course in mechanism motion, velocity, acceleration analysis; the design of linkages, cams, special gearing, variable speed drives.
Class 3, Lab. 2, Credit 4

EMEM-677 Modern Energy Conversion
Principles of energy conversion, introduction to semiconductors, thermoelectric generators, photovoltaic generators, thermionic generators, magnetohydrodynamic power generators.
Lab. 4, Credit 4

EMEM-679 Mechanical Systems Analysis II
An advanced course in feedback systems covering such areas as compensation, complex control systems, A-C systems and nonlinear systems. Students are encouraged to undertake individual projects. (EMEM-440)
Class 4, Credit 4

EMEM-680 Advanced Thermodynamics
This course provides a general, postulative approach to macroscopic thermodynamics by means of a mathematical formalism developed around axioms concerning equilibrium and stability. Applications of the formalism to chemical, electrical, magnetic, and stressed solid systems are considered. (EMEM-414)
Class 4, Credit 4

EMEM-683 Statistical Thermodynamics
The fundamentals of thermodynamics are developed from a statistical model of discrete particles. Topics covered include kinetic theory, elementary transport parameters, Maxwell-Boltzmann statistics, Fermi-Dirac and Bose-Einstein statistics with applications to gases and vapors. (EMEM-414)
Class 4, Credit 4

EMEM-684 Advanced Dynamics
Newton’s equations of motion for a system of masses, their solution, momentum, energy. Systems with variable mass, rocket equations. Variational principles of mechanics, stability of motion, gyroscopes. (EMEM-439, SMAM-309)
Class 4, Credit 4

EMEM-685 Advanced Strength of Materials
Curved beams, beams on elastic foundations, thick-walled cylinder, energy methods. (EMEM-439)
Class 4, Credit 4

EMEM-689 Patent Law and Protection
A study of protection of intellectual property including study of patent rights, inventions, procedures for obtaining patents as well as a study of the law and drafting techniques of patents and their claims. Insights to invention protection and legal ramifications of inventor’s and attorney’s activities will be included.
Class 4, Credit 4

EMEM-690 Environment and the Engineer
This course will study the role of the engineer in society and in particular his responsibility in the analysis and solution of the problems facing the environment in an increasingly technological society. Problems to be studied from a “case study” standpoint will include such things as air, water, and noise pollution, thermal pollution, and the effects of population growth. The course will include field trips, outside expert speakers, and each student will be expected to participate in the in-depth study of one problem of particular interest to him and to submit a formal report to the class. Use of the digital and analog computing facilities as a systems simulation tool will be encouraged.
Class 4, Credit 4

EMEM-694 Stress Analysis I
Complex stress in two and three dimensions including Mohr’s circle and polynomial solution for principal stresses. Theories of failure and experimental verification for ductile and brittle materials. Fracture mechanics fundamentals. Energy methods for structural analyses. Virtual work, Maxwell-Betti theorem, Castiglianos theorems. Applications including bending, shear, change of section and complex loading. (EMEM-338)
Class 4, Credit 4
EMEM-695 Solid Waste Management
A study of the practices and processes of solid waste disposal. In addition to the technical aspects, special emphasis is placed on the socio-political, economic, and environmental aspects of solid waste management. Course format is that of an engineering design case study.
Class 4, Credit 4

EMEM-696 Nuclear Power
Class 4, Credit 4

EMEM-697 Stress Analysis II
A continuation of Stress Analysis, EMEM-694. The course will include topics such as stress concentrations, fatigue, contact stresses, wear, brittle fracture, viscoelastic behavior, dynamic stress analysis, impact, and a continuation of experimental stress analysis.
Class 4, Credit 4
College of Fine and Applied Arts

Course Descriptions

SCHOOL OF ART AND DESIGN

Credit shown is for each quarter.

FADC-301, 302, 303 Introduction to Communication Design
Sequential course for three quarters providing the fundamental background to help the pre-major determine individual direction. Basic problems will explore both the theory and application, analysis and content; use of basic design instrumentation; verbal/visual interrelationships; and design methodology.
Lab. 6, Credit 5

FADC-401, 402, 403 Communication Design I
Creative problem-solving experiences relating to visual communication imagery such as graphic design, advertising design, illustration. Media Center facility available for extension of studio problems. (FADC-301, 302, 303)
Lab. 12, Credit 6

FADC-411, 412, 413 Communication Design
A professional elective, providing the opportunity to carry on further the objectives of FADC-401, 402, 403.
Lab. 6, Credit 3

FADC-501, 502, 503 Communication Design
A continuation of FADC-401, 402, 403. Advanced creative problem-solving experiences relating to visual communication imagery such as graphic design, advertising design, and illustration. Media Center available for extension of studio problems. (FADC-401, 402, 403)
Lab. 18, Credit 9

FADC-511, 512, 513 Communication Design
A professional elective, providing the opportunity to carry on further the objectives of FADC-501, 502, 503.
Lab. 6, Credit 3

FADC-520 Professional Design Business Practices and Ethics
Ethical principles will be discussed along with sound business practices: setting up in business; invoicing and costing; the designer and the law; professional associations.
Class 3, Credit 3

FADE-301, 302, 303 Industrial/Environmental Design
An introduction to the fundamentals of applied design for the simple mass-produced product. The course emphasis is on the origins of applied design concepts, the importance of the human element, the considerations of technology and the skills required to execute and complete solutions to an applied design.
Lab. 6, Credit 3

FADE-401, 402, 403 Industrial/Environmental Design
An introduction to the fundamentals of applied design for the simple mass produced product. The course emphasis is on the origins of applied design concepts and the importance of the human element in those concepts, the development of those design concepts into mass produced goods, the considerations of the technology that is instrumental in the developing of those design concepts, and the execution of completed solutions to an applied design. (FADE-301, 302, 303)
Lab. 12, Credit 6

FADE-411, 412, 413 Design Applications
Projects in industrial design, display, interiors, and packaging, developed through visuals, materials, and process.
Lab. 6, Credit 3
FADE-501, 502, 503 Industrial/Environmental Design
An intermediate study of the practice of applied design for the more complex mass produced product. The course emphasis is on the increasing complexity of the design challenges, stemming from the realistic concern for the interrelationships of the social, business, technological and human influences, and their constant dependence upon one another. Field trips into the variety of area manufacturing corporations, and classroom exchange with the design people from those corporations, is an active part of the course. During this year, an undergraduate thesis will be undertaken by the student as part of his course requirement. (FADE-401, 402, 403) Lab. 18, Credit 9

FADE-511, 512, 513 Design Applications
A continuation of course FADE-411, 412, 413 with additional emphasis on professional procedures, function, structure, and processes as they apply to the field. (FADE-411, 412, 413) Lab. 6, Credit 3

FADF-205, 206, 207 Creative Sources
This course is designed to make the student aware of his environment, his physical being and his experiences as tools for creative problem solving. This will be accomplished through lectures, individual and group assignments and demonstrations. Class 1, Lab. 1, Credit 2

FADF-210, 211, 212 Drawing
A basic foundation in drawing as a form of creative expression. Through the use of organic and inorganic materials attention is given to individual response to "seeing" as interspersed with all sensory conditioning. The figure is utilized in the analysis of action, structure, and gesture through quick sketches. Lab. 9, Credit 4

FADF-220, 221, 222, 223 Photo Design I
The elements of design and color and their structural use as related to problems in two-and three-dimensional applications. Lab. 6, Credit 2

FADF-230, 231, 232 Design
The elements of design and color and their structural relationship as applied to problems in two dimensions. Lab. 6, Credit 3

FADF-240, 241, 242 Design
The elements of design and color and their structural relationship as applied to problems in three dimensions. Lab. 6, Credit 3

FADF-261, 262, 263 Drawing (Craft Majors)
Drawing in a variety of media. Introduction to line, form, and color as elements of pictorial expression. Organic and inorganic materials are used. Lab. 6, Credit 2

FADF-321, 322, 323 Photo Design II
Emphasis upon problems which are related to visual phenomena, fundamentals, and communications. Lab. 3, Credit 2

FADF-301, 302, 303 Advanced Drawing
Three quarter core course for Fine Arts program in Painting and Printmaking. Initial emphasis placed upon objective mastery of form and space from a variety of sources. Study of the human figure including skeletal structure and superficial anatomy. Further development of drawings as a conceptual means with expanded media. Lab. 6, Credit 3

FADF-320 Color
One quarter course dealing with the examination of basic color phenomena by visual comparison. Study of differences between light and pigment. Class problems exploring such relationships as intensity, vibration, temperature, after-image, spatial effects and image-ground distortion. Class 2, Lab. 3, Credit 3

FADF-401, 402, 403 Painting
Beginning sequence of advanced painting leading to major course of study in the fine arts. Formal values in painting related to individual expression in studio production. Examination and exploration of concepts underlying contemporary art in study sessions directed by the fine art staff. Advanced drawing incorporated into studio procedure. (FADF-301, 302, 303) Lab. 12, Credit 6
FADP-411, 412, 413  Painting
A professional elective, providing the opportunity to carry on further the objectives of FADP-401, 402, 403.
Lab. 6, Credit 3

FADP-420  Illustration
One quarter course exploring the art of the illustrator; his relation to audience, publishers and media. Studio problems will develop and expand basic concepts of all illustration from children's books to that of heavy industry.
Studio sessions will be devoted to illustrative problems that reflect the class study for that period. Class critiques at appropriate times.
Class 3, Lab. 3, Credit 3

FADP-501, 502, 503  Painting
Second year of advanced painting completing a major course of study in the fine arts. Concentrated studio production focused upon individual creative solutions. Staff directed sessions examining the relation of the artist to his culture and society. Advanced drawing incorporated into studio procedure. (FADP-401, 402, 403)
Lab. 18, Credit 9

FADP-511, 512, 513  Painting
A professional elective, providing the opportunity to carry on further the objectives of FADP-501, 502, 503.
Lab. 6, Credit 3

FADR-401, 402, 403  Printmaking
Design projects applied to the techniques of lithography, wood block, and etching. (FADP-301, 302, 303)
Lab. 12, Credit 6

FADR-411, 412, 413  Printmaking
A professional elective, providing the opportunity to carry on further the objectives of FADR-401, 402, 403.
Lab. 6, Credit 3

FADR-501, 502, 503  Printmaking
Continuation of third-year practice. Opportunity is presented for a major concentration of a particular medium. (FADR-401, 402, 403)
Lab. 18, Credit 9

FADP-411, 412, 413  Painting
A professional elective, providing the opportunity to carry on further the objectives of FADP-401, 402, 403.
Lab. 6, Credit 3

FADP-420  Illustration
One quarter course exploring the art of the illustrator; his relation to audience, publishers and media. Studio problems will develop and expand basic concepts of all illustration from children’s books to that of heavy industry.
Studio sessions will be devoted to illustrative problems that reflect the class study for that period. Class critiques at appropriate times.
Class 3, Lab. 3, Credit 3

FADP-501, 502, 503  Painting
Second year of advanced painting completing a major course of study in the fine arts. Concentrated studio production focused upon individual creative solutions. Staff directed sessions examining the relation of the artist to his culture and society. Advanced drawing incorporated into studio procedure. (FADP-401, 402, 403)
Lab. 18, Credit 9

FADP-511, 512, 513  Painting
A professional elective, providing the opportunity to carry on further the objectives of FADP-501, 502, 503.
Lab. 6, Credit 3

FADR-401, 402, 403  Printmaking
Design projects applied to the techniques of lithography, wood block, and etching. (FADP-301, 302, 303)
Lab. 12, Credit 6

FADR-411, 412, 413  Printmaking
A professional elective, providing the opportunity to carry on further the objectives of FADR-401, 402, 403.
Lab. 6, Credit 3

FADR-501, 502, 503  Printmaking
Continuation of third-year practice. Opportunity is presented for a major concentration of a particular medium. (FADR-401, 402, 403)
Lab. 18, Credit 9

FASC-200  Ceramics Materials and Processes
Sequential course for three quarters providing fundamentals of the preparation and use of clay. Methods of fabrication from hand building to wheel-thrown wares. Mold-making, slip casting, and jiggering; ceramic sculpture and decorative techniques. Chemistry and application of glazes. Stacking and firing of kilns. The organization of the Ceramic Shop, with planning for efficient production. Survey of pottery.
Lab. 15, Credit 5

FSCC-251, 252, 253  Craft Elective I
An elementary course in design and techniques in ceramics.
Lab. 6, Credit 3

FSCC-300  Ceramic Materials and Processes
Sequential course for three quarters providing intensive work on individual clay and glass problems. Designing for production and production problems. Ceramic raw materials, sources of supply, use and maintenance of equipment. Independent study, papers, reports.
Lab. 15, Credit 5
FSCC-351, 352, 353  Craft Elective II
A sequential course of study based upon the experiences of the prerequisite, providing opportunity for more advanced projects. (FSCC-251, 252, 253)
Lab. 6, Credit 3

FSCC-400  Ceramics Materials and Processes
Sequential course for three quarters, treating problems of maintenance and construction of equipment. Summary of kiln types, fuels, and construction. Materials and sources of supply. Development of bodies and glazes for specific purposes. Problems requiring new uses, adaptations, and applications. Independent study, papers, reports.
Lab. 15, Credit 5

FSCC-500  Ceramics Techniques and Thesis
Sequential course for three quarters, treating problems related to ceramic production culminating in a research and thesis project.
Lab. 24, Credit 8

FSCF-225, 226, 227  Art and Civilization
Survey of the history of art from prehistory to the present, with particular attention given to the social and cultural backgrounds of art production and to the relationship between the arts—architecture, sculpture, painting, and decorative arts and crafts. Lectures, independent study, discussion groups, assigned gallery visits, papers, reports.
Class 3, Credit 3

FSCF-325, 326  American Art
A course in American Art from the Colonial period to the present. Lectures, independent study, discussion groups, assigned gallery visits, papers, reports.
Class 3, Credit 3

FSCF-327  Contemporary Tendencies in Art
The development of the arts in the twentieth century, and current characteristics and goals of expression in architecture, sculpture, and painting. Lectures, independent study, discussion groups, assigned gallery visits, papers, reports.
Class 3, Credit 3

FSCG-200  Glass Materials and Processes
Sequential course for three quarters, treating the organization and construction of the glass studio, including the design and fabrication of furnaces, annealing ovens, burners, tools and grinding equipment. The function and care of hand and machine glassworking tools. An analysis of glass as a material: its history, chemical makeup, intrinsic qualities and potential. Fundamental techniques of glass fabrication, including gathering, marvering, and blowing the bubble; blocking; jacking; and punting the piece.
Lab. 15, Credit 5

FSCG-300  Glass Materials and Processes
Sequential course for three quarters, providing an analysis and discussion of glass design and problems of fabrication. Intensive work on assigned production problems. An introduction to the use of cold working techniques: slump molds, lamination, non-glass surface decoration, etching, sand blasting, grinding, etc. The maintenance of equipment, research projects, papers, and reports.
Lab. 15, Credit 5

FSCG-400  Glass Materials and Processes
Sequential course for three quarters, introducing materials and their source of supply—An introduction to the mixing of batch glass. The formulation of various glass batches with an in-depth analysis of color and fuming techniques. The development of special glass batches for unique and specific purposes. At this stage the student will have developed a personal direction and rapport with glass.
Lab. 24, Credit 8

FSCG-500  Glass Techniques and Thesis
Sequential course for three quarters, introducing problems related to glass fabrication, culminating in a research and thesis project. The student is expected to organize and present an exhibition of his work in a manner to reflect a continuity and growth of style.
Lab. 24, Credit 8
FSCM-200  Metalcrafts Materials and Processes
Sequential course for three quarters, introducing basic exercises in the use of equipment and metacrafts techniques through jewelry design and production in various metals. Fundamental techniques in hollow ware; raising, forming, and planishing in copper, bronze, brass, and pewter. Enameling techniques. Discussion of design, materials, processes, and equipment.
Lab. 15, Credit 5

FSCM-251, 252, 253  Craft Elective I
An elementary course in design and techniques in metacrafts.
Lab. 6, Credit 3

FSCM-300  Metalcrafts Materials and Processes
Sequential course for three quarters, introducing study of jewelry, hollow ware, and flat ware design, with production work in these areas. Analysis and discussion of design and production problems. Independent study, papers, reports.
Lab. 15, Credit 5

FSCM-351, 352, 353  Craft Elective II
A sequential course of study based upon the experiences of the prerequisite, providing opportunity for more advanced projects. (FSCM-251, 252, 253)
Lab. 6, Credit 3

FSCM-400  Metalcrafts Materials and Processes
Sequential course for three quarters, providing individual projects based on techniques presented in the second year. The survey of contemporary practice, including field trips. Lectures and research on decorative techniques. Independent study, papers, reports.
Lab. 15, Credit 5

FSCM-500  Metalcrafts Techniques and Thesis
Sequential course for three quarters, providing individual research in technical problems including a summarizing thesis.
Lab. 24, Credit 8

FSCT-200  Textile Materials and Processes
Lab. 15, Credit 5

FSCT-251, 252, 253  Craft Elective I
An elementary course in design and techniques in textiles.
Lab. 6, Credit 3

FSCT-300  Textile Materials and Processes
Sequential course for three quarters, providing an analysis of fabrics. Advanced pattern drafting. Study and analysis of fibers. Advanced techniques of weaving, with related problems in design. Continued experience in sample warps and yardage weaving. Practice in the use of various types of eight- to ten-harness looms. Experiments and research with novelty fibers. Independent study, papers, reports.
Lab. 15, Credit 5

FSCT-351, 352, 353  Craft Elective II
A sequential course of study based upon the experiences of the prerequisite, providing opportunity for more advanced projects. (FSCT-251, 252, 253)
Lab. 6, Credit 3

FSCT-400  Textile Materials and Processes
Sequential course for three quarters, providing an analysis of new developments in fabrics both handwoven and power-loomed, and their appropriate use. The design of fabrics within specific price ranges, and for specific uses. Independent study, papers, reports.
Lab. 15, Credit 5
FSCW-500  Textile Techniques and Thesis
Sequential course for three quarters, covering the design of fabrics in selected fields such as household fabrics, fashion fabrics or accessories with concentration on items having production merit. A thesis is included.
Lab. 24, Credit 8

FSCW-200  Woodworking Materials and Processes
Sequential course for three quarters, covering function and care of hand and machine woodworking tools. Wood as a material: history, kinds, qualities, sources. Fundamental techniques of wood fabrication, including basic joinery, turning, and finishing.
Lab. 15, Credit 5

FSCW-241, 242, 243  Mechanical Drawing
A beginning course, covering the fundamentals of drafting, oriented to the needs of the interior and furniture designer.
Lab. 2, Credit 1

FSCW-251, 252, 253  Craft Elective I
An elementary course in design and techniques in woodworking.
Lab. 6, Credit 3

FSCW-300  Woodworking Materials and Processes
Sequential course for three quarters, covering advanced design, layout and construction. Advanced veneering and finishing. Estimating and production techniques. Flexibility of machine tools, use of jigs and templates and studies of small shop capacity and layout. Historical development of furniture and interiors. Independent study, papers, reports.
Lab. 15, Credit 5

FSCW-351, 352, 353  Craft Elective II
A sequential course of study based upon the experiences of the prerequisite, providing opportunity for more advanced projects. (FSCW-251, 252, 253)
Lab. 6, Credit 3

FSCW-400  Woodworking Materials and Processes
Sequential course for three quarters, covering advanced construction in veneering, involving at least one marquetry project. Alternative methods of joinery and the flexible use of equipment. Analysis of construction problems in both traditional and contemporary furniture, requiring student research in comparative construction methods. Independent study, papers, reports.
Lab. 15, Credit 5

FSCW-500  Woodworking Techniques and Thesis
Sequential course for three quarters, allowing each student, with the approval of the instructors, either to specialize in one branch of woodworking or to develop a particular design trend. This culminates during the final quarter in the completion of a thesis project.
Lab. 24, Credit 8
BASIC CURRICULUM IN CRIMINAL JUSTICE

GCJC-201 Fundamentals of the Criminal Justice System
The principles of the criminal justice system; administration and management within various agencies, including the relationship of the police to the courts; the courts to the probation, correction and parole functions. Consideration will also be given to special problems within the branches of the criminal justice system such as: using of force, improper evidence collection and admission, discretionary decision making, riots, strikes, natural disasters, narcotic traffic, sexual deviance, and vice control.
Class 3, Credit 4

GCJC-202 Etiology of Crime: Sociological, Psychological and Psychiatric
Analysis of the sociological, psychological, and psychiatric views of the etiology of crime and other forms of deviant behavior; studies in conformity, moral development, family psychopathology and the assumption and maintenance of deviant roles; comparative studies of deviance in different cultural, ethnic and sexual groups; mental disorders in relation to crime and delinquency.
Class 3, Credit 4

GCJC-203 Introduction to Criminology
A survey of the major forms of contemporary crime with emphasis on definition of crimes and criminality, the extent of crime, criminal typologies, and fundamental aspects of the social control of crime.
Class 3, Credit 4

GCJC-204 Public Administration
This course presents the principles of management and organizational theory as they relate to public agencies in general, and criminal justice agencies in particular. Case studies, as well as descriptive information, concerning the classic issues involved in the administering of public institutions, will be offered to the student.
Class 3, Credit 4

GCJC-301 Fundamental Concepts and Patterns of Criminal Law
The course will investigate assumptions and conceptions of law, crime, and social issues. It will concentrate on the history of various criminal justice systems as compared to contemporary criminal justice systems, the dynamics of criminal law reform, and its relationship to constitutional law.
Class 3, Credit 4

GCJC-302 History of Organized Crime in America
Historical analysis of criminal associations in their various manifestations, informal types of cliques and mobs and formal organizations of industry and area-wide rackets; with special emphasis upon organized crime as it developed historically in America.
Class 3, Credit 4

GCJC-303 Law Enforcement and Society: The Police Function
The social and historical origins of the various police systems; police culture, role and career; police in the legal system; social and legal restraints on police practice; police discretion in practice; police and the community; police organization and community control mechanisms.
Class 3, Credit 4

GCJC-304 The Judicial Process
An examination of judicial systems (criminal and juvenile) from indictment through sentencing, their functions and operation, their internal and external relationships, and their impact upon the community. Emphasis will be placed on field visits, group projects, and research.
Class 3, Credit 4
GCJC-401 Scientific Methodology
An elementary survey and analysis of the uses of statistics and social research methods, with special reference to utilization of data from the field of criminal justice. The first part of the course covers descriptive statistics as well as discussion of the probabilistic nature of all such systems and the elements of data evaluation employed; the second examines the basic techniques in social research. Attention is given to methods of collecting, analyzing and interpreting statistical data, and to the use of statistics in the development of research designs.
Class 3, Credit 4

GCJC-403-404 Field Experience and Seminar
Under the guidance of an instructor, the student is placed in a co-operating criminal justice agency in order that he may gain first-hand experience with their organization, programs, and methods of work. Closely supervised work at the agency is supplemented by meetings with the student’s Field Placement instructor to discuss experiences and resolve placement problems encountered on-the-job. These meetings will be supplemented by assigned professional readings. (Offered in Winter and Spring Quarters of Junior Year)
Class Variable, Credit 9

GCJC-406 Correctional Institutions
An overview of correctional institutions which begins with a history of correctional institutions, with special focus upon British and American institutions from Colonial days until the present. Present-day American prisons and jails are examined in the light of underlying philosophies and objectives. Various types of institutions are discussed. Consideration is given to the correctional system; i.e., institutional procedures, administration. Various educational, vocational, rehabilitative programs are examined. Current major problems within correctional institutions are considered in the light of recent prison disturbances, along with suggested changes. Field trips and guest lecturers from the correctional field are included in this survey course.
Class 3, Credit 4

GCJC-503 Reform and Renewal of Social Institutions
The course will focus on the nature and purpose of social institutions and their policies in order to examine especially the dynamics of decay and reform; it will explore the nature of change and methodologies for designing and implementing desirable changes in the policies and functioning of institutions in the criminal justice system.
Class 3, Credit 4

GCJC-511 Alternatives to Incarceration
This course is a sequel to Correctional Institutions. It considers possible sentencing alternatives to incarceration, for both the juvenile and adult offenders. Alternatives, such as the following are explored: probation, parole, halfway houses, various community-based correctional techniques, study release, work release, prison furloughs, pre-trial release, pre-probation release. Special emphasis is placed upon critical evaluation of alternatives to incarceration. Field trips and guest lecturers from non-institutional correctional programs are included in the course.
Class 3, Credit 4

GCJC-599 Independent Study
A combined student/faculty member effort on a chosen topic beyond the normal sequence of course selections. It provides the self-motivated student, with a creative orientation, the opportunity to develop an autonomous and personal sense of academic growth and achievement.
Class variable, Credit variable

BASIC CURRICULUM IN SOCIAL WORK

GSWS-301 Introduction to the Field of Social Work
Designed to introduce various aspects of the social work profession to give the student basic knowledge of major social welfare programs, such as public assistance. To sensitize the student to people’s needs, especially the needs of members of society who differ from himself and to begin building social work attitudes of objectivity, inquiry, empathy and non-judgement.
Class 3, Credit 4
COURSE DESCRIPTIONS / GENERAL STUDIES / SOCIAL WORK 205

GSWS-302 Social Welfare I: History
Designed to explore social welfare institutions and processes along with their history and philosophy and their relationship to other social institutions in the United States. Emphasis is on the role of social work in various interrelated social-welfare institutions.
Focus is on the gradual modification of social policy in order to provide the student with a basic understanding of the evolution of programs and services to meet the changing needs of people.
Class 3, Credit 4

GSWS-303 Social Welfare II: Profession and Issues
Examines the profession of social work. It will look at the values in social work practice, as stated in the Code of Ethics, and examine the issues of licenses, advocacy and the Hatch Act, and professional organizations.
Class 3, Credit 4

GSWS-304 Social Welfare III: Organization and Systems
An in-depth study of the organization of social welfare services. To include: analysis of agency structure, i.e., Board, staff, budget, client need and services; the pyramiding of agencies into umbrella systems; power groups, vested interests and coalitions. The role and function of the social worker in this milieu will be explored.
Class 3, Credit 4

GSWS-305 Social Work Field Study
Designed to introduce the student to the social work community and a wide spectrum of agencies. Class sessions will be scheduled once a week for a block of three hours, and will be taught entirely off campus. It is meant to follow Introduction to Social Work, and to illustrate social work in practice, not in theory.
Class 3, Credit 2

GSWS-411,412, 413 Methods of Social Work I, II, III
Methods of Social Work is a three-quarter sequential course offered concurrently with field experience. Concurrent field experience requires a part-time placement in a community agency as part of the course requirement of Methods I (GSWS-411). Methods II and III (GSWS-412, 413) are offered concurrently with Field Instruction I and II (GSWS-421, 422).
Methods of Social Work stresses the basic principles and skills of a generic approach to social work practice, emphasizing the differential use of social work techniques and Interventional skills in a variety of client systems.
Through lectures, discussions, readings, lab simulations and case analysis, it is the overall objective of the sequence to provide the student with the knowledge, skill and self-awareness for beginning professional social work practice. The development of this knowledge, skill and awareness is seen as a progressive process underlying and underpinning the three course sequence.
Class 3, Credit 4/Qtr.

GSWS-421, 422 Field Instruction I, II
Under the guidance of an instructor, the student is placed in a cooperating social, governmental, or educational agency in order that he may gain firsthand experience with their organization, programs, and methods of work. Closely supervised work at the agency is supplemented by periodic consultations with the instructor.
Credits 5/Qtr.

GSWS-531 Research Methods
Introduction to the methodology of research in behavioral and social sciences. Stress will be laid on the use of theoretical leads, formulation of hypotheses, collection of data, measurements, statistics, tests, and evidence evaluation. Instruction and practical demonstration is provided in techniques ranging from simple case studies to computer utilization.
Class 3, Credit 4
GSWS-534, 535, 536 Seminar I, II, III
For social work seniors who have completed field experience. A study of a variety of professional areas to be defined by students, with staff participation. Each student's input will be based upon the field experience and its related work, and academic experience to strengthen areas of professional and personal concern. Includes a research project and may include "supervision" of a freshman in the first field experience.
Class 3, Credit 4/Qtr.

(General Service Courses)

LANGUAGE AND LITERATURE AREA

GLLC-202 American Issues
A study of political language as a way of emphasizing the need for clarity in reference to major issues in American life.
Class 3, Credit 4

GLLC-204 Utopian Literature: Modern Culture in Conflict
Deals with the problems of polarization of humanism and scientism.
Class 3, Credit 4

GLLC-205 Creative Writing I
The study and practice of the many ways to examine experience in language.
Class 3, Credit 4

GLLC-206 Imagination: Understanding and Creativity
Focus will be on the processes and problems involved in man's critical and creative thinking.
Class 3, Credit 4

GLLC-210 Critical Analysis of Contemporary Affairs
Designed to cultivate intelligent analysis of contemporary issues and encourage constructive criticism of opinions on current concerns.
Class 3, Credit 4

GLLC-211 Separate Realities
Approaches to writing will be studied through an investigation of the theme of non-ordinary perceptions of reality in literature ranging from Lewis Carroll's Alice in Wonderland to Carlos Castaneda's Journey to Ixtlan.
Class 3, Credit 4

GLLC-212 Critical Thinking
Designed to exercise the student in the tactics of sound reasoning, with emphasis on the issues of relativism, certainty, evidence, and the problems of knowledge generally.
Class 3, Credit 4

GLLC-210 Literature as an Approach to Writing
Emphasis will be on separate literary approaches that create problems in composition.
Class 3, Credit 4

GLLC-310 Effective Composition
An analysis of the techniques of effective expository writing with emphasis on regular practice in structuring and organizing essays, developing coherent paragraphs, writing cogent sentences, and sharpening vocabulary.
Class 3, Credit 4

GLLC-401 Oral Communications
The development of oral communications as an aid in more effective communications and human relations. Weekly practice talks with emphasis on organization of ideas, clarity, vocal expression, poise, interest, and appropriateness.
Class 4, Credit 4

GLLC-402 Conference Techniques
Basic theories of conference techniques including leadership, participation, types, and functions of public and private conferences and their evaluation. Student participation in training, problem-solving, and informational-developmental conferences.
Class 4, Credit 4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLLC-403</td>
<td>Interpersonal Communication Skills I</td>
<td>I.C.S. is designed to provide the student with a knowledge of the theory of basic human communication (language, paralanguage, and kinesics). A heavy emphasis is placed upon detecting cultural basis for communication difficulties. Projects are assigned to combine practice with theory in person-to-person communication situations.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-404</td>
<td>Interpersonal Communication Skills III</td>
<td>An examination of the communication difficulties with the handicapped: specifically the deaf, blind and those with other physical handicaps. To include interpersonal, family, social and rehabilitation modes of communication.</td>
<td>3</td>
<td>Class 4</td>
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<td>or</td>
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<tr>
<td>GLLC-431, 432, 433</td>
<td>Spanish I, II, III</td>
<td>This is a specially designed course in conversational Spanish which lays stress upon communications in different languages or in argot, slang, and vernacular of the various groups of clients with whom the social worker is likely to get in contact. Proficiency in Spanish would satisfy this requirement.</td>
<td>3</td>
<td>Class 4/Qtr.</td>
</tr>
<tr>
<td>GLLC-421, 422</td>
<td>German</td>
<td>The courses are designed to enable the student to read and understand technical and scientific German.</td>
<td>3</td>
<td>Class 5</td>
</tr>
<tr>
<td>GLLC-501</td>
<td>Effective Speaking</td>
<td>The development of the techniques of oral communications as an aid to self-confidence in modern social and business situations. Weekly practice talks with emphasis on organization, clarity, vocal expression, poise, interest, and appropriateness.</td>
<td>3</td>
<td>Class 5</td>
</tr>
<tr>
<td>GLLC-511</td>
<td>Modern Applications of Language Theory</td>
<td>The history and theory of communication from basic human communication through the mass media extensional systems.</td>
<td>3</td>
<td>Class 5</td>
</tr>
<tr>
<td>GLLC-320</td>
<td>Literature and Myth</td>
<td>A study of the uses of myth in literature, emphasizing a selected group of commonly accepted archetypes and motifs which appear in a variety of literary forms.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-321</td>
<td>Oral Interpretation</td>
<td>The examination of our literary heritage to encourage the appreciation of the artistry of literature composed to be read aloud.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-322</td>
<td>Literature and the Visions of Man</td>
<td>A study of major modern and contemporary writers with special emphasis on the visions of man’s human condition.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-323</td>
<td>The Cycle of Life in Literature</td>
<td>A study of the literary uses of myths connected with the cycle of life.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-324</td>
<td>Guilt and Expiation</td>
<td>Masterpieces of world literature, ancient to modern, are selected to introduce literary forms (drama, prose, fiction, poetry) in various literary modes (Classical, Romantic, Realistic).</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-325</td>
<td>Thematic Approach to Western Literature</td>
<td>A survey of the major literary genre concerned with certain recurring thematic subjects—love, conflict, religion, evil, death, and the individual—which emphasizes plot, character, setting, style, and theme of respective works.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-326</td>
<td>Literature in its Critical Perspectives</td>
<td>An analysis of short stories, poems, plays, and the novel from various critical perspectives.</td>
<td>3</td>
<td>Class 4</td>
</tr>
<tr>
<td>GLLC-328</td>
<td>Modern Criticism of Literature</td>
<td>Critical approaches to literature to provide the student with a standard of judgment in literature.</td>
<td>3</td>
<td>Class 4</td>
</tr>
</tbody>
</table>
GLLL-330 Voyage Literature
The treatment of the voyage in literature from Homer to the present.
Class 3, Credit 4

GLLL-331 Genres of World Literature
Survey of the primary genres of world literature: drama, novel, short story and poetry.
Class 3, Credit 4

GLLL-332 Survey of Western Literature
A chronological survey of the major literary genres of the Classical, Medieval, Renaissance, Neo-Classical, Naturalism-Realism, and Modern periods, employing the analytical study of the individual works.
Class 3, Credit 4

GLLL-501 Speculative Fiction
Speculative fiction is a survey course in contemporary literature presenting conjectural views of man, his world, his society and his beliefs.
Class 3, Credit 5

GLLL-502 Selected Writers of the Twentieth Century
A study of American writers of the twentieth century with particular attention to the beginnings of realism, naturalism and symbolism.
Class 3, Credit 5

GLLL-503 Great World Drama
A chronological survey of the major periods of theatrical evolution, with emphasis on the physical theatre and production techniques which influenced the playwrights' works within the respective periods.
Class 3, Credit 5

GLLL-504 Shakespeare: Comedy and History
A generous sample of Shakespeare's comedy and history plays is investigated to review their literary excellence and their theatrical power.
Class 3, Credit 5

GLLL-505 The American Spirit in Literature
A survey of the development of American philosophy (political and social) through the study of selected works from the colonial period through the 19th century. Particular attention will be given to the ideas of the writers under consideration and their effect on modern American philosophy.
Class 3, Credit 5

GLLL-506 Literary Symbolism in Short Fiction
Emphasis is on defining literary symbolism and in recognizing this device when it is employed in literary works, with special attention given to the accurate interpretation of symbolic works.
Class 3, Credit 5

GLLL-509 Black Literature
Black Literature is a historical survey of significant black writers from Revolutionary times until the present day.
Class 3, Credit 5

GLLL-513 Ecological Awareness in Literature
A chronological examination of man's attitude toward his environment. Emphasis on his worship, use, and abuse of nature.
Class 3, Credit 5

GLLL-515 Contemporary American Novel
The course will cover American fiction written after World War II. Works by contemporary American writers such as Ellison, Mailer, Bellow, and Updike will be examined, with special emphasis being placed on these writers' relation to contemporary American culture.
Class 3, Credit 5

GLLL-516 Literature and Protest
Selected works by writers such as Sophocles, Dante, Dickens, Camus and Vonnegut as important works of art that reflect man's condition and implicitly prophesy against particular evils in attitudes or institutions of their times.
Class 3, Credit 5
COURSE DESCRIPTIONS / LANGUAGE AND LITERATURE

GLLL-517 Literature of the Bible
A study of several books from the Old and New Testaments selected to show the range and variety of literary forms in the Bible.
Class 3, Credit 5

GLLL-518 Creative Writing II
Students are given maximum freedom to write what they are concerned with in as wide a range of genres as they will attempt.
Class 3, Credit 5

GLLL-522 Mark Twain and the American Dream
Focus will be on the bittercomic writings of the last part of Twain’s career.
Class 3, Credit 5

GLLL-524 Contemporary Film
A study of contemporary world films, to be drawn from those presently showing in the Rochester area (theaters, television, film festivals). Emphasis will be on both technical and aesthetic aspects of the films.
Class 3, Credit 5

GLLL-527 Shakespeare: Tragedy and Romance
A generous sample of Shakespeare’s tragedy and romance plays is investigated to reveal their literary excellence and their theatrical power.
Class 3, Credit 5

GLLL-528 Great World Novels
An examination of a major novel by Dickens, Dostoevsky, Joyce and Faulkner to explore the particular genius of each writer and his contributions to the modern novel.
Class 3, Credit 5

GLLL-529 Literature and Man’s Religious Experience
An interdisciplinary course which attempts to explore the complexity and variety of man’s personal religious quest and its conflicts as these are portrayed by psychologists and literary artists.
Class 3, Credit 5

GLLL-530 Religions of the East:
Hinduism, Buddhism, Taoism
A study of the major religions of the East.
Class 3, Credit 5

GLLL-532 The American and His Environment
An interdisciplinary ecology course, chronologically examining American attitudes and solutions to environmental problems.
Class 3, Credit 5

GLLL-533 The Modern Movement in Literature
Examination of the philosophy and literary achievements of modernism through the works of Mann, Joyce, Proust, Beckett, Faulkner and Borges.
Class 3, Credit 5

GLLL-534 Modern American Fiction
A study of the American Novel from 1900 to 1957.
Class 3, Credit 5

GLLL-535 Technology and American Literature
A study of nineteenth and twentieth century short fiction and novels criticizing the impact of technology upon society.
Class 3, Credit 5

GLLL-536 Short Fiction
The short story as a particular form of literature: definition, characteristics and aims.
Class 3, Credit 5

GLLL-537 Modern American Poetry
The course will present a collection of a number of modern American poems with critical commentary to provide analytic techniques of this particular literary form.
Class 3, Credit 5

GLLL-538 The Nightmare of Technology:
Studies in 19th Century British Writing
Study of British prose and poetry on the effects of industrialism and the social problems in 19th century England.
Class 3, Credit 5
<table>
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<tbody>
<tr>
<td>GLLL-539</td>
<td>Art Nouveau and Aestheticism</td>
<td>A multi-disciplinary study of the relationship between the Art Nouveau and Aesthetic movements in late nineteenth century Europe. Attention will be devoted to parallel movements in literature, painting, and the crafts.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-540</td>
<td>Hero Image in the Theatre</td>
<td>An evolutionary survey of the image of the theatrical hero from Ancient Greece to the mid-20th Century, with emphasis on the changes which take place in the hero image and the reasons for such character changes.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-541</td>
<td>Literature and Cinematic Adaptation</td>
<td>The analyses of both the literary and cinematic qualities and characteristics of common works, with the emphasis on their similarities and differences and their resultant strengths and weaknesses as creative endeavors.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-542</td>
<td>Literature of Violence</td>
<td>An evaluation of the promoting forces, the types, and the effects of violence as it occurs in literary themes from different periods and backgrounds.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-543</td>
<td>American Poetry</td>
<td>Concentration on reading carefully a few American poets such as Walt Whitman and Emily Dickinson in the 19th century, and Eliot, Cummings, and Stevens in the 20th, and special emphasis given to some of the innovators since World War II.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-544</td>
<td>The City</td>
<td>An interdisciplinary approach to the experience of the city both as recorded in art, history, literature, sociology, and as exemplified in part by the city of Rochester.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-546</td>
<td>Philosophy of Justice</td>
<td>Examination of dissent and private conscience in collision with the claims of order and stability in a democratic society.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GLLL-560</td>
<td>Art of the Cinema</td>
<td>A critical examination of certain films as an integral part of modern culture.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-210</td>
<td>Introduction to the Performing Arts: Music</td>
<td>An introduction to the nature, form and significance of music and of the listening experience. Emphasis is placed on the development of a personal awareness of music through an examination of its structure, historical development and its purpose to society.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-211</td>
<td>Introduction to the Performing Arts: Film</td>
<td>Emphasis on seeing and knowing good films. How the director exploits cinematic techniques to create a work of art is the focus for study and discussion of international cinema.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-213</td>
<td>Introduction to the Visual Arts</td>
<td>To develop ability in perceiving worth in objects of art through consideration of fundamental concepts in fine arts, including organization, subject matter and principles of aesthetics.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-503</td>
<td>Survey of American Architecture</td>
<td>A survey of American Architecture from the seventeenth century to the present. Stress will be placed on a visual as well as an historical and social analysis of American building art.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-510</td>
<td>Primitive Art</td>
<td>A study of &quot;Primitive Art&quot; and the creative process in tribal societies.</td>
<td>Class 3</td>
<td>Credit 5</td>
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<tr>
<td>GSHF-511</td>
<td>Modern European Architecture</td>
<td>A critical analysis of European building from the engineering architecture of the late 19th century through the architecture of today.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-51X</td>
<td>Master Drawings Since the Renaissance</td>
<td>A study of drawings from the fifteenth to the twentieth century, including work by Leonardo da Vinci, Michelangelo, Durer, Rembrandt and Picasso.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-513</td>
<td>Oriental Art</td>
<td>A survey outlining the development of art in India, China and Japan and examining the philosophical circumstances that distinguish Eastern traditions.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-514</td>
<td>Cubism to the Present</td>
<td>An investigation into modern man’s struggle to preserve his identity in our fast developing technological world as reflected in the vitality and diversity of today’s visual arts. Differences and similarities with art forms of earlier eras and other cultures will also be discussed.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-519</td>
<td>Rembrandt Van Rijn: His Art and Times</td>
<td>A study of the life, art and times of the Baroque master. Emphasis will be placed on his stylistic evolution, his relations to his society and to the Baroque style, and on his humanistic world view.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-520</td>
<td>Picasso</td>
<td>The life and work of one of the most influential artists of our century.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-521</td>
<td>The Arts Under Communism, Fascism and Nazism</td>
<td>The course will analyze the control the totalitarian regimes of Russia, Italy and Germany exercised over every form of artistic activity.</td>
<td>Class 3</td>
<td>Credit 5</td>
</tr>
<tr>
<td>GSHF-531</td>
<td>Modern American History</td>
<td>Political, social, cultural, and economic development of the American people in the modern period.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-532</td>
<td>Modern European History</td>
<td>The major social, political, and intellectual movements of modern Europe.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-533</td>
<td>Latin American History: From Independence to the Modern Period</td>
<td>Survey of historical development of Latin America from independence through the 1960’s.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-534</td>
<td>History of England</td>
<td>A political and constitutional history of England from the Anglo-Saxon period to the present.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-538</td>
<td>Man and Society</td>
<td>The study of man and society as an insight into current social and individual problems.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-539</td>
<td>The Future as History</td>
<td>Through historical analysis, the course will show that the past has caused the problems of today, and that historical courses must be understood if these problems are to be solved.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-561</td>
<td>The History of the World</td>
<td>Survey of the major events of world history since 1945: Europe, Africa, Asia, and the United States.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
<tr>
<td>GSHF-539</td>
<td>Religious and Cultural Movements and the Shaping of Modern Society</td>
<td>The influence of religion on our society will be the focus of the course.</td>
<td>Class 3</td>
<td>Credit 4</td>
</tr>
</tbody>
</table>
GSHH-320 The Unification of Europe: Achievements and Perspectives
The European crises of this century, the American involvement in them, and the first attempts for reunification.
Class 3, Credit 4

GSHH-503 Communism, Fascism & Democracy in their Theoretical Foundations
A political and historical appraisal of these philosophies. Emphasis is placed upon the claims they make with regard to the individual and the state, and the changes they demand for the future.
Class 3, Credit 5

GSHH-505 The Immigrant in American History
This course traces the history of ethnic and racial minorities in the United States.
Class 3, Credit 5

GSHH-510 Modern Middle East
An historical analysis of the origins of the modern Middle East with particular emphasis on the patterns of political developments in the region during the 19th and 20th centuries.
Class 3, Credit 5

GSHH-514 Race and Society
A social, historical, political, religious and anthropological appraisal of the factors which have produced the differences between social appearances and social attainments of the world’s population.
Class 3, Credit 5

GSHH-518 The Advance of Communism
An examination of the rapid expansion of Communism from the Russian Revolution of 1917 to present time including the rise of Communism in China, Yugoslavia and Eastern Europe, and Cuba. Emphasis will be placed on the causes which favored such an expansion as well as a review of the various avenues by which countries have become communist.
Class 3, Credit 5

GSHH-519 United States-Latin American Diplomatic Relations
The emphasis in this course will be on analyzing the United States’ relations with Latin America from independence to the present.
Class 3, Credit 5

GSHH-520 Crime, Violence and Urban Crisis in the 20th Century
The course will analyze the causes of the outbreak and rapid increase of violent and criminal trends in the world as the most serious realities of the 20th century.
Class 3, Credit 5

GSHH-522 20th Century American Diplomatic History
A narration and interpretation of the events and forces which shaped American foreign relations from 1898 to 1950. Special emphasis will be placed on such issues as the Open Door Policy, the Treaty of Versailles, Pearl Harbor and the Yalta Conference.
Class 3, Credit 5

GSHH-528 History of Popular Culture in America
A study of selected special social and cultural issues and topics in American History from the colonial period to the present, focusing as well on leading personalities.
Class 3, Credit 5

GSHH-530 19th Century American Diplomatic History
An examination of American diplomacy from the early years of American independence to the emergence of the United States as a world power. The War of 1812, Monroe Doctrine, and Manifest Destiny are among the topics considered.
Class 3, Credit 5
GSHH-531 The Black Experience in America
This course explores the history of blacks in America and treats it primarily from a social and cultural perspective.
Class 3, Credit 5

GSHH-533 China, Russia and United States
Since 1949
This course is a follow-up of the other two courses on Russia, and on the advance of Communism.
Class 3, Credit 5

GSHH-534 Ethnicity: A World in Retrospect
Analysis of the establishment and maintenance of minority patterns in inter-people relations derived from the migration of Europeans to Africa, the Americas, Southeast Asia, and within Europe itself.
Class 3, Credit 5

GSHH-535 The United States and Latin American Revolutions Since 1900
A study of the key revolutions from Mexico in 1910 to Peru in 1968 and the effect on American foreign policy.
Class 3, Credit 5

GSHH-536 History of Mexico
The historical development of Mexico since 1821 including the independence movement, the liberal-conservative clash, and the revolution of 1910.
Class 3, Credit 5

GSHH-537 Russia: Imperial and Communist
Analysis of the last days of Czarist Russia and the accession of the new Communist regime.
Class 3, Credit 5

GSHH-538 Social Justice and the Constitution
Analysis of how well the constitution has met the social, economic, and political expectations of citizens in the past.
Class 3, Credit 5

GSHH-539 The American Utopian Dream: History and Evaluation
Contemporary utopian work will be the focus, plus the historical contexts in which ideas have initially emerged.
Class 3, Credit 5

GSHH-540 Selected Problems in Black History
A seminar approach to the thought of key black leaders (Washington, Garvey, King) and the study of the civil rights and black power movements.
Class 3, Credit 5

GSHH-542 Mussolini's and Hitler's Intrigues in America
Analysis of the ethnic, national, and international implications of Fascist and Nazi propaganda in the U.S. from 1922 to 1945.
Class 3, Credit 5

GSHH-543 20th Century European Diplomatic History
An appraisal of the crises of diplomacy, the quest for a higher level of political organization in Europe, totalitarianism, and contending political ideologies.
Class 3, Credit 5

GSHH-544 19th Century European Diplomatic History
The origins of World War I will be stressed in terms of great power rivalries.
Class 3, Credit 5

GSHN-210 The Face of the Land
The course is concerned with those selected aspects of geology that pertain to surface features of the earth. The aim of the course is to acquaint the student with landforms he can recognize in the field or from a car on the highway.
Class 3, Credit 4
GSHN-501 Astronomy
A non-mathematical study of the motions and origins of the solar system as they relate to space investigation. Characteristics of the stellar system with particular emphasis on the evolution of man's knowledge of galaxies. Direct telescopic celestial observation is not a part of this course.
Class 3, Credit 5

GSHN-502 Social Consequences of Technology
An attempt to identify, understand, and probe the causes of current technological problems.
Class 3, Credit 5

GSHN-503 Technology and the Individual
A study of the effects on the life of the individual due to the acceleration of technological change.
Class 3, Credit 5

GSHP-210 Introduction to Philosophy
An introduction to some of the major problems in philosophy with readings from both classical and contemporary sources.
Class 3, Credit 4

GSHP-211 Introduction to Moral Philosophy
An introduction to moral philosophy through an analysis, comparison and evaluation of the main theories that have been offered as systematic ways of making moral decisions. Readings in both classical and contemporary sources.
Class 3, Credit 4

GSHP-212 Introduction to Biblical Studies
An introduction to the basis of Jewish and Christian beliefs through the Old and New Testaments and related texts.
Class 3, Credit 4

GSHP-302 Greek and Roman Philosophy
A study of classical philosophy from the time of Socrates to the Christian era.
Class 3, Credit 4

GSHP-302 Philosophy of Religion
A critical examination of such religious concerns as the nature of religion, the existence of God, the problem of evil, and life after death.
Class 3, Credit 5

GSHP-504 Logic
An introduction to the basic principles of Logic. The main emphasis will be on deductive logic (traditional and modern), but some attention will be paid to inductive logic as well.
Class 3, Credit 5

GSHP-509 Problems About Moral Discourse
Careful analysis and evaluation of various contemporary views concerning the meaning and function of moral language and the question whether or not moral judgments can be rationally justified. The course is designed for students who have had some previous exposure to philosophical analysis.
Class 3, Credit 5

GSHP-510 Comparative Religions
A study of major Western, Asiatic and African religions.
Class 3, Credit 5

GSHP-511 Introduction to Social Philosophy
An introduction to some of the main problems of social philosophy through an analysis, comparison and critical examination of various views concerning the relation of morality to social policies, the nature of social justice, and the claim that there are certain natural human rights.
Class 3, Credit 5

GSSA-201 Introduction to Anthropology
The course focuses on cultural rather than physical anthropology, is holistic in its approach, and will touch on all aspects of anthropology as the science of man. The course is a survey designed for non-anthropology majors.
Class 3, Credit 4

GSSA-210 Introduction to Social Science
An interdisciplinary study of the basic institutional patterns of behavior and of thought which the human animal uses to provide the means of life and experience.
Class 3, Credit 4
GSSE-210 Introduction to Economics
A study of selected essential concepts of economics, combined with a discussion of some of the current economic problems of the American society, and the policies adopted to solve them. No prior familiarity with economics is required.
Class 3, Credit 4

GSSE-301, 302 Principles of Economics
A study of the basic concepts and principles pertaining to the economic behavior of the consumer and the firm (microeconomics), the economic problems of the nation (macroeconomics), and international economic relations.
Class 3, Credit 4/Qtr.

GSSE-303, 304 Economics for Social Workers
A study of basic concepts and principles of economics, related to the problems facing American society, as well as the policies adopted to solve these problems. Emphasis will be placed on the social consequences of various possible courses of action.
Class 3, Credit 4/Qtr.

GSSE-503 Personal Finance
An introduction to basic problems and techniques of managing personal finances, based on the study of such main topics as budgeting, the use of credit, insurance and investments.
Class 3, Credit 5

GSSE-305, 306 Principles of Economics
A study of the basic concepts and principles of economics, related to the economic problems of the nation (macroeconomics), and international economic relations.
Class 3, Credit 4/Qtr.

GSSE-505 Theories of Political Systems
A comparative examination of contemporary political theories viewed from the perspective of the earlier theories out of which they evolved. Emphasis is placed upon the value of theory, its practical application and its limitations.
Class 3, Credit 4

GSMS-211 American Politics
To promote an understanding of the American political system and some of the major contemporary problems related to it.
Class 3, Credit 4

GSMS-503 American Foreign Policy
A study of certain aspects of the basic concepts and principles which influence American foreign policy.
Class 3, Credit 5

GSMS-502 American Political Development
An examination of the origins and evolution of the American political system and some of the major contemporary problems related to it.
Class 3, Credit 4

GSMS-504 Twentieth Century America
The major political, social, and economic developments affecting the U.S. in the 20th century.
Class 3, Credit 5

GSMS-507 International Relations
The basic concepts and theories of international relations, American foreign policy, and major developments in the contemporary world arena.
Class 3, Credit 5
GSSM-508 Government and Politics of the Soviet Union
Designed to examine the Soviet political system with emphasis on ideology, Party apparatus, and governmental institutions.
Class 3, Credit 5

GSSM-510 Comparative Politics
Designed to provide a mode of analysis for the study of political systems in the U.S., Great Britain, France, Federal Republic of Germany, and the U.S.S.R.
Class 3, Credit 5

GSSM-512 Urban Politics
For students interested in a general understanding of the capacity of urban government in solving urban problems.
Class 3, Credit 5

GSSM-530 Modern Germany
A study of Germany in the 19th and 20th centuries.
Class 3, Credit 5

GSSM-510 Comparative Politics
Designed to provide a mode of analysis for the study of political systems in the U.S., Great Britain, France, Federal Republic of Germany, and the U.S.S.R.
Class 3, Credit 5

GSSP-203 The Psychology of Childhood and Adolescence
A systematic, integrated, and interpretive study of a growing person. Includes physical, cognitive, social, moral, and emotional development.
Class 3, Credit 4

GSSP-204 Dynamics of Abnormal Psychology
Description and theories of the nature and development of behavioral disorders. Contemporary treatment procedures will also be discussed, with emphasis on its implications to social work.
Class 3, Credit 4

GSSP-206 Fundamentals of Psychology
A selection of topics drawn chiefly from social and clinical psychology, learning, motivation, and personality with special emphasis on theories of personality.
Class 3, Credit 4

GSSP-210 Introduction to Psychology
A selection of topics drawn chiefly from social and clinical psychology, learning, motivation, and personality with some reference to neuropsychology when relevant.
Class 3, Credit 4

GSSP-501 Industrial Psychology
Consideration of principles, application and current research in industrial psychology, with particular reference to personnel selection, training, motivation, morale, performance appraisal, leadership and communication.
Class 3, Credit 5

GSSP-503 Abnormal Personality
Description and theories of the nature and development of behavioral disorders. Contemporary treatment procedures will also be discussed.
Class 3, Credit 5

GSSP-504 Attitude Formation and Persuasion Techniques
The course will focus on current theories of attitude formation, and seek to apply them to contemporary events to achieve an understanding of how those who wish to shape or change attitudes do so.
Class 3, Credit 5

GSSP-508 Psychology of Learning
A study of experimental investigation with emphasis upon the nature of the problems, procedures and theoretical significance of basic learning processes. This course will focus on selected topics related to human learning.
Class 3, Credit 5

GSSP-510 Social Psychology
The course will attempt to give a general overview of the most intensive investigation, and likely to be of most interest to the student.
Class 3, Credit 4
GSSP-511 Humanistic Psychology: An Introduction
Emphasis on the value and worth of the individual with concern for the person's perception of the here-and-now in coping with life.
Class 3, Credit 5

GSSP-512 Psychology of Personality
A consideration of theories of personality classification and development.
Class 3, Credit 5

GSSP-513 Psychology of Motivation
The nature and development of motive and emotion and the role of these processes in adjustment. Covers concepts and theories of motivation.
Class 3, Credit 5

GSSS-201 Fundamentals of Sociology
An introduction to the structure, function and development of human societies, with special attention to modern industrial societies in general and U.S. society in particular.
Class 3, Credit 4

GSSS-202 Introduction to Social Science
An introductory examination of causes, patterns, and consequences of human behavior, individually and in groups, drawing upon the findings of contemporary social science.
Class 3, Credit 4

GSSS-302 Fundamentals of Sociology
An introduction to the structure, function and development of human societies, with special attention to modern industrial societies in general and U.S. society in particular.
Class 3, Credit 4

GSSS-302 Family Systems
A family system, from a cultural and social class perspective, with emphasis on changing patterns of courtship and mate selection, family role organization and interaction patterns throughout the family cycle; sources of conflict, stress and disorganization; prospects for the future. Similar to GSSS-314, but with emphasis on its implications to social work.
Class 3, Credit 4

GSSS-303 Social Discrimination
A study of the discriminatory practices, present and historical, found in the United States. To include the cultural values and problems of acculturation for the American Indian, Black, Puerto Rican, Chicano, Asian, women, and religious groups, with emphasis on its implications to social work.
Class 3, Credit 4

GSSS-304 Deviance in Society
This course examines the conditions under which deviance as a social reality emerges, develops and changes temporally in the United States and how the process of social liability emerges and its consequences. Secondly, the course deals with specific (or individual) deviant careers, the formation of deviant subcultures and the transformation of a deviant identity. Finally, this course deals with methods of evaluation and solution of the deviant problem, as it relates to the field of social work.
Class 3, Credit 5

GSSS-302 Contemporary Social Problems
Contemporary problems of human living in society will be studied with recourse to local conditions and resources as aids to learning.
Class 3, Credit 4

GSSS-502 Contemporary Social Problems
Contemporary problems of human living in society will be studied with recourse to local conditions and resources as aids to learning.
Class 3, Credit 5

GSSS-503 Dynamics of Social Groups
The nature and function of small groups, the participation of the individual in the group, and the role of groups in our society will be studied.
Class 3, Credit 5

GSSS-504 Intergroup Relations: American Racial and Ethnic Minorities
A sociological analysis of relations between ethnic, racial, and religious groups.
Class 3, Credit 5

GSSS-505 Juvenile Delinquency
Problems of Juvenile Delinquency in the United States: etiology, extent and significance of the problem. This course features an in-depth study of family court and its procedures as well as modern methods of prevention, treatment and control.
Class 3, Credit 5

GSSS-507 Marriage and the Family
Contemporary trends in courtship patterns, male-female relationships and marital systems (a general education elective appropriate for any upper class student).
Class 3, Credit 5

GSSS-511 Population & Society
Study of demographic variables of mortality, fertility, and migration as they affect the rise and quality of population.
Class 3, Credit 5
GSSS-512 Urbanization: Urban Man and Society
The social and spatial characteristics of cities are analyzed, encompassing such topics as the reason for urban development, ecological factors, types and networks of settlements, and urbanism as a way of life.
Class 3, Credit 5

GSSS-514 Family Systems
The family system, from a cultural and social class perspective, with emphasis on changing patterns of courtship and mate selection, family role organization and interaction patterns throughout the family cycle; sources of conflict, stress and desorganization; prospects for the future.
Class 3, Credit 5

GSSS-516 Delinquency: Prevention and Control
Investigation of the problems of prevention and control of juvenile delinquency with emphasis on existing and developing programs.
Class 3, Credit 5

GSSS-517 Sociology of Deviant Behavior
Examination of conditions under which deviance develops and changes over time. Study of individual deviance, deviant subcultures, and the transformation of a deviant identity.
Class 3, Credit 5

GSSS-519 Women's Studies: Selected Topics
An analysis of selected factors that contribute to our understanding of the present status of women.
Class 3, Credit 5

GSSS-530 Man Builds/Man Destroys
A study of the nature, method and scope of environmental responsibility confronting mankind in the eco-system of this planet earth.
Class 3, Credit 5

Open Elective or Independent Study
The student has the freedom to select any course within the Institute or to create an independent study project. An independent study course enables the interested student and his faculty sponsor to coordinate their efforts on subject and topics that range beyond the normal sequence of course selections. The student may, for example, participate in a volunteer community human service experience.
Credit variable
**College of Graphic Arts and Photography**

**Course Descriptions**

**SCHOOL OF PHOTOGRAPHIC ARTS AND SCIENCES**

**BIOMEDICAL PHOTOGRAPHY**

**PPHB-201, 202, 203 Biomedical Photography I**
Basic photography program for biomedical photographers with emphasis on theory, craftsmanship and visual communication. Patient photography, close-up and other photography as a foundation for future biomedical photography. 
Class 4, Lab 8, Credit 6

**PPHB-211 Survey of Biomedical Photography**
Career opportunities, typical biomedical photography settings, types of photography performed. Ethical, professional, and personal relationships with patient, physicians, research and staff personnel. 
Class 1, Credit 1

**PPHB-301, 302, 303 Biomedical Photography II**
Further study and practice of theory and principles used in Biomedical Photography, including photomacography, photomicrography, operating room techniques, infrared and ultraviolet light, biological field studies. 
Class 2, Lab 10, Credit 5

**PPHB-331, 332, 333 Preparation of Biomedical Visuals**
Study of basic principles of effective visual communication and design. Student will produce slide and motion picture presentations and exhibition displays. 
Lab.: F-4, W-4, S-6, Credit 3

**FILMMAKING**

**PPHF-207, 208, 209 Introduction to Film Making and Television**
Film as a means of communication. Involves students in the basic aesthetic principles, production, processes and techniques governing modern film making as it relates to dynamics to all basic phases of motion picture production in the Super 8mm format and are engaged in a variety of production projects, individual and crew, each quarter. Special regard is given to Art and Design students in relation to film making; comparison and contrast of film with other forms of artistic expression; seeing and representing movement through cinematography and editing; the non-representational abstractionist movement in film making; animation, titles and story-boards as art work; set and costume design. Students furnish film and processing; equipment is furnished. The spring quarter (PPHF-209) is devoted to the television medium. (The previous two quarters, PPHF-207, 208 are NOT prerequisites for the TV quarter.) Students will learn how to communicate with the medium, producing programs of their own design within a fairly wide latitude. Course includes work as a crew member on the production of programs designed by the other students in the class. The commonalities and differences as regards film and television will be emphasized.
Class, Lab, Studio, 7 hours, Credit 3

**PPHF-301, 302, 303 Senior Thesis Production**
An investigation, planning, organization and production of an audio-visual presentation, a learning package and informational program for a biomedical communications client. The biomedical communications package will be reviewed for appropriateness of design and content. 
Class 2, Lab 8, Credit 4
PHH-401, 402, 403 Film Making I
Film as an artistic medium of expression. A combined theoretical-practical approach to dynamics of film imagery, movement and all basic phases of motion picture production in the Super 8mm format: script writing, production planning, motion picture camera, emulsions, lighting, non-synchronous sound, editing. Activities include lecture-discussions, studio work and demonstrations, student productions, screenings, critiques, student presentations, screenings and editing laboratory. The television camera is used as a visual aid in various demonstrations. Students furnish film and processing; equipment is furnished by the department.
Class 2, Lab 8, Credit 4

PHH-507, 508, 509 Television Production
Use of the television medium to communicate with audiences. Course emphasizes the producing and directing of informational programs of the student's design and includes work as a crew member on other students' productions: lighting, camera operation, video switching, audio control. A secondary emphasis is put on television as a social, legal and technical phenomenon. All materials are furnished except expendable graphic supplies.
Class 2, Lab 8, Credit 4

PHH-200 Photography
A ten-week summer course for students entering the transfer program in Photographic Illustration and Professional Photography. This is equivalent to Photography PPHG-201, 202, 203.
Credit 12

PHHG-201, 202, 203 Photography
A program in basic photography with emphasis on craftsmanship, theory, and visual communications. The major aim is to enable the student to form a broad foundation of understanding and skills necessary for advanced study in photography available in upperclass programs. The completion of this foundation year allows the student to select a more specific program culminating in a Bachelor of Fine Arts or a Bachelor of Science degree.
Class 3, Lab 12, Credit 7

PHHG-207, 208, 209 Still Photography
In the first quarter the students become familiar with the 35 mm camera, processing and printing. The work is restricted to black-and-white photography. The aesthetics and basic understanding of photographic practice is covered.
The second and third quarters deal with more advanced techniques and principles of photography.
Class 1, Lab 6, Credit 3
COURSE DESCRIPTIONS / PHOTOGRAPHIC ILLUSTRATION 221

PPHG-210 Materials and Processes of Photography
A ten-week summer course for students entering the transfer program in Photographic Illustration and Professional Photography. This course is equivalent to PPHG-211, 212, 213 Materials & Processes of Photography.
Credit 6

PPHG-211, 212, 213 Materials and Processes of Photography
A basic study of the technology of photography, with emphasis on applications to real photographic problems. Learning experiences include workshop projects, demonstrations, lectures, discussions, and reviews of readings. Among the topics studied are image formation and evaluation, photosensitive materials, exposure, processing, tone reproduction, visual perception, color theory, variability, quality control, and photographic effects. An independent study project is required.
Class 2, Lab. 1, Credit 3

PHOTOGRAPHIC ILLUSTRATION

PPHL-301, 302, 303 History and Aesthetics of Photography
Covering the "History and Aesthetics of Photography" from 1839 to the present, with special emphasis on the development of photographic seeing, and its related effect on other media. A survey of the numerous processes and how their development affected the image-making of their particular period, i.e. daguerreotypes, calotypes, ambrotypes, etc. Student projects designed to illuminate phases of photographic history best understood by personal visual exploration.
Class 3, Credit 3

PPHL-311, 312, 313 B.F.A. Photography II
This is a common core course which is required of all second year Illustration students.
Emphasis is placed on an integrated learning experience as an essential foundation to upperclass study in the various photographic disciplines. The course, therefore, is not taught as a complete body of knowledge, but rather as an open-ended investigation into many areas of technical and image making. The course should aid the student to make a selection in one of the four major areas of specialization offered to upperclass B.F.A. degree candidates.
Class 3, Lab. 9, Credit 6

PPHL-401, 402, 403 Photography as a Fine Art I
The third-year course for students majoring in photography as a fine art places emphasis on expanding the individual’s ability and understanding of photography as a light-sensitive medium for communicating ideas. This is done through exploration of traditional as well as non-silver print-making techniques. The course is intended to develop an awareness and sensitivity to shared concepts among other disciplines in arts. (PPHL-303)
Class 2, Lab. 8, Credit 4

PPHL-411, 412, 413 Photojournalism I
Journalistic photography for mass media publication with emphasis on the development of specialized skills in projects dealing with various aspects of reportage and all related editorial problems from captions to finished layout. Research and origination of material as well as the study of publications is explored. (PPHL-313)
Class 2, Lab. 8, Credit 4

PPHL-421, 422, 423 Nature Photography
A course designed to help students become more concerned and visually aware of the natural environment. This is accomplished principally by direct involvement through study and photography of major natural forms. The student also acquires valuable basic understanding of the natural world, special photographic techniques and a broader concept of man’s attitudes toward and impact on his environment. (PPHG-205)
Class 2, Lab. 8, Credit 4
PHOTOGRAPHIC PROCESSING

PHOTOGRAPHIC PROCESSING
AND FINISHING MANAGEMENT

PPHL-451, 432, 433 Illustration Photography I
Advanced and extended study of the making of photographs in studio and on location. Emphasis on the growth of the imagination and aesthetic aspects of creating illusions. Investigation into the photographic medium as a means of communicating ideas. The development of individual vision and self expression through the disciplines of photography, both in black and white and color images. (PPHL-313)
Class 2, Lab. 8, Credit 4

PPHL-437, 438, 439 Visual Communications Workshop
Primarily a photographic course, however, emphasis is placed on experimental approaches to communications. Visual and psychological purpose of media will be explored. This course presupposes a basic background in Design, as well as in Photography.
Class 2, Lab. 8, Credit 4

PPHL-501, 502, 503 Photography as a Fine Art II
The major emphasis is placed on the individuals learning to generate and intensify personal statement through the medium of photography. Students select their own projects and work with their own ideas under the guidance of an instructor. Class discussions center around certain common problems found in working with this medium, such as the self-impositions of unnecessary limitations. Development of awareness to the other arts is continued. (PPHL-403)
Class 2, Lab. 8, Credit 4

PPHL-511, 512, 513 Photojournalism II
A workshop course with emphasis upon the production of photographic images for publication in mass media. Study includes market research, marketing methods, accepted industry practices, as well as the production of photographic images for the market. (PPHL-413)
Class 2, Lab. 8, Credit 4

PPHL-521, 522, 523 Color Photography Workshop
A workshop course in which the student designs and executes projects in advanced color photography. Emphasis is on the aesthetic use of color photography techniques. (PPHL-313 or equivalent, and permission of instructor)
Class 2, Lab. 6, Credit 4

PPHL-531, 532, 533 Illustration Photography II
Advanced individual creative approaches to visual problem solving. Conceptual ideas employing the photographic medium is stressed. The student is encouraged to find a personal photographic approach and to develop a portfolio. (PPHL-433)
Class 2, Lab. 8, Credit 4

PPHM-201, 202, 203 Basic Principles of Photography
The program of study is designed to provide photographic marketing students with a thorough knowledge of the basic photographic process in order that they may have an understanding of how photographic products work. The course will include units of study in film characteristics, lighting, optics, photographic chemistry, sensitometry and color theory. Each of these will be related to the actual practice of photography.
Class 2, Lab. 6, Credit 4

PPHM-300 Machine Processing
A ten-week summer course which provides an opportunity for students who have completed basic photography to gain an understanding of all aspects of machine processing. They will be involved with machine processing on a full production basis. A "hands-on" type of learning experience will be the method most often employed in this course.
12 Qtr. Cr.
PHYS-501, 502, 503 Research
An investigation of a problem in photographic science or engineering, including planning and execution of experiments, statistical data analysis, and reporting results orally and in a written paper. (PHHS-403, PPHS-413)
Class 2, Credit 2 (Fall)
Class 2, Lab. 9, Credit 4 (Winter and Spring)

PHHS-511, 512, 513 Optical Instrumentation
Principles of geometrical and physical optics, image evaluation, optical instruments, and instrumentation. (SMAM-305, SPSP-303)
Class 3, Credit 3

PHHS-521, 522, 523 Imaging Systems and Evaluation
Analytical foundations of image formation and evaluation, the response characteristics of image-forming devices: lenses, photographic emulsions, and other sensors, methods for engineering photo-optical systems, image evaluation instrumentation. (PHHS-403, SMAM-305, SPSP-303)
Class 2, Lab. 6 Credit 4 (Fall)
Class 2, Credit 2 (Winter and Spring)

PHHS-531, 532, 533 Theory of the Photographic Process
An advanced course in photographic theory: sensitivity, emulsions, latent image, and processing of both black and white and color materials. Chemistry and physics of selected non-silver and other non-conventional processes. (PHHS-303, SCHG-207, SMAM-305, SPSP-303)
Class 3, Credit 3

PHHS-700 Principles of Photographic Science
A course intended for students who have completed their undergraduate programs in engineering, or the sciences and who now wish to prepare themselves for entry into the graduate program in Photographic Science and Instrumentation. It is an intensive course, assuming working knowledge of mathematics, physics, and chemistry, and includes radiation theory and radiometry, properties of radiation-sensitive materials, chemistry and kinetics of photographic processing, sensitivity, tone reproduction, principles of color measurement, and color photographic systems. Credit 15 (Summer only)
(Not applicable to 45 required graduate credits)

PHHS-701, 702, 703 Principles of Photographic Science
Equivalent to PHHS-700, but offered in the evening and Saturdays during the regular Fall, Winter and Spring quarters.
Credit 15
(Not applicable to 45 required graduate credits)

PHHS-711, 712, 713 Theory of the Photographic Process
Physical structure and optical properties of the silver halide emulsion and their relations to the characteristic curve; chemistry and preparation of emulsions; extensive treatment of theory of sensitivity and latent image formation; chemistry and kinetics of processing, including color processing; theory of color reproduction; chemistry and physics of selected non-silver processes.
Class 3, Credit 3

PHHS-721, 722 Mathematics for Photographic Systems
A special graduate course in mathematics involving those areas of direct concern in design, analysis, and evaluation of photographic systems.
Class 4, Credit 4
PHOTOGRAPHIC SCIENCE
AND INSTRUMENTATION

The two courses, PPHS-200 and PPHS-210, are special intensive summer courses designed for students transferring into the Photographic Science and Instrumentation program, and for others who desire a background in Photographic Science and Instrumentation at an introductory engineering level. Students planning entrance at the third year take both courses concurrently.

PPHS-200 Fundamentals of Photographic Science I
An intensive course presenting the subject matter normally taken by Photographic Science and Instrumentation students during their first year. Topics include the basic physics and chemistry of photosensitive systems, characteristics of radiation, introduction to sensitometry and tone reproduction, and applied photography.
Credit 9

PPHS-201, 202, 203 Photography for Scientists and Engineers
An introduction to the theory and application of radiation-sensitive materials and systems. Physical properties of photographic materials, characteristics of radiation, sensitometric properties of photosensitive materials, processing chemistry, and fundamentals of black and white and color photography.
Class 3, Lab. 3, Credit 4

PPHS-210 Fundamentals of Photographic Science II
An intensive course presenting the subject matter normally taken by Photographic Science and Instrumentation students during their second year. Topics include basic photographic and instrumentation optics, the chemistry of non-conventional black and white and color processing, and a continuation of the topics covered in PPHS-200.
Credit 9

PPHS-301, 302, 303 Principles of Photographic Systems I
A continuation of PPHS-203. The chemistry of unconventional black and white and color processing, basic photographic and instrumentation optics, and sensitometry and densitometry of photo-sensitive materials.
Class 2, Lab. 6, Credit 4

PPHS-401, 402, 403 Principles of Photographic Systems II
The analysis of radiation and radiation sources, modulators, and detectors; theory of color measurement and color reproduction systems; fundamentals of image evaluation and photographic image structure.
Class 3, Lab. 6, Credit 5

PPHS-411 Statistical Inference
Hypothesis testing, confidence intervals, and sample size for variables. Introduction to analysis of variance and regression analysis.
Class 2, Lab. 2, Credit 3

PPHS-412 Design of Experiments
Basic designs for experiments, objectives, conclusions, error estimation, data analysis. Continuation of analysis of variance and regression analysis. Response surfaces and factorials.
Class 2, Lab. 2, Credit 3

PPHS-413 Statistical Quality Control
Basic probability, control charts, sampling plans, power and O.C. curves, and modern applications of product and process control.
Class 2, Lab. 2, Credit 3

PPHS-421, 422, 423 Photographic Chemistry
The chemistry of photographic emulsions and developer solutions at the intermediate level. Topics in physical, organic, and analytical chemistry necessary to the continued study of photographic science and engineering. Nomenclature, structure, and property trends, equilibrium, kinetics, electrochemistry, catalysis, photochemistry, instrumentation and analytical techniques.
Class 3, Lab. 3, Credit 4
COURSE DESCRIPTIONS / PROFESSIONAL PHOTOGRAPHY

PPHP-4X1, 412, 413 Sensitometry
Provides the professional photographer with technical tools for solving photographic problems. Topics include statistical concepts, process control methods, sensitometry, densitometry, tone reproduction systems, color reproduction systems, and image evaluation. (SMAM-212, PPHG-203)
Class 3, Lab. 3, Credit 4

PPHP-421, 422, 423 Advertising Photography
A course built strictly to the standards of professional photography. Only those students who seriously aspire to be professional craftsmen should enroll. The assignments are specific and vary from strictly commercial to advertising illustration. In addition, the student is encouraged to specialize in the direction of his own natural ability and interests. Approximately half of the photography will be in color. (PPHP-303 and/or PPHL-313) Equipment required: a SLR or TLR 2 1/4" camera.
Class 2, Lab. 7, Credit 4

PPHP-431 Forensic Photography
The use of photography in forensic application for business and industry, surveillance, photographic evidence, forgery detection, safety. (PPHG-203)
Class 2, Lab. 6, Credit 4

PPHP-441, 442, 443 Advanced Color Printing
This course is designed to give the student an advanced study in color techniques and theory in relation to quality and creative use of photographic materials. The student may choose subjects for independent study such as the Dye Transfer Process, quality control methods in printing and processing and special masking. PPHP-311 or some previous experience is required.
Lab. 8, Credit 4

PPHP-501, 502, 503 Industrial Photography Seminar
Depending on the student's interest, the course is subdivided into three areas of emphasis.
(a) A-V Preparations and Presentations; a continuation of PPHP-407 to a greater depth on a seminar basis. (PPHP-407 or permission of the instructor)
(b) Instrumentation; a continuation of PPHP-408 to a greater depth on a seminar basis. (PPHP-408, or permission of the instructor)
(c) Corporate and Special Interest Publications; a continuation of PPHP-409, to a greater depth on a seminar basis. (PPHP-409, or permission of the instructor)
Class 2, Lab. 3, Studio 5, Credit 4

PPHP-511, 512, 513 Photographic Process Control
Statistical methods of studying repetitive processes, with special application to photographic processing; methods of obtaining data about processes, including chemical and physical factors; methods of making process adjustments, including automatic control methods. (PPHP-413, or permission of the instructor)
Class 2, Lab. 6, Credit 4

PPHP-521, 522, 523 Advanced Color Seminar
This course is designed to give the advance student an opportunity to work relatively independently to either develop his portfolio and/or to explore specific areas of interest in depth, either in the picture making areas or in image/materials manipulation techniques. It combines the individual initiative aspects of independent study with the advantages of shared class critiques, lectures and other profession related experiences.
(PPHP-303 and/or PPHL-313, or permission of instructor)
Class 2, Lab. 6, Credit 4

PPHP-541, 542, 543 Portrait Photography
Portraiture with the professional photographer's approach. Black and white and color retouching are included and instruction is given in special printing and finishing techniques. (PPHG-203)
Class 2, Lab. 6, Credit 4

PPHP-551, 552, 553 Special Topics in Photography
A seminar approach offered on demand when adequate numbers of students and faculty desire to investigate specialized topics not normally offered in the regular curriculum. Available to upper level students.
Credit: Variable
COURSE DESCRIPTIONS / PROFESSIONAL PHOTOGRAPHY 223

PPHM-301, 302, 303 Machine Processing
Provides an opportunity for photographic students to gain an understanding of the mechanical, electrical, electronic, chemical, and production concepts of automated processing and finishing. Student will be involved with automated processing and finishing on a full production basis. (PPHS-201, 202, 203, or 21 credit hours of basic photography)
Class 1, Lab. 8, Credit 4

PPHM-310 Survey of Machine Processing
Provides the non-photographic processing and finishing major with an opportunity to become knowledgeable in the operational procedures and services of a processing and finishing laboratory.
Class 2, Credit 2

PPHM-320, 321 Mechanics of Photographic Hardware
The course will cover causes, effects, and benefits of the application of basic principles of optics, mechanisms and electronics embodied in the type of hardware handled by retail and wholesale photographic establishments catering to the general public. (PPHM-203)
Class 4, Credit 4

PPHM-301, 302, 303 Training and Supervision of Photographic Processing and Finishing Laboratory Personnel
Provides an opportunity for the Processing and Finishing Management students to experience supervisory and training techniques as they prepare and use training aids and techniques in the actual supervision of the various work areas in the Processing and Finishing Laboratory. (PPHM-303)
Class 1, Lab. 8, Credit 4

PPHM-311, 312, 313 Basic Color
Color photographic image-making based on the study of color principles, color vision and color photographic materials and processes. Part of this course is a visual design workshop which explores what constitutes an image, concentration in visual awareness, perception and sensitivity. Color transparencies are emphasized initially followed by extensive practice in negative-positive printing. The use of special processes and techniques is introduced in the final quarter. Coordination with Photography II (PPHP-301, 302, 303) provides realistic professional assignment applications.
Class 2, Lab. 4, Credit 3

PPHP-301, 302, 303 Photography II
Advanced applied photography in black and white and color with emphasis on craftsmanship, problem-solving, and visual communications. Further emphasis is placed on the development of the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and utilization. (PPHP-203)
Class 3, Lab. 11, Credit 6

PPHP-311, 312, 313 Basic Color
Color photographic image-making based on the study of color principles, color vision and color photographic materials and processes. Part of this course is a visual design workshop which explores what constitutes an image, concentration in visual awareness, perception and sensitivity. Color transparencies are emphasized initially followed by extensive practice in negative-positive printing. The use of special processes and techniques is introduced in the final quarter. Coordination with Photography II (PPHP-301, 302, 303) provides realistic professional assignment applications.
Class 2, Lab. 4, Credit 3

PPHP-407 A-V Preparations and Presentations
A survey of the problems involved in conceiving, constructing and exhibiting audio-visual productions. Special emphasis is placed on photographic techniques and how they relate to other phases of production.
Class 2, Lab. 5, Credit 4

PPHP-408 Scientific and Technical Applications of Photography
An introduction into the field of photography as it applies to technical problem solving. Event timing, photo sensing, visible and invisible radiation recording are presented in class and laboratory projects.
Class 2, Lab. 8, Credit 4

PPHP-409 Corporate and Special Interest Publications
A survey of this type of publication with particular emphasis in the photographic problems involved. Skill building assignments to improve competence and an introduction into the problems of the art director, editor, printer, layout man, and writer form the basis of the course content.
Class 2, Lab. 8, Credit 4
COURSE DESCRIPTIONS / PHOTOGRAPHIC SCIENCE 227

PPHS-731, 732, 733 Principles of Instrumental and Photographic Optics
The principles of geometrical and physical optics with application to photographic instrumentation systems. Geometrical optics—general laws, first-order imaging, aberrations and geometrical image evaluation, mirror and prism systems, the eye and vision characteristics, radiometry of optical images, basic instrument systems. Physical optics—Maxwell’s equations, electromagnetic waves, polarization, interference and interferometers, coherence, Kirchoff integral and Huygen’s principle, Fraunhofer and Fresnel diffraction, Fourier-transform formulation of diffraction, transfer-function description of imaging system performance.
Class 3, Credit 3

PPHS-741, 742, 743 Analysis and Evaluation of Imaging Systems
Complex variables and Fourier analysis with application to the evaluation of imaging systems. Properties of optical images, structure of photographic images. Methods of photo-optical system evaluation.
Class 2, Lab. 6, Credit 4 (Fall)
Class 3, Credit 3 (Winter and Spring)

PPHS-751, 752, 753 Special Topics in Photographic Science
Advanced topics of current or special interest, varying from quarter to quarter, selected from the field of photographic science. Specific topics announced in advance. (Not offered every quarter. Consult Chairman of the Photographic Science Graduate Program.) Credit 3

PPHS-890 Research and Thesis Guidance
Thesis based on experimental evidence obtained by the candidate in an appropriate field as arranged between the candidate and his advisor. Credit 9 minimum for M.S.
SCHOOL OF PRINTING
MANAGEMENT COURSES

PPRM-201 Introduction to Technical Writing
Class 3, Credit 3

PPRM-301 Applications of Computers to the Graphic Arts
A study of the applications of automated data processing, involving both tabulating systems and electronic computer systems, to the graphic arts industry. Topics include historical development, basic theory and concepts, general and special purpose computer applications. Both technical and managerial aspects of applications are considered.
Class 4, Credit 4

PPRM-302 Personnel Relations I
An introductory study of human relations in the printing industry, emphasizing the personnel management aspects of a supervisor's job. Students study problems of individual behavior and how workers are affected by organizational influences. Case analysis is used extensively. (GSSP-201)
Class 3, Credit 3

PPRM-305 Magazine Writing and Design
A discerning look at what goes on in the competitive and dynamic field of magazine publishing. An overview of the history, the business side, the editorial side, and the production side of the magazine industry.
Class 3, Credit 3

PPRM-401 Estimating I
A basic course embracing the principles and procedures for estimating the cost of printing by letterpress and offset lithography. Analysis of specifications, planning for production. Costs of materials and outside services. Introduction to determining productive time. Hour costs and hour rates. Profit margin and pricing. (PPRT-311)
Class 3, Credit 3

PPRM-402 Estimating II
Further study in estimating printing costs with emphasis on determination of productive time allowances by operation. Sources of time cost data. Classification of operations and data. Standard times. Use of basic time schedules and procedures in their preparation and organization. (PPRM-401)
Class 4, Credit 4

PPRM-403 Printing Production Management I
An introductory study of the "art and science" of printing production management. Theory and practice of production organization, of industrial purchasing, of planning and controlling production, is covered. Students are introduced to inventory planning and control, and to work measurement.
Class 3, Credit 3

PPRM-404 Printing Production Management II
A continuing study of the production management function. The theory, practices, and applications of four subject areas are stressed: methods analysis, work measurement, quantitative inventory control methods, and engineering economic studies. An independent study project is usually required for this course. (PPRM-403 or equivalent)
Class 4, Credit 4

PPRM-501 Financial Control I
Introductory course in basic industrial accounting practices and procedures—the purely clerical work is minimized. Objective is an understanding of the elements, relationships, and uses of the classified Income Statement and Balance Sheet as they apply to manufacturing. The Cost of Manufacturing Statement.
Class 4, Credit 3

PPRM-502 Financial Control II
Class 4, Credit 4
COURSE DESCRIPTIONS

PPRM-503, 504  Statistics of Quality Control I, II
Fundamental concepts of statistics and the application of statistical methods to the control and investigation of processes and operations. (SMAM-201)
Class 4, Credit 4

PPRM-505  Advertising Management
A survey of the advertising industry and its relationship to printing. Advertising research, copywriting, media, and the social aspects of the advertising process.
Class 4, Credit 4

PPRM-506  Business Law
Elements of the laws of contracts, agency, sales, negotiable instruments, partnerships, corporations, taxes, insurance, libel, copyright, and other laws pertaining to business, printing and publishing.
Class 3, Credit 3

PPRM-509  Economics of Production Management
Advanced study of the theoretical framework of production management, applying economic analysis. Study is made of cases involving actual managerial situations in areas such as demand for printing, cost analysis, pricing, and capital budgeting. Quantitative techniques are extensively employed. (GSSE-20X)
Class 4, Credit 4

PPRM-510  Personnel Relations II
Advanced study of employee-employer relationships. Introduction to major management concepts as they relate to the printing field. Management functions and organization theory are considered in the light of behavioral science. Supervisory practices are analyzed. (PPRM-302)
Class 4, Credit 4

PPRM-512  Collective Bargaining in the Graphic Arts
A study of the strategies and tactics of collective bargaining as applied to the graphic arts. Wage issues, fringe issues, and such concepts as seniority, discipline, grievance procedures, and managerial prerogatives are considered.
Class 3, Credit 3

PPRM-513  Sales Management
Principles of effective printing sales management (the sales manager's job) are considered. These include planning, organizing, training, compensating, and motivating the sales force. Techniques and practices of creative salesmanship (the salesman's job) are analyzed, with study of such fundamental selling operations as handling objectives and closing. The psychological basis of selling is explored in depth.
Class 4, Credit 4

PPRM-514  Newspaper Management
Consideration of personnel, organization, finance, maintenance, advertising, circulation, and other sources of revenue as they pertain to the metropolitan press. Problems and practices of plant supervision.
Class 4, Credit 4

PPRM-515  Legal Problems of Publishing
Class 4, Credit 4

PPRM-590  Senior Seminar
Consideration of related graphic arts areas not normally covered in regular courses. Investigation of recent and possible future developments in technology, management, and scientific applications, and their implications and probable effects on the industry.
Class 3, Credit 3

PPRM-599  Independent Study
Student selects and develops independent study project of own design. Project and amount of credit assigned must be approved by Director of School of Printing.
Credit by arrangement
PPRT-201 Typographic Composition
In addition to learning to set type by hand the student will receive from this course an introduction to typography; from terminology to typeface recognition. By acquiring the basic knowledge of the conventional rules which stem from good traditional typography, the student can at a future date explore with a greater degree of understanding and assurance the new freedoms that are to be found in the latest typesetting methods. In addition, the production procedures of modern composing rooms will be discussed and observed in the laboratory.
Class 2, Lab. 3, Credit 3

PPRT-202 Machine Composition
Class 2, Lab. 3, Credit 3

PPRT-203 Layout and Printing Design
Historical analysis of letter forms. Essential requirements and principles of layout and printing design as applied to commercial printing and advertising. Practical application of theory in solving printing design problems.
Class 2, Lab. 3, Credit 3

PPRT-204 Relieved Press
Class 2, Lab. 3, Credit 3

PPRT-205 Gravure Printing
Introductory course designed to survey the gravure printing process and the study of related information regarding applications, techniques, equipment, materials and supplies. Course conducted by means of lectures, class discussions, demonstrations and supervised laboratory exercises.
Class 2, Lab. 3, Credit 3

PPRT-206 Reproduction Photography
A basic course in the fundamental principles, procedures, techniques, and applications of the photographic process as it is related to the production of negatives for the major printing processes.
Class 2, Lab. 3, Credit 3

PPRT-207 Printing Plates
Introductory course in the elements of platemaking procedures for letterpress, flexographic, and lithographic plates; gravure cylinders, and electronically engraved plates. Theoretical study plus practical involvement in making of various plates.
Class 2, Lab. 3, Credit 3

PPRT-208 Lithographic Press
Class 2, Lab. 3, Credit 3

PPRT-209 Screen Printing
Theory and practice of screen printing covering areas such as preparation of positives, frames, inks, fabrics, stretching of fabrics, screen methods, fillers, squeegees, inks, presses, and dryers. Experiences in printing papers, plastics, and irregular shapes. A study of some of the economic aspects of screen printing and its place in the total concept of graphic arts.
Class 2, Lab. 3, Credit 3

PPRT-301 Typographic Composition
Emphasis is put upon finished typographic problems. Topics included in lectures are typographic movements, design concepts, analysis of current typographic practices, private presses, and bookmaking. The lab work is designed to present interesting and challenging problems to the serious student of typography. (PPRT-201)
Class 2, Lab. 6, Credit 4
PPRT-302 Photocomposition Systems
Detailed study of photocomposition with emphasis on systems approach. Introduction to use of computers in composing rooms, and operation of specialized equipment. Field trips. (PPRT-202)
Class 2, Lab. 4, Credit 3

PPRT-303 Layout and Printing Design
Typical printing design problems with emphasis on typographic arrangements, pictorial arrangement with consideration of production follow-through. Includes design of complete booklet dummy and other commercial items for black and white and color reproduction from roughs to comprehensive layout.
Class 2, Lab. 6, Credit 4

PPRT-304 Advanced Relief Press
A study of presses room problems in letterpress printing on cylinder press equipment. Commercial forms, single color and multicolor work. Make ready system. Operation and care of equipment. (PPRT-204)
Class 2, Lab. 6, Credit 4

PPRT-305 Gravure
Laboratory and technical course embracing the theories and practices of gravure presswork using sheet-fed presses. Demonstrations and class use of three-unit web press will also be incorporated. Study of related information on techniques, equipment, materials, and supplies.
Class 2, Lab. 3, Credit 3

PPRT-306 Tone Reproduction Photography
The photographic processes as they relate to the measurement and reproduction of tones for the major printing processes. The emphasis will be on the scientific analysis of a complete system of half tone photomicroscopy and process control. (PPRT-206)
Class 2, Lab. 3, Credit 3

PPRT-307 Lithographic Plates
An advanced lithographic plate course covering the theory and practice of all types of litho plates; their processing, problems, controls, and applications in the industry. Included are related plate department operations such as step and repeat, and work with nonlight-contact films.
Class 2, Lab. 3, Credit 3

PPRT-308 Lithographic Press Problems
An advanced course in the theory, practice, and problems of offset presswork. Development of technical knowledge of materials and equipment. Practice in running multicolor work. (PPRT-208)
Class 2, Lab. 6, Credit 4

PPRT-309 Advanced Screen Printing
Further study of the theory and practice of screen printing covering areas such as experiments with fabrics for screens; stencil forming materials and the effects these have on a finished product. Further study into the inks and substrates that are common to the screen printer. Introduction to and running of automatic cylinder screen printing press and container press capable of printing cylindrical, conical and flat objects. (PPRT-209)
Class 2, Lab. 3, Credit 3

PPRT-310 Relief and Gravure Plates
An introduction to the technological requirements involved in producing relief printing plates. Original and duplicate plate characteristics are considered in light of typical production needs. Chemical, mechanical, and electronic processes are discussed and illustrated in lecture and laboratory experiences.
Class 2, Lab. 3, Credit 3

PPRT-311 Imposition and Finishing
Theory and practice of imposition of various kinds of forms. Imposition planning as related to and governed by folding and other finishing operations. Imposition and lockup principles and procedures for letterpress forms.
Class 4, Credit 4

PPRT-312 Stripping
Examination and treatment of negative and positive films to remove defects; study and application of various methods of assembling film negatives or positives into flats in preparation for platemaking; study of proofing systems and types of impositions.
Class 2, Lab. 3, Credit 3
PPRT-313 Copy Preparation
Preparation of copy for camera. Working from layouts, making analysis of requirements. Paste-up techniques, methods of pre-separation mechanicals, use of photographic and typographic copy, relation to production steps in follow-up for offset platemaking and photoengraving. Proper instructional specification writing. (PPRT-203)
Class 2, Lab. 6, Credit 4

PPRT-314 Flexography
A study of the theory and practice of flexographic printing. Uses and development of flexography. Plate and ink requirements. Press principles and operation. Experiments in printing on a wide variety of surfaces. (PPRT-204)
Class 2, Lab. 6, Credit 4

PPRT-315 Ink and Color
Theory of light and color; basic theory of process color and correction; use of color comparator and spectrophotometer. The study of color systems and color matching systems. Theory and application of various ink systems; practice in standard ink-mixing and color matching emphasizing offset and letterpress processes. Correlation of ink properties with applications; emphasis on relationship of ink to paper and press. Study of ink problems and their correction.
Class 2, Lab. 6, Credit 4

PPRT-316 Production for Book Publishing
A study of the procedures utilized in the modern production of books, from the viewpoint of both publishing firms and book manufacturers. The structure of the publishing industry is analyzed, along with each step in the production of a book, from manuscript to bound copy.
Class 3, Credit 3

PPRT-317 Calligraphic Forms
An introduction to the basics of calligraphy. Exercises in use of broad-edge pen to develop primary forms of italic and Chancery Cursive letter styles and skills in rapid writing. Consideration of historical origins of letters, use of basic tools, understanding of methods and disciplines stressed.
Class 2, Lab. 3, Credit 3

PPRT-319 Newspaper Design
A study of the methods of designing modern newspaper pages. A look at a variety of front page design methods as well as inside pages. Placement of editorial content and ads. Problems involved in designing section pages and special pages and editions. The standard format vs. the tabloid format. Page sizes, column widths, and space between columns.
Class 2, Lab. 3, Credit 3

PPRT-320 Newspaper Production
A study of methods of producing a newspaper by both the letterpress and the lithographic processes. Uses of hot type and cold type composition. Newspaper make-up procedures in hot type as well as paste-up methods with the use of cold type. A review of basic camera, stripping, plate, and press operations. (PPRT-319)
Class 2, Lab. 3, Credit 3

PPRT-321 Web Offset
Class 2, Lab. 3, Credit 3

PPRT-401 Typographic Workshop
Principles of typography applied to individual projects, depending upon the educational objectives of each student. Opportunity is allowed for complete use of the facilities of the Typographic Composition Laboratories. (PPRT-301)
Class 2, Lab. 6, Credit 4

PPRT-402 Applications of Electronics to Graphic Arts
A basic course in fundamentals of electricity and electronics as related to the graphic arts field. The concepts in use of modern equipment and devices, such as sensing, detecting, control, and production will be emphasized.
Class 4, Credit 3
PPRT-403 Layout and Printing Design
A project course with design problems which involve the student in converting his designs into the actual camera copy, trying various media, learning to identify art techniques and printing processes. More individualized approaches emphasized, more advanced principles applied. (PPRT-303)
Class 2, Lab. 6, Credit 4

PPRT-406 Color Separation Photography
Color separation and color correction methods in the graphic arts industry. Color theory, masking requirements, tone reproduction for color, color proofing systems, electronic scanners. (PPRT-306)
Class 2, Lab. 3, Credit 3

PPRT-410 Printing Surfaces
A study of the interrelationships of inks, substrates, and printing processes. Emphasis is placed upon ink and paper manufacturing; physical and optical properties of materials; testing; problem-solving.
Class 2, Lab. 3, Credit 3

PPRT-501 Development of Printing Types
Present-day typefaces studied with relationship to their historical development and current use. Type classification and nomenclature.
Class 3, Credit 3

PPRT-506 Advanced Color Reproduction
Further study of color measurement and color reproduction. The emphasis will be on the analysis of a color reproduction system using such tools as color measurement instrumentation, visual color evaluation, color tone reproduction, and process control. (PPRT-406)
Class 2, Lab. 3, Credit 3

PPRT-591 Reproduction Photography
An intensive course designed to enable Photography students to gain a basic understanding of the various printing processes, the application of photography to each, with an emphasis on problems involved in obtaining optimum tone and color reproduction of their photographs.
Class 2, Lab. 3, Credit 3

PPRT-592 Printing Plates
A specialized course for Photography students to develop understanding of various imaging methods and characteristics, processing steps, applications, and major problems of platemaking.
Class 2, Lab. 3, Credit 3

PPRT-593 Printing Presses
Course offered for Photography students. Theory and practice of the methods of relief, planographic, flexographic and intaglio processes.
Class 2, Lab. 3, Credit 3
College of Science
Course Descriptions

BIOLOGY DEPARTMENT

Note: Quarter offered follows course description in brackets: F—Fall; W—Winter; S—Spring; SR—Summer

SBIB-559 Special Topics - Biology
Advanced courses which are of current interest and/or logical continuations of the courses already being offered. These courses should be structured as ordinary courses and should have specified prerequisites, contact hours, and examination procedures. Offered every quarter.
Class variable, Credit variable

SBIB-599 Independent Study - Biology
Faculty directed study of appropriate topics on a tutorial basis. This course will generally be used to enable an individual to pursue studies of existing knowledge available in the literature. Offered every quarter.
Class variable, Credit variable

MOLECULAR & CELLULAR BIOLOGY

SBIC-320 Histology
Detailed study of the structure and function of normal and abnormal vertebrate tissues. (SBIG-201) [S, SR]
Class 2, Lab. 4, Credit 4

SBIC-401 Immunohematology
Composition of blood, blood groups, and the chemistry and immunology of blood-like substances. Structure of hemoglobin, chemical and physical properties of the red cell membrane. Chemical genetics of blood groups with reference to practical applications in hospital procedures. Antigen-antibody reactions and compatibility of blood groups will be emphasized in the laboratory. [F]
Class 2, Lab. 3, Credit 3

SBIC-402 Immunology
Fundamental study of nature of antigens and antibodies, the mechanisms of agglutination, precipitation, complement fixation, anaphylaxis; the theoretical and practical aspects of the immune response, immunological tolerance, and allergic reaction. Laboratory work: preparation, standardization, and assays of antigens and antibodies. (SBIC-404) [S, SR]
Class 2, Lab. 3, Credit 3

SBIC-403 Advanced Cellular Biology
An in-depth study of the structure and physiology of membrane bound organelles, molecular genetics, and the biochemistry of genetic events. (SBIC-203, SCHB-301) [F, W]
Class 3, Lab. 3, Credit 4

SBIC-404 Introductory Microbiology
Principles of anatomy, biochemistry, genetics, taxonomy, ecology, and physiology of viruses, bacteria, molds, algae, and protozoa. Useful and harmful activities. Basic laboratory techniques, microscopy, staining, counting, identifying. (SBIC-201, SCHG-217) [F]
Class 3, Lab. 4, Credit 5

SBIC-405 Medical Microbiology
Pathogenic micro-organisms, host-parasite relationships, epidemiology, public health, virology, pathogenic molds, principles of immunology. Advanced laboratory techniques, anaerobiosis, assays, Quant, tests, isolating and identifying pathogens. (SBIC-404) [W]
Class 3, Lab. 3, Credit 4

SBIC-406 Virology
Molecular biology, chemistry, epidemiology and clinical aspects of viruses: morphology, genetics, immunology, environmental effects; methods of isolation, cultivation, identification; assays. Human virus diseases. (SBIC-402, SBIC-404, SCHB-301) [W, S]
Class 4, Credit 4
COURSE DESCRIPTIONS | SCIENCE | BIOLOGY 235

DEVELOPMENTAL, GENETIC & ENVIRONMENTAL BIOLOGY

SBID-240 General Ecology
Introduction to ecosystem ecology stressing the dynamic interrelationships of plant and animal communities with their environments. A study to include such ecological factors as energy flow and trophic levels in natural communities, plant responses and animal behavior, population dynamics, biogeography and representative ecosystems. (SBIG-203) [S]
Class 3, Lab. 3, Credit 4

SBID-420 Plant Ecology
A consideration of the nature and variation of plant communities with a discussion of factors which limit, maintain, and modify communities both locally and regionally. Field studies of various plant communities will be conducted. (SBIG-203) [S, SR]
Class 2, Lab. 6, Credit 4

SBID-421 Genetics
Genes and cytoplasmic factors as units of inheritance; the nature and origin of inheritable characteristics and variations. Principles of inheritance in plants, animals, and man. (SBIG-203) [S]
Class 3, Lab. 3, Credit 4

SBID-422 Developmental Biology
Study of the processes of growth, differentiation and development which lead to the mature form of an organism. Both plant and animal systems are considered. (SBIG-203) [F, W]
Class 2, Lab. 6, Credit 4

GENERAL BIOLOGY

SBIG-201, 202, 203 General Biology
Basic principles of modern cellular biology including cell structures, and the materials which make up cells. Physiological processes and their mechanisms in cellular functions. Principles of genetics and evolution. Organic systems. Principles of ecology. The three quarters may be taken in any sequence. No prerequisite is needed for any sequence of the course. [SBIG-201—F; SBIG-202—W; SBIG-203—S]
Class 3, Lab. 3, Credit 4

SBIG-210 Human Biology I
The fundamental processes of living organisms with particular emphasis on the cause, nature, and impact of some of the common diseases and malfunctions of the human body. [F]
Class 4, Credit 4

SBIG-211, 212 Human Biology II, III
An introduction to the structure and function of the human body. The laboratory exercises are designed to demonstrate some of the physiological functions which take place in the human body and include exercises in basic histological technique. [211-W, 212-S]
Class 3, Lab. 3, Credit 4

SBIG-213 Biology of Human Reproduction
The study of the anatomy, functioning and diseases of the human reproductive systems. An introduction to human heredity, inherited diseases, and birth defects.
Class 4, Credit 4

SBIG-300 Biological Literature
Use of libraries as a source of scientific information. Classification of scientific literature into original and secondary sources and techniques for making accurate literature searches. Discussions of journals, bibliographies, technical journals, and abstracts used in preparation of technical literature reports. Preparation of a literature research report. [F, W]
Class 2, Credit 2

SBIG-440 Environmental Microbiology
Micro-organisms in water and sewage, biological and medical aspects. Methods for detection, isolation, and enumeration. Treatment methods for eliminating and controlling harmful organisms. [S, SR]
Class 3, Lab. 2, Credit 4
ORGANISMAL BIOLOGY

SBIO-301 Invertebrate Zoology  
Biology of invertebrate animals with reference to classification, structure, function, and ecology.  
(SBIG-203) [W, S]  
Class 3, Lab. 3, Credit 4

SBIO-302 Vertebrate Zoology  
Morphology, physiology, classification, and ecology of chordates.  
(SBIG-203) [W, S]  
Class 3, Lab. 3, Credit 4

SBIO-303 Comparative Vertebrate Anatomy  
A comparative study of the organ systems of representative members of the vertebrates with emphasis on structural change which occur during evolution.  
(SBIG-203) [F, W]  
Class 3, Lab. 3, Credit 4

SBIO-304 Botany  
Structure and function of root, stem, and leaf, relation of plants to soil, sunlight, and water. Distribution of the major groups of plants and their adaptation to their particular environment.  
(SBIG-203) [F, W]  
Class 3, Lab. 3, Credit 4

SBIO-305, 306 Physiology and Anatomy  
Cellular make-up of the body and aggregation into functional units. Tissues, organs, and systems and their relationship in terms of their structure and function.  
(SBIG-203, SCHG-217) [305—W, 306—S]  
Class 3, Lab. 3, Credit 4

SBIO-410 Plant Physiology  
Physiological phenomena in the growth and development of higher plants. Water relationships, photosynthesis, translocation, mineral nutrition, growth, hormonal control, and reproduction.  
(Minimum of 10 credits in biological science.)  
[F, W]  
Class 3, Lab. 6, Credit 5

SBIO-411 Systematic Botany  
Study of diversity existing in vascular plants, its origin and its organization into a hierarchy of categories, orders, and families. Laboratory experience in collection, identification, and study of vascular plants with special emphasis on local flora. Practice in use of manuals and interpretation of morphological characters.  
(SBIG-304) [S, SR]  
Class 2, Lab. 6, Credit 4

SBIO-412 Parasitology  
Structure, life cycle, and control of human parasites. Emphasis on forms of diagnostic importance.  
(Minimum of 10 credits in biological science.)  
[S]  
Class 3, Lab. 3, Credit 4

SBIO-413 Comparative Physiology  
A comparative study of the physiological mechanism of a selected group of animals with particular emphasis on circulatory, respiratory, excretory and neuromuscular phenomena.  
(SBIG-203) [W, S]  
Class 3, Lab. 3, Credit 4

BIOLOGICAL TECHNIQUES

SBIT-430 Radiation Biology  
Effects of radiation upon living tissue, both harmful and beneficial. Morphological changes, genetic effects, and pathological changes in both plant and animal tissues. Use of radioisotopes in plant and animal research.  
(Minimum of 20 credits in biological science.)  
[F, W]  
Class 2, Lab. 6, Credit 4

SBIT-431 Histological Technique  
Preparation of plant and animal tissues for slide mounts. Techniques in paraffin and frozen sectioning. Sectioning on the rotary and sliding microtomes and multiple staining techniques.  
(SBIG-203) [W]  
Class 1, Lab. 4, Credit 3

SBIT-432, 433 Biology Laboratory Techniques  
Instrumental and experimental methods of analysis of biological material. The first quarter stresses the principles of laboratory instruments which include photometry, fluorometry, electrophoresis, chromatography, and radioactive particle counters. The second quarter is devoted to applications in the clinical laboratory.  
[432—W, 433—S]  
Class 2, Lab. 6, Credit 4

SBIT-541, 542, 543 Biology Research  
Faculty directed student projects or research usually involving laboratory work and/or calculations that could be considered of an original nature.  
Class Variable, Credit Variable
CHEMISTRY DEPARTMENT

Note: Quarter offered follows course description in brackets; F—Fall; W—Winter; S—Spring; SR—Summer

SCHA-311 Analytical Chemistry - Instrumental Analysis
Elementary treatment of instrumental theory and techniques; properties of light; refractive index; ultraviolet, visible and infrared spectrophotometry; emission spectroscopy; flame photometry; electrochemistry; Nernst Law; pH meters and electrodes. (SCHC-213) [F]
Class 3, Lab. 4, Credit 4

SCHA-312 Analytical Chemistry - Separations
Inorganic and organic separations; Raoult and Henry Laws; phase rules; distillation; extraction; adsorption and surface effects; electrophoresis; chromatography including gas, liquid, column, paper, thin layer, and ion exchange. (SCHC-213) [W]
Class 3, Lab. 4, Credit 4

SCHA-511 Instrumental Analysis
Theory, applications and limitations of instrumental methods in qualitative, quantitative, and structural analysis. Topics covered include fluorescence and phosphorescence, Raman, mass spectrometry, nuclear magnetic resonance, X-ray and radiochemistry, and electrochemistry. (SCHP-313) [F, W]
Class 3, Lab. 5, Credit 5

SCHA-512 Advanced Analytical Chemistry
Theories underlying analytical methods, trace analysis, new instrumental techniques, organic quantitative analysis and non-aqueous titrimetry. Project oriented laboratory optional. (SCHP-313) [S, F, W]
Class 3, Lab. 3, Credit 3 or 4

SCHB-301,302 Biochemistry
An introduction to the fundamental aspects of biomolecules. This first quarter stresses the structural parameters, chemical and physical properties, and functional aspects of proteins, enzymes, carbohydrates, lipids and nucleic acids. The second quarter considers intermediary metabolism of carbohydrates, lipids, and proteins. Also included is an introduction to bioenergetics. (SCHO-232) [301—F, 302—W]
Class 3, Lab. 6, Credit 5
SCHC-559 Special Topics - Chemistry
Advanced courses which are of current interest and/or logical continuations of the courses already being offered. These courses should be structured as ordinary courses and should have specified prerequisites, contact hours, and examination procedures. Class Variable, Credit Variable

SCHC-599 Independent Study - Chemistry
Faculty directed study of appropriate topics on a tutorial basis. This course will generally be used to enable an individual to pursue studies of existing knowledge available in the literature. Class Variable, Credit Variable

SCHG-205, 206, 207 Chemical Principles
For Photo science, Mathematics, and Physics majors. Chemical principles are discussed with an emphasis placed on problem solving. Topics include atomic structure, chemical equilibrium, oxidation-reduction, electrochemistry, thermodynamics, organic chemistry and instrumental methods of sample analysis. Laboratory experiments are design to complement the lecture material. [205—F, 206—W, 207—S] Class 3, Lab. 3, Credit 4

SCHG-208, 209 College Chemistry
For engineering students. The concept of energy and the work function is discussed in terms of industrial chemical processes. Topics include applications of the gas laws, equilibrium theory, nuclear and electrochemistry, thermodynamics, and modern instrumental methods of structure analysis. Students will have two lectures and one recitation period per week. One additional lecture period is scheduled for chemistry demonstration material, problem review and simulated laboratory experiments. [208—F, 209—W] Class 4, Lab. 3, Credit 4

SCHG-215, 216, 217 General & Analytical Chemistry
Principles of chemistry presented for students in medical technology and life sciences; laboratory emphasis inorganic chemistry, separations techniques, quantitative analysis. [215—F, Class 3, Lab. 3, Credit 4] [216—W, Class 3, Lab. 3, Credit 4] [217—S, Class 3, Lab. 6, Credit 5]

SCHG-271 Chemistry of Water
Basic training in general chemistry assuming no prior experience, concentrating on those aspects important in the field of water conservation. Laboratory work trains the student in volumetric analysis. [F, W] Class 2, Lab. 3, Credit 3

SCHG-272 Chemistry of Water
Chemistry of organics, metals, construction materials, radioactive and other environmental pollutants, and other substances related to water analysis. Laboratory practice in water analysis, including use of instrumentation. [S, SR] Class 2, Lab. 3, Credit 3

SCHG-281, 282, 283 General Chemistry
For Printing students. Aspects of general chemistry of widest applicability to graphic arts technology; first quarter includes definitions of terms, basic concepts and laws; second quarter devoted to properties of solutions and organic materials; third quarter deals with applications in ink, paper, photo-lithographic processes and other topics as time allows. [281—F, 282—W, 283—S] Class 3, Lab. 2, Credit 4

SCHG-351, 352 Inorganic Chemistry
The properties and structures of the elements and their compounds in relation to electronic and stereochemical principles; inorganic lab techniques. (SCHO-433, SCHP-443) [551—S, 552—F, W] Class 3, Lab. 3, Credit 4

SCHO-221 Organic Chemistry
An introduction to the major classes of organic compounds including familiarization with the structures, nomenclature and properties of typical members. Laboratory work consists of techniques for separation and characterization. (SCHG-216 or SCHG-218) [S] Class 3, Lab. 3, Credit 4

SCHO-231, 232 Organic Chemistry
Types of organic compounds, names, and structures, preparations, properties, and reactions. Laboratory work emphasizes techniques; involves preparations and analysis. (SCHG-216 or SCHG-218) [231—F, 232—W] Class 3, Lab. 3, Credit 4
COURSE DESCRIPTIONS | SCIENCE | CHEMISTRY 239

SCHO-233 Organic Chemistry
Chemistry of the major classes of compounds of direct biological significance: carbohydrates, proteins, nitrogen heterocycles. Basic mechanisms of organic reactions and methods of elucidation, including spectrophotometry. (SCHO-232) [S]
Class 3, Lab. 3, Credit 4

SCHO-431, 432, 433 Organic Chemistry
Study of organic compounds: nomenclature, preparations, reactions, and properties including spectral structural determinations. Electronic mechanistic interpretations emphasized. Laboratory work emphasizes technique, involves preparations and analysis. (SCHC-213 or SCHG-207 or SCHG-217) [431—F; W; 432—S; SR; 433—F; W]
Class 3, Lab. 6, Credit 5

SCHO-521 Advanced Organic Chemistry
Several of the following advanced topics in organic chemistry are covered: polyfunctional compounds, modern synthetic methods, stereochemistry, conformational analysis, free radical reactions; natural and synthetic polymers. (SCHO-433) [Offered upon sufficient request]
Class 3, Credit 3

SCHO-522 Advanced Organic Chemistry
Topics include activation parameters, kinetic and non-kinetic treatment of mechanism elucidation, linear free energy concepts, quantitative analysis of conformational and electronic effects, simple Huckel Molecular Orbital Theory, electrocyclic reactions, acidity functions, and primary and secondary isotope effects. (SCHO-433, SCHP-443) [Note: SCHO-522 is recommended but not required] [Offered upon sufficient request]
Class 3, Credit 3

SCHO-525 Qualitative Organic Analysis
A combination of chemical and spectroscopic techniques is used to identify the structure of "unknown" organic compounds. (SCHO-433) [Offered upon sufficient request]
Class 2, Lab. 6, Credit 4

SCHP-313 Introduction to Physical Chemistry
Properties of gases, kinetic molecular theory; Boltzmann Distribution functions; non-ideal behavior; first law of thermodynamics; heat capacities. Euler’s theorem and homogeneous functions; thermochemistry; an introduction to the second law. (SCHC-213) [S]
Class 3, Lab. 3, Credit 4

SCHP-441, 442, 443 Physical Chemistry
Atomic theory, states of matter, chemical thermodynamics, molecular properties, solutions, equilibria, phase rule, electrochemistry, kinetics, surface chemistry, and photochemistry. (SCHP-513, SPSP-311) [441—F; W; 442—S; SR; 443—F; W]
Class 3, Lab. 3, Credit 4

SCHP-531 Chemical Thermodynamics
A study of the basic fundamentals of thermodynamics and their use in deriving the interrelationships of thermodynamic functions. Applications to thermochemistry, chemical and phase equilibria are made. (SCHP-445, SMAM-307) [Offered upon sufficient request]
Class 3, Credit 3

SCHP-533 Principles of Magnetic Resonance
A development of the principal ideas of magnetic resonance including the theory of resonance line-shapes, magnetic interactions, experimental considerations, and spectral analysis. These concepts are discussed in terms of nuclear magnetic, nuclear quadrupole, and electron spin resonance spectroscopy, and no previous knowledge of the subject material is assumed. (SCHP-445, SMAM-307) [Offered upon sufficient request]
Class 3, Credit 3

SCHT-241 Chem Tec I
Safety in the chemical laboratory, toxicity of chemicals, use of compressed gases, laboratory notebooks, separation techniques, paper and gas chromatography, properties of gases and their measurement, common units and conversion factors, weighing techniques, density of solids and liquids, chemical equilibrium, visible spectrophotometry, the periodic table, chemistry and detection of some common metals and nonmetals. [F]
Class 3, Lab. 9, Credit 6
SCHT-242  Chem Tec II
Formation of molecules and ionic compounds, sampling techniques, sample preparation, gravimetric and titrimetric analysis, measurement of pH. [W, S]
Class 4, Lab. 9, Credit 7

SCHT-243  Chem Tec III
Oxidation and reduction, coordination compounds, classes and reactions of organic compounds, infrared spectrophotometry. [F, SR]
Class 3, Lab. 9, Credit 6

SCHT-244  Chem Tec IV
Continuation of classes and reactions of organic compounds, kinetics, nuclear magnetic resonance and ultra-violet spectrophotometry, mass spectrometry, atomic absorption. [W, S]
Class 2, Lab. 9, Credit 5

SCHT-251 Mathematics for the Technologist
This course will be taught by the Chemistry Faculty and will form an integral part of the laboratory experiments that are conducted in the Chem Tec courses. Topics will be covered as they appear in the experimentation. Suggested topics for this course include slide rule operation, the use of significant figures, accuracy and precision, errors and dimensional analysis, concentration in terms of molarity, normality, stoichiometry, preparation of standard curves. [F]
Class 4, Credit 4

SCHT-305, 306 Chemistry Specialty
The final academic year of the Chem Tec curriculum is designed so that students are given the opportunity to develop more definite options as to their own individual goals. The student may elect to "branch-off" into one of three areas of specialization: advanced instrumental techniques, the development of synthetic techniques in organic chemistry and familiarization with biological laboratory techniques. [305—F, SR; 306—W, S]
Class 2, Lab. 6, Credit 4

SCHT-307, 308 Research Familiarization
A chemical technician does exploratory work following general directions with little or no formal supervision and is often encouraged to innovate after consultation with his supervising chemist or engineer. In this context each student will have the opportunity to work alongside one of our faculty or graduate students and perform a number of tasks related to the progress of a research operation. The choice of a faculty supervisor is left to the student. [307—F, SR; 308—W, S]
Lab. 9, Credit 3

SCHT-309 Glassblowing Techniques
This course is designed to introduce and train each student in small scale scientific glassblowing techniques. Proficiency will be developed in rod manipulation, ring seals, construction of apparatus, annealing, use of a simple lathe and hand-torch work. [F, SR]
Lab. 4, Credit 2

MATHEMATICS DEPARTMENT
Note: Quarter offered follows course description in brackets; F—Fall; W—Winter; S—Spring; SR—Summer

SMAM-201, 202, 203 Algebra, Trigonometry, and Analytic Geometry
A course in college algebra and trigonometry and a study of selected topics in analytic geometry. [201—F; 202—W; 203—S]
Class 3, Credit 3

SMAM-204 Modern Algebra
Topics include a review of the fundamentals of algebra, solution of linear fractional and quadratic equations; functions and their graphs; polynomial, exponential, logarithmic and circular functions; systems of linear equations. [F]
Class 4, Credit 4

SMAM-210 Freshman Seminar
An Orientation program for entering mathematics majors to give them information and guidance concerning the various aspects of mathematics and the numerous programs from which they may choose.
Class 1, Credit 1
COURSE DESCRIPTIONS / SCIENCE / MATHEMATICS 241

SMAM-214, 215 Introductory Calculus
Straight lines, conic sections. A technical introduction to derivatives and integrals of algebraic and transcendental functions and their applications. [214—F, W; 215—S] Class 3, Credit 3

SMAM-216, 217 Mathematics of Business and Finance
An introduction to simple interest, compound interest, amortization, sinking funds, and other topics of relevance. (SMAM-201) [216—W, 217—S] Class 3, Credit 3

SMAM-221, 222, 223 College Mathematics
A review of the more computational aspects of algebra and trigonometry followed by introductory technical calculus. Emphasis is placed on topics such as graphing on polar, semi-log, and log-log papers, which are of special interest to laboratory technicians. [F, W, S] Class 4, Credit 4

SMAM-251, 252, 253 Calculus
An introduction to differential and integral calculus with emphasis on derivatives with applications, integration with applications, analytic geometry, and vector calculus. [251—F; 252—W; 253—S] Class 4, Credit 4

SMAM-300 Transfer Math
Content includes material taught in SMAM-253 and SMAM-305 [SR] Class 8, Credit 8

SMAM-305 Calculus
Partial differentiation, multiple integrals, sequences, series, and an introduction to power series, with some emphasis on applications to science and engineering. (SMAM-253) [F, SR] Class 4, Credit 4

SMAM-306 Differential Equations
An introduction to solving differential equations. First order, linear second order power series techniques, and numerical methods. (SMAM-305) [IV] Class 4, Credit 4

SMAM-307 Differential Equations
Topics include Laplace transform, Green’s function, systems of linear differential equations, autonomous systems in the plane, method of successive approximations, oscillation theory, characteristic functions and orthogonal polynomials. (SMAM-306) [5] Class 4, Credit 4

SMAM-308 Engineering Math
Vector algebra, and vector calculus including line, surface, and volume integrals Stokes’ Theorem, Gauss’ Theorem. (SMAM-306) [5] Class 4, Credit 4

SMAM-309 Statistics
Handling of statistical data; measures of central tendency and dispersion; sample space, events; probability and its basic laws; conditional probability; basic rules of counting; binomial, geometric and normal distributions; sampling distributions; estimation of the population mean; t-distributions, testing of hypothesis concerning the mean and difference between means. Use of chi-square in testing statistical independence and in estimating variance. [W, S] Class 4, Credit 4

SMAM-341 Foundations of Higher Mathematics
A general introduction to several elementary concepts of higher mathematics including the rudiments of logic, the theory of sets, relations and functions between sets, cardinality of sets, and a brief discussion of the Peano postulates. [S] Class 4, Credit 4

SMAM-351, 352 Introduction to Probability and Statistics
Discrete and continuous probability; random variables; probability, density, and distribution functions. Measures of central tendency and dispersion. Sampling theory; confidence limits; correlation. (SMAM-253) [351—F, S, SR; 352—W, S] Class 4, Credit 4

SMAM-361 Mathematical Modeling
The course will emphasize problems solving formulation of the mathematical model from physical considerations, solution of the mathematical problem, and interpretation of results. Problems will be selected from the physical sciences, engineering, economics. (SMAM-352, SMAM-306) [8] Class 4, Credit 4
SMAM-410 Advanced Calculus
Topics from multi-dimensional calculus, Fourier series, special functions, special techniques for differential equations. (SMAM-306 or SMAM-308) [Offered upon sufficient request]
Class 4, Credit 4

SMAM-411, 412 Real Variables
A study of functions of several variables including continuity, differentiation, Jacobians, implicit function theorems, Taylor's theorem and applications to finding extrema. The topics of convergence, uniform convergence and summability of infinite series and improper integrals of functions of a single variable are also studied. (SMAM-307, SMAM-341) [411—F, W; 412—S, SR]
Class 4, Credit 4

SMAM-420 Complex Variables
A comprehensive study of the complex number system and of preliminary items leading to the concept of an analytic function. Integrals of complex functions, Cauchy integral theorem, Cauchy integral formulas. If time allows, topics such as Taylor and Laurent series, singularities, residuals, conformal mapping, and special transformations are discussed. (SMAM-305) [F, W]
Class 4, Credit 4

SMAM-431, 432 Linear Algebra
An introduction to the algebra of abstract vector spaces, linear transformations and spaces of transformations. The algebra of matrices is studied as a representation of the algebra of transformations. Some introduction is given to metric concepts on a vector space. (SMAM-341) [431—F, W; 432—S, SR]
Class 4, Credit 4

SMAM-501, 502 Advanced Differential Equations
A study of first order differential equations, linear higher order differential equations, and systems of equations including such topics as existence, uniqueness, and properties of solutions, power series techniques, plane autonomous systems, stability, and Liapunov methods. (SMAM-307) [501—F, W; 502—S, SR]
Class 4, Credit 4

SMAM-511, 512 Numerical Analysis
Class 4, Credit 4

SMAM-521, 522 Probability Theory
Selected topics in applied probability and statistics to meet the needs and interest of the students. (SMAM-305, SMAM-352 or permission of instructor) [521—F, W; 522—S, SR]
Class 4, Credit 4

SMAM-531, 532 Abstract Algebra
An introduction to algebraic structures covering groups, rings, and fields along with certain topics from elementary number theory such as divisibility, primality, linear congruences, and modular arithmetic. (SMAM-341) [531—F, W; 532—S, SR]
Class 4, Credit 4

SMAM-551 Topics in Algebra
Topics in Abstract Algebra to be chosen by the instructor, either to give the student an introduction to topics not previously taught or to explore further the theory of groups, rings, or fields. (SMAM-341, SMAM-353) [F, W]
Class 4, Credit 4

SMAM-552 Topics in Analysis
Functions of several variables and other topics in Real Variable Theory. (SMAM-341, SMAM-412) [F, SR]
Class 4, Credit 4

SMAM-559 Special Topics - Mathematics
Advanced courses which are of current interest and/or logical continuations of the courses already being offered. These courses should be structured as ordinary courses and should have specified prerequisites, contact hours, and examination procedures. Class Variable, Credit Variable
SMAM-561, 562  Complex Variables
Class 4, Credit 4

SMAM-571, 572  Topology
Metric spaces, topological spaces, separation axioms, compactness, connectedness, product spaces. (SMAM-412) [571—F, W; 572—S, SR]
Class 4, Credit 4

SMAM-581  Projective Geometry
Algebraic concepts, projective spaces of dimensions one and two, conics, and quadratic forms, subgeometries of real projective geometry. (SMAM-412, SMAM-452, SMAM-552) [Offered upon sufficient request]  
Class 4, Credit 4

SMAM-599  Independent Study - Math
Faculty directed study of appropriate topics on a tutorial basis. This course will generally be used to enable an individual to pursue studies of existing knowledge available to the literature.  
Class Variable, Credit Variable

SMAM-611  Engineering Mathematics
A brief introduction to analytic functions. Cauchy theory, linear transformations, Taylor and Laurent series, residue theory with applications to real integrals and Fourier integrals. [F, W]  
Class 3, Credit 3

SMAM-612  Engineering Mathematics
Partial differentiation, curvilinear coordinates, line integrals, vector calculus, curl, divergence, Theorems of Green, Gauss, Stokes. [S, SR]  
Class 3, Credit 3

SMTM-420  Introduction to Solution of Engineering Problems
Application of algebra and trigonometry to solution of engineering problems. Development and application of differential calculus to electromechanical problems. Introduction to integration.  
Class 4, Credit 4

SMTM-421, 422  Solution of Engineering Problems I, II
Application of principles of mathematics and physics to the solution of engineering and technical problems. To include the principles of calculus applied to solutions of problems in mechanics, thermodynamics, electric circuits, and vibrations.  
Class 4, Credit 4

PHYSICS DEPARTMENT

Note: Quarters offered follows course description in brackets; F—Fall; W—Winter; S—Spring; SR—Summer

SPSP-200  Physics Orientation
Introduction to physics as a profession and opportunities for physicists in inter-disciplinary efforts. Introduction to the literature of physics. [F]  
Class 1, Credit 0

SPSP-201  Physics in the Arts
A study of topics from the world of art in which the underlying physical laws have influenced the art form and its development. A weekly laboratory will allow study of the relation of an art form to basic optical, mechanical, and electrical physics and in addition will provide time for the development of student projects. [S]  
Class 2, Lab 2, Credit 3
SPSP-205, 206, 207  General Physics
General physics for engineering students. Mechanics, heat, sound, and electricity and magnetism, making moderate use of the calculus. (Coregistration or credit in SMAM-252, 253) [205—W; 206—S; 207—F]
Class 3, Lab. 2, Credit 4

SPSP-211, 212, 213  College Physics
An elementary course in college physics. Mechanics, heat, sound, light, and electricity and magnetism, with some elements of modern physics. (SMAM-201) [211—F; 212—W; 213—S]
Class 3, Lab. 2, Credit 4

SPSP-214, 215, 216  Physics for Graphic Arts
An introductory course in college physics covering the fundamentals of mechanics, heat, sound, light, electricity and magnetism, and some modern physics, with emphasis on topics having application in the printing industry. (SMAM-203) [214—F; 215—W; 216—S]
Class 3, Lab. 2, Credit 4

SPSP-301  Electronics for Technologists
A laboratory-oriented course to provide the scientific technology student with a basic understanding of electronics and instrumentation. Particular emphasis is placed on systems encountered in chemical laboratories. (SPSP-213) [W, S]
Class 1, Lab. 6, Credit 3

SPSP-311, 312, 313  University Physics
An intensive course in general physics, using calculus, for majors in the sciences. Mechanics, heat, sound, electricity and magnetism, and light. (Coregistration or credit in SMAM-252, 253) [311—F; 312—W; 313—F, S]
Class 4, Lab. 3, Credit 5

SPSP-314, 315  Introduction to Modern Physics
An introductory survey of modern physics at the sophomore level. Fundamentals of relativity, atomic phenomena, introduction to quantum physics, elementary wave mechanics, nuclear physics, statistical mechanics, and solid state physics. (SMAM-251, SPSP-207, SPSP-319) [314—W; 315—S]
Class 4, Credit 4

SPSP-319  Electrical Properties of Conductors and Semiconductors
Electronic properties of conductors and semiconductors, junction characteristics, operating principles of solid state devices. Theory and application. (SPSP-315 or permission of instructor) [W, S]
Class 4, Credit 4

SPSP-331  Elementary Physical Analysis
Introduction to measurement theory and experiment design. Gaussian and non-Gaussian distributions, standard deviation, propagation of uncertainties, experiment design and evaluation, empirical determination of functional relationships, method of least squares. (SMAM-253 and coregistration or credit in SPSP-312) [W]
Class 3, Credit 3

SPSP-341  Foundations of Scientific Thinking
Definition of science; historical perspective; ingredients of the scientific quest; the scientific method; scientific explanation, laws, theories, and hypotheses; the role of mathematics; probability and induction; science and other disciplines. (At least a year of basic science at the college level.) [F, W]
Class 2, Credit 2

SPSP-351, 352, 353  Radiation Physics
The physics of nuclear radiation and the electronics used in its detection and monitoring. Application of radioactivity to nuclear medicine. (SPSP-213, SMAM-223 required; SMAM-309 recommended) [341—F; 342—W; 343—S]
Class 4, Lab. 3, Credit 5

SPSP-401, 402  Intermediate Mechanics
Particle dynamics, systems of particles, motion of a rigid body, gravitational fields and potential, moving coordinate systems, generalized coordinates, Lagrange’s equations, mechanics of continuous media. (SMAM-306, SPSP-313) [401—F; 402—S, SR; 1974-4 and alternate years]
Class 4, Credit 4

SPSP-411, 412  Electricity and Magnetism
Electric and magnetic fields using vector methods, Gauss’s law, theory of dielectrics, Ampere and Faraday’s laws, vector potential, displacement current, Maxwell’s equations. (SMAM-306, SPSP-313) [411—F; 412—S; 1974-5 and alternate years]
Class 4, Credit 4
SPSP-415 Thermal Physics
Fundamental principles of classical thermodynamics, kinetic theory, statistical mechanics, and low temperature physics. Applications to physical problems. (SMAM-306, SPSP-313) [F] [1973-4 and alternate years] 
Class 4, Credit 4

SPSP-421, 422 Experimental Physics
Advanced laboratory work in physics, with experiments selected from one or more of the following branches of physics: mechanics, acoustics, heat, electro-magnetism, and physical optics. (SPSP-313 plus coregistration or credit in any one of these: SPSP-401, 411, 413, 455) [421—F; 422—S] 
Class 1, Lab. 3, Credit 2

SPSP-431, 432 Electronic Measurements
Laboratory course in electrical and electronic measurements and instrumentation, with theory of electron emission, electron tubes, and solid state devices as needed. (SPSP-312, SPSP-321) [431—F, 432—S] 
Class 2, Lab. 3, Credit 3

SPSP-455 Optical Physics
Introduction to wave phenomena as applied to the electromagnetic spectrum. Interaction of radiation with matter. (SMAM-305, SPSP-313) [F] [1974-5 and alternate years] 
Class 4, Credit 4

SPSP-501 Theoretical Physics
Application of advanced mathematical methods to physics. (SMAM-307 plus coregistration or credit in SPSP-402 or SPSP-412) [S] 
Class 5, Credit 5

SPSP-521 Advanced Experimental Physics
Advanced laboratory experiments and projects in atomic physics, nuclear physics, or solid state physics. Special emphasis on experimental research techniques. (SMAM-307, SPSP-421, coregistration or credit in SPSP-322) [F] 
Lab. 6, Credit 2

SPSP-531, 532 Solid State Physics
The structure of solids and their mechanical, thermal, electrical, and magnetic properties. (SMAM-307, SPSP-352) [531—S; 532—offered upon sufficient request] 
Class 4, Credit 4

SPSP-541, 542, 543 Physics Research
Faculty directed student projects or research usually involving laboratory work and/or calculations that could be considered of an original nature. 
Class Variable, Credit Variable

SPSP-550, 551 Physics Seminar
Discussions of contemporary developments in physics. Special emphasis on technical literature search, preparation and presentation of technical papers. (Senior physics majors.) [550—F; 551—S] 
Class 1, Credit 1

SPSP-552 Atomic Physics and Quantum Mechanics
Elements of relativistic mechanics and of wave mechanics, quantum theory, Schrodinger's equation and its solutions, atomic spectra and atomic structure. (SPSP-315, SPSP-402, SPSP-412, SPSP-415, SPSP-455, SPSP-501) [F] 
Class 4, Credit 4

SPSP-553 Nuclear Physics
Radioactivity, nuclear reactions, nuclear structure, elementary particles. (SPSP-552) [S] • 
Class 4, Credit 4

SPSP-559 Special Topics - Physics
Advanced courses which are of current interest and/or logical continuations of the courses already being offered. These courses should be structured as ordinary courses and should have specified prerequisites, contact hours, and examination procedures. 
Class Variable, Credit Variable

SPSP-599 Independent Study - Physics
Faculty directed study of appropriate topics on a tutorial basis. This course will generally be used to enable an individual to pursue studies of existing knowledge available in the literature. 
Class Variable, Credit Variable
## Institute College

### Course Descriptions

### Department of Computer Science and Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Class</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSP-201</td>
<td>Computer Techniques</td>
<td>BASIC programming techniques using remote time sharing terminals, topics include log-on, log-off procedures, job control, BASIC coding methods and using the computer to solve applied problems.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ICSP-205</td>
<td>Computer Techniques</td>
<td>Introduces the technical student to various facets of computing systems, with predominant emphasis on digital computers. Concentration will be on the FORTRAN IV language, plotting, use of application programs, documentation, elementary error analysis, and working knowledge thereof. Other topics to be briefly discussed will be digital vs. analog computers, storage techniques, data manipulation, and real time applications.</td>
<td>3</td>
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<tr>
<td>ICSP-206</td>
<td>Mathematics of Computing</td>
<td>Numerical solutions of linear equations and inequalities; development of algorithms for iterative methods; series approximations and calculations of areas, mathematical logic and switching circuits; problems for computer solution. Prerequisites: ICSP-205 and SMAM-251</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ICSP-209</td>
<td>Introduction to Data Systems</td>
<td>Data processing systems topics include: unit record, card, tape and disk computer systems. Real time, batch programming, data communication systems are also covered. Emphasis is placed on system components, configuration and design with examples from various business applications.</td>
<td>4</td>
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<tr>
<td>ICSP-215</td>
<td>Programming Language—FORTRAN</td>
<td>FORTRAN programming techniques and applications; topics include FORTRAN constants, variables, expressions, functions, logical operations, storage allocations, statements, I/O manipulation, program structures, subprograms, diagnostic methods and applied problem solving methods. Prerequisite: ICSP-200</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ICSP-220</td>
<td>Programming Techniques</td>
<td>Applied computer programming techniques, topics include advanced FORTRAN programming, numerical methods and applications of computers to engineering problems. Prerequisite: EEEE-201</td>
<td>4</td>
<td>4</td>
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<tr>
<td>ICSP-301</td>
<td>COBOL Programming</td>
<td>COBOL programming techniques and applications; topics include construction and use of flowcharts, COBOL coding methods, data processing and file manipulation. Laboratory problems to be solved using the computer. Prerequisites: Programming experience in FORTRAN or BASIC</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ICSP-302</td>
<td>Computer Applications in Engineering Problems</td>
<td>Computer techniques applied to electrical engineering technology problems, topics include review of programming language teleprocessing concepts, linear systems, computer aided circuit analysis and computer aided circuit design techniques. Prerequisite: FORTRAN Programming</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
ICSP-305  Assembly Language
Basic assembly language programming methods; topics include computer organization, assembly process, assembly coding, addressing, binary arithmetic, relocatability, storage allocation, subroutine linkage, looping and address modification, character manipulation, bit manipulation, I/O operations, floating-point arithmetic, macros and debugging techniques.
Prerequisite: ICSP-215 or ICSP-301
Class 4, Credit 4

ICSP-306  Advanced Assembly Language
More advanced assembly language programming techniques, macros, macro generation, conditional assembly, system macros, program linkage, re-entrant and recursive routines, interrupt handling, JCL, and case studies of Sigma 7, IBM 370, PDP-11 and Microdata 1621 assembly languages.
Prerequisites: ICSP-305
Class 4, Credit 4

ICSP-401  Computer Organization and Programming
Computer internal and software organization, topics include logical basis of computer structure; machine representation of numbers and characters; flow of control, instruction codes, input and output, macros, and machine and assembly languages.
Prerequisite: ICSP-201 or ICSP-205
Class 4, Credit 4

ICSS-200  Introduction to Computer Science
Basic concepts and overview of computer science fields; topics include historical development, generations and classification of computers, flowcharting techniques, algorithms, brief introduction to high level and low level languages, system software and hardware organizations and computer applications to major fields of study.
Class 4, Credit 4

ICSS-210  Introduction to Digital Computers
Computer hardware and logic; topics include basic components, fabrication techniques, number systems, logical elements, switching algebra, logical networks, simplification techniques, half adders, adders, shift registers, counters and other operational networks.
Class 4, Credit 4

ICSS-211  Introduction to I/O Systems
Computer systems and organization; topics include CPU organization, sequential network control logic, data transfer, arithmetic operations, memory devices, addressing methods, I/O devices and interface techniques.
Prerequisite: ICSS-210
Class 4, Credit 4

ICSS-215  Introduction to Digital Computers
Computer hardware and logic; topics include basic components, fabrication techniques, number systems, logical elements, switching algebra, logical networks, simplification techniques, half adders, adders, shift registers, counters and other operational networks.
Class 4, Credit 4

ICSS-220  Discrete Structure
Discrete mathematical foundations; topics include sets, algebra of sets, Venn diagrams, permutation and combinations, Boolean functions, ordinary relations, linear graphs and strings.
Class 4, Credit 4

ICSS-250  Programming Systems Design
Computer oriented programming system design; topics include basic design techniques; file organization and structure; proper selection and design of files; system organization, building, testing and integration; programming project management; documentation skills; evaluation and follow-up; establishment of programming standards.
Prerequisite: ICSS-220
Class 4, Credit 4

ICSS-260  Programming Systems Analysis
Computer oriented programming system analysis. Topics include system analysis techniques; organizing and scheduling an analysis; report preparation; interviewing techniques; research techniques; management communication techniques; interaction with programming managers; establishment of systems standards.
Prerequisite: ICSS-220
Class 4, Credit 4
ICSS-320  Data Structure Analysis
Data structures; topics include linear and orthogonal lists, doubly linked lists, tree structures, storage allocation and collection, list processing, data management. Laboratory problem solving is emphasized.
Prerequisite: ICSP-305
Class 4, Credit 4

ICSS-321  Sorting and Searching Techniques
Sorting and searching principles and techniques; topics include internal and external sorting, table look-up, hash coding and other methods, comparative studies of various techniques and the relations between storage media, and physical file structure.
Prerequisite: ICSS-320
Class 4, Credit 4

ICSS-340  Finite State Machine and Automata
Principles of finite state machine and automata; topics include finite state models, machine capabilities, descriptive methods, decomposition methods, regular expressions, bilateral analysis, bilateral synthesis, sequential iterative systems and space-time transformations.
Prerequisite: ICSS-210
Class 4, Credit 4

ICSS-400  Logical Design
Digital computer logic design; topics include review of switch theory, sequential circuit analysis, sequential circuit synthesis, error detection, error correction network, speed-up techniques, parallel and serial approaches, interface techniques and comparative study of digital computer architecture.
Prerequisite: ICSS-211
Class 4, Credit 4

ICSS-420  Communication and Data Based Systems
Data communication and data based system analysis; topics include network analysis, design, cost; exchanges, concentrators, multiplexors, buffering, reliability, tariff, common carrier implications.
Prerequisites: ICSS-211
Class 4, Credit 4

ICSS-430  Numerical Methods
Numerical methods using computers; topics include algorithms, zeros of functions, numerical integration, finite differences and interpolation, solutions of systems of equations, matrices, least squares curve fitting, elementary differential equation solution, error analysis and random processes.
Prerequisites: SMAM-214, ICSP-215 or ICSP-205
Class 4, Credit 4

ICSS-440  Operating Systems
Computer operating systems; topics include general concepts related to design and implementation of operating systems, table management and associated storing, queuing algorithms, searching, addressing mechanisms, hardware-software combinations, interrupt processing, relocation, memory protection, overlap-lapping, peripheral processing, subroutine and library organization and loader considerations, introduction to microprogramming, batch, multi-programming, time sharing systems and virtual storage systems.
Prerequisite: ICSS-320
Class 4, Credit 4

ICSS-450  Computing Management
Principles of computer system management; topics include interaction between computer systems and organizations from behavioral, economic, technical, and societal viewpoints. The influence and effects of individuals; personnel selection and management. Economic analysis of computer systems; a functional approach to decision analysis, including linear programming and Bayesian decision processes. Project planning and implementation; information systems. Effects on society; the computer utility.
Prerequisite: Must be a fourth or fifth year student
Class 4, Credit 4

ICSS-480  Formal Languages
Computers formal language principles; topics include context free, context sensitive grammar, regular expressions, Turing machine, introduction to unsolvability and computability.
Prerequisite: ICSS-340
Class 4, Credit 4
ICSS-530 Systems Workshop
It is anticipated that these workshops, or a portion of them, will be taken in conjunction with the co-op experience. The subject or thesis topic assigned for this on-the-job type activity will be determined in conjunction with the co-op employer. An appropriate final "report" and an oral "design review" with the employer's representative will serve as the basis for grading.
Prerequisite: Must be a fourth or fifth year student.
Class 4, Credit 4

ICSS-525 Assemblers, Interpreters and Compilers
A survey of the software processors, topics include design and construction of programming language processors, relative merits vis-a-vis cost, user demands, ease of modification; conversational computing, large scale data reduction and macro processors.
Prerequisite: ICSS-320
Class 4, Credit 4

ICSS-530 Discrete Simulation
Computer simulation techniques; topics include abstract properties of simulations, modeling, and analysis of a simulation run. Topics in statistics. At least one general purpose simulation language (GPDS) will be taught. Each student will be required to write at least one simulation program, run it on a digital computer, and present an analysis thereof.
Prerequisites: SMAM-309 and a programming language
Class 4, Credit 4

ICSS-545 Microprogramming
Principles and applications of microprogramming; topics include historical review, read-only storage (ROS), work organization, encoded control, ROS timing, ROS storage capacity and cost, advantages, disadvantages, writable control storage and levels of microprogramming in existence today.
Prerequisites: ICSS-210 and ICSP-305
Class 4, Credit 4

ICSS-550 Review of Computer Science
Review of significant advances in computer science which have occurred in the last few years—designed to give graduating or upperclass students an overview of recent technological and theoretical advances. (Normally taken during the last quarter of school.)
Prerequisite: Must have fifth year standing
Class 4, Credit 4

ICSS-555 Real-time Computation
Principles and applied problems in real-time computation topics including processor subsystem, communication networks, terminal subsystems, A/D conversion, D/A conversion, interface, noise problems, the major cycle mode, message switching system, throughput rate calculations, system efficiency and system optimization.
Prerequisites: ICSS-210 and ICSP-213
Class 4, Credit 4

ICSS-575 Minicomputer Systems and Applications
Minicomputer hardware architecture, logical design, system interface, software organization, operating systems and applications in various areas. Hands-on experimentation on the PDP 11/10 and Microdata 1600D dual processing system is emphasized in this course.
Prerequisite: Fourth year standing and a grade point average of C or better.
Class 4, Credit 4

ICSS-580 Systems Programming
Computer system programming techniques; topics include system specifications, system generations, utility, service routines, operating systems, language processors, resources allocation, system protection and system efficiency optimization.
Prerequisite: ICSP-305
Class 4, Credit 4

ICSS-585 System Programming Laboratory
A follow-up study of Systems Programming to provide actual experience on a computer system.
Prerequisite: ICSS-580
Class 4, Credit 4
ICSS-590 Seminar in Computer Science
Current advancement in computer science. Topics selected include telecommunications, operating systems, sorting, systems analysis, virtual storage microprogramming and others.
Prerequisite: Must be a fourth or fifth year student
Credit 2-4

ICSS-599 Independent Study
Selected topics between a student and a faculty member.
Prerequisite: Fifth year standing with an average higher than 2.5
Credit 2-4

Department of Packaging Science
Course Descriptions

IPKP-200 Introduction to Packaging
An overview of the field of packaging. Topics will include the historical development of packaging, economic importance, social implications, the functions of a package, and packaging as a profession.
Class 2, Credit 2

IPKP-201 Principles of Packaging
Materials, processes, and technology employed to protect goods during handling, shipment, and storage. A brief review of materials and container types; package design and development; and research and testing will be presented.
Class 3, Credit 3

IPKP-301 Packaging Materials and Processes
The manufacture, properties, uses, and testing of all common packaging materials and components. Opportunities for reuse, recycling, and proper disposal will be discussed.
Class 2, Lab. 4, Credit 4

IPKP-401 Packaging Equipment and Systems
Package making and filling machinery available, plus handling and conveying equipment. The characteristics and maintenance of different types of equipment will be studied, and students will gain practice in setting up complete lines for packaging various products.
Class 2, Lab. 4, Credit 4

IPKP-421 Package Environment and Testing
An exploration of the different shipping, storage, and use environments common to various products and packages. Structural design of packages to protect products, and methods to test package effectiveness and predict shelf life in these environments will be studied. Package design in relation to solid waste disposal and material and energy shortages will be stressed.
Class 2, Lab. 4, Credit 4

IPKP-501 Package Development and Marketing
The interrelationship between these two activities, detailing how the retail package should be used as a scientific marketing tool. The course concentrates on a systematic approach to developing an optimum package for a given product to meet the demands of the retail market.
Class 2, Lab. 4, Credit 4

IPKP-590 Senior Thesis
An in-depth study of some phase of packaging which will enable the student to make use of the knowledge and skills acquired during the course of the program.
Arranged, Credit 4

IPKP-599 Independent Study
Independent study, in consultation with the instructor, on any packaging-related topic.
Arranged, Credit variable
School of Applied Science

COURSE DESCRIPTIONS | CIVIL ENGINEERING TECHNOLOGY

ITEC-420 Hydraulics
Study of liquid flow in pipes and open channels; flow measuring devices; pumps; measurement of pressure; basic gas laws; introduction to design of sewer and water lines.
Class 3, Lab. 3, Credit 4

ITEC-428 Report Writing
Principles of organizing data and information into clear and concise engineering reports; technique of library research; oral reports; minutes of meetings; business letters; short and formal reports.
Class 2, Credit 2

ITEC-430 Water Supply and Distribution
Consideration of water sources: surface and groundwater; rainfall and run-off characteristics; groundwater geology; impoundment reservoirs and wells; criteria for quality and quantity; storage systems; methods of distribution; system analysis; materials and methods of construction; AWWA, FBO, and other standards.
Class 3, Credit 3

ITEC-434 Environmental Pollution
The study of various forms of pollution including air, thermal, noise, erosion, pesticides, radiation, and visual pollution; investigation of the sources, measurement, and methods of control; legislation and codes; enforcing agencies; several guest speakers who are experts in the field.
Class 3, Credit 3

ITEC-436 Design of Sanitary and Stormwater Drainage Systems
Population estimate techniques and sewage flow determination. Application of basic hydraulics to the analysis and design of sanitary and stormwater collection system for a subdivision. Sewer appurtenances and their design, such as street inlet and inverted siphon. Selection of sewage pumps and design of pumping station. Design of septic tank and absorption field.
Class 2, Lab. 2, Credit 3

ITEC-438 Principles of Treatment of Water and Sewage
Introduction to water and wastewater treatment. Interpretation of analyzed physical, chemical, and biological parameters of water quality with regard to the design and operation of treatment processes and to the control of the quality of natural water. Fundamental principles and applications of physical, chemical and biological processes employed in water and wastewater treatment. Analysis of waste assimilative capacity of streams.
Class 4, Lab. 2, Credit 5

ITEC-440 Mechanical Equipment
Considerations in the selection and operation of mechanical equipment used in pollution abatement and water treatment facilities. Topics include pumps; preliminary treatment equipment such as bar racks, grit chambers, comminutors; clarifiers; aeration equipment and systems; chlorination equipment; standby generators; several field trips.
Class 3, Credit 3

ITEC-510 Design of Water Treatment Facilities
Principles of water treatment plant design. Conceptual and hydraulic design of water purification and conditioning facilities. Topics include design of a rapid sand filtration plant with water softening treatment.
Class 2, Lab. 3, Credit 3

ITEC-513 Computer Techniques in Civil Technology Lab.
Designed to complement ICSP-205, Computer Techniques. Introduction to Problem Oriented Languages: Cogo, Stress, Ices, CPM. Problem solving. Lab. 2, Credit 1

ITEC-514 Land Planning
Basic concepts of zoning: residential, commercial, industrial, agricultural. Study of concepts of flood plains, green belts, protection of wetlands, wild and scenic river designation, wilderness areas; functions of zoning and planning boards.
Class 2, Credit 2
ITEC-516 Structural Analysis and Design
Analysis and design of continuous reinforced concrete beams and frames; use of approximate methods, slope-deflection, and moment distribution; comparison of elastic and ultimate design theories.
Class 3, Lab. 2, Credit 4

ITEC-520 Design of Wastewater Treatment Facilities
Principles of wastewater treatment plant design. Conceptual and hydraulic design of activated sludge plant and trickling filter plant. Tertiary treatment facilities, such as nitrogen and phosphorous removal will be discussed.
Class 3, Lab. 2, Credit 4

ITEC-524 Solid Wastes
Study of all aspects of the problems of solid waste treatment and disposal. Topics included will be the collection process, composting, compaction, incineration, recycling, and sanitary landfilling; student research project.
Class 4, Credit 4

ITEC-541 Engineering Economics
Introduction to economic decision-making and the approach of selecting the best of several alternatives according to economic criteria. Typical topics are: compound interest factors; benefit-cost ratio; comparisons using rate-of-return, annual-cost and present-worth analyses; depreciation.
Class 3, Credit 3

ITEC-544 Contracts and Specifications
Study of the contract documents, relationship between the owner, engineer, and contractor. Various types of contracts and specifications; introduction to engineering law.
Class 3, Credit 3

ITEC-546 Professional Principles and Practices
Treatment of the legal and ethical aspects of the profession; responsibilities attendant to registration and licensing; ASCE code of ethics; investigation of current professional problems such as the selection process of consulting engineers by government agencies.
Class 2, Credit 2

CIVIL TECHNOLOGY ELECTIVES:

ITEC-527 Soil Mechanics and Foundations
Properties of soil; stresses and settlement in soils; slope stability; earth pressures on structures; determination of presumptive bearing capacity. Types of foundations and their interrelation with the supporting soil.
Class 3, Lab. 2, Credit 4

ITEC-548 Industrial Water and Wastewater
Class 3, Lab. 2, Credit 4

UPPER-DIVISION ELECTRICAL ENGINEERING TECHNOLOGY

ITEE-310 Electricity
Basic circuits for photographic management majors. Topics covered include basic circuit elements, A.C. and D.C. voltages and currents, elementary circuit analysis, A.C. power systems and equipment.
Class 3, Lab. 3, Credit 4

ITEE-311 Electronics
Class 3, Lab. 3, Credit 4

ITEE-401 Circuit Theory 1
An introductory course in the use of Laplace transform to determine the complete response of circuits containing independent and dependent sources, resistance, inductance, and capacitance. Application of basic circuit theorems to the solution of transformed networks.
Class 4, Lab. 2, Credit 3
ITEE-402  
Circuit Theory II  
Class 3, Lab. 2, Credit 4

ITEE-404  
Control Systems I  
Analysis of closed loop control system using Routh's and Nyquist's stability criteria. Determination of steady-state error, phase and gain margin and static error coefficients. Lead and lag compensating networks and their applications.  
Class 3, Lab. 3, Credit 4

ITEE-411  
Electrical Principles for Design I  
Basic course in electrical circuits for mechanical technology students. Solution of D.C. and A.C. circuits, including basic network theorems. Concepts of electromechanical energy conversion including D.C. machines, polyphase circuit and power transmission.  
Class 3, Lab. 3, Credit 4

ITEE-412  
Electrical Principles for Design II  
A continuation of ITEE-411. Topics covered include A.C. machines, transformers, power rectifiers, basic principles of electronic amplifiers and electronic control systems.  
Class 3, Lab. 3, Credit 4

ITEE-414  
Basic Electrical Principles  
Basic industrial power distribution systems. Single and three phase power, power measurement and power factor. Other topics include motors and their operating characteristics, power consumption and economic considerations, principles of electric transducers.  
Class 3, Lab. 3, Credit 4

ITEE-424  
Logic and Digital Devices  
Analysis and simplification of logic equations using Boolean Algebra to semiconductor, fluidic, pneumatic, and relay logic devices. Karnaugh and Quine McClusky reduction techniques, and truth tables. Transformation from logic equations to standard logic units, the operation and hazards of sequential circuits.  
Class 3, Lab. 3, Credit 4

ITEE-428  
Linear Amplifier Design  
Design of transistor amplifiers for specific low frequency, high frequency, and transient response. Single and cascaded band-pass amplifiers including compensated video amplifiers, staggered tuned amplifiers, and feedback systems. Design of transistors bias networks to meet specific circuit requirements.  
Class 3, Lab. 3, Credit 4

ITEE-432  
Power Amplifier Design  
Design of class A and B low frequency power amplifiers including distortion analysis and feedback. Class C R.F. power amplifier design using transistors. Thermal considerations for power transistors and heat sink design.  
Class 3, Lab. 3, Credit 4

ITEE-520  
Electrostatic and Magnetic Fields  
Basic principles of electrostatic fields including vector analysis, Coulomb's law, field intensity, and energy. Steady state magnetic field fundamentals including Ampere's law, magnetic flux and flux intensity. Basic magnetic circuit design.  
Class 4, Credit 4

ITEE-521  
Electromagnetic Fields and Antennas  
Class 3, Lab. 2, Credit 4

ITEE-524  
Microwave Systems  
Microwave power sources and waveguide transmission systems. Measurement of standing waves, impedance, and power flow in waveguides. Solid state microwave devices. Microwave communication system design.  
Class 3, Lab. 3, Credit 4

ITEE-526  
Semiconductor Physics  
Class 4, Credit 4

ITEE-532  
Power Amplifier Design  
Design of class A and B low frequency power amplifiers including distortion analysis and feedback. Class C R.F. power amplifier design using transistors. Thermal considerations for power transistors and heat sink design.  
Class 3, Lab. 3, Credit 4
ITEE-534 Communication Systems I
Class 3, Lab. 2, Credit 4

ITEE-535 Communication Systems II
Class 4, Credit 4

ITEE-536 Control Systems II
Design of control systems for specific application and performance criteria. A study of control motors and components for D.C. and A.C. control systems. Application of control theory to the solution of practical system problems.
Class 3, Lab. 2, Credit 4

ITEE-538 Digital Computer Design I
Design of logic circuits using 7400 series TTL gates. A study of flip-flops, one shot multivibrators and MSI. Design of arithmetic circuits, shift registers and counters. Core memories and their applications.
Class 3, Lab. 2, Credit 4

ITEE-539 Digital Computer Design II
Class 3, Lab. 2, Credit 4

ITEE-540 Pulse Circuit Design
Response of R-C circuits to pulse and square waves. Switching characteristics of transistors; rise time, fall time, and storage time. Clipping and clamping circuits. Design of multivibrators. Schmitt triggers, differential amplifiers, comparators, trigger and counting circuits.
Class 3, Lab. 2, Credit 4

ITEE-544 Integrated Circuit Theory and Applications
Review of basic semiconductor theory and transistor fundamentals. Fabrication processes and circuit characteristics of monolithic semiconductors. Basic integrated circuits and circuit analysis.
Class 3, Lab. 2, Credit 4

ITEE-546 Industrial Electronics
Class 3, Lab. 2, Credit 4

ITEE-548 D.C. and A.C. Machine Design
Principles of operation, construction, and application of A.C. and D.C. rotating machines. Special emphasis on A.C. synchronous, A.C. induction, D.C. shunt, and A.C. single-phase motors and rotating devices which find widespread application in control systems.
Class 3, Lab. 3, Credit 4

ITEE-550 Power Systems
Derivation and use of per-unit quantities and symmetric components. Inductance and capacitance of three-phase transmission lines. Symmetric component representation of transformers. Load/flow studies.
Class 3, Lab. 2, Credit 4

ITEE-551 Protective Relaying
Physical construction and characteristics of electro-mechanical and solid-state relays. Short circuit calculations. Line, bus, and transformer protection. Protective relay design.
Class 3, Lab. 2, Credit 4

ITEE-552 Power System Stability
Lightning and switching characteristics. Travelling waves on transmission systems. Shielding and arrester protection. Transient characteristics of machines. System Stability.
Class 4, Credit 4
ITEE-554  
Electronic Optic Devices  
Class 3, Lab. 2, Credit 4

ITEE-556  
Transmission Lines and Filters  
General transmission line equation and approximations. Lossless transmission line and analysis using the Smith chart. Matching stub design for transmission lines. Pole-Zero filter design principles and applications.  
Class 3, Lab. 3, Credit 4

ITEE-580  
Senior Project  
Selected independent study or design project by Electrical Technology students with the approval of the Department.  
Class/Lab as required, Credit 4

UPPER-DIVISION MECHANICAL ENGINEERING TECHNOLOGY

ITEM-401  
Mechanical Design Concepts I  
The basic concepts of strength of materials are reviewed in depth as applied to Mechanical Design. The course includes the study of the concepts of stress and strain, the stress-strain relationship, the design and analysis of thin-walled pressure vessels, shafts, and beams, including combined stress.  
Class 3, Lab. 2, Credit 4

ITEM-402  
Mechanical Design Concepts II  
The principles of kinematics and the basic laws of motion applied to the design and analysis of mechanical components and systems.  
Class 4, Credit 4

ITEM-403  
Mechanical Design Concepts III  
Work and energy, impulse and momentum, impact, and fundamentals of vibration applied to mechanical design and analysis.  
Class 4, Credit 4

ITEM-411, 412  
Engineering Materials I, II  
A study of the physical and mechanical properties of metals and alloys. The effect of fabrication on metals, properties of organic and inorganic materials.  
Class 3, Lab. 2, Credit 4

ITEM-425  
Statistical Quality Control  
The basic concepts of statistics and probability are studied as they apply to Quality Control, including the study of control charts, sampling procedures, and the planning, organizing, and installation of Quality Controls in the industrial setting.  
Class 4, Credit 4

ITEM-427  
Reliability  
Covers management responsibilities and organizational structures. Considers the intent and use of statistical techniques and the practical problems involved in relating reliability, operational readiness, and performance capability. (AETM-425)  
Class 4, Credit 4
ITEM-431 Production Management
A study of modern industrial organization and how it is managed. Techniques of decision making will be studied in problem areas related to manufacturing. Class 4, Credit 4

ITEM-432 Production Control
Fundamental principles in the control of industrial production in relation to forecasting, inventory, production planning, routing, and scheduling. Class 4, Credit 4

ITEM-433 Cost Analysis
Use of decision theory and the nature of man-machine systems in analyzing manufacturing projects. Integration of economic factors with design and production criteria. Use of linear programming and computers in performing value engineering analysis. Techniques of estimating costs will be studied and used. Class 4, Credit 4

ITEM-434 Industrial Organization and Management
The industrial structure is studied to see how the various areas and functions are related to each other. The material covered should give the student an overview of the operations of the organization and an understanding of the fundamental principles of management which lead toward effective coordination and control. Class 4, Credit 4

ITEM-436 Engineering Economics
This course covers some of the factors involved in engineering economy. Capital financing and budgeting, depreciation and valuation, risk and uncertainty, break-even studies, replacement costs, and selections between alternatives are typical of the topics covered. Class 4, Credit 4

ITEM-440 Applied Thermodynamics
Introduction to the first, second, and third laws of thermodynamics and principles of their application. Properties of a pure substance and the ideal gas. Class 3, Lab. 2, Credit 4

ITEM-442 Heat Transfer
Fundamentals of heat conduction, radiation, and convection; and application to problem solution. Class 3, Lab. 2, Credit 4

ITEM-450 Applied Vibrations
An introduction to the application of the shock and vibration theory to design problems. Special emphasis given to the formulation of practical problems in simple mathematical terms. Class 3, Lab. 2, Credit 4

ITEM-460 Applied Fluid Mechanics
A study of the fundamentals of physics governing the statics and dynamics of fluids. Pipe flow, turbomachinery and the application of fundamentals to the design of fluid systems. Class 3, Lab. 2, Credit 4

ITEM-462 Fluid Power Systems
Principles and applications of fluid power systems necessary to actuate and/or control process equipment: electro-hydraulic-pneumatic systems are studied. Principles of fluidics are introduced. Class 3, Lab. 2, Credit 4

ITEM-470 Numerical Control Applications
The philosophy of the use of numerical control in manufacturing. It will briefly review programming and examine different applications of numerical control. Emphasis will be on identifying the factors involved in justification and determining when numerical control should be used. Class 3, Lab. 2, Credit 4

ITEM-472 Tool Engineering
Selection of tools for production; specification of tools, jigs, fixtures, dies, production type gages; selection of tooling for automatic machines; determining assembly tooling. Class 3, Lab. 2, Credit 4

ITEM-480 Methods Analysis
Principles and applications of basic methods and techniques for improvement of the man-job-time relationship; job standards and recording; work-space design for efficient use of manpower. Class 3, Lab. 2, Credit 4
ITEM-490 Production Planning
Introduction to plant design, problems in factory planning, preparation of plant layout, quantitative tools used in solving layout problems, common problems in plant layout, work simplification principles and practice.
Class 3, Lab. 2, Credit 4

ITEM-500, 501 Systems Design Project I, II
An individual student project in systems modeling. The student will design and build suitable systems which will then undergo thorough testing.
Class 1, Lab. 6, Credit 4

ITEM-503 Topics in Mechanical Design
Selected topics in areas such as advanced strength of materials, experimental stress analysis, human factors in design, and computerized analysis of structures and mechanisms.
Class 3, Lab. 2, Credit 4

ITEM-510, 511 Process Design I, II
The student is placed in a realistic manufacturing situation in which he selects, creates, or is assigned a product to manufacture. Use of his total program in the solution of the problem and its presentation. Oral and written report presentations.
Class 3, Lab. 2, Credit 4

ITEM-515 Manufacturing Technology
Advanced topics in tool engineering and/or related subjects. Specific topics will be determined by class interest.
Class 1, Lab. 6, Credit 4

ITEM-520 Introduction to Systems Design
The study and application of the physical principles necessary for the design of mechanical, electrical, electromechanical, hydraulic, and pneumatic control systems.
Class 3, Lab. 2, Credit 4

ITEM-530 Instrumentation
A basic approach to calibration and use of pressure, temperature, flow, humidity, and liquid level measurement instruments.
Class 3, Lab. 2, Credit 4

ITEM-532 Control Principles and Devices
An introduction to the concept of automatic control. The fundamental aspect of all types of controllers is studied. The application of the various devices and performance of the device is stressed.
Class 3, Lab. 2, Credit 4

ITEM-534 Servomechanisms
A study of the fundamental electromechanical, pneumatic, and hydraulic systems components as they are applied to systems design.
Class 3, Lab. 2, Credit 4

ITEM-540 Thermal Technology
Applications of thermodynamics, steam, combustion equipment.
Class 3, Lab. 2, Credit 4

ITEM-550 Topics in Machine Design for Electrical Majors
Principles of dynamics and strength of materials as applied to electrical components and subsystems. Topics include shaft and bearing design, vibration of rotors, material selection, lubrication, environmental and human factors considerations.
Class 4, Credit 4
Course Descriptions

R.O.T.C. PROGRAM

Military Science, First Year

MMSM-011 The Military and American Society I
Organization of the Army and ROTC. Warfare: its nature, origins, conduct and future. Leadership laboratory.

MMSM-012 The Military and American Society II

MMSM-013 Rifle Marksmanship
Introduction to Infantry weapons. Marksmanship training, sight adjustment and positions. Practice firing and record firing for Army qualification with small bore rifle.

Military Science, Second Year

MMSM-021 Military History I
Survey course in Military History. Scrutinizes technological and tactical innovations and their effect on the conduct of war. Covers the period to 1866.

MMSM-022 Military History II
American Military History from 1866. The involvement of the U.S. in the international conflicts of the 20th century. Emphasis is placed on the U.S. and its involvement overseas.

MMSM-023 Introduction to Basic Operation and Tactics
Provides a knowledge of the fundamentals and techniques of tactics at squad level. Leadership, command and control in the tactical employment of small units is stressed.

Military Science, Third Year

MMSM-031 Fundamentals of Instruction
Examination of principles and techniques that are utilized in the preparation and presentation of a complete period of instruction.

MMSM-032 Leadership in Small-Unit Operations
An extended course in leadership and management of resources on the tactical battlefield with heavy emphasis placed on sequential timing and economy of forces and resources.

MMSM-033 Leadership and Management
Provides future officers with the basic principles of leadership and management of human resources. Motivation, morale, communication, individual and group behavior are discussed.

Military Science, Fourth Year

MMSM-041 Theory and dynamics of the Military Team
Provides a broad understanding of the principles, fundamentals and tactics as they apply to employment of combat teams. Emphasis is on leadership responsibilities and the roles and contributions of various branches of the Army in support of the combat team.

MMSM-042 Military Justice/Administration and Staff Operations
In-depth study of the Uniform Code of Military Justice from its inception to the present. Particular emphasis is placed on the comparison and relationship of the civilian and military systems. Staff functions at battalion level and company administration.

MMSM-043 World Change and Military Implications
Provides an understanding of the component parts of the international system. The spectrum of force and use of force in the contemporary world. The major world events having military implication for the U.S.
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Address any of these at

**ROCHESTER INSTITUTE OF TECHNOLOGY**

ONE LOMB MEMORIAL DRIVE

ROCHESTER, NEW YORK 14623
1. GEORGE EASTMAN MEMORIAL BUILDING:
   IA. Administration Tower (Information Desk)
   IB. College of Business
   IC. College of Continuing Education
2. FRANK RITTER MEMORIAL ARENA: Ice Rink
3A. GEORGE H. CLARK MEMORIAL GYMNASIUM
3B. EDITH WOODWARD MEMORIAL POOL
4. COLLEGE-ALUMNI UNION and INGLE MEMORIAL AUDITORIUM
5. WALLACE MEMORIAL LIBRARY
6. COLLEGE OF GENERAL STUDIES
7. JAMES E. BOOTH MEMORIAL building:
   7A. College of Fine and Applied Arts, Bevier Gallery
   7B. FRANK E. GANNETT MEMORIAL building:
       College of Graphic Arts and Photography
46. NTID RESIDENCE HALLS: Residence
60. NTID ADMINISTRATION BUILDING
99. CENTRAL SERVICES BUILDINGS
(P) Parking, long term
(VP) Visitor Parking, short term