

---

The  
College Blue Book®

21st Edition

---

Degrees Offered by  
College and Subject



The  
College  
Blue Book®

21st Edition

---

Degrees Offered  
by College  
and Subject

MACMILLAN PUBLISHING COMPANY  
NEW YORK

Collier Macmillan Publishers  
LONDON

Copyright © 1987 by Macmillan Publishing Company  
A Division of Macmillan, Inc.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Macmillan Publishing Company  
A Division of Macmillan, Inc.  
866 Third Avenue, New York, N.Y. 10022

Collier Macmillan Canada, Ltd.

Library of Congress Card Number: 79-66191

ISBN 0-02-695900-3 (single volume)  
ISBN 0-02-695960-7 (5-volume set)

Printed in the United States of America

printing number

1 2 3 4 5 6 7 8 9 10

The  
College  
Blue Book®

21st Edition

---

Degrees Offered  
by College  
and Subject

# **The College Blue Book® 21st Edition**

## **Narrative Descriptions**

Over 3,000 colleges in the United States and Canada are fully described. Procedures are given for filing admission applications. Campus facilities and costs are discussed. A map of each state and province is included.

## **Tabular Data**

Colleges are listed alphabetically by state or province. Information about costs, accreditation, enrollment figures, faculty, and names of the chief administrative officer or registrar are given for each school.

## **Degrees Offered by College and Subject**

In Part I, under the name of each college listed alphabetically by state or province, appears a list of the subject areas for which degrees are offered. Part 2 includes an alphabetical listing of subject areas for which degrees are granted by one or more institutions of higher education.

# PREFACE

*The College Blue Book*® has been a standard, professional reference on higher education since it was first published in 1923. New features have been added during the years since to keep pace with the changing needs for information about our educational facilities. The information, especially in the areas of tuition, room and board, enrollments, library holdings, is constantly changing. It is difficult to maintain up-to-date figures in these areas, especially since our data is gathered early in the year of publication. Many schools change tuition and related costs in May and later months when our books are already on the printing presses. We therefore urge our readers to check directly with the schools for the most current cost information.

The staff of *The College Blue Book*® wishes to express its thanks to the college and university officials for the assistance and cooperation necessary for collecting and preparing the data for this publication. These officials have requests for data from many sources and we sincerely appreciate the time and effort they put into completing our questionnaires. We are always open to suggestions and recommendations for improvement of *The College Blue Book*® from our readers and from the educational professions. Such comments would be welcomed and appreciated.

# INTRODUCTION

The decision to continue education beyond the high school years, the selection of a collegiate institution, and the area of study to be pursued are some of the essential experiences necessary for students to determine their futures. Alternatives of choice institutions, work selection, job opportunities, professional training, or even discontinuing any further education are all selective decisions open to the students.

Nearly all students today have opportunities to continue education beyond high school. There are more schools accepting wider ranges of student ability and interest than ever before. This means more effort, more planning, and more personal study in making the college choice.

## Self Appraisal

The best place to begin is with oneself. An appraisal with objective, honest answers is necessary. What are the personal potentials as a student? Where has the best performance been? What are the probabilities for improvement? What are the reasons for really wanting to go to college; is it for intellectual development, vocational preparation, or simply to satisfy a desire for status? What are the personal ideas of college? What is expected from the college experience? Have career plans been made? Where are the academic abilities? What subjects are preferred? What is the quality of performance in the preferred areas of study? What is the overall grade average? What is the class rank in high school? In what subject areas is there the greatest interest? What is the quality of work in these areas? Are interests and performance generally consistent? Are the expressed and recorded interests truly and accurately reflecting the inward wishes? What was liked best about the high school experience? Has the college preparatory program been followed in high school? What were the social and cultural experiences during high school years that were most meaningful? What was considered, if anything, to be lacking?

Well-thought-out answers to these and similar questions are helpful. Discussions of such topics with counselors, parents, and teachers increases the probability of success in college selection, attendance, and completion.

The counselor today is an extremely valued resource person available to assist the student. When an effective working team of counselor-student-parent actually exists, the probabilities for the student making selective choices that prove to be the "right" ones are unquestionably the greatest. The better the student and the counselor know one another, the more effective the guidance and counseling program will be. For this to occur, the opportunity for face-to-face student-counselor discussion needs to be begun in the latter elementary school years and continue through high school and college. As our high schools become larger, the student need for personal relationships with his counselor becomes more important.

## College Appraisals

Research is continuing in the areas of college admissions and student success. The identification and understanding of causes of success and failure need professional study. However, one thing is apparent: the more careful the preparations and planning by the student, the better the chances of college admission and success.

Systematized planning should begin early. The better the student understands himself and the more knowledge he has about colleges available, the better he can plan with corresponding success. Certainly, early in the high school career, students should be reviewing detailed information on colleges and universities with the counselor, noting academic requirements such as scholastic performance, course requirements, specialization requirements, costs and other particular qualities of individual collegiate institutions. There is no single one-and-only college for the student. Colleges have personalities just as students do. There are always several colleges with academic and social climates compatible and acceptable to each student.

Entrance requirements, courses available, costs, size of student body, academic pressure, special programs, geographical location, and specialty schools are some of the considerations of every student in appraising available colleges.

*The College Blue Book®* is dedicated to providing detailed information regarding collegiate institutions throughout the United States. Students and counselors should browse through *The College Blue Book®* and become familiar with colleges of our country and neighboring Canada. As interest sharpens and narrows, more selective and in-depth study of institutions should be made.

Where feasible, students should plan visits to college campuses. Campus visiting may begin during the summer between the sophomore and junior years of high school. The best time to be on a college campus however is during the regular term with a carefully planned visit in the spring semester of the junior year. Preparatory plans should be made with the high school counselor, reviewing discussions of earlier personal conferences. Advance arrangements should be made with admission officers of the colleges the student expects to visit. The admission officer's name and telephone number will be found in most instances in *The College Blue Book®* volume entitled *Tabular Data*. The admissions officer in many cases will want to know whether the student has actually applied for admission. He probably will want to know the areas the student may plan to major in or other special interests the student has in the particular institution. The student should have prepared a summary of data on himself.

If possible, high school students should also talk to students of the colleges they wish to attend. Perhaps a recent graduate of their own high school is attending one of the colleges the student is interested in.

The growth of community colleges has opened up another avenue for students, especially those of limited finances or those who have not decided on their ultimate educational goals. Students will find many of these community colleges offer an excellent opportunity to gain solid college background, and then choose, if he or she desires, a four-year institution to complete their educational ambitions.

Any regular high school graduate can find a school that will accept him. In identifying the colleges, many students need to be encouraged to look to the smaller, private and public colleges of good standing.

Students entering professional training such as engineering or law might consider small schools that have cooperative programs with major universities. A knowledgeable student, through planning and guidance, can avoid unnecessary disappointment. A college career can be quite beneficial to the student who spends three or four years on a small campus and one, two, or three additional years of graduate work on another, larger campus.

## Costs

**Costs are continuing to rise. Tuition charges as listed herein should only be used as a guide. It would be wise to**

**check with the institution of interest to be sure of having the most up-to-date information available.**

Should the need for financial aid be a factor in selecting a college, a college-bound student should be aware that the best single source of financial assistance and information is the financial aid officer or admissions director at the college. It is most important for the student to contact the finance office as early as possible during the student's senior year in high school. A principal source of financial assistance is the major federal undergraduate aid programs. Applications can be obtained from the college. Most colleges and universities also offer financial assistance in several forms including academic and general scholarships, grants-in-aid, student loans, and part-time work. For more information, see the companion volume to *The College Blue Book®: Scholarships, Fellowships, Grants, and Loans*.

## Two-Year Colleges

Two-year colleges, referred to as junior colleges or community colleges, both public and private, offer programs which prepare students for technical and semi-professional careers in business and industrial fields, and for transfer to senior colleges. There are hundreds of two-year colleges providing comprehensive programs meeting the lower division requirements of virtually all four-year colleges and universities. Such programs would involve urban and rural institutes to rival the land-grant institutions of the last century, providing publicly supported two-year colleges geared to broad community service.

There are decided advantages for some students to enroll in the two-year college. Some of these are: less cost, home residence, availability of highly specialized programs, opportunity for the student to mature, a smaller student body, and generally a closer relationship to the faculty. The development of two-year colleges across the nation is one of the most vital forces in education today. The two-year college is neither an extension of high school, nor a little senior college. It has its own identity, sphere of service, and contribution to make to American education. The comprehensive community college is considered one of the best means of accommodating the demands of higher education, embracing the increasing variety of abilities of students graduating from high schools, preparing students in the technological and semi-professional occupations, and all in an economical manner.

One very important caution needs to be heeded by students enrolling in two-year colleges who are planning to continue their work through a bachelor's program. Students expecting to transfer should very carefully study the requirements of the institution they ultimately plan to attend. In conference with the junior college counselor, a



careful review of the planned program should be made to be sure the contemplated courses at the junior college will satisfy the requirements of the senior institution. Students who may depart from the prescribed courses stated by the senior institution or fail in any of these courses will experience interference with admission or normal progress toward the bachelor degree.

### **Liberal Arts Colleges**

The liberal arts colleges offer four years of college beyond high school awarding the Bachelor of Arts and the Bachelor of Science degrees. Curriculum for the first two years is broad with emphasis in the humanities, natural sciences, and cultural history of our society. The last two years may provide a concentration of specific programs such as premedicine or prelaw leading to graduate professional training.

Students considering professional training at the graduate level should keep this in mind as they plan their work at the liberal arts college. Graduate schools in some cases have strict preparatory requirements. Familiarity with these requirements can greatly assist in making the transfer to graduate level without loss of credit or time.

### **Specialized Institutions**

Four-year institutions of technology are examples of the more specialized schools where concentration in a specialty is intensively pursued throughout the college career. Most of these institutions are quite selective in admission practice and may require more high school mathematics and science than most other schools for entrance. These programs lead to engineering degrees in many fields emphasizing technology and science. Recently there has been a broadening program of the first two years, but in general, such a program is not nearly as comprehensive and varied as the liberal arts college. The demand for engineers and scientists with specially-developed skills creates great competition for entrance into schools of technology.

There are other specialized institutions such as conservatories of music, seminaries, medical and law schools, institutions specializing in teacher training, or the fine arts, most of which require specialized preparation for entrance.

### **Universities**

The university generally is composed of a number of degree-granting colleges and schools where both bachelor and graduate degrees are grouped under one administra-

tive head. Bachelor degrees at the university may be earned in liberal arts or one of the professions such as engineering or the physical sciences. The university, to some extent, combines what is available at the liberal arts college with the specialized institution. Complete professional training in such areas as law, medicine, and science is available on the university campus.

As a rule, universities have much larger student bodies than do colleges. In order to meet the demand, most state universities have established several campuses to accommodate the ever-increasing enrollments. Many state universities are very selective in admitting students. This is particularly true for a student who may wish to enroll in a state university other than the one of his home state.

### **Entrance Examinations**

There are more applicants than there is room for students on many campuses. As this demand increases, colleges and universities attempt to identify those applicants who are most likely to succeed on their campuses. A quality scholastic record has more influence on acceptance and admission than any other single factor. High school grades predict with better accuracy than any other single measurement what the college grades and success will be. The more selective colleges and universities may choose students who come out highest on quantitative criteria, that is, high school scholastic averages combined with test scores. Some institutions have far more applicants than they can accept whose scholastic records and test scores are of a maximum quality. In such cases, applicants are sometimes screened and accepted on the basis of categories according to residence in the state or region, special talents, minority groups, or relationship to alumni. Such procedures are used in an attempt to influence the makeup of the enrollment.

When investigating several schools, one of the most accurate ways for evaluation of an institution is to consider test scores and the high school rank order of the students actually on campus. In many instances this is more informative than the announced admission policies.

College testing is required by many colleges and universities for entering students; some have developed their own tests and over the years have established norms for such tests. Most institutions requiring tests for entrance, however, now use either the test of the American College Testing Program (ACT) or the examinations of the College Entrance Examination Board. The College Entrance Examination Board offers the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and specialized Achievement Tests. These examinations have valid, established norms. The abilities measured have been developed over a long period of time.

Coaching, tutoring, drill, and memorization of facts can do little to improve the scores of the standardized examinations. It is recommended that students not invest time and money in cramming in hopes of improving their test scores. Students can do their best preparation in general reading, completing their school assignments well, and arriving on the proper day of the test rested and refreshed.

### **American College Testing Program (ACT)**

The ACT Assessment provided by the American College Testing Program, a three and one-half hour assessment examination, covers four subject areas. These are English usage, mathematics usage, social studies usage, and natural sciences reading. The ACT is administered in October, December, February, either March or April, and June for college-bound juniors and seniors in secondary schools. Many colleges and universities recommend prospective students take the examination early in the senior year. At present, the ACT examination is required or requested at more than 2700 institutions of higher education.

The tests provide estimates of the students' current level of educational development in knowledge skill areas often required in college course work. The ACT college testing program was founded in 1959. It is a non-profit educational service offering programs in testing and financial need analysis. There are currently more than 3500 test centers where the examination is administered in the United States and foreign countries.

Besides the test, ACT also offers another major service for college-bound secondary students. It is the Student Need Analysis Service, which was designed to help students needing financial aid. This service was initiated because of ACT's interest in past experience with high schools, students, colleges, and by requests from colleges and other agencies. The ACT test of the American College Testing Program is scored on a range of 1 to 36.

### **Scholastic Aptitude Tests (SAT)**

The Scholastic Aptitude Test of the College Board is a three-hour examination to measure the verbal and mathematical abilities students have developed over many years, both in and out of school. The questions are divided into four 30-minute sections: two verbal and two mathematical. The rest of the total three-hour testing time is occupied by the 30-minute Test of Standard Written English (TSWE), given with the SAT, and a 30-minute experimental section, which does not count toward your score.

The Achievement Tests, which some colleges require for admissions or placement purposes, are one-hour multiple-choice tests in 14 specific subjects.

Unlike the SAT, which measures more general abilities, Achievement Tests measure the students' knowledge of a particular subject and their ability to apply that knowledge. Because of this, students should try to take an Achievement Test as soon as possible after completion of their last course in that subject.

These College Board tests are given on certain Saturday mornings in November, December, January, March, April, May, and June in more than 3500 test centers in the United States and foreign countries. Approximately 2000 colleges use the tests. The combination of the student's academic record and the SAT scores, along with other pertinent secondary information enables admissions officers to estimate how well the student will perform on a particular college campus. The Scholastic Aptitude Test is scored on a scale of 200 minimum to 800 maximum.

### **Admission Policies**

Counselors can provide students with freshman profiles on many of the institutions. Studying the *College Blue Book*,<sup>®</sup> particularly the volume *Tabular Data*, provides a great amount of information on the kind of student bodies found on the campuses of American institutions. There are four general classifications of admission policies. An understanding of these provides valuable guidelines in identifying colleges for consideration.

*Most Selective:* One hundred or so institutions probably fall within this classification. Many more students apply who meet the announced admission requirements than the college could possibly accept. In addition to requiring outstanding academic records, personal recommendations are required from the high school, and identification of any certain special qualities of the student should be made known. In this regard, the high school recommendation made to the collegiate institution requires special attention. Many times, particularly at selective institutions, the high school recommendation actually provides the necessary edge for admission. The recommendation should be on time, carefully providing all information called for, and, finally, be precise and detailed in citing personal qualities of the applicant.

All these qualities, however, do not guarantee acceptance. It is strongly recommended that qualified students apply to more than one institution of this type, and that not all applications should be made to the same type of institution.

*Very Selective:* There are more than 400 colleges and universities in this classification. Colleges having a very selective procedure in accepting students require ACT scores of 23 or over, or a SAT score of 600 or more. Stu-

dents should rank in the top 10 to 12 percent of their high school graduating classes. In addition, strong recommendations stressing particular talents and achievements are necessary. Applications should be made to several institutions of this type.

**Selective:** An ACT of 20 or over, or a SAT score of 550 or more is generally necessary. Applications for admission to selective colleges and universities are usually called for in the spring prior to fall entry. In many situations, applications may be submitted in the fall of the senior year with final confirmation to be made after all grades are recorded and confirmed upon graduation from high school.

One of the most important considerations in planning is to note when colleges and universities request applications, and to be sure that the applications are complete and forwarded during the appropriate periods. Failure in any way in this procedure will usually automatically disqualify student acceptance.

**Least Selective:** The fourth classification represents those institutions who will accept students with a C average on their high school work. In certain unusual instances, and under special situations, even the selective institutions may accept students who are in this category, particularly if the scores on the ACT are in the mid 20s or are in excess of 500 on the SAT. Generally, for acceptance in the less selective schools, students should have an ACT composite score of 17 or a SAT score of 450.

Entrance examinations may or may not be required. Occasionally, if examinations are required, the results are used for student placement rather than admission. Most high school graduates can meet the requirements for entry and will be accepted. It should be pointed out, however, that in some cases an institution may be liberal in acceptance but carefully screens candidates for graduation. In such an institution, a high attrition rate may occur.

**Open Enrollment Policy:** This is becoming more common, particularly with the public junior colleges. Many students will find this privilege most helpful in continuing their formal education beyond high school. Such a policy enables those students to have a second chance who have failed to perform up to their ability during the high school years. Enrollment and attendance may enable the student to complete a most rewarding vocational program or to later transfer and complete the Bachelor degree, which otherwise might not have been possible because of the deficiency in the high school scholastic record.

A number of colleges and universities, particularly the

publicly supported ones, have adopted the open enrollment policy. In response to a feeling of community responsibility, they accept any student who has a diploma (or G.E.D. equivalency certificate) from an accredited high school. This procedure allows students from disadvantaged and minority backgrounds, who might otherwise be denied such an opportunity, to acquire a college education and prepare for a meaningful occupation. These institutions have not lowered their graduation requirements; they have, instead, created the opportunities for more students to satisfy these requirements.

Do not assume the erroneous generality that the tougher it is to get into an institution, the better the quality; or the easier to enter, the poorer the school. In fact, there is research evidence available indicating that it may be wise to re-examine some of our traditional notions and attitudes regarding admissions. Not all degree programs on any particular campus are equally outstanding. Every institution has its particular strengths in programs available. Certain institutions are excellent places for some kinds of students in some kinds of programs, but no institution is the one most suited for everyone.

## Summary

Perhaps a summary of some of the major reasons students continue to drop from college attendance may offer assistance in college selection and more particularly in successfully completing the work for Bachelor degrees once admitted. Some of the major dropout causes are (1) lack of maturity—unable to organize and manage their own lives; simply cannot do work on their own; (2) inability to read—referring both to speed and comprehension; (3) do not know how to study or to take meaningful notes and properly use the library; (4) lack of motivation—no clear-cut personal objective or reason for being in college; and (5) poor college selection—too large or too small, too hard or too easy, too confusing or too dull.

College is designed to provide average occupation preparation to be accomplished during the normal four years, accomplished by students of average college ability and preparation. Above-average students should expect to get better than average occupation preparation or reduce the time required to graduate, or both. Below-average students must achieve at least average occupation preparation which usually requires extra effort and/or extra time.

# DEGREES OFFERED BY COLLEGE AND SUBJECT

*Degrees Offered by College and Subject* provides guidance counselors and high school students a means to identify those institutions most suitable to their curricula needs.

Part I, *Degrees Offered by College* tabulates degree programs offered by over 3,000 two-year colleges, colleges, and universities in the United States, Canada and U.S. Territories. These programs are arranged by college in alphabetical order within states.

The subject areas themselves are arranged alphabetically in Part II, *Degrees Offered by Subject*, incorporating those institutions within each state that offer such programs.

In collecting these data it became evident that the traditional progression of students in their pursuit of a college education is no longer limited to a choice of a four-year college and perhaps the usual steps toward an advanced degree. Alternatives exist everywhere within the scope of post-secondary education. For example, the phenomenal growth of community colleges alone has provided the student with a vast number of options within the framework of a two-year program. The student can decide whether he wants a transfer, a parallel, or a terminal program; an Arts Degree, a Science Degree, or a Certificate; a full-time, a part-time, or a cooperative program; whether to pursue a technical, trade, professional, paraprofessional, or liberal arts program.

Similar alternatives can be found in other institutions as well, making it possible for entire educational programs to be constructed on an individual basis for each student.

Structuring a volume such as this presents many problems. To list each course of study within every institution not only makes for an unwieldy collection of facts, but is in itself a distortion since there is no way the user can be provided with criteria to discriminate among programs with similar titles. Also, many colleges list the same course in a different manner (e.g., Speech and Drama—Drama and Speech).

For this reason an attempt was made to establish some sort of standardized curriculum listing. However, rigidity of subject headings can be just as much of a distortion as too much flexibility, and therefore compromises had to be made. These compromises came about from lengthy study

of questionnaires and catalogs in an effort to weigh each school's programs and to make a comparative assessment. (It must be emphasized that no value judgments were or even could be made as to the *quality* of these programs.)

To give an example: Junior College A offers Associate of Arts degrees in perhaps 30 programs. One of these is Sociology. An examination of the catalog reveals that Junior College A is offering the first two years of preliminary courses leading to a Bachelors Degree *if* the student goes on to graduate from a four-year college, and the number of Sociology courses offered is very limited or perhaps only introductory. Although Junior College A lists Sociology as a program leading to an Associate Degree, our decision was not to include it in the listings, particularly since Junior College B also lists Sociology as a program leading to a degree but, as their catalog reveals, offers many times the number of courses in this subject as Junior College A.

Users of this volume must bear in mind that degrees are listed for junior and/or community colleges only if a valid curriculum was detailed within the school catalog, but it must also be recognized that these colleges, in most cases, provide a satisfactory basic liberal arts program which will enable the student to transfer without difficulty to an upper level college to complete his studies in whatever major he wishes to pursue.

Another evaluation that had to be made was in the curriculum headings themselves. Since there is a great deal of varying terminology among schools, the rule of thumb decided upon was to be reasonably general in listing curricula for two and four year degrees, and very specific for graduate degrees.

Users of this volume must also be made aware of the very specific and limited use given here of the word "Education." It must be emphasized that it is used only in the sense of teacher training. If a school has indicated to us either in a catalog or questionnaire that they offer, for example, Business Education, and their meaning of the term indicates that this is a program for students interested in the business world, then the word "Education" was dropped. Business Education is used only for programs involving students whose eventual goal is to teach business subjects. Similarly, Music Education, Home Economics



Education, Art Education, are all programs for future teachers of these subjects. An attempt was made to eliminate confusing terminology among schools.

With regard to the degrees themselves, no effort is made to distinguish between the different types of the same degree, such as *Bachelor of Arts* or *Bachelor of Science*. *Certificate* is used for a course of limited duration, particularly in the vocational/occupational area. *Other* refers to programs leading to the certification or professional credential requirements as in the area of teaching. It is also used for those advanced degrees that do not readily fit in the given categories: Juris Doctor, a post-bachelor level but not a doctorate; Bachelor of Divinity, a first level graduate degree; Specialist in Education, an advanced degree that falls between the Master's and Doctorate.

Users of the section on Canadian schools will notice the

code letter "X" has been used to indicate a Canadian Diploma. The Canadian higher education system is somewhat different from the American system and diplomas are awarded for one-, two- and three-year study programs.

Those post-secondary institutions which grant certificates only, such as many of the vocational/technical schools or nursing schools, are not listed in this volume, only those which grant Associate degrees and beyond. The number of programs offered by most of these schools are just too numerous for consideration here. Also, even if the institution does grant an Associate degree, many of its Certificate programs will not be listed in this volume of the *College Blue Book*®. More information can be found in the companion volume to this one, *Occupational Education*, which was designed to provide the necessary detail.

## **Part I**

### **U.S. and Canadian Colleges**

# CONTENTS

<b>PREFACE</b>	<b>ix</b>
<b>INTRODUCTION</b>	<b>xi</b>
<b>DEGREES OFFERED BY COLLEGE AND SUBJECT</b>	<b>xvii</b>
<b>PART I, U.S. AND CANADIAN COLLEGES</b>	<b>1</b>
<b>U.S. Colleges</b>	
Alabama	1
Alaska	7
Arizona	9
Arkansas	12
California	15
Colorado	44
Connecticut	49
Delaware	54
District of Columbia	55
Florida	57
Georgia	66
Hawaii	74
Idaho	76
Illinois	77
Indiana	94
Iowa	101
Kansas	107
Kentucky	113
Louisiana	119
Maine	123
Maryland	125
Massachusetts	131
Michigan	141
Minnesota	153
Mississippi	160
Missouri	164
Montana	171
Nebraska	173
Nevada	176
New Hampshire	177
New Jersey	179
New Mexico	186
New York	188
North Carolina	212
North Dakota	224
Ohio	226
Oklahoma	240
Oregon	245
Pennsylvania	250
Puerto Rico	267
Rhode Island	268
South Carolina	270
South Dakota	274
Tennessee	276
Texas	282
Utah	299
Vermont	301
Virginia	303
Washington	312
West Virginia	318
Wisconsin	322
Wyoming	329
U.S. Territories	330
<b>Canadian Colleges</b>	
Alberta	333
British Columbia	333
Manitoba	334
New Brunswick	335
Nova Scotia	335
Prince Edward Island	336
Ontario	336
Quebec	341
Saskatchewan	342
<b>PART II, SUBJECTS</b>	<b>345</b>
<b>INDEX OF U.S. COLLEGES</b>	<b>1029</b>
<b>INDEX OF CANADIAN COLLEGES</b>	<b>1051</b>

## Alabama

## ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

B	Accounting
B M	Agribusiness
B	Agribusiness Economics
M	Animal Industries
B	Animal Science
B M	Biology
B	Botany
M	Business Administration
B	Business Management
B	Chemistry, General
B	Civil Engineering
A B	Civil Engineering Technology
B	Clothing, Textiles & Related Arts
M	Community Planning
A B M	Computer Science
B	Crop Science
A B	Drafting & Design Technology
B M	Economics
B M	Education
B M	Education, Agribusiness
B M	Education, Art
B M	Education, Business
B M	Education, Early Childhood
B M	Education, Elementary
B	Education, Health
B M	Education, Home Economics
B	Education, Middle School
B	Education, Music
B	Education, Secondary
B M	Education, Special
M	Education, Speech Pathology
A B	Electrical-Electronic Engineering Technology
A	Electromechanical Technology
B M	Emotional Conflict
B	English
B	Environmental Science
B	Food & Nutrition
B	Food Science & Technology
B	French
B	General Business
B	Health, Physical Education & Recreation
B	History
B	Home Economics
B	Horticulture
B	Human Development & Family Resource Management
B	Industrial Arts
B M	Industrial Technology
B	Marketing
B	Mathematics
B	Mechanical Drafting & Design Technology
A B	Mechanical Engineering Technology
B	Medical Technology
B	Mental Retardation
B	Office Administration
B	Personnel Administration
B M D	Physics
M	Plant & Soil Science
B	Political Science
B	Pre-Nursing
B	Pre-Veterinary Medicine
B	Printing Production & Management
B M	Psychology
B	Social Science
B	Social Work
B	Sociology
B M	Soil Science
B M	Speech Pathology
B	Telecommunications
B	Timber Harvesting
B	Trade & Industrial Technology
B	Urban & Regional Planning
M	Urban Studies
B	Zoology

## ALABAMA AVIATION AND TECHNICAL COLLEGE

A	Aviation Electronics
A	Aviation Maintenance Technology
A	Flight Technology

## ALABAMA STATE UNIVERSITY

M	Biology
B M	Counseling
B M	Education, Adult
B M	Educational Administration & Supervision
B M	Education, Early Childhood
B M	Education, Elementary
B M	Education, Secondary
M	Education, Special

M	Education, Traffic & Safety
M	History
B M	Library Educational Media
M	Mathematics
M	Music
B M	Physical Education
B M	Reading

## ALEXANDER CITY STATE JUNIOR COLLEGE

A	Applied Science
A	Liberal Arts
A	Science

## ATHENS STATE COLLEGE

B	Accounting
B	Art
B	Biology
B	Business Administration
B M	Chemistry
B	Early Childhood Education
B	Education, Secondary
B	Elementary Education
B	English
B	Health & Physical Education
B	History
B	Instrumentation Technology
B	Mathematics
B	Nondestructive Testing
B	Office Administration
B	Personnel Psychology
B	Philosophy
B	Physics
B	Political Science
B	Psychology
B	Religion
B	Social Sciences
B	Sociology

## AUBURN UNIVERSITY

B M	Accounting
B M D	Aerospace Engineering
B M	Agricultural Business
B M D	Agricultural Economics
B M D	Agricultural Engineering
B	Agricultural, General
B	Agricultural Journalism
B M D	Agronomy
M D	American Literature
M D	Analysis
M D	Analytical Chemistry
M D	Anatomy
M D	Animal Breeding & Genetics
M D	Animal Nutrition
M D	Animal Physiology-Reproduction
B M D	Animal Science
B	Anthropology
B M	Applied Mathematics
B	Applied Physics
B M D	Aquaculture
M D	Aquatic Ecology
B	Architecture
M D	Astrophysics
M D	Atomic & Molecular Physics
B M	Audiology
B	Aviation Management
B M D	Biochemistry
B	Biology
M D	Biophysics
B M D	Botany
B	Building Science
B M	Business Administration & Management
B M D	Business Economics
B M D	Chemical Engineering
B M D	Chemistry
M	Child Development
B	Church Music
B M D	Civil Engineering
M D	Clinical Psychology
B M	Clothing & Textile Design
M	Clothing & Textiles
B M	College Student Development
M D	Combinatorics
B M	Community/Junior College Administration
B	Community Health
M	Community Planning
B M D	Computer Engineering
B M D	Computer Science
B M	Consumer & Family Economics
B	Coordinated Dietetics
D	Counseling Psychology
B	Criminal Justice, Law Enforcement
B	Criminal Justice, Offender Rehabilitation
B	Criminal Justice, Spanish
B	Criminal Justice, Youth Services
B	Criminology

M D	Crop Science
M D	Dairy Processing
B M D	Dairy Science
M D	Differential Equations
B	Earth Science
B M D	Economics
B M	Education, Agricultural
B M	Educational Administration
B	Education, Art
B M	Education, Business
B M	Education, Counselor Supervisor
B M	Education, Curriculum & Instruction
B M	Education, Curriculum Supervision
B M	Education, Distributive
B M	Education, Early Childhood
B M	Education, Early Childhood Handicapped
B M	Education, Elementary
B M	Education, Emotionally Conflicted
B M	Education, English & Language Arts
B	Education, Foreign Language
B M	Education, Gifted & Talented
B M	Education, Health
B	Education, Health Occupations
B M	Education, Higher Administration
B M	Education, Home Economics
B M	Education, Industrial Arts
B M	Education, Mathematics
B M	Education, Mentally Retarded
B M	Education, Middle School
B M	Education, Music
B M	Education, Reading
B M	Education, Science
B M	Education, Social Science
B M	Education, Special
B M	Education, Special Learning Disabilities
B	Education, Speech Pathology
B M	Education, Student Personnel
B M	Education, Trade & Industrial
B M	Education, Vocational & Adult
B M D	Electrical Engineering
M D	Elementary Particle Physics
M D	Elementary School District Administration
M D	Engineering Mechanics
B M D	English
M D	English Literature
B M D	Entomology
B	Environmental Design
B	Environmental Health
M D	Environmental Health Engineering
M	Experimental Foods
M D	Experimental Psychology
B M	Family & Child Development
B	Family & Child Services
B	Family Resource Management
B	Family Services, Aging Studies
M	Farm Management
B	Fashion Merchandising
B M	Finance
B M D	Fisheries
B M D	Fisheries Science
B	Food Science
M	Food Service Administration
M D	Forage Crops Management
B	Forest Engineering
B M D	Forest Management
M D	Forest Measurement
B M D	Forest Products
M D	Forestry
B M	French
B	French International Trade
B	General Business, Theatre
B	General Music
M D	Genetics, Human & Animal
B	Geography
B M	Geology
M D	Geometry
B	German
B	German International Trade
B	Graphic Design
M D	Group Theory
B	Health Administration
B	Health Services Administration
B	Health Systems Administration
M D	Histology
M	Historic Preservation
B M D	History
B M	Horticulture
M	Hospital Pharmacy
B	Hotel & Restaurant Management
B M	Housing
M	Human Resources Management
B	Illustration
B M	Industrial Design
B M D	Industrial Engineering
B	Industrial Operations Management



C - CERTIFICATE    A - ASSOCIATE    B - BACHELOR    M - MASTER    D - DOCTORATE    O - OTHER    X - DIPLOMA (CANADA)