



Facts

UNC-G

Historical. Established in 1891/Became The Woman's College of the University of North Carolina in 1932/Became The University of North Carolina at Greensboro, a coeducational institution, in 1963/50,000 living alumni.

General. Accredited, state-supported university/Provides undergraduate and graduate education/One of original institutions comprising The University of North Carolina/Endowment: over \$3¼ million (market value) Operating Budget: \$33½ million.

Enrollment, 1978-79. 9,855 total/7,082 undergraduates/2,773 graduate students/69% female, 31% male/91% in-state students/35 other states and 20 foreign countries represented.

Freshman Profile. 1978-79. About 70% of freshmen scored between 450-600 on both the verbal and math sections of the SAT/76% of students ranked in the top ¼ of their high school classes/Over 45% of previous freshman classes have received grades of **B** or better during the freshman year/By the time the class reaches senior year, 60 to 70% will earn grades of **B** or better.

Faculty, 1978-79. Student-faculty ratio: 14.5 to 1/617 full-time faculty members: 62% hold doctoral degrees.

Campus: 141 acres/73 buildings valued at more than \$75 million.

Library. Open-stack collection of more than 1,075,000 cataloged volumes.

Class Size. Typical freshman English composition class has 22 students/Maximum class size is 250 students; minimum, 10. (Independent study and tutorial courses are not included.)

Undergraduate Academics. 7 degrees awarded in 89 fields of study. See Areas of Study Chapter for a complete discussion of majors and concentrations available/122 semester hours required for majority of degrees/Most

majors require 24-36 semester hours of work in the major.

Special Programs Available. Residential College/Honors Program/International Studies/Women's Studies/Study Abroad/Teacher Education/Preprofessional Programs (engineering, law, medicine, dentistry, pharmacy and physical therapy).

Consortium. Member of Greensboro Regional Consortium for Higher Education/Includes Bennett, Greensboro, Guilford, and High Point colleges, North Carolina Agricultural and Technical State University, UNC-G/Makes it possible for UNC-G students to take courses at any of the area institutions without additional tuition.

Calendar. Two semesters, 12 week summer session/No Saturday classes.

Expenses. Tuition and Academic Fees, \$364 in-state; \$2,082 out-of-state/Required fees \$236/Room \$560/Board from \$644 to \$738.

Financial Aid. About 30% of students receive some sort of financial aid.

Greensboro

Location. 349 miles north of Atlanta/300 miles south of Washington, D.C./45 minutes from Chapel Hill.

Population. Second largest city in N.C./144,076.

Climate: Winters average 42.1° with two snowfalls/springs and falls, 60.2°/summers, 72.9°.

Pollution. Second cleanest city in the country/Miami was first according to the National Pollution Control Administration in 1970.

Transportation. The Greensboro-High Point-Winston-Salem Regional Airport is served by United, Eastern, Piedmont and Delta airlines/Southern Railway provides passenger service/Greyhound, Carolina Trailways, Continental Trailways and Safety Transit Lines provide bus service.

The University of North Carolina at Greensboro/bulletin

CG
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1978/79



Catalog Issue
for the Year
1978-79

Announcements
for 1979-80

Vol. 68, No. 6
August 1979

Published by The University of North Carolina at Greensboro, 1000 Spring Garden Street, Greensboro, N.C. 27412.
Published monthly, six times a year except October, November, January, February, May and July. Second class postage
paid at Greensboro, North Carolina 27412.

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UNC-G Calendar

Fall Semester 1979

Fall Semester begins; residence halls open for freshmen, transfers at 9 a.m.
 Chancellor's convocation for all new students.
 Orientation and advising for freshmen, transfers.
 Sophomore, junior, senior students returning to complete registration may move into their residence halls.
 Advising and registration for graduate students.
 Registration for transfer students and completion of registration for sophomores, juniors, seniors.
 Registration for freshmen.
 Sophomore, junior, senior students who have completed registration and paid fees by mail may move into their residence halls.
 Instruction begins.
 Late registration.
 Deadline for submitting application for graduation for graduate students completing degree requirements in 1979 Fall Semester.
 Last day to change courses or course sections. If unusual circumstances for adding a course are demonstrated, an undergraduate student may add a course after this time with approval of Dean of Academic Advising and instructor of the course.
 Labor Day Holiday. Classes dismissed; offices closed.
 Last day to drop a course(s) and be entitled to a refund on tuition and fees.
 Last day for undergraduates to request Pass/Not Pass evaluation. **ONLY FREE ELECTIVES MAY BE PLACED ON PASS/NOT PASS.**
 Graduate School Foreign Language Tests.
 Last day to drop courses without penalty. Withdrawal from a course or courses within the first six (6) weeks should be without penalty and hours **shall not be computed as hours attempted.** Grade of "W" shall be recorded. **WITHDRAWAL FROM A COURSE OR COURSES AFTER THE FIRST SIX (6) WEEKS EXCEPT FOR APPROPRIATE CAUSE DETERMINED BY MEDICAL, COUNSELING, OR ADMINISTRATIVE CIRCUMSTANCES SHALL BE COUNTED AS "WF" AND COMPUTED IN THE GRADE POINT AVERAGE.**
 Last day for undergraduates to remove incomplete grades.
 Six weeks unsatisfactory progress reports due in Registrar's Office.
 Founder's Day.
 Instruction ends for Fall Semester break.
 Classes resume.
 Graduate Record Examinations administration.
 Graduate Management Admissions Test.
 National Teacher Examinations administration.
 Final date for oral examination for December doctoral candidates and depositing of one final copy of dissertation in the Graduate Office for the reader.
 Preregistration for continuing students for Spring Semester.
 Instruction ends for Thanksgiving Holidays.
 Classes resume.
 Graduate Record Examinations administration.
 Reading Day.
 Final examinations.
 Final date for complete clearance of December candidates for degrees, including receipt in Graduate Office of 3 final copies of thesis or dissertation and payment of fees owed the University.
 End of Fall Semester.
 *Contact UNC-G Counseling and Testing Center for exact date.

Aug. 18, Sat.
 Aug. 19, Sun., 7 p.m.
 Aug. 19-21, Sun.-Tues.
 Aug. 20, Mon., 12 noon
 Aug. 20, Mon., 4-7:30 p.m.
 Aug. 21, Tues., 9 a.m.-2 p.m.
 Aug. 22, Wed., 9 a.m.-2 p.m.
 Aug. 22, Wed., 12 noon
 Aug. 23, Thurs., 8 a.m.
 Aug. 23, Thurs., 9 a.m.-4 p.m.
 Aug. 29, Wed.
 Aug. 30, Thurs.
 Sept. 3, Mon.
 Sept. 6, Thurs.
 Sept. 20, Thurs.
 *Oct., Sat.
 Oct. 4, Thurs.
 Oct. 4, Thurs.
 Oct. 4, Thurs.
 Oct. 5, Fri.
 Oct. 12, Fri., 6 p.m.
 Oct. 17, Wed., 8 a.m.
 Oct. 20, Sat.
 Oct. 27, Sat.
 *Nov., Sat.
 Nov. 7, Wed.
 Nov. 12-16, Mon.-Fri.
 Nov. 21, Wed., 1 p.m.
 Nov. 26, Mon., 8 a.m.
 Dec. 8, Sat.
 Dec. 11, Tues.
 Dec. 12-19, Wed.-Wed.
 Dec. 19, Wed.
 Dec. 19, Wed.

1979

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 8	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2
7 8 9 10 11 12 13	4 5 6 7 8 9 10	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
14 15 16 17 18 19 20	11 12 13 14 15 16 17	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
21 22 23 24 25 26 27	18 19 20 21 22 23 24	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
28 29 30 31	25 26 27 28	25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30
JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1	1 2 3 4 5 6	1 2 3	1
8 9 10 11 12 13 14	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
15 16 17 18 19 20 21	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
22 23 24 25 26 27 28	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
29 30 31	28 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29
		30			30 31

Spring Semester 1980

Advising and registration for graduate students.
 Advising for Spring Semester undergraduate admits.
 Completion of registration for Spring Semester for undergraduate students.
 Classes begin for Spring Semester.
 Late registration.
 Graduate Record Examinations administration.
 Deadline for submitting application for graduation for graduate students planning to graduate in the 1980 commencement.
 Last day to change courses or course sections. If unusual circumstances for adding a course are demonstrated, an undergraduate student may add a course after this time with approval of Dean of Academic Advising and instructor of the course.
 Last day to drop a course(s) and be entitled to a refund on tuition and fees.
 Graduate School Foreign Language Tests, National Teacher Examinations administration.
 Last day for undergraduates to request Pass/Not Pass evaluation. **ONLY FREE ELECTIVES MAY BE PLACED ON PASS/NOT PASS.**
 Last day for undergraduate students to apply for student teaching during 1980-1981.
 Last day to drop courses without penalty. Withdrawal from a course or courses within the first six (6) weeks should be without penalty and hours **shall not be computed as hours attempted.** Grade of "W" shall be recorded. **WITHDRAWAL FROM A COURSE OR COURSES AFTER THE FIRST SIX (6) WEEKS EXCEPT FOR APPROPRIATE CAUSE DETERMINED BY MEDICAL, COUNSELING, OR ADMINISTRATIVE CIRCUMSTANCES SHALL BE COUNTED AS "WF" AND COMPUTED IN THE GRADE POINT AVERAGE.**
 Last day for undergraduates to remove incomplete grades.
 Six weeks unsatisfactory progress reports due in Registrar's Office.
 Graduate Record Examination administration (aptitude only).
 Instruction ends for Spring Holidays.
 Classes resume.
 Graduate Management Admissions Test.
 Final date for oral examination for May doctoral candidates and depositing of one final copy of dissertation in Graduate Office for the reader.
 Graduate School Foreign Language Tests.
 Easter Monday Holiday. Classes dismissed; offices closed.
 Preregistration for continuing students for Summer School and/or Fall Semester.
 Graduate Record Examinations administration.
 Final date for complete clearance of May master's candidates for degrees, including depositing of 3 final copies of thesis in Graduate Office and payment of fees owed the University.
 Final date for complete clearance of doctoral candidates for degrees, including depositing of 3 final copies of corrected dissertation in Graduate Office and payment of fees owed the University.
 Reading Day.
 Final examinations.
 Commencement activities.
 *Contact UNC-G Counseling and Testing Center for exact date.

Jan. 7, Mon., 4-7:30 p.m.
 Jan. 8, Tues., 9-11 a.m.
 Jan. 8, Tues., 9 a.m.-2 p.m.
 Jan. 9, Wed., 8 a.m.
 Jan. 9, Wed., 9 a.m.-4 p.m.
 Jan. 12, Sat.
 Jan. 15, Tues.

Jan. 16, Wed.

Jan. 23, Wed.
 *Feb., Sat.

Feb. 6, Wed.

Feb. 15, Fri.
 Feb. 20, Wed.

Feb. 20, Wed.
 Feb. 20, Wed.
 Feb. 23, Sat.
 Mar. 1, Sat., 1 p.m.
 Mar. 10, Mon., 8 a.m.
 Mar. 15, Sat.
 Mar. 28, Fri.

*Apr., Sat.
 Apr. 7, Mon.
 Apr. 8-14, Tues.-Mon.
 Apr. 26, Sat.
 Apr. 28, Mon.

Apr. 28, Mon.

Apr. 30, Wed.
 May 1-8, Thurs.-Thurs.
 May 10-11, Sat.-Sun.

1980

Jan.	Feb.	Mar.	April	May	June
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
8 7 8 9 10 11 12	3 4 5 6 7 8 9	2 3 4 5 6 7 8	8 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	18 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29	23 24 25 26 27 28 29 30 31	27 28 29 30	25 26 27 28 29 30 31	29 30
July	Aug.	Sept.	Oct.	Nov.	Dec.
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30 31	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29 30	28 29 30 31



○ About this Catalog

It is impossible to fit a university into a catalog. It is equally as impossible to produce a catalog which answers every question.

Realizing this, we present this catalog as only one of many sources of information available to you for learning about UNC-G and its programs.

The first section of this two-part catalog gives information for prospective students. The second section is designed as an academic guide, providing detailed information about academic programs. The Areas of Study Chapter includes descriptions of UNC-G's schools and departments, degree and major requirements as

well as course descriptions. For your convenience, these are arranged in alphabetical order by topics of study.

We invite you to use the Correspondence Directory on the back cover to contact individuals for more information. We also encourage you to visit our campus and to talk to students, faculty and administrators about your particular concerns and interests.

Thanks are given to the UNC-G News Bureau and the UNC-G Library for many of the photographs used in this publication.

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concentrations plus course descriptions.

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CAMPUS MAP, INSIDE BACK COVER



To Prospective Students

Most catalogs open with a statement by the Chancellor or President which attempts to tell what the college or university has to offer you.

I, as Chancellor of UNC-G, thank each of you for your interest in UNC-G, but feel it would be more meaningful for you to read what students have to say about our campus and programs. After all, the view from my office may not be the same view you would see from a dormitory or classroom.

I did not ask Mary Buchanan to write her article. In fact, I learned about it after it was published in **Nutshell** magazine. The excerpts are reprinted here not as the view of all students on campus but as the feelings and thoughts of one student.

James Sharbrough Ferguson
Chancellor

Note: Dr. Ferguson resigned as Chancellor July 31, 1979, and will return to full-time teaching.

Dr. William E. Moran, pictured below, has been appointed Chancellor effective August 1, 1979.





UNC-G: What's It Like?

They said it.

Listen.

Member of class of 1974: "I would like to be able to attend UNC-G for many reasons, the most important being the excellent academic facilities. I hope to find at UNC-G a more liberal learning atmosphere in which a student may be guided by the teacher but may do the learning for himself. From many opportunities available at UNC-G, I feel sure I will be able to choose a satisfying career."

Member of the class of 1975: "My sister is a transfer student now attending UNC-G. Her enthusiasm as to the quality of the professional staff and the courses offered has been a major factor in helping me make my decision to apply to UNC-G."



Comments from Freshmen:

"I was encouraged by a personal visit to the Residential College which I will be attending."

"The excellence in so many different fields and the small town feeling were very appealing."

"Highly regarded as School of Teacher Education."

"I came mainly because UNC-G offers a good Home Economics program. Also I like the size and location of campus."

"The atmosphere of the campus—I just like UNC-G. I think it promises me a lot of opportunities in school and social activities—it was my only choice of college to attend."



UNC-G: A Tradition of Transition (Excerpts)

by Mary Buchanan

"Ever since its beginning, this school has made an effort not only to teach its pupils but also to learn from them. This means UNC-G is changing from what is now to what **you** will help make it be. These changes will come about in a number of ways.

"UNC-G freshmen meet competent and concerned professors in the classroom. That fact alone facilitates a lot of change. With a student-faculty ratio of 13-1 (sic), professors have time to devote to each student's questions, ideas and academic problems. And they're in touch with those problems because they work as advisers in guiding students through four years of classes.

"Students and faculty work together to change course requirements and to add new courses to the curriculum. The biggest change in recent years has been in the General College requirements. Under the new system, students don't have to struggle through introductory biology or history unless they really enjoy these areas. The more generalized requirements now in effect give the student more freedom to choose between concentrating in one area or working instead in a wide range of subjects and classes.

"Campus activities also include athletics, and the strong and growing program of inter-collegiate sports includes basketball, volleyball, swimming, hockey and tennis for women and basketball, soccer, tennis and golf for men. UNC-G also has a strong intramural program, organized in the dorms or by the Town Students Association. Sports in this program include basketball, football, baseball, volleyball and others.





"A change in social life has also occurred at UNC-G, and it's different from many other universities. One reason is the absence of Greek life. The only fraternity, APO, is a service fraternity. Its projects include helping freshmen move in, collecting for the Heart Fund, for the campus Bloodmobile drive and for Christmas luminaries.

"UNC-G is dominated in numbers by women. This doesn't seem to be a limiting factor, however, since there are predominantly male campuses nearby. Men and women socialize at Greensboro area colleges and with students at Wake Forest, Duke, NCCU and Chapel Hill, all within a hundred-mile radius.

"One thing has changed very little over the years: students still have to study. Although transition is welcome at UNC-G, any movement away from studying will meet with a lot of opposition.

"As each new generation of freshmen enters UNC-G, the school revives its tradition of transition. Every facet of campus life, from academics to social life, is subject to change; and students, faculty and administration work together to change and better them. UNC-G is more than just a place to learn; it's a place to build and improve."



About UNC-G information for prospective students / part 1





We've Come a Long Way

When this photograph was taken in 1892, UNC-G was the State Normal and Industrial School. It was founded a year earlier by the General Assembly of North Carolina for the following purposes:

. . . to give young women such education as shall fit them for teaching . . . to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. . . .

UNC-G has come a long way since 1891. Needless to say, dropping telegraphy from the curricula is not the only change which has been made.

During its first seven decades, the institution's mission was to prepare women, primarily un-

dergraduates, for the most effective living of that day. Today that goal—effective living—remains the same, but its scope has been greatly expanded.

UNC-G now offers men and women over 150 graduate and undergraduate programs. It provides opportunities to apply classroom learning to real-life situations through internships and practicums. It also offers students the chance to tailor-make their own programs of study based on individual needs and goals.

Although contemporary in its educational program, UNC-G is also realistic. In its effort to prepare graduates for effective living, it has built into its program the flexibility needed to meet the rapidly changing needs of society. UNC-G, therefore, will remain a university in transition, not satisfied with yesterday or today, but always looking toward tomorrow.

The picture on the previous page is a view of the campus in 1894.

Statement of Purpose

(Prepared by the Faculty and Administration, 1972.)

To meet the needs of its graduates, the University of North Carolina at Greensboro commits itself to the following purposes:

1. To provide opportunity for the fullest possible development of each student as a liberally educated person.

No matter what form future society may take, and no matter what a graduate's place in it may be, every graduate will have need for the values to be gained from a study of the humanities and the arts, and the natural and social sciences. These studies are designed to give the student the fullest opportunity to develop his abilities to think clearly and logically; to expose him to the main fields of human interest; to guide him in the acquisition of knowledge; to develop his capacity to enjoy and create the beautiful; to establish habits of continuing intellectual growth; and thus to prepare him for intelligent participation in the life of the family, community, nation, and world.

2. To provide education for certain professions.

Judging by present trends, it is certain that more college-educated men and women will be needed in education, business, government, other agencies and institutions, and society at large. In recent years the University has taken important steps to help meet these needs; however, the increasing number and complexity of occupations and of society's many problems make it mandatory for the institution to continue to broaden and deepen its offerings for both undergraduates and graduates, within the scope and functions assigned to it.

3. To provide graduate study in appropriate subject-matter areas as a component institution in The University of North Carolina.

With the adoption of the President's Statement to the Board of Trustees on May 23, 1966, modifying the concept of allocation of function, added recognition was given to the new role to be played by The University of North Carolina at

Greensboro. Thus, the growth in graduate work in recent years is to continue as the chief means whereby the goals of full university status will be achieved.

4. To continue and strengthen the role of the University as a community of scholars in the world of scholarship.

An intellectually inquisitive and active faculty is likely to be a stimulating and effective teaching staff. Creative effort by members of the faculty is recognized as an important auxiliary to the primary instructional function of the University. Furthermore, as an integral part of The University of North Carolina, the University at Greensboro has an obligation to advance the frontiers of knowledge and understanding.

Historical Perspective



Charles Duncan McIver led a crusade in behalf of the education of women which resulted in the establishment of this institution. He served as its first President from 1892-1906. Other Presidents or Chancellors include: Julius I. Foust, 1906-34/Walter Clinton Jackson, 1934-50/Edward Kinder Graham, 1950-56/W. W. Pierson Jr., 1956-57 and 1960-61/Gordon W. Blackwell, 1957-60/Otis A. Singletary, 1961-66/James Sharbrough Ferguson, 1967-Present.



5. To offer educational services and cultural opportunities to the people of the state beyond the confines of the campus.

So far as is consistent with the most effective accomplishment of the above basic instructional and scholarly functions, the University seeks to extend its services to all who can benefit from them. By a vigorous program in continuing education, it helps citizens obtain and bring up-to-date the competencies for employment which may be interrupted for a variety of reasons. It also provides cultural opportunities for the people of the community. Located as it is in the most populous area of the state, the University has an exceptional opportunity and obligation to expand its services in continuing education, for both credit and noncredit.

In seeking to achieve the above purposes, the University must maintain those standards of excellence for which it gained a high reputation as

The Woman's College. It is recognized that this goal cannot be achieved by imitation. In addition to developing strengths along traditional lines, we expect to develop innovative programs with limited and well-defined goals that are at the same time flexible in their operation, rather than to attempt comprehensive programs that strain our resources.

Accreditation

UNC-G is regionally accredited by the Southern Association of Colleges and Schools. It is a member of the Southern Association of Colleges and Schools, the Association of American Colleges, the American Council of Education, the North Carolina Association of Colleges and Universities, the National Commission of Accrediting. UNC-G is listed with an approved program by the National Council of Accreditation in Teacher Education.



UNC-G has been known by many names: The State Normal and Industrial School and later College, 1892-1919/North Carolina College for Women, 1919-32/and The Woman's College of the University of North Carolina, 1932-63/The University of North Carolina at Greensboro, a coeducational institution, 1963-Present.

UNC-G's Relationship to The University of North Carolina

The University of North Carolina was chartered by a legislative act in 1789, and opened its doors to male students in 1795. It was located in Chapel Hill, North Carolina.

Almost 100 years later, the State Normal and Industrial College, known today as UNC-G, was chartered as a female institution and began operation in Greensboro, North Carolina.

Responding to changing educational needs, the North Carolina General Assembly has modified the function of, philosophy for and shape of The University of North Carolina in the past 184 years. The evolution of the small University of North Carolina of 1789 into the 16-campus institution we know today is traced on the following page.

Since its founding in 1789, The University of North Carolina has been governed by a Board of Trustees chosen by the General Assembly and presided over by the Governor. During the period 1917-1972, the Board consisted of 100 elected members and a varying number of ex-officio members.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision has been in the Constitution since 1868.

As a result of the 1971 special session of the General Assembly, the Board of Trustees became the Board of Governors and the number of members elected by the General Assembly was reduced to 35 (32 after July 1, 1973). The Board of Governors is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." However, each constituent institution has a local Board of Trustees of 13 members whose principal powers are exercised under a delegation from the Board of Governors. The Board of Trustees for each institution is composed of eight members appointed by the Board of Governors, four members appointed by the Governor, and the elected president of the institution's student body.

Each institution has its own faculty and student body, and each is headed by a Chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with other administrative officers of the University. The General Administrative Office is located in Chapel Hill.

The Chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

Officers and members of the Board of Governors are printed in the Personnel Directory of this **Catalog**.

Affirmative Action (See Appendix B)



Evolution of The University

1931—The University of North Carolina was established as a three-campus institution.

The University of North Carolina (Chapel Hill)

The North Carolina College for Women (Greensboro)

The North Carolina State College of Agriculture and Engineering (Raleigh)

By act of the General Assembly of 1931, without change of name, The University of North Carolina was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

1963-1972—The University of North Carolina grew from a three-campus to a 16-campus institution.

The University of North Carolina at Chapel Hill

The University of North Carolina at Greensboro

North Carolina State University at Raleigh

The University of North Carolina at Charlotte

The University of North Carolina at Asheville

The University of North Carolina at Wilmington

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

**North Carolina School of the Arts
Pembroke State University**

Western Carolina University

Winston-Salem State University

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the other ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University and Winston-Salem State University. This merger became effective on July 1, 1972.



UNC-G Facilities

In addition to the usual classroom buildings, residence halls and dining halls, UNC-G's facilities include some rather noteworthy, novel and new additions to the university scene:



Chinqua-Penn Plantation House

Willed to UNC-G in 1959, this estate of the late Mr. and Mrs. Jefferson Penn includes a 27-room mansion filled with a priceless collection of art objects and predominantly European furniture. Since 1966, the plantation has been open to tourists. It is located 27 miles north of the UNC-G campus near Reidsville.

Summer Stock Theatre

Located in Burnsville, N.C., Parkway Playhouse, now in its 33rd season, is operated by the Theatre Division of the Department of Communication and Theatre to provide summer stock training and experience for students. The seven-week summer theatre season includes five productions. Parkway's facilities include a 370-seat proscenium theatre, dormitories for students, apartments for faculty and staff, a dining hall, and rehearsal hall.

UNC-G has three theatres on campus: Aycock Auditorium, the Theatre in Taylor Building, and the Studio Theatre.

The Walter Clinton Jackson Library

With its new 10-story addition, Jackson Library has a shelving capacity of approximately a million books, an area of 220,174 square feet and seating capacity for 2,400 students.

The current library holdings include over 1,075,000 volumes including 210,000 federal and state documents and 360,000 items in microtext. It subscribes to approximately 7,000 newspapers, periodicals and other serials. The library's open shelves provide a generous selection of reference books, bibliographies, periodicals and books reserved for class assignments. The air-conditioned structure includes reading rooms, carrels and study areas in the stack sections, seminar rooms and a large lecture hall seating 372 persons.

Special collections include the Homan's Collection in Physical Education (acquired from Wellesley College); the Silva Music Collection; the Randall Jarrell Collection of manuscripts, tapes and books; the Southern Renaissance Collection; the Woman's Collection; a collection devoted to the history of dance; and a notable collection of rare books.

The library is a depository for the archives and for material relating to the history of UNC-G and is a selective depository for U.S. government documents.





In addition to its own book collection, the library is able to borrow, by means of inter-library loan, material from other libraries for faculty and graduate research. Through a cooperative lending agreement with the other fifteen campuses of the University, and with Duke University and Wake Forest University, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Reference Department of Jackson Library.

All students cross-registered in the Greensboro Regional Consortium for Higher Education have direct lending access to the libraries in these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.



Instructional Resources Center

The Instructional Resources Center supports the instructional program through coordinated media services across the campus. Services which are available include: (1) coordination of campus media services; (2) consultant services to faculty in the use of media in instructional development; (3) coordination of media hardware acquisitions; (4) media production services; (5) film services; and (6) maintenance of instructional equipment.

The Instructional Resources Center is located in the North Dining Hall basement. Electronic Maintenance is located in 130 Petty Science Building.

Piney Lake Field Campus

Piney Lake, located eight miles south of Greensboro, is a 44-acre field campus used by UNC-G students, faculty and staff members for outdoor recreation. Facilities include two lakes for swimming, boating, canoeing, sailing and fishing; a picnic pavilion and recreation area for volleyball, table tennis, badminton, horseshoes and sunbathing; and a lodge and eight sleeping cabins capable of accommodating 64 people. The field campus is also used by the School of Health, Physical Education and Recreation for instructional programs in camping and outdoor/environmental education and by other departments and schools for instructional work in outdoor laboratories.

On-Campus Recreational and Instructional Facilities

These include two gymnasiums; a gymnastic room; weight and exercise room; athletic training facility; bowling lanes; an indoor swimming pool; a game room; three dance studios; a nine hole golf course, practice tee, putting green and golf room; 8 lighted tennis courts; an archery range; playing fields for soccer, field hockey, lacrosse and softball.

Computation Centers

The Computation facilities consist of two separate Centers.

The Administrative Computer Center facilities include a Univac Series 70/45G computer. The facility is used primarily for administrative work.

The Academic Computer Center provides batch-processing and interactive computer services for students and faculty.

In the Fall of 1979 the Center installs its own computer system in the new School of Business and Economics Building. This system is supplemented by the twin IBM 370/165 systems and other facilities of the Triangle Universities Computation Center. All of these systems are accessible through several batch terminals and about three dozen interactive terminals placed at convenient locations on the campus.

These facilities are used exclusively for instruction and research. Students, regardless of enrollment in computer-related courses, and faculty are encouraged to become familiar with the Academic Computer Center and to use its facilities.

McNutt Center for Instructional Media

The McNutt Center is a unique facility on campus. Here is an organized, exemplary collection of textbooks, trade books and audiovisual media geared to the instructional needs in early childhood, elementary and secondary school curricula.

The facility includes a television teaching studio, a graphics production laboratory and darkroom, an equipment operation laboratory and an audio-recording studio.

Faculty members in teacher education refer to this as a "power plant" designed to pump new life into classroom teaching through increased use of modern technology and media.

Weatherspoon Art Gallery

Named for Elizabeth McIver Weatherspoon, the gallery's primary function is to offer exhibits which bring students and faculty into direct contact with examples of quality art from the past and present. It also serves as a showcase for the work of UNC-G students and faculty. In so doing, it exposes the UNC-G community and the greater Piedmont North Carolina community to both traditional and experimental art in all media.

Weatherspoon has gained a national reputation for its annual Art on Paper Exhibitions, which are sponsored by Dillard Paper Company of Greensboro.

The gallery also owns a permanent collection of works, primarily 20th Century paintings, sculptures and graphics. Included are Willem de Kooning's painting **Woman 1950**, Henri Matisse's bronze sculpture **Madeleine**, Elie Naderman's bronze **Standing Female Nude**, Alexander Calder's mobile **Yellow Sail**, Matisse's bronze **Head of Pierre** and a substantial number of acquisitions from the Art on Paper Exhibitions. Weatherspoon is also developing a sculpture garden.

Television and Radio Studios

The William D. Carmichael Jr., Television Studio Building includes two TV studios, rooms for projection and film editing, plus darkrooms and engineering areas. It provides laboratory facilities for student work and allows students to participate in television production, acting and programming. The programs are broadcast on North Carolina's Educational Television Network in cooperation with other educational and public service agencies.

WUAG, the UNC-G radio station, is student operated. Its purposes are to entertain and inform students about events on campus and in the community and to provide radio experience for those interested in broadcasting.



"In I-House (**I**nternational **H**ouse), a student can 'learn through living' about other cultures and life styles."

UNC-G Senior

Alumni House

Described as "a link actual and sentimental, with the beginnings" of the University, it stands on the site of Guilford Hall, one of the four original buildings on campus. Dedicated in 1937 and completed at a cost of nearly \$160,000, it was described as "something of a miracle that so many alumnae gave so many dollars to create such a 'thing of beauty' during a period of depression."

Alumni House provides reception, party and meeting rooms for University functions. It also houses the Alumni Association, the Development Office, the Career Planning and Placement Center and the Publications Office.



Elliott University Center

The student union building, Elliott University Center, was built in 1953 and enlarged in 1968. It is described further on page 23.

Other Facilities

Words and pictures alone cannot do justice to UNC-G's facilities. Stop reading and schedule a tour of the UNC-G campus. The Office of Admissions will be happy to arrange this. Be sure to look in on the School of Home Economics nursery schools, modular day care center and home management houses; the micro-teaching laboratories in the School of Education; and the greenhouse, cytogenetics laboratory and environmental chambers operated by the Department of Biology.

The Office of Admissions is located in the Mossman Building on Spring Garden Street.



Development Support

UNC-G's **Development Office** assists groups of friends in identifying the University's needs. In addition, this office seeks financial support from other sources in an effort to enrich the total educational program at UNC-G. The Development Office coordinates those activities related to advancing public understanding and support of the institution. These responsibilities include public relations, fund raising and alumni affairs.

The **News Bureau** is the University's official public information agency. This office provides news coverage to increase the public's awareness and understanding of UNC-G's programs of teaching, research and public service. Contributing toward this goal is the University's radio program, "Accent on Education," which is carried by 45 stations.

University Annual Giving. Created in 1975 and approved by the UNC-G Board of Trustees that same year, University Annual Giving seeks private financial support for the University from a wide variety of sources to provide assistance in meeting a broad range of needs not covered by state appropriations. Trustees, alumni, faculty and staff, foundations, parents and other friends of UNC-G are asked to make annual contributions to the University to help meet these needs. University Annual Giving, which provides support for scholarships, student loans and many other programs, is an expansion of the highly successful Alumni Annual Giving Program which saw alumni contribute more than \$1.3 million to UNC-G between 1962 and 1974.

Alumni Association. Organized in 1893 and incorporated by the General Assembly of North Carolina in 1909 to promote education, advance the interests of UNC-G and encourage cooperation of alumni in the work of the University and the Association. The Association also publishes the **Alumni News**.

Friends of UNC-G

UNC-G is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community and "friends" throughout North Carolina give and get from UNC-G in a realistic, academically healthy exchange of ideas, resources and programs.

UNC-G's continuing education program, special seminars, University Concert Lecture Series and student productions and concerts receive community patronage and enthusiastic support. In addition business and civic leaders and interested individuals join forces with UNC-G to provide funds to enrich UNC-G's various programs and to provide scholarships for deserving students.

Among UNC-G's "friends," supportive groups and special funds are the following:

Friends of the Library. Organized in 1959 to help interpret the mission of the library and its needs to the people of North Carolina. Special projects include enriching the book collection and promoting the collecting of Southern Renaissance literature.

Weatherspoon Gallery Association. Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions and secure financial support in the building of a permanent collection of paintings, sculptures and prints by contemporary American and European artists.

Angels of the UNC-G Theatre. Organized in 1960 by alumni and friends to assist with UNC-G Theatre productions and to provide financial assistance for deserving students studying drama.

UNC-G Musical Arts Guild. Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships and assisting with special musical programs and projects.

Home Economics Foundation. Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Home Economics. Present endowment of \$500,000.

Excellence Fund. Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service and research at UNC-G. More than \$1,000,000 has been contributed to the fund.

Student Life



Student Life

There is no "typical" student life at UNC-G. It depends on the individual, his choices, interests and energy.

This chapter outlines briefly some of the opportunities available to UNC-G students—opportunities in and out of the classroom and beyond the campus.

Academic Opportunities

From accounting and acting and directing through sociology and social work, undergraduates have a choice of some **89 areas of study** from which to select a major or a concentration within a major.

Seven undergraduate degrees are offered: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Home Economics,



Bachelor of Science in Nursing and Bachelor of Science in Medical Technology.

If none of these degrees or majors satisfies your needs, you have the opportunity through a special curriculum program called **Plan II** to design your own program of study. See the Curriculum Chapter for details on Plan II. UNC-G's degrees, majors and concentrations are discussed in the Areas of Study Chapter.

More than 900 courses are available each semester. However, if there are courses you want to take which are not offered at UNC-G, you may cross-register for courses at Bennett, Greensboro, Guilford and High Point colleges and at North Carolina Agricultural and Technical State University thanks to UNC-G's membership in the **Greensboro Regional Consortium for Higher Education**. Consult the Office of the Dean of Academic Advising for those courses which transfer to UNC-G.

The UNC-G and North Carolina Agricultural and Technical State University Agreement has provided open access to courses on both campuses since 1971. Consult the Office of the Registrar for details concerning both programs.

You may elect to be graded on a **Pass/Not Pass** basis in a maximum of eight elective courses (see page 86). You also have the opportunity through special examinations to exempt degree requirements and earn advanced placement credit. If you qualify under the regulations outlined on page 94, you may take graduate courses during your senior year and receive credit toward a master's degree.

Special academic programs include the Residential College, Honors Program, Interdepartmental Studies, International Studies, Women's Studies, Preprofessional Programs and Study Abroad. For details, see the Areas of Study Chapter. Independent study, tutorials and internships are available in most schools and departments. These are listed in the course descriptions.

Beyond the Classroom

The world outside the classroom door is as fascinating and fundamental in a student's education as the classroom experiences. Harriet Elliott, Dean of Women from 1935 to 1947, was a firm believer in coordination of those academic and extracurricular activities. Her basic philosophy of "continuous education . . ." learning through all activities . . . is still the fundamental principle in the planning and operation of campus student union programs whether they are held within the walls of the Elliott Center or at various locations throughout the campus.

Elliott University Center

The University Center was opened in 1953, enlarged in 1968 and has recently received various interior renovations. These changes in the size and interior spaces of the Center reflect its continuing role as an active and exciting part of campus community life. The Center provides space for many student organizations including campus media, Student Government and various other activity groups as well as the campus bookstore. Dining facilities range from serve-yourself vending machines to full-service restaurant facilities.

Films, concerts, lectures, parties, dances and innovations such as a seven-foot television screen for viewing special events or an artist in residence program represent only a segment of the Center's offerings to the campus. Services as varied as providing lockers for day students, selling tickets for various events on or off campus and keeping track of money lost in campus vending machines are another part of Elliott University Center's daily operations. Those in the University community can find information, activities or simply a place for relaxation within the Center.

The University Concert/Lecture Series

The University Concert/Lecture Series brings exciting and innovative programs in the

performing arts to the campus. During the 1978-79 season outstanding performances were presented by such renowned artists as Murray Louis Dance Company, Marcel Marceau, Moscow Philharmonic, Royal Winnipeg Ballet, The Acting Company and the Russian Festival of Dance.

Student Performing Groups

For students interested in the performing arts, as well as for student and community audiences, UNC-G provides these opportunities:

Musical Organizations include the University Chorale, Chamber Singers and Symphonic Chorus for mixed voices; the University Choir and Women's Glee Club for women's voices, Men's Glee Club for men's voices; the University Symphony Orchestra, the University Concert Band, Wind Ensemble and Jazz Ensembles. Small ensembles for instrumentalists include trios, quartets, quintets and a Collegium Musicum.

The University Dance Company provides performance opportunities for graduate and undergraduate students who demonstrate technical abilities in dance. The Company's activities include on campus and touring concerts for adult and youth audiences as well as a children's concert tour. Its repertoire consists of classical and contemporary ballet and traditional and experimental modern dance compositions choreographed by dance faculty and students and well-known dance artists.

University Theatre Programs. The Theatre Division of the Department of Communication and Theatre has seven production programs.

Five major plays are included in the **UNC-G Theatre** program produced in the Theatre in Taylor Building, Aycock, or dinner theatre style in Elliott University Center. Directed by faculty, these plays provide a major showcase of student design and acting talent.

An average of thirty-five plays and scenes are

produced each year in the **Studio Theatre**. These plays are designed, directed and performed by students with faculty supervision.

Two or three major plays for children are produced in the Theatre in Taylor Building or in Aycock by the **Theatre for Young People**. This program is conducted in cooperation with the Junior League of Greensboro and the city and county school systems. In addition, the **Theatre for Young People Professional Touring Repertory Company** tours two or three plays each spring semester.

UNC-Greensboro's **Parkway Playhouse** is a summer stock program which produces five plays, including at least one musical, in a seven-week summer season. The Playhouse is located in Burnsville, North Carolina.

The **Summer Repertory Theatre** is a company staffed by advanced students and produces three shows, usually including a musical and an opera or operetta, during the Summer Session in Greensboro. This program is a joint effort of the Theatre Division and the School of Music. These two units also work together in the production of an opera each year, and the Theatre Division and the Dance Division of the School of Health, Physical Education and Recreation also cooperate in the production of two Dance Concerts each year.

The **Kaleidoscope Mime Troupe** is composed of the best mime performers at UNC-G and appears frequently on campus and on tours throughout the Piedmont region.

The **University Debate Union** is open to all students interested in competition in debate, oratory, extemporaneous speaking, oral interpretation, and related speech activities. Students interested in intrauniversity competition should call the Director of the Speech Communication Division (379-5934) for further information.

Cinema Workshop provides an informal program through which students may explore

film and video topics and projects. Speakers, workshops, and field trips are scheduled once a week during fall and spring semesters. Students interested should call the Director of the Broadcasting/Cinema Division (379-5576).

Clubs, Organizations and Athletics

Coupled with social, cultural and performing opportunities on and off campus are a wide variety of clubs and organizations.

Student Government. Authorized by the UNC-G Board of Trustees and faculty, the Student Government (SG) is another form of continuous education in action. SG is UNC-G's way of implementing the idea that self-government is appropriate for mature students. Operating with a constitution written and accepted by students, it represents an effective means through which students share with the administration and faculty the responsibility for creating and maintaining an atmosphere conducive to the total education of the student. SG is represented on faculty-administrative committees that are concerned with current evaluations of academic, social and student welfare policies.

There are three divisions of the student government: the Judicial, the Legislative and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers of UNC-G is reserved the handling of such matters as affect academic questions, matters relating to the health of the UNC-G community, the control of property and special cases of discipline which are outside student jurisdiction.

Consult the **Student Handbook** for information about SG Constitution, policy declarations, by-laws, honor policy, social regulations and judicial policy.

Student Media. These include **The Carolinian**, UNC-G student newspaper, issued twice weekly; **The Coraddi**, a literary magazine; **Pine Needles**, the yearbook; and **WUAG-FM**, the student radio station.

UNC-G Clubs and Organizations

The following list gives the names of various groups and organizations on campus. Please consult the **Student Handbook** for detailed descriptions and membership information on formally recognized student organizations and activities. This list is not all-inclusive and represents only those organizations recognized during the 1978-79 academic year. The UNC-G Board of Trustees prohibits any secret organizations on campus.

Honorary Societies

Beta Beta Beta (Biological Sciences)
 Eta Sigma Gamma-Alpha Nu
 (Health Education)
 Gamma Theta Upsilon (Geography)
 Golden Chain (Campus honorary society recognizing leadership, scholarship and service.)
 Mu Phi Epsilon (Music Honorary)
 Omicron Delta Epsilon (Economics)
 Phi Beta Kappa - Epsilon Chapter of North Carolina. Candidates for degrees in liberal studies (including the liberal B.S.) are eligible for election to Phi Beta Kappa on the basis of outstanding academic records in liberal arts courses. Ordinarily students are elected in their senior year, but juniors of exceptionally high scholastic standing are also elected. The grade of Pass, when used as an option by the student, is assigned the value of C in the chapter's calculation of grade records. In addition to having completed a specified number of liberal courses, a student considered for election must have completed the equivalent of six hours of foreign language study at the intermediate college level.
 Phi Mu Alpha Sinfonia (Music)
 Pi Delta Phi (French)
 Psi Chi (Psychology)
 Sigma Pi Sigma (Physics)
 Sigma Theta Tau (Nursing)

General Organizations

Chess Club
 Eckankar
 Elliott University Center
 Emergency Medical Association

International Relations Club (CIRUNA)
 Karate Club
 Masqueraders
 Neo-Black Society
 North Carolina Student Legislature
 Outing Club
 Rugby Club
 Science Fiction Fantasy Federation (SF³)
 Student Government
 Executive Branch
 Legislative Branch
 Judicial Branch
 Student Orientation Committee
 Town Student Executive Board
 UNC-G College Republicans
 Young Democrats

Departmental Clubs/National Societies/Professional Groups

Accounting Club
 American Association of Textile Chemists and Colorists
 American Home Economics Association
 American Society of Interior Designers
 American Society of Personnel Administration, Greensboro Student Chapter
 Anthropology Club
 Arts and Letters Society
 Association of Childhood Education
 Guidance and Counseling Graduate Students Association
 Interior Design Association
 Library Science/Educational Technology Graduate Student Association
 Psychology Club
 Sociology Club
 Square Circle (Math)
 Student Chapter of the National Art Education Society
 Student Organization of Social Workers
 Student National Education Association
 Student Nurses Association
 UNC-G Chapter of Student Music Educators National Conference
 UNC-G Chapter of the Student Physics Society

UNC-G Dance Company
 UNC-G Foods & Nutrition Student Organization
 University Speech and Hearing Association

Music Performance Organizations

Chamber Orchestra
 Chamber Singers
 Concert Band
 Jazz Ensemble
 Symphonic Chorus
 University Chorale
 University Symphony Orchestra
 University Wind Ensemble
 University Women's Choir
 University Women's Glee Club

Publications/Media Organizations

University Media Board
 The Carolinian
 Coraddi
 Pine Needles
 WUAG-FM Student Radio

Religious Organizations

Alternative
 Baptist Student Union
 Deliverance Fellowship
 Full Gospel Student Fellowship
 Hillel
 Inter-Varsity Christian Fellowship
 Navigators
 Newman Club (Catholic)
 Presbyterian House
 St. Mary's House (Episcopal)
 Students for Christ
 Way Campus Outreach
 Wesley-Luther House
 (Methodist-Lutheran)

Service Organizations

Alpha Phi Omega (National Service Fraternity)
 Circle K
 Collegiate 4-H
 Gamma Sigma Sigma (National Service Sorority)
 UNC-G Jaycees

UNC-G is one of only five higher education institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Intercollegiate Athletics. The University conducts an intercollegiate athletic program fielding 12 different teams.

Teams for women are affiliated with the Association for Intercollegiate Athletics for Women (AIAW) and the North Carolina Association for Intercollegiate Athletics for Women. Teams include:

Basketball	Swimming
Field Hockey	Tennis
Golf	Volleyball
Softball	

Teams for men are affiliated with Division III of the National Collegiate Athletic Association (NCAA) and the Dixie Intercollegiate Athletic Conference. Teams include:

Basketball	Swimming
Golf	Tennis
Soccer	Volleyball

Intramural Sports and Recreational Activities. The Division of Campus Recreation and Intramural Sports coordinates the intramural sports program and offers a variety of recreational opportunities for students, faculty and staff.

Intramural sports for men and women include archery, badminton, basketball, billiards, bowling, flag football, golf, softball, swimming, table tennis, tennis, track and field and tug-o-war. In addition, coeducational opportunities are offered in badminton, bowling, golf, innertube water basketball, softball, tennis and volleyball. Special events such as a Little Indy 500 tricycle race, a campus-wide Treasure Hunt and a Fantastic Feats for Fools weekend are offered "just for the fun of it."

The gymnasias, gymnastic room, swimming pool, bowling lanes, weight room, golf course and tennis courts are available for informal recreation when they are not scheduled for instruction or athletics. Equipment such as balls, tandem bikes, frisbees and roller skates

may be checked out from the equipment room with a student or faculty ID.

Club activities are offered for interested groups of students in gymnastics, fencing, karate and folk dancing. Instructional clinics are offered in flag football, water basketball, golf, jogging and fitness swimming.

○ UNC-G Calendar Excerpts/February, 1979

The following list represents only a portion of the activities scheduled on campus during 1978-79:



Operation '83 (pre-Orientation program for prospective students)

UNC-G Theatre: "Trojan Women"

Edward Albee

"Your Arms Too Short To Box With God"



Black History Week

Travelogue Series

Russian Festival of Dance



Mardi Gras

Valentine Dance

Moscow Philharmonic

UNC-G Symphony Orchestra

Tokyo String Quartet

The Acting Company

Video Programming

Scholastic Art Awards

UNC-G Studio Theatre



"The Wiz"

Beyond the Campus/ Greensboro, N.C.

Greensboro lacks the charm of a quaint, little college town, but it offers other advantages which you may find more meaningful.

For one thing, life in Greensboro does not center around UNC-G, nor for that matter around the other four colleges or universities within its city limits (Bennett, Greensboro and Guilford colleges and the North Carolina Agricultural and Technical State University). Greensboro has a full cultural, recreational and sports program of its own over and above what is available on each of the campuses.

It has its own Symphony Orchestra, Little Theatre, Lyric Theatre, Civic Ballet, Chamber Music Society and Oratorio Society. Each summer the Eastern Music Festival, a summer music camp for youngsters held here, presents a six-week concert series featuring the festival's faculty, outstanding guest artists and EMF students.

Additionally, Greensboro has one dinner theatre, fifteen movie theaters, and five drive-in theaters.

The Greensboro Coliseum Complex, which includes a coliseum, exhibition hall, auditorium and town hall, is the largest city-owned coliseum in North America. Throughout the year, it presents touring Broadway theatre groups, top-name entertainers, ice shows, circuses and fairs along with a full calendar of sports events.

For basketball fans, the coliseum presents many Atlantic Coast Conference games as well as the ACC tournament, the American Basketball Association Exhibition game and the Middle Eastern Athletic Conference tournament. In 1976, the National Collegiate Athletic Association Eastern Regionals tournament was held here.

The Greensboro Jaycees annually stage the Greater Greensboro Open (GGO), which boasts the third largest purse on the professional golfing tour.

Recreational facilities include public and private golf courses, tennis courts and swimming pools. Ice skating is available at the Coliseum. Dove, quail and deer hunting areas are nearby. Lake Brandt and Lake Higgins, city-owned reservoirs, are open to the public for fishing, boating and duck hunting. Hagan-Stone Country Park provides fishing, boating, picnic, horseback riding and swimming facilities. The Greensboro Country Park includes a city zoo, and natural science center with a planetarium as well as two lakes, picnic shelters and a miniature railroad.

If this is not enough, North Carolina's eight ski resorts are an easy two-hour drive away, and the beaches of North and South Carolina are about five hours away.



Services to Students





Services to Students

Orientation of New Students

During the week prior to the beginning of classes in the fall, students, faculty and the administration join forces to introduce new students to UNC-G's academic, social and cultural programs. Student members of the orientation team meet with new students to discuss informally what life is like at UNC-G. New students also meet with their assigned faculty advisers during this period to review UNC-G's degree programs and academic regulations and to plan courses for the fall semester.

Academic Advising

See Academic Regulations Chapter.

Vice Chancellor for Student Affairs

The Vice Chancellor for Student Affairs, Dean of Students for Residence Life, Dean of Students for Student Services and Dean of Students for Student Development and Programs are administrative officers of UNC-G concerned with the quality of student life and the availability of meaningful experiences on campus. However, an important part of their jobs involves working with, listening to and counseling students. Students are encouraged to take advantage of the deans' open door policies and to talk with them about problems, interests or grievances. Residence hall counselors and graduate and graduate assistant counselors are also available in residence halls for assistance or referral.

Counseling and Testing Center

The Counseling and Testing Center provides a professional counseling service aimed at helping students gain a better understanding of themselves and their opportunities. No fees are charged for counseling, and no faculty or staff referral is needed for an appointment.

Three types of services are offered:

1. Personal counseling and psychotherapy. All consultations are confidential and do not become a part of the student's records.

2. Vocational counseling. This includes tests and inventories which may help identify aptitudes and interests. The center maintains a library of current vocational information.

3. Testing. The National Teacher Examination, Miller Analogies Test and the Graduate Record Examinations are among the various tests given by the center.



"There's a lot to do around here if you have transportation—bring a bike."

UNC-G Junior



to determine if physical education restrictions are necessary.

The care of students who are ill, which is the second major duty of the health service, is centered in the Anna M. Gove Student Health Center. Here, with a staff of five full-time physicians, two part-time psychiatrists, ten graduate nurses, a laboratory technician and x-ray technician in attendance, most medical and minor surgical cases are given complete care. Major surgical and complicated medical cases must be referred to a hospital or specialist not directly connected with UNC-G. A comprehensive insurance policy is offered to students and provides partial payment for medical services and hospitalization not available in the Student Health Center itself.

○ **University Speech and Hearing Center**

Students with speech, voice, and/or hearing problems may receive evaluations and therapy at no cost from the Speech and Hearing Center operated by the Communication Disorders Division of the Department of Communication and Theatre. Academic credit is available for students registered in the clinic.

○ **Special Services Program**

UNC-G has an HEW funded Special Services Program to help students having academic difficulties. Its services include academic and personal counseling, tutoring, reading and study skills improvement, writing improvement and mathematics improvement.

○ **International Student Adviser**

An adviser within the Office of the Vice Chancellor for Student Affairs provides legal and personal counseling for international students.

○ **Student Health Service**

The Student Health Service has as its aim the maintenance of good health among all members of the UNC-G community. To reach this objective, the work is necessarily of two types: one, preventive and two, therapeutic.

Several types of preventive measures are taken. A complete medical examination given by the family physician is required for each admitted student. This includes certain laboratory tests, a tuberculin test and required immunizations. The medical report is carefully reviewed by the health service physicians. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff. The medical examination report is also used



○ **Financial Aid**

See Financial Aid Chapter.

○ **Office of Health Sciences Coordination (Allied Health)**

Coordination of UNC-G's health sciences activities and liaison with health organizations beyond the boundaries of the campus are the responsibilities of this Office.

The Coordinator is available to students who want to learn about the various health programs offered by this University. The Office also serves as a source of information on health careers in general.

○ **Career Planning and Placement Center**

The CPPC assists students and alumni with career planning and with seeking and securing full-time employment. Any student currently enrolled is eligible to make an appointment to talk with a career counselor about his or her career plans. The CPPC also maintains and makes available to students and alumni a library of resources related to careers and job seeking, including information about specific employers, salary trends, the job market and graduate and professional schools.

Information regarding internships, summer jobs, study and travel programs and volunteer opportunities is available to all students through the Summer Center Plus. A career counselor is available in the Summer Center Plus to assist students with their summer plans.

The following additional services are available to seniors, candidates for advanced degrees (in their last year of study) and alumni:

1. The CPPC sends to registered students and alumni information about specific job opportunities which meet the candidate's

geographical and career field preferences and for which the candidate is qualified to apply.

2. Representatives from business, industry, government and public school systems come to the CPPC each year to interview UNC-G students and graduates for prospective openings.

3. Each registrant has the opportunity to request faculty members and/or employers to submit recommendations directly to the CPPC. The materials are kept permanently in the registrant's credentials file, and photocopies are made available to employers or to graduate school admissions offices at the request of the registrant.

Registration with the CPPC is voluntary. The CPPC is located in the lower level of the Alumni House.

Information is available, upon request, in the Career Planning and Placement Center regarding the employment status of recent UNC-G graduates. This information includes, by field of study (i.e., discipline or major area), percentage of students employed and their average starting salary.

○ **Office for Adult Students**

A counselor is available to assist adult men and women who wish to begin, resume, enrich or supplement their higher education. Undergraduate admissions assistance, advising of special and non-degree undergraduate students, study guidance and other services and referrals are offered.

○ **Campus Ministers**

Six religious denominations maintain student centers near the campus. Each has a campus minister available for personal counseling. Consult the **Student Handbook** for details.



Veterans Affairs

Veterans enrollment certification is handled by the Office of the Registrar.

UNC-G is on the approved list of institutions which can provide training under the Veterans Administration Educational Training Program. A veteran wishing to receive educational benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNC-G through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNC-G.

When enrolling at UNC-G, the veteran should present his Certificate of Eligibility to the Registrar and request him to send certification of his enrollment to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

"I've lived in Greensboro all my life and had never noticed how really pretty the campus was."

UNC-G Sophomore



Housing and Campus Regulations



Housing and Campus Regulations

Housing

All UNC-G students have the option of selecting housing on or off campus. Undergraduate students living in a residence hall must carry 12 hours of course work. In some special cases a student carrying less than 12 hours may be given permission by the Dean of Students for Residence Life to live on campus.

On-Campus Housing

There are 22 residence halls on campus providing accommodations for male and female students. Students desiring residence hall accommodations indicate their choices of residence hall and roommates. Whenever possible, student requests are honored in making room assignments.

UNC-G houses students without regard to race, creed, color or national origin.

Each residence hall is staffed with a counselor, and in some cases there are graduate and graduate assistant counselors. Selected student staff and floor advisers or section leaders conduct activities within each hall in accordance with regulations published in the **Student Handbook**.

All residence hall rooms are furnished with beds, dressers and desks. All have common toilet facilities on each floor or wing. Some have lavatories in individual rooms. All are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, kitchens or kitchenettes and storage rooms for luggage and trunks. All have telephone service on each floor or wing. Cone and Hawkins halls (women) and Phillips (men) have private telephone service in each room. See Expenses Chapter for private telephone service charges.

Students provide their own bed linens, blankets, study lamps and curtains. All windows are equipped with venetian blinds and curtain rods. Small refrigerators for use in residence hall rooms may be rented from the Student Government.

Detailed descriptive information about rooms (including floor plans, window measurements and wall colors) and about the types of electrical equipment which may be used in rooms is mailed to students when the room assignment is sent.

Self-Limiting Hours and Visitation

All students, except those under eighteen, have self-limiting hours. Students under eighteen should have parental permission on file in the office of the Dean of Students for Residence Life. Residence halls are open between 6:30 a.m. and midnight from Monday through Thursday. They are open until 2 a.m. on Fridays and Saturdays and until 1 a.m. on Sundays. Proper procedures for entering a residence hall after it has closed are discussed in the **Student Handbook**.

Each residence hall determines guidelines within the established visitation policy by ballot at the beginning of each academic year or summer session. These guidelines pertain to hours and method of implementing the policy.

Residence Hall Policies

UNC-G reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school term.

All room assignments are considered final until the opening of school. Students in residence halls have priority over entering students in the selection of rooms. Room rent does not cover occupancy of the student's residence hall room during holidays, semester breaks and other periods when UNC-G is not officially in session.

The signing of a housing contract does not automatically assure one of space in a residence hall. Housing agreements are for periods when classes are in session and do not cover holidays, semester breaks and periods when classes are not in session. Should it be necessary to provide



housing on campus for some during periods not covered by the contract, a small nightly fee will be charged for this service.

Housing agreements are made for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNC-G reserves the right to require any student, whom it finds, after due process, an undesirable tenant, to vacate a residence hall room on 48 hours notice. Should a student be dismissed or withdraw from UNC-G, he is expected to vacate his room within 48 hours. The space then becomes available for reassignment by UNC-G.

The occupants of a room are held directly responsible for all damage done to their rooms and furniture. Damage will be assessed and

charges made to cover the cost of repair and/or replacement. The occupants are liable for such charges. No pets may be kept in UNC-G residence halls. Penalty is forfeiture of the right of occupancy.

Off-Campus Housing

All persons or agencies listing off-campus housing with UNC-G must file a housing Compliance Form which states that they, like UNC-G, house students without regard to race, creed, color or national origin.

All students living off-campus are required to keep on file in the Office of the Dean of Students for Student Services the complete and correct address of his place of residence, both home and local.

List of Residence Halls

North Spencer Hall/179 women/built 1904, remodeled 1938/named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women.

South Spencer Hall/145 men and women in coeducational graduate center/built 1904, remodeled 1938/named for Mrs. Cornelia Phillips Spencer.

Anna Howard Shaw Hall/100 International House men and women/built 1920/named for the great woman suffragist.

Gray Hall/116 women/built 1921/named for Robert T. Gray, member of Board of Trustees of UNC-G from 1900-1912.

Bailey Hall/116 men/built 1922/named for T. B. Bailey, member of Board of Trustees of UNC-G from 1902-1916.

Cotten Hall/116 women/built 1922/named for Mrs. Sally Southall Cotten.

Hinshaw Hall/116 men/built 1922/named for Col. G. W. Hinshaw, member of Board of Trustees of UNC-G from 1910-1918.

Laura Coit Hall/116 women/built 1923/named for late secretary of UNC-G.

Jamison Hall/116 women/built 1923/named for Miss Minnie Jamison, one of the first students and a long-time member of the faculty.

Mary Foust Hall/126 men and women in Residential College/built 1927/named by alumnae in memory of the daughter of the late President Julius I. Foust.

Guilford Hall/140 men/built 1927.

Weil-Winfield Hall/290 women/built 1939/two distinct but connected residence halls giving the appearance of one building/named for Miss Martha Winfield, late professor of English, and Mrs. Mina Weil, benefactress of UNC-G.

Mendenhall-Ragsdale Hall/308 women/built 1950/named for Miss Gertrude Mendenhall, charter member of faculty and late head of the Department of Mathematics, and for Miss Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics.

Moore-Strong Hall/350 men and women/built 1960/named for Miss Mary Taylor Moore, late UNC-G Registrar, and for Miss Cornelia Strong, late professor of mathematics.

Grogan-Reynolds Hall/672 women/built 1963/four distinct but connected residence halls giving the appearance of one building/named for Miss lone H. Grogan, alumna and long-time member of faculty, and for Mrs. Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial.

Phillips-Hawkins Hall/coeducational hall housing 200 men and 200 women/built 1967/named for Charles W. Phillips, former Director of Public Relations, and Mrs. Kathleen P. Hawkins, former Director of the Student Aid office.

Cone Hall/389 women/built 1967/named for Mrs. Laura W. Cone, member of UNC Board of Trustees for over 20 years.

Campus Regulations in Brief

The UNC-G **Student Handbook** which is distributed to students each year contains all administrative and student-legislated campus regulations. Students are responsible for knowing and abiding by the regulations established for the UNC-G community. Consult the **Student Handbook** for details.

The following is a brief review of some of these campus regulations.

Vehicles on Campus

Traffic rules and regulations are in effect 24 hours a day unless signs in an area indicate otherwise. Vehicles found in violation of UNC-G traffic rules will be issued a violation notice with a penalty of from \$2.00 to \$5.00, depending on the violation. Penalties not paid or cleared could result in the issuance of a warrant requiring the presence of the offender in court to answer the charges. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be towed from campus at the owner's or operator's expense.

Students are eligible to keep motor vehicles, including motorcycles, on campus provided the vehicles are properly registered. For motor vehicles other than motorcycles, parking permits are \$24.00 per vehicle per academic year; permits sold during the spring semester are \$16.00; and permits sold during the summer session are \$8.00. For motorcycles, parking permits are one-half the amount indicated for other vehicles.

For students who need a campus parking permit only for evening hours, a permit is available at the same price as motorcycle permits. (UNC-G reserves the right to make changes in these charges without advance notice.)

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase or possession of alcoholic beverages by people under 18 years of age. Beer and unfortified wines may be consumed, purchased or possessed by people 18 years old. However, one must be 21 years old to consume, purchase or possess spirituous liquors.

Individual consumption of beer, unfortified wines and/or spirituous liquors is permitted for those of legal age in student residence hall rooms.

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale and/or distribution of products such as marijuana, LSD, barbiturates, amphetamines is strictly prohibited, and UNC-G is prepared to take disciplinary action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNC-G has an obligation to report any information concerning such practices to proper authorities.

Firearms/ or Other Weapons on University Property

North Carolina law declares it unlawful for any one to possess, carry (whether openly or concealed) any gun, rifle or other weapon on property owned, used or operated by a public or private educational institution.

Policies Relating to Disruption of Educational Process

The complete statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process is printed in the Student Handbook. It was adopted by the UNC Board of Trustees on October 26, 1970.

Admission to UNC-G



Admission to UNC-G

- UNC-G seeks men and women with ability, character, motivation and the intellectual potential to meet UNC-G standards of performance. In making an admissions decision, UNC-G personnel give careful consideration to all the applicant's previous academic credentials. A conscientious effort is made to select students capable of maximum performance so there will be a minimum of attrition.

This policy applies to the admission of freshmen, transfer students, former students and irregular category students. It is administered without regard to sex, age, race, religion, handicap or national origin. (See Appendix B.)

Overenrollment or State budgetary constraints may require the restriction of admissions during a given year. This may require the adjustment of minimum requirements or the establishment of earlier application deadlines.

Freshman Admission Program

A "freshman" is defined as a student who is a high school graduate and who has not attended college. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated as a "transfer freshman" and must meet requirements under transfer and freshman admission programs.

Required High School Preparation

Candidates for admission to the freshman class are required to submit 15 acceptable units* of credit from an accredited secondary school including the following:

English	4
Foreign language (Two years of one foreign language)	2
Mathematics (Usually 2 units in algebra and 1 in geometry)**	3
Social Science (1 unit in history; 1 unit in either history, economics, sociology or civics.)	2
Natural or Physical Science	1
	<hr/>
	12

*A unit is defined as credit given for a course which meets for one period daily during the entire school year.

**Acceptable mathematics units must be college preparatory mathematics. General mathematics, commercial, vocational and/or business mathematics are not acceptable.

The remaining three units of high school preparation may include additional study in any of the courses or areas above and/or credits in art, Bible, music, speech, home economics, drama, distributive and business education subjects. Not more than three units in vocational subjects (shorthand, typewriting, bookkeeping, home economics) may be accepted. Entrance credit is not granted for subjects carrying less than one-half unit.

Students seeking the Bachelor of Arts with a major in music or the Bachelor of Music degree should have entrance units in music. An audition is required as part of the admissions procedure. Students should write the School of Music for information.

Students planning a major in Theatre should write to the Department of Communication and Theatre to determine if an audition is necessary.

An interview with faculty of the Department of Interior Design is required for selection into the program.



Entrance Deficiencies

An entrance deficiency exists when a student lacks one of the required units of high school preparation.

Mathematics Deficiencies. A student who cannot satisfy all the required units in mathematics may be considered for admission if he lacks only one of the units. See "Conditional Admission," page 47.

A student deficient in more than one mathematics unit cannot be admitted. Information about alternative ways of satisfying this requirement may be secured from the Director of Admissions.

Other Deficiencies. A student who is deficient in other required units may be admitted if his credentials are otherwise satisfactory. In such cases, the student is encouraged to remove the entrance deficiency(ies) before enrolling. He must remove the deficiency(ies) before graduation from the University.

Nonaccredited High Schools

Applicants from nonaccredited secondary schools must meet the same requirements for high school courses and SAT scores as applicants from accredited high schools. These applicants will be admitted provisionally. If after 30 semester hours of course work, they do not meet the requirements to continue in the University, their admission will be cancelled.

Application Procedure for Freshmen

1. Complete the UNC-G application forms. A \$10.00 application fee must accompany the application. This fee covers the cost of processing the application. It is not refundable and is not applicable toward tuition or other costs.

Early application for admission is suggested. The deadline for submitting the application is August 10 for the fall semester and December 10 for the spring semester.

2. Submit an official transcript of secondary school work. Each applicant should request his guidance counselor to forward his transcript directly to the Admissions Office. Students currently enrolled in high school should request that the courses in progress be listed on the transcript.

3. Take the Scholastic Aptitude Test (SAT) administered by the College Board. This test should be taken in November or December of the senior year of high school if possible. Test scores must be sent directly from the College Board to the Admissions Office. UNC-G's College Board code number is 5913. For information about the SAT, write College Board, P.O. Box 592, Princeton, NJ 08540.

American College Test scores are acceptable in lieu of SAT scores. Test scores should be sent directly from The American College Testing Program, P.O. Box 168, Iowa City, IA 52240.

4. Applicants who have been in the armed services must submit a copy of their discharge papers (DD 214).

Special Services Admission Plan

In addition to traditional freshman admissions, there is a Special Services Admission program for freshmen. Through this program, the University is attempting to identify and provide an educational opportunity for a limited number of students who might otherwise have been denied access to higher education because of disadvantaged economic, educational, social and/or cultural conditions, physical handicap or limited English-speaking ability. However, these students must have



demonstrated strong motivation to make a substantial effort to contribute to school and society.

Freshmen admitted as Special Services students are required to participate in the UNC-G Special Services Program. This entails supportive tutorial and counseling services.

The Special Services Program is a federally-funded program, and students entering through Special Services Admissions must meet the aforementioned prescribed federal guidelines for the Program.

Students wishing to be considered for this program should indicate their desire to be considered for the program on their application and contact the Office of Admissions for additional detailed information.

○ **Notification of Acceptance**

Applicants are notified of action taken on their application as soon as possible after all required information is in the Office of Admissions.

Once notified of acceptance by UNC-G for fall semester, the applicant must confirm his intent to enroll by May 1 or four weeks after receipt of the acceptance if this occurs after May 1. For admission to spring semester the applicant must confirm intention to enroll within four weeks after being notified of acceptance. Confirmation of late acceptance must be made by the deadline for registration. Confirmation is in the form of the enrollment information card which should be sent directly to the Office of Admissions. If the form is not received, the student's application is subject to cancellation.

Students who have been admitted to UNC-G must submit a medical examination report on a form supplied by the Office of Admissions. Medical clearance is required before the

student may register. Students taking only one course are not required to submit a medical report.

○ **Early Decision Plan**

Well-qualified applicants for admission who decide that UNC-G is the university of their choice may apply for early decision. This decision is made by November 1 of the senior year in high school.

To be eligible for early action, the applicant must:

1. Take the Scholastic Aptitude Test during the junior year in high school and have the official scores forwarded to the UNC-G Office of Admissions. These scores and the high school record must be received in the Admissions Office by October 10 of the senior year.

2. Submit the application form and all required credentials to the Office of Admissions by October 10 of the senior year.

Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular admission candidates.

Students accepted under the Early Decision Plan must submit the enrollment information card by November 30 of their senior year in high school.

○ **Course Credit and Advanced Placement by Examination**

Student participation in the following test programs may result in advanced placement credit and/or exemption from specific degree requirements. A listing is included of the tests for which we grant placement and/or credit. Students should contact high school guidance counselors regarding local test centers.



College Board Achievement Tests. These tests are offered in a wide variety of subject areas. While the University does not require Achievement Tests for admission or placement, it is recommended that students take the English Composition test and a foreign language test for placement purposes. If foreign language proficiency through the intermediate level is demonstrated, the student may be exempted from the language courses required for some degree programs.

College Board Advanced Placement Program. High school students enrolled in AP courses may receive college credit by taking

AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation.

College Board College Level Examination Program (Subject Examinations Only). The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from your counselor or by writing to C.L.E.P., Box 1824, Princeton, NJ 08540. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know.



Advanced Placement Examinations

Exam	Score Required	Hours Granted	Courses
American History	3	6	History 211, 212
History of Art	3	3	Elective credit
Biology	3	6	Biology 101, 102
Chemistry	3	6	Chemistry 111, 114
English	3	6	English 101, 102
European History	3	6	History 101, 102
French Language	3	6	French 103, 104
French Literature	3	6	French 207, 208
German	3	6	German 201, 202
Latin — Vergil	3	6	Latin 201, 202
Latin — Lyric	3	6	Latin 203, 204
Mathematics Calculus AB	4	6	Mathematics 191, 292
Mathematics Calculus BC	3	6	Mathematics 191, 292
Physics B	3	6	Physics 101-102
Physics C	3	6	Physics 101-102
Spanish Language	3	6	Spanish 103, 104
Spanish Literature	3	6	Spanish 207, 208

College Board Achievement Tests

Test	Score Required	Hours Granted
European History	700-800	6 hours History 101, 102
American History	650-699	6 hours after completion of 6 hours of history at 200 or 300 level
American History	700-800	6 hours History 211, 212
English Composition	650-699	Exemption from English 101
English Composition	700-800	3 hours English 101
English Literature	700-800	3 hours English Literature



○ **College Level Examination Program (Subject Exams Only)**

Exam	Essay Required	Minimum Score	Hours Granted	Course(s)
Accounting, Introductory	Yes*	50	6	Accounting 201, 202
American History	Yes*	50	6	History 211, 212
American Literature	Yes*	50	6	English 251, 252
Biology	No	50	6	Biology 101, 102
Business Law, Introductory	No	50	3	Business Administration 330
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes*	50	6	Economics 201, 202
English Composition	Yes*	50	6	English 101, 102
English Literature	Yes*	50	6	English 211, 212
Marketing, Introductory	No	50	3	Business Admin- istration 320
Psychology, General	No	50	3	Psychology 221
Sociology, Introductory	No	50	3	Sociology 211
Western Civilization	No	50	6	History 101, 102

*Essay section must be approved by department to earn credit.

"I was pleasantly surprised by the informality of most classrooms."

UNC-G Senior





Transfer Admission Program

UNC-G encourages well-qualified students with 24 academic semester hours or more of college credit from a regionally accredited institution to transfer here to continue their studies. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated as a "transfer freshman" and must meet requirements under both transfer and freshman admission programs.

Requirements and Procedures

1. Have a 2.0 or better average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university.

2. Complete the UNC-G application forms prior to August 10 for admission into the fall semester or before December 10 for the spring semester.

3. Submit the following:

Official transcript from the secondary school attended. Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See Freshman Admissions Program, page 38). Should the transfer student not meet this requirement, he must have completed course work at a regionally accredited institution to remove entrance deficiencies. (See Entrance Deficiencies, page 39).

Official transcripts from each post-secondary institution previously attended (including summer school and extension).

A list of courses in progress including course number, course name, and semester/quarter hours of credit. A form for this purpose is included in the transfer application packet.

A copy of discharge papers (DD 214) from the armed services if applicable.

A \$10.00 application fee, not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNC-G admissions office staff reviews the application to determine the number of semester hours of credit for previous college-level work which can be transferred to UNC-G and applied toward a bachelor's degree. The quality as well as the quantity of the student's previous college work is considered when determining the transfer credit to be awarded. Course work completed with a grade of D will not transfer hours of credit but may be used to fulfill course requirements. A copy of the credit evaluation generally accompanies the acceptance letter.

Current University transfer policy stipulates that we cannot accept for transfer credit courses completed in technical, vocational or professional programs at community colleges, technical institutes or business schools.

A transfer student accepted by UNC-G must confirm his intention to enroll by sending in the enrollment confirmation card within four weeks of date of acceptance. Confirmation of late acceptance must be made by the deadline for registration. If the form is not received, the student's application is subject to cancellation. He must also submit a completed medical examination form, prior to enrolling, if he plans to take more than one course.

Any student transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of the nursing program from which he is transferring. This reference should be sent directly to the Dean of the School of Nursing.

Transfer Regulations

Accreditation. UNC-G accepts the accreditation of the North Carolina State



Department of Public Instruction for colleges in North Carolina and the Southern Association of Colleges and Schools agency. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for transfer credit to be accepted unconditionally.

Nonaccredited Institutions. Applicants from nonaccredited institutions must meet the requirements in effect for admission into the freshman class, including satisfactory high school records and SAT scores, as well as meeting the transfer requirement of a 2.0 average on a 4.0 scale.

Credit for work completed in nonaccredited institutions will be held in abeyance until the student has satisfactorily completed 30 semester hours of work at UNC-G. The term "satisfactorily completed" is defined as meeting the requirements necessary to continue in the University. See Academic Regulations Chapter.

Validating Examinations. Some departments at UNC-G require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions. Admission into the University does not constitute selection into any of the professional schools.

Two-Year College Transfer Credit Limit. Transfer students who enter UNC-G after attendance at two-year colleges receive transfer credit for no more than 64 semester hours from two-year institutions.

Continuing Education/Correspondence Credit. Credit for work completed in continuing education and/or correspondence courses will be granted in conformity with the regulations given above for the transfer of credits. Up to 64 semester hours in continuing education and/or correspondence credits may be applied to the

completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for a degree may be completed in correspondence credit. Academic units may establish such course and credit limitations in the acceptance of continuing education and correspondence credit as may be required by specific degree programs.



Former Student Admission Program

Students who were previously enrolled and are in good standing in the undergraduate program at UNC-G but who did not complete the previous semester or did not preregister should apply for readmission to the Director of Admissions. If such students earned credits at other colleges or universities since last attending UNC-G, they must submit official transcripts of credit from the institution(s) before they can be considered for readmission and must apply before August 10 for fall semester or December 10 for spring semester. UNC-G students who have been suspended for academic reasons may apply for readmission after being away from the University for at least one year.

A student who has been away from the University more than one calendar year must submit a completed medical form to the Student Health Center and have it approved before readmission can be granted. A student who withdraws for medical reasons must receive medical clearance from the Student Health Center before readmission.



Irregular Admission Program Unclassified Students

Students who meet regular admission requirements (for freshman or transfer standing), but who, because of personal obligations and/or educational objectives, do

not wish to follow the regular curriculum prescribed for degree candidates, may be considered "unclassified" students.

Unclassified applicants who have less than 24 semester hours of credit should follow the admissions procedure outlined for freshmen. Applicants with 24 or more semester hours of credit should follow the admissions procedures for transfer students. A \$10.00 application fee is required for unclassified students.

Unclassified students are not assigned to academic advisers but may enroll for undergraduate credit in courses of their own choosing with the approval of the Director of Admissions. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency. Part-time students may not reside in University housing.

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the admissions procedures for freshmen or transfers. Part-time students are those students who enroll in less than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency. Part-time degree students may not reside in University housing.

International Admissions

A student seeking admission from another nation must be academically prepared and qualified to undertake a program of study at the University. The student must have an adequate knowledge of English and have sufficient financial resources available to meet the expenses of attending the University.

With the application for admission, a Financial Certification Form must be completed

showing evidence of financial sufficiency for the entire length of time the student will be enrolled. The student should return the application along with official transcripts translated into English of work completed in secondary institutions and universities and the Financial Certification Form. A letter of recommendation from a school official should accompany the transcripts. The University also requires an official copy of TOEFL (Test of English as a Foreign Language) and/or SAT results or evidence of having completed English training at an approved institute from applicants whose native language is not English. The application will be processed when all the required credentials have been received.

Students Seeking a Second Baccalaureate Degree

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree should follow the instructions below.

1. Complete the application forms and return them to the Admissions Office with the \$10.00 application fee.

2. Submit official transcript(s) from each post-secondary institution previously attended.

An applicant holding a baccalaureate degree and taking work for credit for any other purpose must apply through the Graduate School.

Visiting College Students

A student who is currently working for a degree at another institution but wishes to take courses here is classified as a "visiting" student.

To be considered for admission as a visiting



student, an applicant must submit the regular application forms, have the dean of the home institution send the Admissions Office written permission to take the specific courses here which will be acceptable for transfer credit at that institution and have an official transcript from that institution forwarded to the Admissions Office. The student must have good academic standing noted in the written permission or on the transcript. Admission will be denied to applicants whose grade point average is below that which this University requires for one of our students for a comparable class. (See Academic Regulations.) A \$10.00 application fee is required.

A student attending a college or university in the Greensboro Regional Consortium (Bennett, Greensboro, Guilford, and High Point colleges and North Carolina Agricultural and Technical State University) is not classified as a visiting student and does not go through the admissions process for the fall or spring semesters. Students wishing to register for courses here through the Consortium should contact the registrar of their home institution. For the Summer Sessions, the Consortium is in effect only with North Carolina Agricultural and Technical State University. Bennett, Greensboro, Guilford, and High Point college students interested in taking courses in the UNC-G Summer Sessions should request a bulletin from the Summer School Office and submit the application form in the back of the bulletin.

○ Visiting High School Students

The University provides high school students who have good academic records the opportunity to begin their college studies early and to supplement their high school curriculum. High school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application,

\$10.00 application fee, a high school transcript and a letter of permission from their principal. Enrollment as a visiting high school student does not imply regular admission.

○ Conditional Admission

A deserving student who lacks only one of the three required high school mathematics units may be considered for conditional admission. If accepted, he must remove the deficiency within one year after admission.

The Admissions Policies Committee may review the application of any student who seeks admission on the basis of special merit but who cannot be admitted under any existing programs.

○ Adult Admissions

Persons who do not meet traditional entrance requirements and have been away from formal schooling for at least one year may be considered for admission into UNC-G through the Office for Adult Students. An adult student may enroll for undergraduate courses for credit, with his adviser's approval. After completion of 15 semester hours of satisfactory work and the removal of entrance deficiencies which bar the student from regular admission, the student may apply for regular admission and will be given consideration on the basis of work completed at UNC-G. If the student does not wish to pursue a degree program, he may continue to enroll as an adult student so long as he meets the regulations for continuing in the University. See Academic Regulations Chapter.

To apply for acceptance through the Office for Adult Students, an applicant should:

1. **Complete the UNC-G application forms and return them to the Office of Admissions.** A \$10.00 application fee is required.
2. **Submit official transcripts from the**

secondary school attended [or GED (General Educational Development) equivalency scores] and from any post-secondary institutions previously attended (including summer school and extension).

3. Submit discharge papers (DD 214) from the armed services if applicable.

4. Schedule a pre-admissions conference with a counselor in the Office for Adult Students. During this interview, the applicant and the counselor will determine the student's needs and interests and seek the resources for meeting them. If appropriate, the counselor will recommend acceptance to UNC-G through the Office for Adult Students.

An applicant will be notified of action taken as soon as possible. The student should confirm his intention to enroll by completing the enrollment information card and returning it to the Office of Undergraduate Admissions within four weeks from the date of his acceptance. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, if taking more than one course, students must submit a medical examination report on a form supplied by the Office of Admissions.

Auditing

Auditing a course includes the privilege of being present in the classroom when space is available but involves no credit. No examinations are required, and no grades are reported. Attendance, preparation and participation in classroom discussion and activities are at the discretion of the department and/or instructor. Admission is determined following the close of regular student registration.

Registered Auditors. A currently enrolled student may audit a course upon the written approval of his faculty adviser and the instructor and must register officially for the course. A student paying full tuition and fees may audit one course per semester without

additional fee. A student paying part tuition and fees may not audit more than two courses per semester and is charged a \$10.00 fee for each audited course. Fees are payable in full at the time of enrollment.

Students not currently enrolled who wish to audit a course and have a record retained should follow regular application procedures. (See pp. 38-39 and 44.) Both an application fee and a \$10.00 fee for each audited course are required.

Visiting Auditors. A person not officially registered in UNC-G, who desires to audit an undergraduate course, may secure an application form from the Office of Continuing Education. Written approval must be obtained from the instructor and department head or dean for the course requested. To audit a 600- or 700-level course, a student must hold a bachelor's degree and secure approval from the Graduate School.

A fee of \$10.00 per term will be charged for each course audited. A validated visitor's card will be issued following the close of regular student registration if space is available and will be used for identification purposes on the campus. There is no record retained for visiting auditors.

Continuing Education Activities

Students wishing to enroll in non-credit, continuing education or other special educational activities sponsored by UNC-G do not need to apply for admission. Registration is handled by the Office of Continuing Education of UNC-G.

Graduate Admission Program

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult the **Graduate School Catalog** for admission information.

Undergraduate Expenses



Undergraduate Expenses

The expense figures listed in this chapter are for the 1979-80 academic year. UNC-G reserves the right to make changes in these charges without advance notice.

Costs for attending UNC-G vary as shown below depending on factors such as whether

you are in-state or an out-of-state student and whether you choose to live on or off campus.

To figure your individual costs, review the list of charges and enter the figures which apply to you. Refund policies for the various charges are discussed in the last section of this chapter.

UNC-G Undergraduate Expenses for Full-Time Students (Annual Basis)

Tuition and Required Fees	Your Expenses (Enter Applicable Figures)	
Tuition and Academic Fees		
In-State Students	\$ 364.00	
Out-of-State Students	2,082.00	
Health Service Fee	92.00	92.00
Student Activities Fee	147.00	147.00
Room and Board		
Room		
Double Occupancy	600.00	
Single Occupancy	900.00	
Additional charge for private telephone service for students living in Cone Hall, Hawkins Hall and Phillips Hall.		
Double Occupancy	48.00	
Single Occupancy	96.00	
Board		
14-Meals Per Week	700.00	
21-Meals Per Week	800.00	
(Total cost for MOST in-state students on campus:	\$1,903.00)	
(Total cost for MOST out-of-state students on campus	\$3,621.00)	

Your total \$ _____

Note: Students living on campus are required to contract with UNC-G for room and board. Students living off campus pay only the tuition and required fees.



Schedule of Payments for Full-Time Students

The expenses table gives costs on a nine-month academic year basis. To figure the amount due each semester, divide your total expense figure by two. This is the amount which should be paid to the University Cashier prior to registration each semester. When applicable, the required deposit, discussed below, should be subtracted from amount due for the fall semester because it is credited toward fall semester costs. Fall semester payments may be mailed to the University Cashier prior to August 13, 1979. Payment for the spring semester may be mailed prior to January 1, 1980. Payment after these dates must be made in person before registration.

Required Housing Deposit

A freshman or transfer student desiring to live on campus must submit a \$50.00 **housing deposit**, along with a completed housing contract, in order to reserve residence hall space. It is applied against room rent for the fall semester.

A continuing student who intends to reside on campus during the next academic year is required to pay a \$50.00 housing deposit prior to the spring drawing for rooms. This deposit is applied against room rent for the fall semester.

Laundry & Dry Cleaning Service

The University does not provide any laundry or dry cleaning service. There are coin-operated washing machines and dryers located in each residence hall.

Explanation of Expenses

Tuition and Academic Fees

The tuition and academic fees paid by UNC-G students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North

Carolina, from the UNC-G Excellence Fund and from alumni, friends, corporations, foundations and the federal government.

Because UNC-G is a state-supported institution, out-of-state students are required to pay a higher tuition than in-state students who are legal residents of North Carolina. See Appendix C for policies governing in-state tuition payment status.

Fees

The **health service fee** provides students with the medical service described in the Services to Students Chapter. The **student activities fee** finances a broad range of student programs including \$24.00 for campus organizations, \$25.00 for entertainment, \$38.50 for Student





Union, \$25.00 for Student Union Building fees and \$34.50 for recreation and athletics.

Room Rates: Double and Single Occupancy

The room rate of \$600.00 per academic year is based on double occupancy. Occasionally vacancies in residence halls permit a normally double room to be occupied as a single room. When this occurs and when a student applies for a single room, the room rent is 50% more than the regular rate for a student in a double room.

Board Plans

All students who live on campus are required to contract for meals in the UNC-G dining halls. Two meal plans are available:

14-meals per week—\$700.00 per academic year.

21-meals per week—\$800.00 per academic year.

A student may select one meal plan for the first semester and then change to another meal plan the next semester. However, once an election has been made for a given semester, it cannot be changed during that semester.

The University has made the Dining Card transferable. This means that you have the option to transfer, sell or give any unused meal entitlements to another person to use during that particular week **ONLY**. The week runs from Saturday breakfast through the following Friday dinner, and any unused meal entitlements cannot be carried past that Friday dinner.

For any week that the dining hall is in operation for only a part of the week, the number of meal entitlements for that week shall be reduced in the same proportion as the part of the week that the dining hall is closed.

Do Not Lose Your Dining Card. . . .

This Dining Card is unique in that it is transferable; therefore, the reissuance of another card is not a simple matter. It will be necessary to pay fifty dollars (\$50.00) for a duplicate card. (This amount will be reimbursed **IF** the original card is returned within **three days**). So again you are advised to be careful not to misplace it and to remember that you are responsible for keeping up with it.

Telephone Service

All residence halls have telephone service. However, rooms in Cone Hall, Phillips Hall and Hawkins Hall are equipped with private telephones in each room. An additional charge to cover this private service must be paid by students living in these Halls. Each student occupying a double room pays \$48.00 per





academic year for telephone service. A student occupying a single room pays \$96.00 per academic year.

Charges for private telephone service cover only local calls. Long distance calls are billed directly to the student by the telephone company.

Tuition and Fees For Part-Time Students

A part-time student for fee purposes is defined as one taking less than eight semester hours of work each semester. Students taking eight or more hours per semester pay the same tuition and fees specified earlier for full-time students.

Students Taking From 1-7 Hours (Undergraduate)

Students taking fewer than eight hours of work during a regular semester will be charged a prorated portion of tuition and fees. No health service fee is charged students taking less than eight hours. Tuition and fees for the 1979-80 academic year are as follows:

COMMUTING STUDENTS

Cost per Semester for: In-State Out-of-State
5 to 7 credit hours

Tuition and Academic		
Fee	\$121.00	\$694.00
Activities Fee	36.75	36.75
Total	\$157.75	\$730.75

1 to 4 credit hours

Tuition and Academic		
Fee	\$ 61.00	\$347.00
Activities Fee	18.35	18.35
Total	\$ 79.35	\$365.35

Tuition and Fees for Graduate Students

See Graduate School Catalog.

Special Fees

Auditing

A regular full-time student may audit one course free per semester. A registered part-time student may not audit more than two courses per semester and is charged a fee of \$10.00 per course. Visiting auditors are not registered students and may apply to audit courses for a \$10.00 fee per course. See Admission Chapter for details.



"I would recommend this school to anyone seeking a middle-sized, fairly easy-going university."

UNC-G Senior

Applied Music

In addition to regular tuition and fees, music majors pay \$45.00 per semester to compensate for private and class instruction in applied music. Non-music majors pay \$30.00 per credit hour for private applied study. Class applied study, when assigned, is \$15.00 per credit hour. Graduate music majors may elect to be assessed under either category.

Music Practice Fees and Instrument Rental

Special fees are charged for the use of practice rooms and/or instruments. A schedule of these fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable during registration.

Laboratory Breakage Deposit

The standard academic fees charged all students include the use of laboratory facilities. However, students are required to pay a \$5.00 laboratory breakage deposit to cover the cost of any equipment which is broken or lost. The deposit is determined by the departments involved after periodic inspections and inventories. Any unused portion of the breakage deposit is refunded at the end of the academic year.

Special Medical Service Charges

Although the health service fee covers ordinary medical services provided by the Student Health Center, additional nominal charges are made for special services such as x-rays and certain medications. The University Physician determines the amount of these charges. They are payable upon receipt of a statement from the Cashier. Students not living on campus who are confined to the Health Center are charged \$3.00 per day for meal service.

Due to high medical costs in the United States and to historical experience of previous

international students, all nonimmigrant students, regardless of status or semester hours taken, are required to pay the student health fee and to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan at UNC-G must be obtained from the International Student Adviser before registration.

Students who do not qualify to pay the health service fee will be treated at the Health Center only in cases of emergency. Standard medical charges will be made for any services rendered.

Student Identification Cards

A permanent ID card will be issued to each student upon completion of registration for his first semester at UNC-G. If this permanent ID Card is lost, there is a \$5.00 replacement fee which is to be paid at the Cashier's Office.

Graduation Fee

A \$10.00 fee, which covers the rental of a cap and gown and the cost of a diploma, is charged to all degree candidates. It is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees **in absentia**.

 **Other Expenses**

The foregoing statements cover essentially all of the charges paid to the University Cashier. In order for students and parents to develop reasonably accurate budgets, a few other expenses are listed below.

Books and Supplies

These are to be paid for as purchased, either from the University Book Store or other suppliers. The cost varies in accordance with the courses of study but generally runs between \$75.00-125.00 per year.



Dormitory Furnishings

Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels and room accessories such as study lamps, draperies, scatter rugs, wastebaskets.

Car Registration

Registration/parking permits are required for all student-operated motor vehicles. See page 36 for details.

Uniforms

Students are expected to use outfits appropriate to the physical education activities taken. Gym suits, leotards and other such appropriate outfits are available from the University Book Store.

Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of student aid jobs require special uniforms. Unless the student has advance information as to exactly what is required, it is preferable to purchase these items after arrival.

Nursing Majors

Special fees for nursing students are discussed on page 298.

Refund Policy for Student Fees and Charges

General

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

If a situation arises in which the University administration considers that equity would best be served by cancelling a student's registration, it will do so and all charges will be refundable.

For Students Who Have Not Completed Registration

Housing Deposits. Housing deposits for freshmen and transfers are fully refundable if requested in writing from the Dean of Students for Residence Life by July 1 (in the case of application for the fall term) or by December 17 (in the case of application for the spring term).

Housing deposits for continuing students are fully refundable if requested in writing from the Dean of Students for Residence Life by July 1. If UNC-G determines that a student is not eligible to return, a refund will be made upon receipt of a written request.

Exception: Deposits are fully refundable by administrative action at any time for death of student, health reasons as certified by the University Student Health Center and death in the immediate family which prevents enrollment.

Deposits are refundable if authorized by the Refund Committee.



For Students Who Have Completed Registration

Tuition and Fees. During the first two weeks of a semester, tuition and fees (not room and board) are refundable except for 10% of these charges. See the UNC-G Calendar for deadline dates. After the first two weeks of classes, tuition and fees are not refundable.

Exceptions: Charges are refundable by administrative action on a pro rata basis for the unexpired portion of the term for reasons such as the following: death of student, withdrawal for adequate medical reason as certified by the University Student Health Center, death in the immediate family which necessitates student withdrawing and dismissal or suspension from school.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Room and Board. Room rent is not refundable. However, if a student qualifies for an exception as stated above, room rent is refundable except for \$50.00, plus the pro rata part of the remaining charge based on the expired portion of the term. Where applicable, telephone service charges will be considered as a part of room rent for refund consideration.

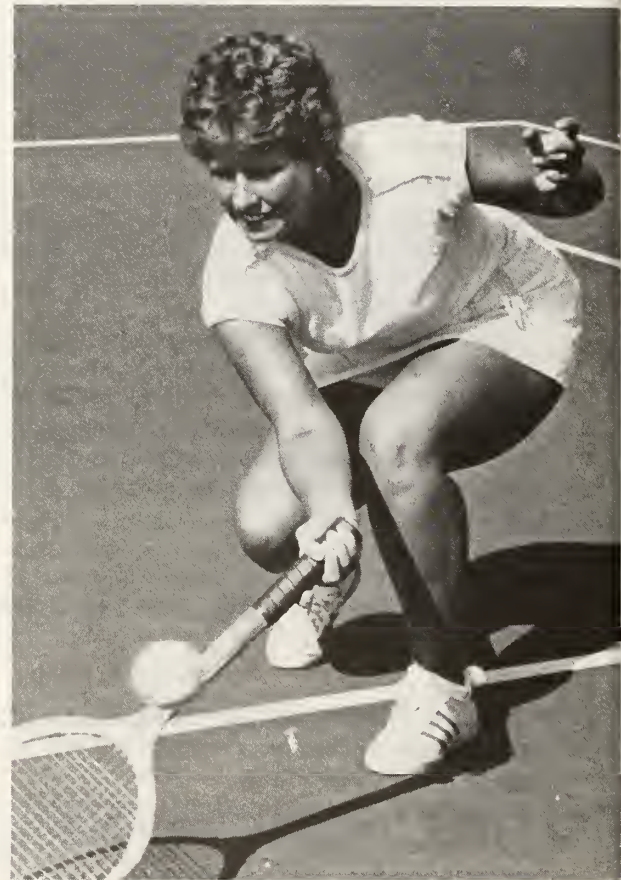
Board charges are refundable except for a pro rata charge based on the expired portion of the term.

Refund Committee

The Refund Committee hears appeals from any student who wishes to be heard. It has referred to it by administrative action any unusual requests for refunds which the regulations above do not appear to cover or in cases in which there appear to be extenuating circumstances.

The Refund Committee normally does not grant a refund if a student withdraws for

personal reasons, such as failing or transferring to another school. (Going to another campus of The University of North Carolina is the same as going to another school, since each campus is administered separately for financial purposes.)



"Be prepared to work. . . . Take advantage of the things that are offered 'cause everything is done for the benefit of the students, and the things offered really increase your education."

UNC-G Sophomore

Financial Aid



Financial Aid

UNC-G's Student Financial Aid Program is designed to assist deserving students in meeting the costs of attending UNC-G.

It includes several types of aid: scholarships, grants, loans and student employment. Financial aid awards may include one or more of these.

All financial assistance is awarded without regard to the student's sex, race, color or national origin.

In making award decisions, the Student Aid Office first determines the student's financial need. This is the difference between the resources of the student and his parents and the costs of attending UNC-G.

Every effort is made to provide a "package" of aid which will meet this financial need. A student is expected to assume the obligation for part of his award, either in the form of a long-term loan or a part-time job on campus or both.

A student who has completed the financial aid application procedure outlined below is considered for all the general scholarships, grants and loans which may be suitable to his circumstances. Competitive scholarships, described later in this chapter, require completion of an additional application form.

A list of scholarships and loan funds available to UNC-G students is printed in Appendix D.

Applying for Financial Aid

As soon as the student and his family have determined that their combined resources will not be sufficient to meet expenses, the student should apply for financial aid. Funds are always limited, so students should observe the procedures and deadlines carefully to avoid delay.

Procedures for Entering Students

1. Apply for admission to UNC-G.
2. At the same time request an "Application for

Financial Aid" from the Student Aid Office. Complete and return it by March 1, if entering the fall semester, or by December 1, if entering the spring semester. Applications received after these deadlines are considered only if funds are available.

3. Obtain a "Financial Aid Form" from the high school counselor or from the Student Aid Office. The form should be completed by the parents or guardian and forwarded to the College Scholarship Service no later than three weeks prior to the deadlines above. Indicate on the statement that UNC-G is to receive an analysis of the form.

4. Apply for a federal Basic Educational Opportunity Grant by checking the appropriate section of the "Financial Aid Form" so that information about the financial circumstances of the student and his family will be sent to the BEOG agency. The student will receive a "Student Eligibility Report" from the BEOG agency, and he should immediately forward the report to the Student Aid Office. (The BEOG application procedure is required for undergraduate students only.)

Procedures for Enrolled Students

Students already enrolled at UNC-G who wish to apply for financial aid for the first time should submit the "Application for Financial Aid" to the Student Aid Office by April 1 for the fall semester or by December 1 for the spring semester. The "Financial Aid Form" should be completed and sent to the College Scholarship Service at least three weeks in advance of the April or December deadline. Undergraduate students should apply for a federal Basic Educational Opportunity Grant by checking the appropriate section of the "Financial Aid Form" and should send the resulting BEOG "Student Eligibility Report" to the Student Aid Office.



Renewal of Financial Aid

Awards are made for only one academic year. A student must apply each year by submitting a new "Financial Aid Form" and an "Application for Renewal of Financial Aid." Undergraduate students must apply each year for the federal Basic Educational Opportunity Grant. Forms for the renewal of aid are available in the Student Aid Office.

In order to be eligible for the renewal of financial aid, a student must have continued financial need, must have fulfilled the conditions and requirements of previous financial aid, must be in good standing and must be maintaining satisfactory progress at UNC-G. A student is considered to be in good standing and maintaining satisfactory progress as long as he meets the requirements for continuing at UNC-G. A student is not eligible for continued financial assistance if he owes a refund of federal grant aid or is in default on a federal loan received for attendance at UNC-G.

Independent Status

A student who qualifies for independent student status according to the criteria outlined below must submit a "Financial Aid Form" to the College Scholarship Service, and information about the parents' financial circumstances need not be provided. The parents must, however, sign the "Affidavit of Financial Independence" to verify the independent status of a student. The affidavit form is available in the Student Aid Office.

To be classified as an independent student, a student may neither be living with, receiving financial support from nor be claimed as an income tax dependent by his parents or guardian during the years for which he applies for aid and during the year prior to applying for aid.

Marriage does not automatically give a student independent status.

Determining Financial Need

The "Application for Financial Aid" and the financial statement provide the Student Aid Office with the information required to determine a student's financial need.

The application form requests information about the student's financial situation, summer earnings, assets and savings, benefits and other sources of assistance. It also includes a budget section which the student should use to indicate his anticipated resources and estimated expenses.

A student is expected to save between \$500.00 and \$700.00 per year from his summer earnings. A student with assets or savings of his own is expected to use these funds for his educational expenses. A student is also expected to report on his application all financial awards or benefits received from sources other than UNC-G.

The financial statement from parents requests information about the financial circumstances of the family, including income, assets, number of dependents, obligations against income and unusual expenses. It also provides space to call to the attention of the Student Aid Officer factors which may affect the family's ability to assist the student. All information concerning the financial situation of a student and his family is held in complete confidence by the Student Aid Office.

Notification of Award Decisions

Entering students are notified of financial aid decisions in the spring (usually in May) preceding their fall enrollment. A student submitting his application after the March 1 deadline should not expect a decision until late summer. Spring semester awards are made by the end of December.

Enrolled students applying for aid or renewal of aid are notified during the summer, usually in July.



Types of UNC-G Financial Aid

UNC-G receives substantial support for its student aid program from federal and state governments and from individuals, foundations and corporations. All student aid funds are awarded and administered according to the provisions and regulations of the contributing agency or person. Students should understand fully the terms of financial aid awards before accepting them.

Annual renewal of a student's award from federal and state sources depends upon continued support from government agencies. Both federal and state programs have changed frequently in recent years. Students should understand that specific types of awards may not be available each year and that amounts awarded each year may be adjusted based on available funds and the student's financial need.

General Scholarships

UNC-G awards a limited number of general scholarships, ranging in value from \$100.00 to \$800.00 per year, to undergraduate students who have above-average academic records and financial need. A student is expected to maintain at least a **C** average (2.0) in order to be considered for scholarship renewal. A student does not need to apply for a specific general scholarship. The Student Aid Officer considers the applicant for all the general scholarships for which he is eligible.

Some general scholarships are restricted by academic major. Usually these awards are made by a school or department to upperclass students who have entered specific majors.

Competitive Scholarships

UNC-G has a Competitive Scholarship Program for entering freshmen. An application form and information for the competitive scholarships, listed below, may be obtained from the Student

Aid Office. The application deadline for the Competitive Scholarship Program is March 1.

Alumni Scholarships. All entering freshmen may apply for the Alumni Scholarships. Awards range from \$500.00 per year up to the amount needed by the student to meet UNC-G expenses.

Jefferson Standard Scholarship. The Jefferson Standard Scholarship is valued at \$1,000.00 per year and is awarded each year to an entering freshman.

Spencer Love Scholarships in Fine Arts. Four Spencer Love Scholarships are awarded each year to entering freshmen in the fields of art, drama and music. The scholarships are valued at \$500.00 per year.

Katharine Smith Reynolds Scholarships. Entering freshmen who are residents of North Carolina may apply for the Reynolds Scholarships. Awards range from a minimum of \$500.00 per year up to \$2,200.00 per year, depending on the amount needed by the student.

Grants

Federal and UNC-G funds are available for grant awards to students of exceptional financial need. A grant is gift assistance and does not require repayment or work obligation. A student who completes the financial aid application procedures is considered for all grant funds for which he is eligible. These include the Supplemental Educational Opportunity Grants, University Grants and Student-to-Student Grants.

Loans

UNC-G provides long-term loan assistance, through federal and institutional funds, to needy graduate and undergraduate students. A student is considered for loan assistance when he completes the financial aid application procedures. The Student Aid Officer awards a



loan from the fund which is most suitable for a student's circumstances and makes every effort to meet a student's financial need with as little loan obligation as possible. A promissory note must be signed by the student when he receives a loan.

Loan programs available to UNC-G students include National Direct Student Loans (NDSL), Nursing Student Loans (NSL) and Institutional Loans.

The student himself is responsible for repayment of a loan after he graduates or withdraws from UNC-G. The student is expected to repay according to a schedule which he must sign before he leaves UNC-G. Repayment of NDSL or NSL must begin nine months after termination of at least half-time student status, and the student pays 3 percent interest on the unpaid balance of the loan principal. Repayment of an Institutional Loan, along with 3 percent interest, begins at the time the student leaves UNC-G. Additional information about the conditions and terms of student loans and about loan repayment is available in the Student Aid Office.

In addition to long-term student loans, short-term loans for emergency expenses are available from the Student Aid Office.

Student Employment

Part-time jobs on campus are available for students who wish to earn money for part of their college expenses. These include jobs in the library, dining hall, laboratories, offices and residence halls. Funds for these student jobs are provided for in the budgets of various departments on campus and by the federal government through its College Work-Study Program. The average student job requires about 12 hours work per week, and average yearly earnings are approximately \$800.00.

A student should consider carefully whether his academic responsibilities will permit him to

assume the obligations of part-time work. If the student accepts campus employment, he is expected to fulfill the requirements of the job, but he must maintain a primary concern for his academic work.

Summer P.A.C.E. Program. UNC-G uses a portion of its federal College Work-Study funds to provide full-time summer jobs for needy North Carolina students through the P.A.C.E. Program. Jobs in public, non-profit agencies in all North Carolina counties are established through the program, and an eligible student is placed in a P.A.C.E. job in or near his home town.

A student interested in P.A.C.E. may indicate on the "Application for Financial Aid" that he wishes to be considered for summer work. He must also complete a P.A.C.E. application form, available from the high school counselor or from the Student Aid Office. Only students with financial need may be certified for the P.A.C.E. Program, and students from low-income families are given preference. Students are expected to save approximately 80 percent of their P.A.C.E. earnings to meet UNC-G expenses during the following academic year.

Financial Aid From Other Sources

Students are encouraged to investigate sources outside UNC-G from which they might obtain aid. Assistance from an outside agency or program may provide the full amount needed by the student, or it may be combined with an award from UNC-G to meet the student's need. A student who applies for aid must report to the Student Aid Office all financial assistance received for attendance at UNC-G so that available resources can be used to determine the student's need.

Basic Educational Opportunity Grants

The Education Amendments of 1972 established the Basic Educational Opportunity



Grants Program, a program of financial assistance to undergraduate students in postsecondary education. The program introduced for the first time the concept that eligible students in need of financial assistance will be assured of receiving federal funds to help pay for education beyond high school.

The amount of a student's Basic Grant award is calculated according to a federal formula which takes into consideration the family's financial circumstances, the student's costs of education and the amount of funds actually available for the program. In order to apply for a Basic Grant, a student should check the appropriate section of the "Financial Aid Form" so that the College Scholarship Service will send information to the federal BEOG agency about the financial circumstances of the student and his family. The Basic Grant agency will prepare and send a "Student Eligibility Report" directly to the student, indicating his eligibility for a federal grant. The student should forward the report to the Student Aid Office, even though he may not be eligible for a grant.

An undergraduate student who wishes to be considered for financial aid from UNC-G must have his BEOG entitlement determined before an award can be made by UNC-G. If a student is not eligible for BEOG, his eligibility for aid from UNC-G will not be affected. A student must reapply each year for a Basic Grant, and the amount of his grant may vary from year to year.

Social Security

Educational benefits are available to students who receive Social Security assistance. If the student is enrolled at a postsecondary school, he may receive benefits until his 22nd birthday. An eligible student should discuss this means of educational support with his local Social Security Administration representative.

Guaranteed Student Loan Program

All students who are U.S. citizens or permanent residents and who are enrolled at least half-time are eligible to apply for assistance through the Guaranteed Student Loan Program. Students should apply to eligible lenders in their home states.

A student who is a resident of North Carolina may borrow from the College Foundation, Inc., the central lender in North Carolina for the Guaranteed Student Loan Program. Information and an application form may be obtained from the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605. Applications should be submitted at least 90 days prior to the period for which the loan is requested.

A student from outside North Carolina may write to the Student Aid Office for the name of the lending agency in his state or may contact his local bank for information.

The maximum loan for undergraduate study is \$2,500.00 per year, except for the freshman year in which a loan is limited to one-half the costs of attending UNC-G. The maximum loan for graduate study is \$5,000.00 per year. Total loan assistance at the undergraduate level may not exceed \$7,500.00, and the maximum loan for undergraduate and graduate work is \$15,000.00.

The federal government pays the interest on a Guaranteed Student Loan while a student is enrolled at least half-time. Repayment normally begins nine months after the borrower graduates or terminates half-time enrollment. The student pays 7 percent interest on the loan during the repayment period.

Vocational Rehabilitation

Many states offer educational assistance to students who are physically handicapped. A North Carolina student should contact the



Vocational Rehabilitation Division of the Department of Public Instruction, Raleigh, N.C. A student from another state should contact his local vocational counselor.

N.C. Prospective Teachers' Scholarship-Loans

A North Carolina student who plans a teaching career in the state may wish to apply for a Prospective Teachers' Scholarship-Loan. The award is valued at \$900.00 per year, and each year's stipend may be cancelled by a year of public school teaching in North Carolina. Information and an application form may be obtained from the Department of Public Instruction, Raleigh, N.C.

N.C. Loans for Medical and Related Studies

A North Carolina student who plans a career in a health-related field and who intends to practice his specialty in the state may apply for financial assistance from the state. Information can be obtained from the Division of Facility

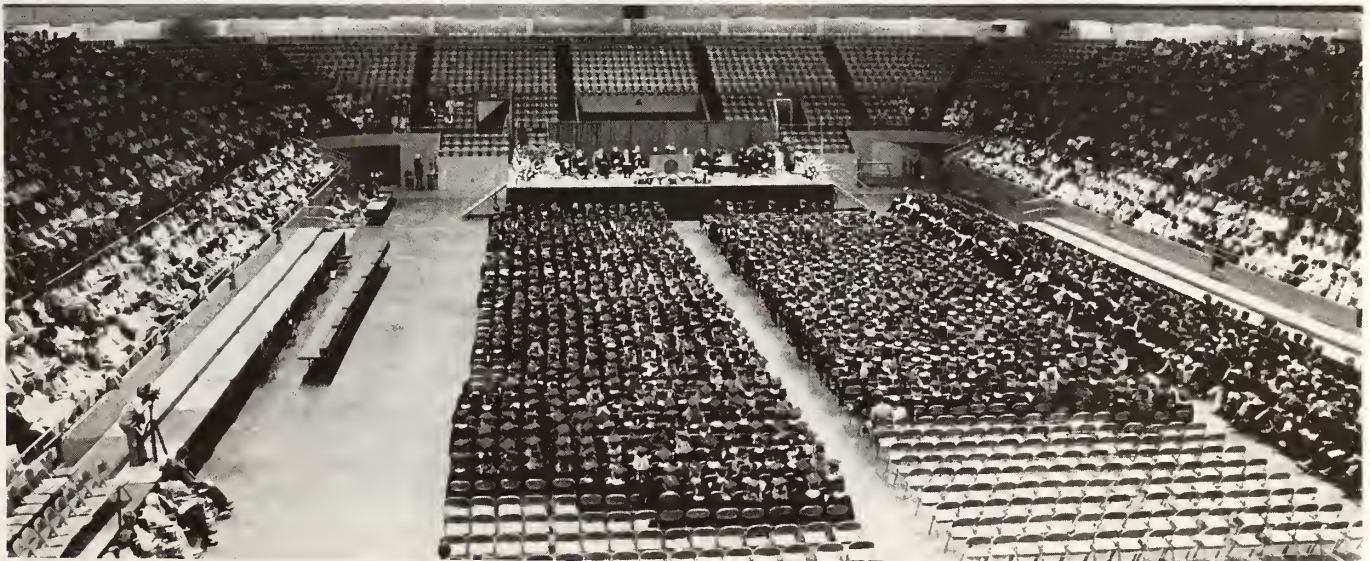
Services, Department of Human Resources, Raleigh, N.C.

N.C. Veterans' Affairs Scholarships

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed in a POW/MIA status. An eligible student should write to the N.C. Department of Veterans' Affairs, Raleigh, N.C., for information.

N.C. Student Incentive Grants

A North Carolina undergraduate student with exceptional financial need may be eligible for a state grant. A student should indicate on the "Financial Aid Form" that a copy of the financial statement should be sent to the College Foundation (code number 0742) so he will be considered for a N.C. Student Incentive Grant. The "Financial Aid Form" must be completed by March 15 to be considered for an N.C. grant.





Academic Organization

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic.

Under his direction the Vice Chancellor for Academic Affairs coordinates and oversees the various academic programs on the UNC-G campus. Working with the Vice Chancellor for Academic Affairs are the deans of the various schools and of the College of Arts and Sciences, the Director of the University Library, the director of the Summer Session and the Office of Continuing Education, the Dean of Academic Advising, the Registrar, Office for Adult Students, the Director of Admissions and the directors and advisers for the other special academic programs on campus. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Graduate Studies work together to achieve coordination of the undergraduate and graduate programs of the University.

The University faculty through the Faculty Council, the Academic Cabinet and the Curriculum Committee determines the general framework for UNC-G degree requirements and approves the programs submitted to it by the various academic units on campus. The UNC-G Board of Trustees acting within the framework outlined for UNC-G by The University of North Carolina Board of Governors determines general directions for UNC-G's academic programs.

Direct responsibility for administering academic programs rests within the various academic units described below.

UNC-G Academic Divisions

The University is organized into a College of Arts and Sciences; professional Schools of Business and Economics; Education; Health, Physical Education and Recreation; Home Economics; Music; and Nursing; and a Graduate School. The College of Arts and Sciences, the School of

Business and Economics and the Graduate School are described in general terms in this chapter. The departments comprising the first two of these, as well as the other professional Schools, are described in the Areas of Study Chapter.

The College of Arts and Sciences

Dean: Robert L. Miller, 116 Graham Bldg.

Assistant Dean: Ernest A. Lumsden, 119 Graham Bldg.

Administrative Assistant: Sibyl M. McKinney

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Chemistry, Classical Civilization, Communication and Theatre, English, Geography, German and Russian, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Romance Languages and Sociology. It also includes several Interdepartmental Programs, the Residential College, the Medical Technology Program, the Honors Program and Social Work. Each of these departments and programs is described in the Areas of Study Chapter.

Aims and Objectives

The College of Arts and Sciences serves as the center for study of the spirit and substance of the liberal arts. Defined as "the arts of the free man," liberal studies consist of the knowledge and skills which enable a person to examine critically the traditional wisdom of our cultures and to develop an informed world view. The college encourages discovery and dissemination of knowledge through the study of that which is already known and through research and other creative activities, such as the practice of certain of the fine arts.

The basic undergraduate degree of the college is the Bachelor of Arts, traditionally a liberal arts degree. While other degrees offered by the

college (Bachelor of Science, Bachelor of Science in Medical Technology and Bachelor of Fine Arts) contain professional and technical studies, they are viewed also as being primarily programs in the liberal arts.

○ Student Responsibilities

In important ways the education of each person is, and should be, unique. The student has the responsibility for acquiring and using knowledge which will help make him a liberally educated person, whose life is marked by intelligence, productivity and enjoyment. It is essential that the student during the years of college make frequent assessment of his progress in learning. A student is encouraged to become acquainted with several faculty members who, together with friends and official advisers, can aid in this process. The information and course descriptions in this **Catalog** should be reviewed periodically. In this way the student can make responsible use of the freedom granted by the college curriculum. Freedom and self-motivation in the context of a rational plan of disciplined study are recognized by the faculty as fundamental in the liberal arts tradition. The student on his own initiative should seek relationships among the different subjects studied and should attempt to achieve a coherent intellectual perspective.

A liberally educated person characteristically has both a breadth of understanding and a specific focus for his knowledge. The college encourages breadth of study through its requirements in several areas and by granting the student freedom consciously to choose the experience of university-level study in as many fields as possible. Through the requirement of a major (and possibly related area courses) the student experiences the intense discipline of critical reflection, empirical investigation and imaginative perception in a single identifiable area.

While it is impossible to define precisely the contents of a good liberal education, there is widespread agreement that experience in certain kinds of knowledge and intellectual skills is characteristic of a liberally educated person. Inasmuch as a full realization of all these possibilities cannot be completed in an undergraduate education, the student (with the help of his advisers) should emphasize in college the knowledge and skills of greatest value to him.

○ Characteristics of Liberal Education

This discussion of nine characteristics of liberal education is intended to help the student define goals and use the requirements and advice of the college in planning course work. It should not be interpreted as a list of absolutes. Most of these characteristics may be found in the offerings of more than one department; none of them should escape the student's consideration. A familiarity with each of these qualities, at least in a minimal way, is a highly desirable goal in undergraduate education.

1. One of the truly essential intellectual skills is the **ability to express thought clearly** in language. The ability to express complex ideas with clarity and coherence is essential to the liberally educated person, both in a career and outside it. This is the skill which is primary for the student hoping to study law, but it is needed obviously in other professions, such as medicine and teaching. The student should give special attention (at the outset of his college education) to improving his capacity for exact expression, fully realizing that this task remains a life-long challenge. As the student works with increasingly complex ideas in college, the need for periodic refreshing of skills will be evident. The college requires students to take a one-semester composition course as specified in the degree requirements. If, after this course, the student should desire to improve this skill



further, he would be well advised to undertake additional study in written composition or the techniques of verbal expression, or consciously to select courses which entail the writing of papers subject to intense stylistic criticism.

2. The United States is probably the only major country in the world where it cannot be assumed that a university-educated person knows a **foreign language**. Yet, such knowledge is one of the characteristics of the liberally educated. Knowledge of a foreign language or languages may be put to practical use by some students who travel or engage in research or graduate study, but more important is the unique outside vantage point from which our own modes of thought may be more critically viewed through the learning of foreign languages and acquaintance with the cultures portrayed in them. The study of a foreign language is also a way of learning one's own language better, for the practice of translation into English is an excellent means of working with English vocabulary and sentence structure. The college requires the student to take two semesters of foreign language, unless he has displayed proficiency through the intermediate level. Students who, as a result of this requirement, finish the elementary level of language should be aware that minimal skills in a foreign language are generally reached only at a higher (the intermediate) level. Maximum cultural profit from foreign language study is gained by continuing to a more advanced level where the study of literature in its fullest possibilities is predominant in the course. As in the case of mathematics and English composition, the improvement of skills depends upon continuous application of them.

Students are reminded that they will be eligible for consideration for election to the UNC-G chapter of Phi Beta Kappa only if they have completed the equivalent of six hours of foreign

language study at the intermediate college level. Students who may wish to consider graduate study at any time in the future should be aware that many graduate programs demand a reading knowledge of from one to three foreign languages. Advice in this matter is available in the departments, and the student should make inquiries early in his career, allowing always for possible changes in major.

3. The study of **literature**, which is the artistic interpretation and portrayal in words of the meaning of human experience, provides practical insight into the possibilities of language as used by its most effective masters and simultaneously reveals to the student realms of feeling and experience into which his personal life might never lead him, or of which he might otherwise remain forever unconscious. Literature offers an excellent form of contact with distant ages and peoples. Its study leads to a more intense awareness of history and movements of thought, and awakens appreciation of aesthetic elements in language and literary form.

4. Distant cultures, as well as our own, often present themselves most vividly and enjoyably in the **fine arts**. Images, gestures and tones are media that permit the most direct expression of which man is capable. All students can enrich both their minds and their lives by participating in or learning about the arts of painting, sculpture, drama, dance and music. Familiarity with the arts is certainly essential to a fully cultivated person. Students are strongly encouraged to approach the arts through study of their history and principles.

5. Man can seldom escape from the influence of **history** and society. The discipline of history usually emphasizes the cultural, intellectual, sociological and economic, as well as the political past. The perspective we gain through the study of history of any age is both intrinsically interesting and useful as a guide in the act of



individual decision on matters of social and political import. Our own age has been called unhistorical. It is perhaps in just such a period that the responsible person must strive quite consciously to perceive the reality of historical forces and restraints. Because of its encompassing character, the study of history can be made relevant to almost any particular interest. Courses of an historical nature can be found in several departments.

6. The **social sciences**, as we conceive of them today, pursue a more systematically structural and quantitative investigation of man, of society, and of political action than has traditionally been the case in historical research. An understanding of these methods of generalization and testing is obviously of great importance in the education of a responsible citizenry. From the purely intellectual point of view, the ability to see some elements of underlying order in the confusing abundance of peoples and social structures and patterns is an enlightening perspective. Some disciplines in the social sciences emphasize environmental and psychological aspects of human experience, and others the structures and mechanisms of societies.

7. Man does not live only in society, but lives within himself as well. He questions, and should question, himself and his relationship to the world. An ordering of our thoughts from the individual viewpoint, a patient examination of how we know, what we should do, and why we appreciate experience, and what transcends our lives—these questions have always attracted some of man's best minds. Thus, without some knowledge of the nature and methods of **philosophy and religious studies**, vast stretches of history and our own lives may remain unilluminated by critical thought. Courses in these areas, as in history, will be found relevant to almost all other disciplines.

8. One of the most successful codifications of formal rules of thought has clearly been achieved

in **mathematics**, a discipline of significant influence on other modes of reasoning. From a purely practical point of view, mathematics is essential for most natural sciences, for many social sciences, and has found some application in the humanities. Students who wish to understand the "essence" of science and technology, which have come into great influence in the modern world, should elect some mathematics training beyond the high school level, even if the projected major does not suggest it. As in language, mathematical skills should be maintained through continuous application.

9. Because of the unparalleled advances in science during the twentieth century, no person now can consider himself educated without an understanding of natural science. The **natural sciences** develop their concepts from a study of the physical and biological aspects of man and the universe, and teach a characteristic way of reasoning. The natural sciences are primarily experimental sciences; thus, to appreciate the manner in which the systematic study of the natural world is conducted, study in at least one laboratory science is recommended. Students considering majoring in a science are reminded that there is often an optimum course sequence in science and mathematics, and are therefore urged to consult the appropriate departments for this information.

College Degree Requirements

The requirements for each of the degrees offered by the College of Arts and Sciences are included in the degree and major charts in the Areas of Study Chapter. Special regulations regarding the College of Arts and Sciences degrees are also discussed on page 82 of the Curriculum Chapter.

Students also should consult the Curriculum Chapter for a discussion of Plan II which allows students to develop their own degree and major programs.



○ Suggested Study Plans

For College of Arts and Sciences Students

Freshman Year	Sophomore Year	Junior Year	Senior Year
All Students:	Humanities Major:	Humanities Major:	Humanities Major:
	Science	Social Science	Courses in major and related areas
Science and ¹ /or Mathematics	Foreign or English Literature, Art, Music, Drama	Courses in major and related areas	Elective(s)
	History, Philosophy or Religious Studies		
	Elective(s)		
Foreign Language	Natural Science Major:	Natural Science Major:	Natural Science Major:
Social Science	Science	Social Science	Courses in major and related areas
	Mathematics	Courses in major and related areas	Elective(s)
English Composition	Foreign or English Literature, Art, Music, Drama		
Literature	History, Philosophy or Religious Studies		
Elective ¹	Elective(s)		
	Social Science Major:	Social Science Major:	Social Science Major:
	Social Science	Natural Science	Courses in major and related areas
	Foreign or English Literature, Art, Music, Drama	Courses in major and related areas	Elective(s)
	History, Philosophy or Religious Studies		
	Elective(s)		

¹Probable science majors are advised to elect both science and mathematics during the freshman year.

The School of Business and Economics

Dean: David H. Shelton, 212 Julius Foust Bldg.

Administrative Assistant: Margaret S. Smith, 212 Foust Bldg.

Secretary: Ruby L. Widemon

The School of Business and Economics is comprised of four instructional departments, a Center for Applied Research and a Center for Economic Education. The departments are: Accounting; Business Administration; Business and Distributive Education; and Economics. Each of these offers a program leading to the Bachelor of Science degree, and the Department of Economics also offers a non-business curriculum leading to the Bachelor of Arts degree. Degree and major requirements for completion of each of the programs offered within the School are described in the departmental listings contained in the Areas of Study Chapter. The Center for Applied Research sponsors and conducts studies which are of particular relevance to economic and business developments in North Carolina, the Southeast and the nation. It publishes monographs, occasional papers and a quarterly periodical, *The North Carolina Review of Business and Economics*. The Center for Economic Education works to improve understanding of economic affairs, primarily in collaboration with state and local school systems.

Goals

Some students come to the School of Business and Economics with the clear objective of preparing for a career in business, teaching or government which is to begin immediately upon completion of their baccalaureate work. Others are aiming for admission to graduate study, while still others do not yet have explicit objectives. Increasingly, students who are older

than what once was regarded as the "normal" college age return to classes after considerable job experience either to complete degrees or to gain additional depth of understanding in fields of interest to them. The undergraduate degree curricula offered within the School seek to combine the essentials of a professional education with considerable breadth of educational experience. An absolute minimum of 40% of the degree program must be taken outside the School of Business and Economics, and considerably more general education than this is expected in most curricula. Students who are not seeking degrees are welcomed provided that they meet the academic requirements for admission and the prerequisite requirements for the courses in which they seek to register.

Numerous courses are scheduled in the evening in order that the School may serve persons who must attend part-time and full-time students who have class or job conflicts in the daytime hours. In addition, the School seeks to promote continuing educational experiences for a diverse public through non-credit courses and workshops and through bringing to the campus persons of national prominence for special lectures and seminars.

To the maximum possible extent, the School seeks to offer excellent instruction and other educational experiences to serious and qualified students without regard to age, race, sex or other characteristics which have no necessary relationship to academic accomplishment. It seeks also to collaborate where possible with other educational institutions. In this context, mention should be made of the collaboration of our School with its counterpart at North Carolina Agricultural and Technical State University (also located in Greensboro). Students at each institution may take work at the other if this cannot be taken on the home campus. Certain programs, such



as Distributive Education and Merchandising at UNC-G, and Agricultural Economics, Agri-Business, and Transportation at N.C. A. & T., are only available at one of the two institutions.

Admission

Procedures and requirements for admission to programs administered by the School of Business and Economics are, in general, the same as for the University at large, with appropriate allowance at the graduate level for the fact that different admission examinations are required in different fields. The School and its departments reserve the right, however, to refuse admission in cases where additional enrollments would threaten the academic quality of classes or programs and in cases where a review of an application suggests that the applicant lacks the ability, background or intellectual orientation necessary to benefit from the programs provided.

Transfers

The School of Business and Economics receives a large number of transfer students. Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. It is, however, a great advantage to take certain basic courses during the first two years of study, whether these are taken here or at another institution.

Students who are considering transferring to programs in the School of Business and Economics should consult with the departments in which they expect to major as early as possible in order to avoid unnecessary delays in completing degrees. Students at institutions which offer only two years of work (community or junior colleges) should be aware that all business and economics courses taken may not be accepted in transfer. As a

general guide, courses taught mainly to freshmen and sophomores here will be accepted in transfer from accredited two-year colleges. These are courses with numbers below 300 in the course listings. Courses which are numbered 300 and above are intended for juniors and seniors. Courses having the same or similar names at two-year institutions will not be considered equivalent for transfer purposes. Through special examinations or other prescribed validation procedures, credit may sometimes be received for such courses, but the student is generally better advised to defer taking them until he or she enrolls at UNC-G.

Graduate Study

The School of Business and Economics offers curricula leading to the Master of Arts degree with a major in economics, the Master of Business Administration degree and the Master of Science in Business Education degree. Day and evening classes in these degree programs are available during the regular academic year and in the Summer Session.

Undergraduate students who are academically able and highly motivated should consider the possibility of graduate study and plan for it. All of the graduate degree programs offered within the school require a firm undergraduate foundation. This foundation can be acquired through proper selection of courses during the undergraduate degree program, thus making possible completion of a master's degree in less time than otherwise would be necessary.

Prospective graduate students may also acquire the necessary background after completion of their undergraduate programs, and many who majored in areas outside business or economics do so. More time is required to complete a master's program if essential background work was not taken while an undergraduate. Completion of graduate



degrees through either full-time or part-time study is possible.

For detailed descriptions of admissions requirements, procedures and the programs themselves, see the **Graduate School Catalog**.

Special Events

The school recognizes the value of special educational events to its faculty and students, to the University and to the region and State. One annual program is sponsored, in collaboration with an off-campus professional group. This is the Business and Distributive Education Conference, held each spring. Seminars, short courses, workshops and other educational endeavors are held throughout the year as the demand for them and the resources of the school permit.

Distinguished lecturers from other universities, the business world and government are brought to the campus under the sponsorship of the School or one of its constituent departments. Of particular note is the Kathleen Price Bryan Lecture Series, a permanently endowed program. Funds to support the series, as well as the related Kathleen Price Bryan Professorship, were provided by Mrs. Bryan, a Greensboro resident, to further education in personal financial management and consumer affairs.

Requirements for Degrees, Majors, Minors and Concentrations

Requirements for degrees, majors and concentrations (a concentration is a sub-specialization within a major) differ by field and may also vary where certification to teach is sought. These requirements are described in detail under the listings for Accounting, Business Administration, Business and Distributive Education and Economics which are found in the Areas of Study Chapter.

The University has recently made provision for students to complete majors in two fields or to complete a major and a minor. Students whose first major is outside the School of Business and Economics should initially consult their major department to see whether a second major in one of our fields is permitted. If it is, they should then consult the appropriate department within the School regarding requirements for completion of the second major. Students seeking a second major within the School must complete all work required of students whose first major is in one of our disciplines, including all work considered prerequisite to courses in the major and any special requirements for the degree received by those of our own students who choose the same major.

Double majors involving two fields within the School and minors in certain fields are possible in some cases. Interested students should seek information about these from the appropriate departments at the time they seek to enter such programs.

Common Body of Knowledge

All of the programs offered within the School, except for the Bachelor of Arts program in economics, are professional in nature. The educational core of these programs is a group of courses which, together, are intended to provide the student with a common body of business knowledge. These courses are required of all students in the professional curricula and include the following:

Economics:

ECO 201	- Introductory Microeconomics and Social Issues	3 Sem. Hrs.
ECO 202	- Introductory Macroeconomics and Social Issues	3 Sem. Hrs.

Accounting:

ACC 201	- Principles of Accounting I	3 Sem. Hrs.
ACC 202	- Principles of Accounting II	3 Sem. Hrs.

**Business and Distributive Education:**

BDE 234 - Principles of Computerized
Data Processing 3 Sem. Hrs.

Economics:

ECO 350 - Economic and Business
Statistics 3 Sem. Hrs.

Business Administration:

BUS 310 - Principles of Management 3 Sem. Hrs.

BUS 320 - Principles of Marketing 3 Sem. Hrs.

BUS 330 - Legal Environment of
Business I 3 Sem. Hrs.

BUS 340 - Business Finance 3 Sem. Hrs.

BUS 360 - Production Management 3 Sem. Hrs.

BUS 491 - Business Policy and Strategy 3 Sem. Hrs.

Total 36 Sem. Hrs.

In addition, completion of the B.S. degree requires that a student take the following courses as a portion of the group used to satisfy general University degree requirements:

Mathematics:

Mathematics 191 and one additional course from biology, physics, chemistry or geography designated NSM.
6 or more Sem. Hrs.

Sociology:

SOC 211 - Introduction to Sociology 3 Sem. Hrs.

Psychology:

PSY 221 - General Psychology 3 Sem. Hrs.
or

PSY 223 - General Experimental
Psychology 4 Sem. Hrs.

These stipulations apply equally to students whose first (or only) major is in one of the School's professional curricula and to students whose first major is outside the School but who seek a second major within it. No exceptions will be made, although certain requirements may be met in some cases with courses transferred to UNC-G, and substantially equivalent courses with different names taken here may also be acceptable provided that they had been taken **prior** to entry into one of the School's programs. Determination of course equivalency in questionable cases will be made by the Dean of the School.

○ The Graduate School

Vice Chancellor for Graduate Studies: John W. Kennedy,
240 Mossman Administration Bldg.

Assistant Vice Chancellor for Graduate Studies: Gail M.
Hennis, 235 Mossman Administration Bldg.

The UNC-G Graduate School is administered by the Vice Chancellor for Graduate Studies and the Graduate Administrative Board. Enrollment for 1978-79 was approximately 2,800 students.

Graduate degree programs include the following:

○ Master's Degree Level

Master of Arts—Majors in biology; drama; economics; education of the deaf; English; French; general speech; history; mathematics; political science; psychology; school psychology; sociology; Spanish; speech pathology and audiology.

Master of Business Administration

Master of Education—Majors in art; biology; chemistry; child development and family relations; clothing and textiles; drama; education of the deaf; educational administration; educational research and evaluation; educational supervision; elementary education; English; foods, nutrition and food service management; French; general speech; guidance and counseling; health education; history; home economics education; housing and management; mathematics; physical education; physics; science; social studies; Spanish; speech pathology and audiology.

Master of Fine Arts—Majors in creative writing; dance; drama; music composition; studio arts.

Master of Library Science

Master of Music—Majors in applied music (including conducting and vocal pedagogy); music education; theory.



Master of Public Affairs

Master of Science—Majors in chemistry; child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management; physical education; physics.

Master of Science in Business Education

Master of Science in Home

Economics—Majors in child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management.

Master of Science in Nursing

Specialist Level

Specialist in Education—Majors in educational administration; guidance and counseling.

Certificate of Advanced Study—Majors in elementary education; educational supervision; music education.

Doctoral Degree Level

Doctor of Education—Majors in curriculum and teaching; educational administration; guidance and counseling; music education; physical education.

Doctor of Philosophy—Majors in English; home economics (concentrations in child development and family relations; clothing and textiles; foods, nutrition and food service management; home economics education; housing and management); psychology.

For further information and admissions requirements, consult the **Graduate School Catalog**.

Continuing Education

Director: Jean Eason, 207 Julius Foust Bldg

Academic and other divisions of UNC-G offer a variety of educational services to the citizens of

North Carolina through the Office of Continuing Education. These services include extension-credit courses arranged in off-campus settings, including undergraduate general education programs provided through contractual agreements with nearby technical institutes and the North Carolina Department of Community Colleges. Credit courses are also offered on the UNC-G campus under special circumstances.

In addition, a wide variety of non-credit enrichment courses, institutes and workshops for specific professional audiences, conferences and lecture series and special media instruction are programmed through Continuing Education. Special educational programs may be developed by contract for businesses, agencies and other institutions. Many non-credit programs are designed to award Continuing Education Units (CEU) to participants.

Although the State provides continuing education programs only on a self-supporting basis, the cost of these activities to participants is minimal. Registered students are welcome to enroll in such courses for the same fees as other participants are charged.

Brochures and announcements are prepared periodically, and names will be added to the mailing list upon request. Consult the Office of Continuing Education for further information.

Summer Session

Director: Jean Eason, 207 Julius Foust Building

The Summer Session at UNC-G offers a wide variety of courses from the six professional schools and the College of Arts and Sciences. Most summer courses are scheduled for six weeks to serve the needs and interests of the summer student population, although a few courses may vary from this schedule.

Among the students in Summer Session are UNC-G graduates and undergraduates who are beginning or continuing study in the summer,



students from other colleges and universities who are visiting UNC-G, rising juniors and seniors from area high schools who are "banking" credit until graduation, professionals who are upgrading skills and competencies and community residents seeking growth opportunities.

All persons not currently enrolled at UNC-G who wish to enroll in Summer Session must apply to the Director of Summer Session. In addition, new undergraduate students who desire to continue study at UNC-G in the fall should contact the Admissions Office for application forms. New graduate students who wish to continue in the fall (and all special

graduate students) should contact the Graduate School for graduate application forms.

Current students at UNC-G may preregister for the summer during the April preregistration period.

For more information, contact the Summer Session Office or consult the Summer Session bulletin.



Other Undergraduate Academic Programs

UNC-G's Honors, Study Abroad, International Studies, Women's Studies and Preprofessional Programs are described in the Areas of Study Chapter.





UNC-G Undergraduate Degrees, Majors and Concentrations

Majors are listed first; degrees in (); concentrations are indented under the major.

School of Business and Economics

Department of Accounting

Accounting (B.S.)

Department of Business Administration

Business Administration (B.S.)

Department of Business and Distributive Education

Business and Distributive Education (B.S.)

Basic Business Teacher Certification
Comprehensive Business Teacher Certification
Distributive Teacher Certification
Merchandising
Office Systems Administration

Department of Economics

Economics (B.A., B.S.)
Economics with Social Studies Teacher Certification (B.A., B.S.)

School of Education

Elementary Education (B.S.)

Early Childhood (K-3)
Intermediate (4-9)

College of Arts and Sciences

Department of Anthropology

Anthropology (B.A.)

Department of Art

Art (B.A.)
Art History
Studio Art
Art (B.F.A.)
Art Education I (General)
Art Education II (Studio Art)
Design
Painting
Sculpture

Department of Biology

Biology (B.A.)

Department of Chemistry

Chemistry (B.A., B.S.)

Department of Classical Civilization

Greek (B.A.)
Latin (B.A.)

Department of Communication and Theatre

Communication and Theatre (B.A.)
Broadcasting/Cinema
Communication Studies
Speech Communication
Drama
Speech Pathology and Audiology
Communication and Theatre (B.S.)
Education of the Deaf
Drama (B.F.A.)
Acting
Theatre Arts
Design and Technical Direction

Department of Mathematics

Mathematics (B.A., B.S.)
Mathematics/Computing
Statistics
Mathematics/Business
Administration/Computing
Applied Mathematics
Mathematics/Biology
Mathematics/Chemistry
Mathematics/Physics

Medical Technology Program

Bachelor of Science in Medical Technology (B.S.M.T.)

Department of Philosophy

Philosophy (B.A.)

Department of Physics

Physics (B.A., B.S.)
Physics/Mathematics
Physics/Business Administration/Computing
Chemical Physics
Physics/Computer Mathematics
Physics/Pre-medical
Physical Biology
Professional Physics

Department of Political Science

Political Science (B.A.)

Department of Psychology

Psychology (B.A.)


School of Health, Physical Education and Recreation

Dance Education (B.S.)
 Health Education (B.S.)
 Community Health Education
 School Health Education
 Physical Education (B.S.)
 General Concentration
 Teacher Education
 Recreation (B.S.)
 Dance (B.F.A.)

School of Home Economics

Child Development (B.S.H.E.)
 Clothing & Textiles (B.S.H.E.)
 Clothing-Fashion Merchandising
 Textiles
 Food & Nutrition (B.S.H.E.)
 Business & Community Services
 Related Sciences
 Food Service Management
 Home Economics Education (B.S.H.E.)
 Communication Arts
 Consumer Services
 Teacher Education
 Interior Design (B.S.)

School of Music

Music (B.A.)
 Applied Music
 Music History
 Music Theory
 Music (B.Mus.)
 Applied Music
 Composition-theory
 General Music Education (choral)
 Instrumental Music Education

School of Nursing

Nursing (B.S.N.)

Department of English

English (B.A.)

Department of Geography

Geography (B.A.)
 Urban/Regional Planning
 Urban Land Management
 Earth Science/Environmental Studies

Department of German and Russian

German (B.A.)

Department of History

History (B.A.)

Interdepartmental Studies

Major Concentration	Minor Concentration
Latin American Studies	Population Studies
Linguistics	Women's Studies
Russian Studies	Latin American Studies
*Urban Studies	Linguistics
*World Literature	Russian Studies
Student-Designed, e.g., Environmental Studies	Urban Studies
	World Literature
	Student-Designed, e.g., Biological Anthropology
Interdepartmental Certificates	
International Studies	

*available as second major only

Department of Religious Studies

Religious Studies (B.A.)

Residential College
 (No major offered)

Department of Romance Languages

French (B.A.)
 Spanish (B.A.)
 Italian
 (no major offered)

Department of Sociology

Sociology (B.A.)
 General Sociology
 Social Studies

Special Programs

Preprofessional Programs: Engineering/
 Law/Medicine and
 Dentistry/Pharmacy/
 Physical Therapy
 Honors Program
 Study Abroad

Undergraduate Social Work Program (B.S.)

The UNC-G Undergraduate Curriculum



The UNC-G Undergraduate Curriculum

The UNC-G undergraduate curriculum was revised in 1971 to provide the student more choice and flexibility in selecting specific courses and in planning degree programs. A committee of students and faculty was responsible for the recommendations which were approved by the Faculty Council and became effective in the fall of 1972.

Basically these revisions make possible the following:

1. UNC-G no longer requires that any **single** course be taken by **all students** on campus. Instead, UNC-G has established a framework of area requirements which must be included in all degree programs. Students select the specific courses they wish to take to satisfy these area requirements.

2. For students whose academic interests and needs are not met by one of UNC-G's seven degrees, the University has a special curriculum option—Plan II—which allows the student to tailor his own program subject to faculty approval. Plan II is discussed on page 84.

All-University Degree Framework

All degrees awarded by UNC-G must be structured in such a way that each fits into the all-University degree framework. This framework establishes the following:

1. A minimum number of semester hours work in liberal education—38.
2. A maximum number of semester hours which can be required in the major subject and related areas—60.
3. A minimum number of elective semester hours which all students must be allowed—24. (Where specific accreditation or certification requirements demand a higher total in the major or related areas, free elective courses may be used to meet such requirements.)

Furthermore, it requires that each UNC-G graduate must have passed a minimum of 122 semester hours of work and must have earned a 2.0 quality point ratio on the hours attempted. Each graduate must also have been in residence for his last year (30 hours) of work. See Academic Regulations Chapter for exceptions to the residence requirement.

At least 36 of the student's last 60 semester hours shall be taken in courses at the 300-level or above. Not more than 12 of the last 60 semester hours may be taken at the 100-level. When, however, this regulation works a special hardship on the student, adjustments may be made by the Dean of Academic Advising and the student's major adviser.

The College of Arts and Sciences and the schools of Business and Economics; Education; Health, Physical Education and Recreation; Home Economics; Music; and Nursing have structured their individual degree programs to comply with this all-University degree framework. However, differences in degree requirements exist. For instance, the College of Arts and Sciences requires all its B.A. and B.S. degree candidates to demonstrate a foreign language proficiency. This is not specified in the all-University framework.

Outlines of requirements for each degree, major and concentration within a major are listed in alphabetical order by the major in the Areas of Study Chapter. Consult these in planning programs of study.

All-University Liberal Education Requirements

Common to all degree programs is a core of liberal education requirements. These are explained in detail here and are briefly mentioned in the specific major and degree requirement charts.



1. One course in English composition.

Freshmen may choose English 101 or 102. Students in the Residential College may elect Residential College 101. Upperclassmen may choose English 223 or 224.

Exemption is awarded to students who have demonstrated a proficiency in English composition on the "Advanced Placement Examinations" or on the "Achievement Test in English Composition" administered by the College Entrance Examination Board. The Admissions Office notifies students whose scores are high enough to merit exemption with or without credit. Students receiving credit for this requirement (those with the highest scores) may count three semester hour credits toward the total number of semester hour credits required for their degree. Students receiving exemption without credit may elect another course from any department, including English.

2. Eleven courses of approved work selected from the following general areas of knowledge: Humanities (H), Natural Sciences and Mathematics (NSM) and Social and Behavioral Sciences (SBS).

- A. Seven of these courses must be selected as follows. None can be in the major.
 1. Three courses from the Humanities Area.
 2. Two courses from the Natural Sciences and Mathematics Area.
 3. Two courses from the Social and Behavioral Sciences Area.
- B. The remaining four courses can be from any one, all or combination of the above areas, or in an elementary foreign language. None can be in the major.

Note: Courses from the same discipline cannot be used to satisfy the requirements in more than one area. For instance, if you select Philosophy 111 to satisfy your Humanities requirement, you cannot select Philosophy 211 to fulfill your Natural Sciences and Mathematics requirement.

Courses Satisfying General Knowledge Requirements

The courses listed below have been approved as meeting requirements in the general areas of knowledge. The appropriate designation as shown in parentheses below is included in the description of courses approved to meet these requirements.

Humanities (H)

Anthropology 371

Art 105, 301, 303, 304, 305, 306, 313, 402, 403, 404, 405, 406, 407, 408, 409, 412, 413

Classical Civilization 111, 201, 211, 212, 221, 311, 313, 315, 335, 336, 397, 398

Communication and Theatre 106, 121, 171, 172, 205, 320, 370, 380, 502, 517, 518, 532, 533, 534, 581, 582

Dance 201, 202, 522, 523

Education 375

English 105, 106, 107, 201, 202, 211, 212, 241, 251, 252, 261, 330, 331, 335, 337, 339, 340, 342, 343, 344, 345, 346, 351, 352, 357, 358, 359, 360, 371, 375, 380, 449, 493-494, 501, 510, 513, 517, 518, 531, 532, 533, 534, 536, 537, 538, 539, 540, 541, 542, 544, 548, 549, 550, 551, 552, 554, 555, 556, 557, 561, 563, 567, 568, 570, 582

French 103, 104, 204, 207, 208, 251, 252, 271, 301, 302, 313, 327, 330, 331, 333, 336, 338, 340, 345, 371a, 371b, 517, 518, 545, 547, 549, 558, 561, 563, 565, 567, 568, 569, 571, 572, 573



German 203, 204, 205, 206, 215, 216, 221, 301, 302, 303, 304, 311, 312, 313, 314, 315, 316, 317, 318, 321, 322, 325, 326, 327, 328, 332, 337, 338, 345, 346, 401, 402, 410

Greek 201-202, 203, 204, 325, 326, 350, 351, 352, 353, 401, 402, 403, 404

Home Economics 504, 514, 536

Italian 203, 204, 293, 294, 517, 518

Latin 201, 202, 203, 204, 301, 302, 303, 326, 333, 342, 402

Latin American Studies 220

Music 214, 241, 331, 332, 342, 343, 370, 511, 520, 521, 529, 530, 531, 533, 534, 536, 537, 538, 568

Philosophy 111, 115, 119, 121, 201, 220, 231, 251, 252, 259, 267, 315, 319, 321, 322, 325, 330, 335, 341, 343, 344, 348, 351, 353, 375, 523, 525, 527, 535, 545, 555, 557, 559, 565

Physical Education 290

Religious Studies 110, 202, 204, 211, 221, 307, 309, 313, 315, 318, 319, 320, 322, 324, 325, 326, 333, 341, 343, 344, 351, 352, 355, 365, 401, 402, 403, 404

Russian 203-204, 301, 302, 313, 314, 315, 316, 401, 402

Spanish 103, 104, 204, 207, 208, 251, 252, 271, 301, 302, 317, 318, 321, 324, 326, 329, 330, 331, 333, 334, 393, 394, 510, 515, 517, 518, 520, 523, 525, 531, 535, 538, 545, 546, 571, 572

World Literature 301

Natural Sciences and Mathematics (NSM)

Anthropology 353, 553, 555

Biology 101, 102, 105, 222, 241, 271, 277, 301, 324, 355, 372, 524, 525, 527, 529, 535, 536, 538, 545, 546, 554, 570, 577, 578, 581

Chemistry 103, 104, 111, 111L, 114, 114L, 205, 231, 233, 242, 306, 351, 352, 461, 462, 532, 552

Geography 103, 111, 112, 211, 212, 312a, 312b, 330

Mathematics 108, 112, 119, 121, 133, 136, 191, 220, 233, 292, 293, 311, 312, 230, 336, 340, 342, 343, 345, 351, 390, 394, 571, 572

Philosophy 211, 311, 575

Physics 101, 102, 135, 191, 207, 208, 209, 235, 292, 303, 305, 307, 308, 321, 322, 323, 324, 331, 332, 334, 452, 493-494, 550

Psychology 223, 425, 450, 451, 452, 453, 454

Social and Behavioral Sciences (SBS)

Anthropology 101, 212, 313, 331, 332, 333, 335, 337, 360, 371, 387, 411, 458, 462, 478, 479, 485, 497, 498, 524, 529, 533, 547, 563, 576, 583, 585, 597, 598

Business Administration 312, 524

Classical Civilization 312, 314

Communication and Theatre 206, 340

Economics 101, 201, 202, 327, 345, 346, 370, 493-494, 499, 510, 517, 518, 521, 522, 523, 527, 530, 534, 536, 540, 550, 551, 555, 560

Education 544

Geography 101, 114, 201, 202, 205, 301, 302, 303, 322, 338, 344, 491, 522

Health 360

History 101, 102, 103, 104, 107, 108, 109, 110, 111, 112, 113, 114, 205, 206, 211, 212, 213, 215, 216, 228, 233, 239, 240, 273, 274, 277, 278, 291, 292, 301, 302, 305, 311, 313, 331, 337, 338, 339, 340, 341, 342, 343, 344, 348, 350, 351, 353, 354, 355, 358, 361, 365, 381, 383, 384, 385, 386, 401, 402, 493-494, 508, 512, 515, 526, 528, 531, 532, 533, 534, 537, 538, 539, 540, 541, 542, 546, 547, 549, 550, 554, 555, 557, 561, 565, 566, 568, 569, 570, 572, 573, 576, 579, 580, 581, 582, 584, 585

Home Economics 212

International Studies 400a, 400b

Latin American Studies 220, 450

Physical Education 291

Political Science 105, 106, 205, 210, 221, 223, 240, 250, 260, 301, 310, 312, 316, 317, 322, 324, 325, 327, 328, 329, 330, 331, 332, 333, 334, 335, 340, 341, 342, 343, 344, 345, 346, 355, 361, 372, 373, 374, 381, 391, 399, 401, 402, 493-494, 505, 510, 514, 520, 521, 528, 529, 530, 535, 550, 580

Psychology 221, 312, 326, 341, 342, 345, 346, 347, 361, 524

Social Work 311

Sociology 101, 211, 222, 232, 311, 313, 317, 318, 324, 327, 331, 339, 343, 355, 366, 413, 415, 426, 427, 428, 436, 461, 491, 493-494, 497, 498, 501, 502, 518, 521, 522, 526, 529, 533, 543, 551, 552, 553, 555, 561, 562, 571, 572, 574, 586, 597, 598

Urban Studies 100, 400

Women's Studies 250, 450

Other Degree/Major Requirements

The major requirements (including courses required for concentrations within a major) and related area requirements are established by the department or school involved. Consult appropriate degree and major charts in Areas of Study Chapter for exact requirements.

Additional College of Arts and Sciences B.A. and B.S. Requirements and Program Options

Because the Bachelor of Arts and Bachelor of Science degree programs within the College of Arts and Sciences involve a majority of UNC-G students, comments need to be made about additional degree requirements established by the college.

Students majoring in anthropology, art, biology, chemistry, communication and theatre, English, French, geography, German, Greek,

history, Latin, Latin American studies, mathematics, philosophy, physics, political science, psychology, religious studies, sociology and Spanish are affected by these requirements. Students who have not selected a major should follow the Arts and Sciences program pattern.

Regulations Regarding Liberal Education Requirements. The college liberal education requirements are the same as the all-University liberal education requirements except in two instances.

1. The four additional courses from the general areas of knowledge (2-B on page 80) must be selected from the two general areas which do not include the student's major. Further, the college requires that of the four courses at least one be taken in each of the two areas which do not include the major.

An art major, for example, is classified in the Humanities Area. Consequently, an art major would select at least one course from Natural Sciences and Mathematics and one course from Social and Behavioral Sciences. The remaining two courses may be selected from one or both of the fields.

As previously noted, some disciplines are classified in two of the general areas of knowledge. These are anthropology, geography, psychology, philosophy, Latin American studies, communication and theatre and music. A student majoring in any of the above except music is within the College of Arts and Sciences. In order to satisfy this requirement to select four courses outside the area of his major, he must decide into which general area the majority of his courses are classified. This would be the area he would exclude.

2. Foreign language proficiency through the intermediate level must be demonstrated as a part of the liberal education requirement of the college. If not demonstrated, the student must take two courses in one foreign language.



Students may demonstrate proficiency by successfully completing the College Entrance Examination Board's "Achievement Test in Foreign Language."

When a deaf student cannot fulfill the language requirements by the usual means, one of the following alternatives may be substituted:

1. Any two courses in foreign literature in translation or in the history and traditions of non-English speaking cultures. Specific courses which could be chosen would include Spanish 301 and 302; French 301 and 302; German 301, 302, 303, 304, 315 or 316; Russian 301, 302, 313, 314, 315, 316 or 511; Classical Civilization 111, 221, 335, 336, 397 or 398; English 201 and 202.

2. Any two courses (outside of Communication and Theatre) from the following courses in study of language: Classical Civilization 201, English 260 and/or 321, Anthropology 387 and/or 485.

Hours in the Major Subject. A Bachelor of Arts candidate in the College of Arts and Sciences must take a minimum of 24 and may take a maximum of 36 semester hours in courses above the 100 level in his major subject. For a Bachelor of Science candidate, the maximum is 42 semester hours. He may take more than 36 or 42 semester hours, but they cannot be counted toward his degree. However, if a candidate for either degree takes courses in his major above the 100 level during his freshman year (because of advanced placement, for example), the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken.

Program Options

Interdepartmental Major. The College offers courses that can be organized into many intellectually legitimate patterns of

interdepartmental study. Some programs, designed by faculty committees, are listed elsewhere in the catalog, e.g. International Studies (including Latin American Studies, Russian Studies and others), Linguistics, World Literature and Urban Studies. Furthermore, when it can be shown that the existing programs within the College cannot be combined in such a way as to meet the academic or professional needs of the students, a student may petition to be permitted to pursue an interdepartmental major designed specifically to his needs. However, if the proposed program will require a waiver in the distribution requirements of the university, the student should pursue a Plan II program (see below) which does allow for the possibility of waiving such university-wide requirements. On the other hand, if exceptions to university-wide requirements are not required, the student in the College of Arts and Sciences should pursue the student-designed Interdepartmental Major. A student interested in pursuing this possibility should first discuss this intention with his faculty adviser and then consult with the Assistant Dean of the College (Room 116, Graham Building). If the request seems justifiable, a faculty committee is appointed consisting of members of the departments in which most of the courses are taught to work with the student in developing a program that meets his needs in an academically feasible and coherent manner. This program is presented to the Board of Interdepartmental Studies. If approved, the student pursues this interdepartmental program as a major and is advised by the Office of the Dean of Academic Advising.

Double Majors. This program requires between 24 and 36 hours of each of two approved majors. Although each major must meet all of the requirements of the department, the hours from one major can be applied

toward the University-wide distribution requirements as well. In the case of transfer students, at least twelve hours in each major must be taken at UNC-G. A student wishing to double major should contact the Office of the Dean of Academic Advising so that an adviser can be appointed in each major.

Minor Field. All departments and interdepartmental programs in the College offer a minor program which may be taken in conjunction with a major. A minor is not required but is an option available to an interested student. Some departments have listed minimum requirements for the minor in this catalog; minor programs in other departments may be arranged. Interdepartmental programs that are available only as minors are: Population Studies and Women's Studies. The minor, in general, requires from 15 to 21 hours in a department or area with no more than eight hours at the 100 level. At least nine of the hours applied toward the minor must have been taken at UNC-G. Further information may be obtained from the College Office, the Office of the Dean of Academic Advising or the student's adviser.

Plan II—Special Curriculum Option

For students whose needs are not met by the formal majors and degrees offered at UNC-G, a special curriculum option exists. This option—called Plan II—allows a student to design his own course of study.

A student interested in Plan II submits in writing to the Dean of Academic Advising a proposed course of study in which he explains his educational goals and why they cannot be met through the conventional degree programs. This should be done no later than the beginning of the senior year and after consultation with the student's adviser. The Dean, after consultation with an appropriate member of the primary department concerned, refers the proposal for

approval, modification or rejection to the members of a committee of the department(s), school or college. If approved by this committee, the proposal shall then be submitted for formal approval, modification or rejection to a subcommittee of the Curriculum Committee.

The proposed course of study must include a minimum of 122 semester hours of credit, but the program may change the total number of hours permitted in the major subject or concentration.

Minor modifications of an approved Plan II program may be made by the student and his adviser. Major modifications—more than two courses or changes that affect the direction and purpose of the program—must be referred to the subcommittee of the Curriculum Committee.

The record of a student completing a program of study under Plan II carries the notation "Plan II, Specially Designed Program of Study."



UNC-G's theatre programs are performance-oriented. During recent years, audiences totaled more than 100,000 people each year. Few universities can match this record.

Academic Regulations and Procedures



Academic Regulations and Procedures

Each student is responsible for the proper completion of his academic program based on the requirements stated in the **UNC-G Catalog**. Advisers are available to help students with planning and with academic problems, but the responsibility remains with the student.

Academic Advising

The Dean of Academic Advising coordinates the academic advising for undergraduate students.

Each student is assigned a faculty adviser. This adviser meets with the student during orientation, preregistration and at such times that the student needs advice to help him select courses and to assist him in planning his individual program of study.

Once the student selects a major, he works with an adviser from the appropriate department or school. A staff of academic advisers is available in the office of the Dean of Academic Advising from 8 a.m. to 5 p.m. Monday through Friday, to answer questions and assist students with academic matters beyond the scope of the faculty adviser.

The Academic Appeals Committee, appointed from the faculty, considers special and meritorious requests for waiver of academic regulations stated in the **UNC-G Catalog**. The student should consult the Office of the Dean of Academic Advising for instructions concerning the appeal process.

Registration

Freshman and transfer students register for courses after the completion of their orientation programs. Dates are given in the UNC-G Calendar. Students are notified by mail of the hour they should report for registration.

Former, special or unclassified students receive registration notices by mail specifying a particular date and time to report for registration.

Continuing students, those enrolled in UNC-G who are returning for another semester of work, may preregister at the end of one semester for the next semester. The student's schedule request card must be endorsed by his faculty adviser. Dates for preregistration are given in the UNC-G Calendar.

Selecting Courses

Course Loads

Undergraduates normally take about five courses per semester. Because the majority of courses carry three semester hours of credit with some carrying four hours of credit, this works out to 15 or 16 hours per semester. Students may not take more than 18 hours per semester except with the approval of the Dean of Academic Advising. A student must be enrolled for 12 hours to qualify for full time certification to any organization and to reside in University housing.

Students who have cumulative quality point ratios of 3.0 may be authorized, in special circumstances and at the discretion of the Dean of Academic Advising, to carry a maximum of 19 or 20 semester hours of course work.

Selecting "Pass/Not Pass" Grading

Undergraduates may elect to be graded on a **Pass/Not Pass** basis for one course each semester or each summer term, with a maximum of eight courses being allowed for a degree. Only free electives may be placed on **Pass/Not Pass**. Students enrolled in courses graded exclusively on P/NP may have a maximum of 30 hours including the courses in which they have a P/NP option. Transfer students have this total reduced by the number of semesters they were enrolled at another institution(s). Seniors may place more than one course on **Pass/Not Pass** each semester provided they do not exceed the overall eight-course maximum or the 30 hour maximum.



The semester hours earned for a course taken on **Pass/Not Pass** are counted toward the hours required for graduation; however, since no quality points are awarded for **Pass/Not Pass**, the grade is not used in computing the quality point ratio.

The decision to be graded on a **Pass/Not Pass** basis may be declared at registration and must be declared by the end of the first four weeks of instruction. A declaration for **Pass/Not Pass** may not be withdrawn after the four-week period ends. Instructors are given the names of students who have chosen to be graded on the **Pass/Not Pass** basis.

○ **Dropping Courses**

Withdrawal from a course or courses within the first six weeks of the semester shall be without penalty and hours **shall not be computed** as hours attempted.

Withdrawal from a course or courses after the first six weeks **except** for appropriate cause determined by medical, counseling or administrative circumstances **shall be** counted as **WF** and computed in the grade point average.

The grade **W** indicates that the student either withdrew from the course within the six-week, no-penalty period or that he withdrew at a later date for appropriate cause determined by medical, counseling or administrative circumstances.

A grade of **WF** (Withdrawal-Failure) indicates that the student withdrew after the six-week, no-penalty period ended and, like a grade of **F**, a **WF** affects the quality point ratio.

After the six-week period, a student who drops a course which he has elected to take on a Pass/Not Pass basis receives a grade of **WN** (Withdrawal-Not Passing) unless he withdraws for appropriate cause determined by medical, counseling or administrative circumstances in which case he receives a grade of **W**.

○ **Withdrawal from the University**

A student wishing to withdraw from the University must follow the official procedure which is

initiated in the Office of the Dean of Academic Advising.

○ **Adding Courses**

Courses may be added to a student's schedule during a one-week period at the beginning of each semester. After the one-week period has passed, a student desiring to add a course must receive the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances must be demonstrated.

○ **Auditing a Course**

A regular full-time student may audit a course upon the written approval of the instructor and his faculty adviser. He must register officially for the class. Attendance, preparation and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests, and he receives no credit for the course.

No student may change his registration from audit to credit or from credit to audit after the one-week add period ends.

See page 48 for regulations regarding visiting auditors and part-time auditing students.

○ **Class Attendance Regulations**

The responsibility for class attendance is specifically placed on the individual student. Each student must recognize the vital aspects of class attendance and the fact that the value of his academic experience cannot be fully measured by testing procedures alone. He must appreciate the necessity and privilege of regular class attendance, accept this personal responsibility and accept the consequences of failure to attend class.

If a student's repeated absences threaten his progress in the course or impede the progress of the class, he may be asked to withdraw from the course and be given a failing grade.

Student Responsibility

1. The student is responsible for all material covered in each course for which he is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of his course work.

2. The student is responsible for complying with any special attendance regulations specified by his instructor.

3. The student is responsible for initiating any request to make up work missed because of a class absence. The decision to assist the student with "make-up" work, including tests, in every case rests with the instructor. In cases involving the Student Health Service, the instructor may call the Student Health Center to verify that a health problem did or did not exist and to get an estimate of the extent of disability. The individual diagnosis and other specific details, however, will not be released without the written consent of the student.

The Instructor's Responsibility

1. An instructor may prescribe such reasonable regulations as he feels necessary. At the beginning of each semester he shall inform the students in his classes of these special regulations.

2. The instructor is expected to keep a record of the attendance of the students in his class.

3. When a student has been absent for three consecutive class periods or has been absent excessively, the instructor shall report the absences to the Dean of Academic Advising and may recommend appropriate action.

Grading

Final Course Examinations

A student is required to take a final examination, if one is given, on every course for which he is registered. See exceptions for seniors in the Honors Program, page 256.

No final examinations may be given except during the regular examination periods of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Grades

A student's grade in a course is based on the quality of his classroom and written work throughout the semester. It is not based on the final examination alone. A report is sent to each student at the end of the semester.

UNC-G uses the following grading system:

A—Excellent. **A** indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work: 1. completeness and accuracy of knowledge, 2. intelligent use of knowledge, 3. independence of work, 4. originality.

B—Good. **B** indicates general achievement superior to the acceptable standard defined as **C**. It involves excellence in some aspects of the work, as indicated in the definition of **A**.

C—Average. **C** indicates the acceptable standard for graduation from UNC-G. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort and attention.

Such acceptable standards should include the following factors: 1. familiarity with the content of the course, 2. familiarity with the methods of study of the course, 3. full participation in the



work of the class, 4. ability to write about the subject in intelligible English.

D—Lowest Passing Grade. **D** indicates work which falls below the acceptable standard defined as **C** but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F—Failure. **F** indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. **Inc** indicates that the completion of some part of the work for the course has been deferred because of the prolonged illness of the student or because of some serious circumstances beyond the control of the student.

Concomitantly with the recording of an **Inc** grade, the instructor also files with the head of the school or department concerned, with the Registrar and with the Dean of Academic Advising the student's average grade and the specific work which must be accomplished before the **Inc** is removed. **Inc** grades may be recommended by the University Physician and the Counseling and Testing Center. They may be given by the Dean of Academic Advising.

Regulations Regarding Inc. An **Inc** may be removed by completion of the deferred work. An **Inc** received during a semester or in summer school must be removed within six weeks after the beginning of the student's next semester. An **Inc** on a course taken in summer school at another college will be considered an **F** unless the student has removed the **Inc** prior to his next registration at UNC-G.

When an **Inc** is removed, it may be replaced by **A, B, C, D, F, P** or **NP**. An **Inc** which has not been removed within the time limit specified automatically becomes an **F** or **NP**. It becomes an **NP** only if the student has declared during the specified time that this is the basis on which he would like to be graded.

P/NP—Pass/Not Pass. See pages 86-87 for discussion of this grading alternative.

W—Withdrawal/WF—Withdrawal-Failure/WN—Withdrawal Not Passing. See page 87 for discussion of these grades.

Aud—Audit. **Aud** indicates that the student registered for the course as an auditor and not for credit.

Semester Hour Credits

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute period of recitation per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

No student may receive semester hour credit for any course for which he is not officially registered or for which he has not paid all course fees on the appointed days.

No student may repeat a course for which he has earned credit.

Quality Points and Quality Point Ratios

UNC-G uses a semester hour credit and quality point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Quality points are determined by the number of semester hour credits and the grades earned.

The formula for calculating quality points follows: For each hour of **A**, count 4 quality points; for **B**, 3 quality points; for **C**, 2 quality points; for **D**, 1 quality point; for **F** or **WF**, no quality points.

The quality point ratio is determined by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, no more hours of **F** or **WF** than hours of credit for a course can be used in ascertaining the quality point ratio. The following should not be used in



determining the quality point ratio: courses graded on the **P/NP** basis and courses transferred from another institution (except those courses taken through the Consortium).

○ Classification of Students

Students are classified as freshmen, sophomores, juniors and seniors. Semester hours earned are used to determine these classifications.

Sophomore: Completion of 24 semester hours plus removal of any entrance deficiencies.

Junior: Completion of 51 semester hours.

Senior: Completion of 84 semester hours.

Removing Entrance Deficiencies

A student permitted to enter UNC-G with high school entrance deficiencies must remove them before he can be classified as a sophomore. Deficiencies can be removed by: 1. passing a proficiency examination administered by UNC-G, 2. completing the course in an approved high school or through UNC-G Continuing Education Division, 3. completing the appropriate college-level course in the area of the deficiency.

○ Continuing in UNC-G

In addition to the semester hours required for classification above, UNC-G establishes other standards which must be met by students wishing to continue their studies at UNC-G. Failure to meet these standards results in suspension.

In general, normal progress toward a degree is defined as successful completion of at least 15 or 16 semester hours work each semester with a quality point ratio of at least 2.0.

During the first semester at UNC-G, a student who is enrolled for 12 or more semester hours must pass a minimum of six semester hours of work. Thereafter, he must pass a minimum of nine semester hours. A student enrolled for less than

12 semester hours must pass at least half of the work. Failure to meet these requirements will result in suspension from the University.

Additionally, students must meet the following quality point ratios in order to continue to study at UNC-G:

To Enter Semester Indicated	Quality Point Ratio On Hours Attempted
Third	1.3
Fifth	1.5
Seventh	1.7
Ninth	1.9

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the next year is placed on **academic probation**. A student placed on academic probation at the end of the spring semester is required to attend UNC-G's Summer Session to remove himself from probation in order to return to UNC-G in the fall.

An exception to these minimum quality point ratios is made in that no student will be suspended at the end of a regular session in which his semester quality point ratio was at least 2.2 on a minimum of 12 semester hours of work.

A student is eligible to continue to work toward an undergraduate degree until he has accrued 10 semesters of full-time college enrollment (exclusive of summer sessions) or until he has attempted 168 semester hours, whichever comes first.

UNC-G reserves the right to deny the enrollment of any full- or part-time student, even though he has met the minimum quality point ratio, if it is apparent from his academic record of required courses that he will not be able to meet the graduation requirements.

Each student is expected to be aware at all times of his academic status and to be responsible



for knowing whether or not he is on academic probation.

○ **Quality Point Ratios for Part-Time Students**

A student admitted as a part-time student must have a 1.3 quality point ratio on the semester hours undertaken by the time he has attained sophomore standing; a 1.5 ratio by the time he has attained junior standing; and a 1.7 ratio by the time he has attained senior standing.

Removal of Academic Suspension

After at least a semester of academic suspension for failure to meet the minimum requirements for hours passed or quality point ratio, a student may be readmitted by meeting the minimum requirements at UNC-G Summer Session. If a student attends another institution after academic suspension, he may be readmitted provided he achieves a **C** average and presents a minimum of 24 hours of transferable credit from that institution. After readmission, he must then meet the minimum quality point ratio requirements at UNC-G on all hours attempted.

○ **Dean's List**

Undergraduate students carrying 12 or more semester hours of course work graded on an **A, B, C, D,** or **F** basis are eligible for the Dean's List. The list is made up at the end of each semester, and the basis for selection is the quality point ratio attained in the semester. The Dean's List includes the students who earn a grade point ratio of 3.5 or better and who have no grade below "C" for the semester. All students whose quality point ratios fall within the range at the time the report is prepared are placed on the Dean's List. Recognition is accorded the recipients of this honor.

○ **Credit Regulations**

Summer Session Credits

Approval to be a visiting student at another college to have the credits transferred here for

degree credits must be obtained from the Dean of Academic Advising. Students on academic probation must attend summer school at UNC-G to remove themselves from probation.

Students not registered during the spring semester, but who plan to work for a degree here, must have their summer session registration approved by the Director of Admissions.

Students may enroll for no more than 12 semester hours during the entire Summer Session unless permitted to take an increased load by the Dean of Academic Advising. Students will normally not be permitted to enroll for more than one semester hour of credit per week.

Transfer Credit

See page 44 for information about admission of transfer students and regulations regarding transfer credit.

Continuing Education/Correspondence Credit

See page 45.

○ **Examinations for Placement**

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge his best performance. Students are encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

1. Passing an examination of this type will not alter the number of hours required in that area or subject.

2. Examinations for placement without credit will be administered by the departments or schools concerned.

3. It is recommended that departments or schools make available to interested students reading lists and other source material which

might assist the student in preparing for the examination.

4. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

5. In all cases where requirements or prerequisites are waived, by placement examination or other means, this fact should be reported in writing to the Dean of Academic Advising and should be entered on the student's record.

Special Examinations for Credit-Hours Toward Graduation (see page 41 for CLEP information.)

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon recommendation of the department or school concerned and endorsed by the Dean of Academic Advising, an examination to establish credit.

Regulations

1. Examination for credit may be given only on those courses which have been designated by the department or school concerned.

2. The student must consult in advance with his adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.

3. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.

4. A fee will be charged, payable after the application has been approved. There will be no

refund of any part of this fee regardless of the outcome of the examination.

5. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Dean of Academic Advising, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.

6. Credit and quality points will be granted only if the level of performance is **C** or better. Grades of **D** or **F** will not be entered on the student's record.

7. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of a transfer student which would serve to extend the number of hours allowed in transfer.

8. No junior or senior may take an examination for credit in a freshman elective course.

9. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work immediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Dean of Academic Advising for action.

10. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.

11. Credits earned by special examination may not be used to fulfill residence requirements.

All special examinations for credit hours are under the supervision of the Dean of Academic Advising.

1. Special examinations shall be given only during the regular examination periods.

2. Applications shall be made to the Dean of Academic Advising, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.



3. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the Office of the Vice Chancellor for Academic Affairs.

4. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.

5. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

Graduation Regulations

A student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the semester in which he expects to graduate.

Academic Requirements

Every candidate for a degree must satisfy all of the specific requirements of UNC-G and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, with a quality point ratio of at least 2.0 on all hours undertaken.

Residence Requirements

All students are expected to take their last year in residence at UNC-G, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Dean of Academic Advising, a student may take 15 of his last 60 hours at another approved institution.

Residence Requirements for Senior Transfers

A senior transfer student must complete at least 30 semester hours in residence at UNC-G for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

Graduation With Honors

Honors are awarded to seniors as follows: For **summa cum laude**, a minimum average of 3.90 is required; for **magna cum laude**, 3.60; for **cum laude**, 3.30. The designation of graduation with honors is based on all grades (including the last semester's work) for which grades and quality points are given. Any senior is eligible for honors who at the end of the senior year has completed at least 45 hours of work in residence at UNC-G (not including hours for which credit and quality points have been received by special examinations) and who has received no more than three semester hours of "F" in courses at the 100 and 200 levels.

Time Requirements

A student who does not graduate with the class with which he enters may meet UNC-G requirements for graduation as stated in the **UNC-G Catalog** for the year he entered if he graduates within six years after his entrance. Otherwise, he will be expected to meet the requirements as stated in the **UNC-G Catalog** in effect at the time of his re-entry if he returns as a full-time degree student. If he re-enters as a part-time degree student, he will be expected to meet the requirements as stated in the **UNC-G Catalog** in the year in which he begins work on his final 15 hours.

Other Regulations

Dual Registration: Undergraduate and Graduate

Any senior who is required to take less than 12 semester hours of work in his last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Vice Chancellor for Graduate Studies, the student's faculty adviser and the Dean of Academic Advising. The total load cannot exceed 12 hours including undergraduate credit.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. He must fulfill the following conditions:

1. Meet all the requirements for the second degree and major as stated in the catalog in effect when he begins the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

Transcript of Record

One transcript for each student is furnished without charge. An additional transcript is furnished without charge to seniors applying for teaching certificates. Further copies are supplied by the Office of the Registrar upon receipt of a \$1.00 fee.



Teacher Education



Teacher Education

Five UNC-G schools and various departments within the College of Arts and Sciences offer programs leading to teacher certification in North Carolina and qualification for certification in most other states. Students may select certification programs in some 32 subject areas.

The School of Business and Economics, the School of Health, Physical Education and Recreation, the School of Home Economics, the School of Music, the Department of Art and the Department of Communication and Theatre offer teacher education curricula in their respective subject areas. The School of Education offers a program in Early Childhood and Intermediate Education. It jointly directs, with departments in the College of Arts and Sciences, programs for secondary teacher certification in liberal arts fields.

Graduates of approved teacher education curricula are eligible for certification on the basis of UNC-G's recommendation to the State Department of Public Instruction.

For students preparing to teach in the elementary school, 33 to 42 semester hours of education course work are required in the Bachelor of Science degree.

University-Wide Teacher Education Admission Requirements

All students wishing to work toward certification in any of the 32 subject areas listed on page 97 must apply for admission to the UNC-G Teacher Education Program. Application should be made in the Office of the Dean of Academic Advising after completing 60 semester hours of work. This is usually at the end of the sophomore year.

Teacher education admission requirements include the following:

1. Medical and speech clearance.
2. Quality point ratio of at least 2.2.
3. Completion of at least 12 semester hours at UNC-G.

4. Recommendation of major school/department.

Note: Students should check with major school/department for additional requirements specific to program.

Speech Screening

All students in teacher education must take a speech screening test. This is administered by the Speech Communication Division of the Department of Communication and Theatre at the UNC-G Speech Laboratory, located at 540 Highland Avenue. Those students who need to upgrade their communication skills are required or advised to take the appropriate speech course, usually COM 105. Transfer students who are given transfer credit for COM 105 are **not** exempt from the test, however. Students placed in the "Special" category as a result of the test should take COM 219 Communication Disorders Laboratory. Students are encouraged to take the test at the beginning of the freshman year. Transfer students should make arrangements for the test immediately upon arriving on campus to prevent subsequent delay of graduation.

Appointments may be made by calling 379-5297.

Any speech deficiency must be removed prior to admission to teacher education.

Admission to the Professional Semester(s)

During the junior year, students **already admitted** to the Teacher Education Program must apply for admission to the professional semester(s). For Early Childhood and Intermediate Education majors, this consists of the Spring semester of the junior year when professional education courses are taken and the Fall semester of the senior year when supervised student teaching is done. For other programs one semester incorporates eight weeks of professional courses and eight weeks of student teaching which would ordinarily be scheduled during the senior year.



Professional semester admissions requirements include the following:

1. Speech screening and medical clearance.
2. Quality point ratio of at least 2.2.
3. Approval of the school/department in which the student is majoring.
4. Completion of pre-student teaching field experience requirement.
5. Completion of 12 semester hours following admission to teacher education.
6. **Student should check with major school/department for additional requirements specific to program.**

Application forms are available from the Coordinator of the Office of Field Experiences in Teacher Education, Room 231 Curry. **Forms must be submitted between January 15 and**

February 15 of the year before the student teaching is to be done.

Student teaching assignments are usually made in schools within commuting distance of UNC-G, although at times student teaching programs are planned with other school systems at substantial distances from UNC-G. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching.

Student teaching in a number of subjects is offered in only one semester each year, either the Fall or the Spring semester. Any student who plans student teaching should check with the Office of Field Experiences to be certain of the semester when student teaching will be offered in a particular subject.

○ Teacher Education Curricula

The various areas in which teacher education programs are offered at UNC-G are listed below. The page numbers refer either to degree charts listing all course requirements or to a section on "Secondary Subject Area Certification" which follows. Boldfaced numbers for secondary subjects refer to degree charts for the particular majors.

○ Elementary Certification	Page
Early Childhood Education (Grades K-3)	175, 238
Intermediate Education (Grades 4-9)	175
○ Special Subject Area Certification (Grades K-12)	
Art Education	110
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Physical Education and Health	206, 208
Speech and Hearing	153
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Theatre Arts	151

○ Occupational Education Certification

Basic Business Education	132
Comprehensive Business Education	131
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○ Secondary Subject Area Certification (Grades 7-12)

	Page
Biology	98, 118
Chemistry	98, 138
Economics	98, 168
Economics and Social Studies	98, 168
English	98, 186
French	98, 330
Geography	98, 194
Geography and Social Studies	98, 194
German	98, 199
History	98, 228
History and Social Studies	98, 228
Latin	98, 145
Mathematics	98, 269
Physics	98, 307
Political Science	98, 312
Political Science and Social Studies	98, 312
Sociology	98, 343
Sociology and Social Studies	98, 343
Spanish	98, 330

Secondary Subject Area Certification

The following courses are required for secondary subject area certification in addition to those specified for the particular degree and major.

General Education

1. One course in speech or speech clearance. See earlier section of this chapter.
2. Health 101 or 301.
3. Mathematics: 3 semester hours.
4. One course in teaching reading in content area or other evidence of competence in teaching reading.
5. Six semester hours in social studies courses, other than the major. Select one course from two of the following: anthropology, sociology, economics, geography, political science, history.
6. Two semester hours in physical education.

Note: Where appropriate, these general education course requirements may be selected to satisfy all-University liberal education degree requirements.

Professional Education Requirements

1. Psychology 221 (**General Psychology**).
2. Education 381 (**The Institution of Education**).
3. Education 450 (**Psychological Foundations of Education**).
4. **Education 45x (Teaching Practices and Curriculum)**. For certification in English, 451 is required; language, 452; any social studies discipline, 453; mathematics, 457; any science, 459.
5. Education 465 (**Student Teaching and Seminar**).

Note: Education 450, 45x and 465 are taken during the professional semester.

Social Studies Certification

Students majoring in history, political science, geography, sociology and economics may be certified in social studies in addition to their majors. Students seeking social studies certification must take six hours in each of the five social studies departments outside the major and an additional three hours in any of those five departments for a total of 33 hours in the departments of social studies outside of the major department.

Application for Teacher Certification

A student who has completed the appropriate teacher education curriculum and has attained acceptable teaching competencies and whose work is approved by the appropriate department and/or school responsible for this curriculum is recommended by UNC-G for a teacher's certificate.

To be certified in North Carolina, the student must meet the specific state requirements for certification.

An application for certification, available from the Office of the Registrar, should be turned in to the Office of the Registrar during the last semester of the senior year.



Areas of Study



About "Areas of Study"

The following chapter contains sections arranged in alphabetical order by topics of study. Each section includes the following:

1. Description of the school, department or special program offering study in a particular topic.
2. List of faculty members for the school or department or committee members or advisers for special programs.
3. Description of and requirements for degrees, majors and concentrations available in each area.
4. Descriptions of courses offered.

About Course Descriptions

Course Numbers. Courses numbered 100-199 are primarily for freshmen and sophomores; 200-299, primarily for sophomores; 300-399, primarily for juniors and seniors; 400-499, open to seniors; 500-599, open only to advanced undergraduate students (juniors and seniors) and graduate students; 600-749, open only to graduate students; 750-799, open only to doctoral candidates. Course descriptions for graduate-level courses are printed in the **Graduate School Catalog**.

Hyphens and Commas. A hyphen (-) between course numbers indicates that no credit toward graduation will be given for either course until both are successfully completed. A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

(3:2:3). The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hour credits given for the course. The second and

third figures indicate the number of lecture and laboratory hours normally scheduled each week for one semester in the course. For example, (3:2:3) means the course carries three semester hour credits and meets for two lecture hours and three laboratory hours each week. Graduate courses and certain other courses may have only one figure enclosed in parentheses. For such courses the figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

(EC), (H), (NSM), (SBS). Courses approved as meeting requirements in the general areas of knowledge are indicated by one (or more) of the following abbreviations in parentheses at the end of the course description: EC—English Composition; H—Humanities; NSM—Natural Sciences & Mathematics; SBS—Social & Behavioral Sciences.

Pr. The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

Course Offerings

Unless a notation appears in the course description to the contrary, the course usually is offered each year.

It is a requirement of UNC-G that approval of the Vice Chancellor for Academic Affairs be obtained to offer regularly scheduled undergraduate classes for which fewer than ten students enroll or for graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, the class may not be offered.

Areas of Study

Accounting—Department of

(222 Curry Bldg./School of Business and Economics)

Bernard L. Beatty (1977), Visiting Associate Professor/B.S., Ohio State/M.B.A., D.B.A., Harvard. Part-time.

Ronald O. Cardwell (1976), Instructor/B.S., UNC-G/M. Acc., Virginia Polytechnic Institute and State University.

Michael F. Cornick (1975), Instructor/B.S., Purdue/M.B.A., U.N.C. at Chapel Hill.

James M. Emig (1977), Instructor/B.A., Catawba/M.B.A., UNC-G.

William F. Kauder, Jr. (1975), Instructor/B.S., Georgia Institute of Technology/M.B.A., Tulane.

C. Marshall Lowe, (1978), Instructor/A.B., Guilford College/M.B.A., East Carolina/C.P.A., State of North Carolina.

James H. Ogburn (1976), Instructor/B.S., U.N.C. at Chapel Hill/M.B.A., City University of New York/C.P.A., State of North Carolina.

Davld B. Post (1976), Assistant Professor/B.S., U.N.C. at Chapel Hill/J.D., Duke/C.P.A., State of North Carolina.

Thomas C. Taylor, Jr. (1977), Visiting Professor/B.S., M.B.A., U.N.C. at Chapel Hill/Ph.D., Louisiana State/C.P.A., State of North Carolina. Part-time.

Phyllis A. Webster, (1978) Professor/B.S., M.S., Indiana State/Ed.D., Northern Illinois/C.P.A., State of Indiana.

Charles Woelfel, (1978) Professor/Ph.B., Notre Dame/M.S., Butler/Ph.D., Texas/C.P.A., State of Texas.

The Department of Accounting offers a Bachelor of Science degree with a major in accounting. Included in the program are the courses necessary to meet the educational requirements to sit for the Certified Public Accountant Examination in North Carolina.

Employment opportunities for skilled accountants are excellent and should continue so over the next several years. Opportunities for accounting graduates are usually found in public accounting firms, private industry and government. Graduate study in accounting offers opportunities in public accounting, private industry and education. In addition to the Bachelor of Science, UNC-G offers an accounting concentration within the Master of Business Administration program.

ACCOUNTING MAJOR (Bachelor of Science)

Required: 122 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics Area (NSM) to include at least three semester hours in one of the following: biology, chemistry, geography or physics.
4. Two courses, outside the School of Business and Economics, from Social and Behavioral Sciences Area (SBS).
5. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas or in an elementary foreign language.

Note: Work taken to satisfy Nos. 2, 3, 4, and 5 above or in other portions of the student's program must include Mathematics 191, Psychology 221 or 223, Sociology 211 and 3 additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

1. Accounting 201, 202, 401, 402, 420, 430, 440.
2. Accounting electives above the 100 level of not fewer than three semester hours or more than six semester hours.

Related Area Requirements

1. Business & Distributive Education 234.
2. Business Administration 310, 312, 320, 330, 340, 360, 491.
3. Economics 201, 202, 327, 350.

Electives

Electives sufficient to complete total semester hours required for degree.

Accounting/courses**Courses for Undergraduates**

- 201 Principles of Accounting I (3:3).** Basic accounting cycle and financial statement preparation as applied to service, merchandising and manufacturing enterprises. Contrasts and compares accounting systems of proprietorships, partnerships and corporate businesses.
- 202 Principles of Accounting II (3:3).** Interpretation and use of accounting data for management decisions; financial statement analysis, funds statements and cash flow analysis. Budgetary and costing systems, cost-volume-profit relationships, break-even and marginal analysis. Pr. 201 or equivalent.
- 400 Survey of Basic Accounting (3:3).** Accounting concepts and procedures involved in managing a business enterprise. May not be taken by persons having credit for 201, 202 or equivalent except as directed by the school.
- 401 Intermediate Accounting I (3:3).** In-depth study of financial statements and their components. Major attention to theory and procedures involving working capital items. Authoritative literature in the field will be introduced and examined. Pr. 202.

- 402 Intermediate Accounting II (3:3).** A continuation of 401 with primary attention to theory and procedures involving noncurrent items. Relevant literature will be analyzed. Pr. 401.
- 420 Income Tax Accounting (3:3).** Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 202.
- 430 Cost Accounting (3:3).** Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making. Pr. 202.
- 440 Auditing (3:3).** Theory and practice of the independent examination of financial and operating data for external reporting. Professional ethics of the public practice of accountancy; auditing standards and procedures. Includes attention to authoritative literature. Pr. 402, 420 and 430, or consent of instructor.
- 490 CPA Review (3:3).** Emphasis on the accounting theory and practice sections of the CPA exam. Pr. 24 semester hours of undergraduate accounting and permission of Department.

Courses for Advanced Undergraduates and Graduates

- 509 Accounting Theory (3:3).** Analysis of the basic concepts and assumptions which underlie accounting methods and procedures. Appraisal of literature and positions of professional accounting organizations, with special attention to controversial issues. Pr. 401 and 402, or consent of instructor.
- 510 Advanced Accounting Problems (3:3).** Partnerships, special sales contracts,



consolidations, fiduciaries, institutional entities, foreign exchange. Pr. 402 and consent of instructor.

Courses for Graduates

- 600 **Managerial Accounting (3:3).**
- 605 **Accounting for Managerial Analysis (3:3).**
- 620 **Federal Taxation and Management Decisions (3:3).**
- 625 **Contemporary Issues in Financial Accounting (3:3).**
- 626 **Contemporary Issues in Managerial Accounting (3:3).**

**Acting & Directing—See
Communication and Theatre**



Anthropology—Department of

(201 Julius Foust Bldg./College of Arts & Sciences)

Harriet J. Kupferer (1961), Professor and Head of Department/B.S., UNC-G/M.A., Ed.D., New York/Ph.D., U.N.C. at Chapel Hill.

M. Jean Black (1976), Visiting Assistant Professor/B.A., M.A., Ph.D., Michigan. Part-time.

William L. Coleman (1971), Assistant Professor/B.A., Western Kentucky/Ph.D., Indiana.

Thomas K. Fitzgerald (1970), Professor/B.A., U.N.C. at Chapel Hill/M.A., Stanford/Ph.D., U.N.C. at Chapel Hill.

Ronald Ray McIrvine (1968) Assistant Professor/B.A., Colorado/Ph.D., Kansas.

Joseph B. Mountjoy (1969), Associate Professor/B.A. Illinois/Ph.D., Southern Illinois.

Louise M. Robbins (1974), Associate Professor/B.A., M.A., Ph.D., Indiana.

Anthropology

Anthropology is a broad discipline having two major divisions within it:

Physical anthropology—the study of man as a biological animal.

Cultural anthropology—the study of man as a cultural animal.

The undergraduate major provides an introduction to both, although the emphasis is on cultural anthropology. Other societies are studied both as a way of understanding our own society and as a laboratory by which the dynamics of culture and its constituent parts can be comprehended.

Careers in anthropology depend in great measure upon training beyond the B.A. degree. Most anthropologists are employed in universities and colleges where they combine research and teaching. There is, however, a growing demand for anthropologists in government agencies and industry. In this setting the knowledge which they have is applied toward the solution of human problems.

ANTHROPOLOGY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The **Anthropology Major** is planned primarily as a part of a liberal arts education. It is designed to encourage an analytic and systematic approach to cultural and social behavior. Further, it provides a foundation for advanced study.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than major, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

30-36 semester hours in anthropology above the 100 level including:

1. Anthropology 212, 313, 353, 360, 387, 411.
2. One course from Anthropology 477, 478, 479.
3. Two courses from Anthropology 331, 333, 335, 337.
4. Electives to complete the degree requirements including 3 hours at the 500 level.

Related Area Requirements

Select courses according to interest and in consultation with major adviser.

Electives

Electives sufficient to complete total semester hours required for degree.

ANTHROPOLOGY MINOR

21 hours in anthropology above the 100 level.

1. Anthropology 212, 411.
2. Two courses from Anthropology 313, 353, 360, 387.
3. Electives to complete the degree requirements.

Anthropology/courses

Courses for Undergraduates

- 101 Man in Nature (3:3).** Anthropology's answers to the question, "What Is Man?" A basic understanding of the human condition, i.e., man and his place in nature. Anthropology and human problems. (SBS).
- 212 General Anthropology (3:3).** Survey of general anthropology. Includes an inquiry into origins of man, prehistory and comparative study of culture. Open to freshmen. (SBS).
- 313 Social Anthropology (3:3).** A comparative study of culture and its institutions. Theoretical aspects emphasized. Pr. 212 or consent of instructor. (SBS).
- 331 Cultures of North American Indians (3:3).** Ways of life, both aboriginal and contemporary, of indigenous people of North America. Pr. 212 or 313 or consent of instructor. Kupferer. (SBS).
- 332 Peoples of Asia (3:3).** Ways of life in selected areas of Asia. Pr. 212 or 313 or consent of instructor. (SBS). Not offered every year.



- 333 Latin American Societies and Cultures (3:3).** Tribal and peasant groups with special emphasis on their place in contemporary Latin America. Pr. 212 or 313 or consent of instructor. McIrvine. (SBS).
- 335 Cultures of Africa (3:3).** A study of the peoples of Africa emphasizing family organization, religion, political organization, languages and urbanism. Includes a study of African novelists. Coleman. (SBS).
- 337 Cultures of Oceania (3:3).** An ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. Pr. 212 or 313 or consent of instructor. Fitzgerald. (SBS).
- 348 Man and the Future (3:3).** The role of anthropology in understanding human problems of today and tomorrow. Emphasis on the socio-cultural dimension of human problems and their solutions.
- 353 Introduction to Physical Anthropology (3:2:3).** The study of human biological variation and evolution; includes contrasting non-human primate traits, fossil man, population genetics of racial formation, individual growth and development and human engineering. Robbins. (NSM).
- 360 Modern Archaeology (3:3).** Aims and strategies of modern archaeology, stressing how and why archaeology is done and its contributions to general anthropology. Pr. 212 or consent of instructor. Mountjoy. (SBS).
- 371 Latin American Music (3:3).** History, origins and characteristics of popular and art music of Latin America. (H), (SBS).
- 387 Modern Linguistics (3:3).** A systematic investigation of: the general properties of grammars; the universal properties found in all languages; and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English. Coleman. (SBS).
- 411 History of Anthropological Theory (3:3).** Developments in history of anthropology and study of culture leading to emergence of anthropology as scientific field. Pr. 212 or 313 or consent of instructor. Fitzgerald. (SBS).
- 431 Human Variation (3:3).** Physical differences within and between human populations: their source and effect. Pr. 353.
- 433 Experimental Course: A Cross-Cultural Approach to Homosexuality (3:3).** Anthropological in approach, this lecture-discussion course will examine the role(s) and status(es) of homosexuals in both primitive and contemporary societies.
- 458 Old World Archaeology (3:3).** Development of culture from its paleolithic beginnings through rise of civilizations in Europe, Asia and Africa. Pr. 212 or 313 or consent of instructor. Mountjoy. (SBS).
- 462 Archaeology of the Eastern United States (3:3).** Investigation of Indian cultural development in the United States from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina as a part of the East. Involves some field trips and/or laboratory experience. Pr. 212 or 360 or consent of instructor. (SBS).

- 477 Field Methods in Cultural Anthropology (3:3).** Review and discussion of major methodological principles and techniques used in anthropology. Pr. 212 or consent of instructor.
- 478 Field Methods in Archaeology (3:3).** Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation. Pr. consent of instructor. Mountjoy. (SBS).
- 479 Analysis of Archaeological Data (3:3).** Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis), with stress on ecological interpretation. Pr. consent of instructor. Mountjoy. (SBS).
- 485 Language and Culture (3:3).** The investigation of verbal and non-verbal behavior cross culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art and language learning. Pr. 212 or consent of instructor. Coleman. (SBS).
- 493-494 Honors Work (3)-(3).**
- 497, Special Problems in Anthropology (1 to 3),**
- 498 (1 to 3).** Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).

Courses for Advanced Undergraduates and Graduates

- 501, Selected Topics in Anthropology (3:3),**
- 502 (3:3).** Opportunity for advanced students to study in depth topic or issue of special interest. Pr. major in anthropology or consent of instructor.
- 524 Applied Anthropology (3:3).** Application of anthropological method and theory in situations of directed socio-cultural change. Pr. 212 or 313 or consent of instructor. McIrvin. (SBS).
- 529 Culture Change (3:3).** Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages. Pr. 212 or 313 or consent of instructor. (SBS).
- 531 Latin American Culture (3:3).** The development of Latin American culture, its characteristics, variations and significance. The course is directed especially toward present and future teachers. Not open for credit for graduate students in anthropology.
- 533 Archaeology of Mexico (3:3).** Major prehispanic cultural developments in Mexico with emphasis on internal culture change (from early man to rise of great civilizations such as Aztecs and Mayan) and relationships with adjacent areas. Pr. consent of instructor. Mountjoy. (SBS).
- 547 Belief and Value Systems (3:3).** An examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual and their function. Kupferer. (SBS).
- 550 Anthropological Examination of Sex Roles (3:3).** Nature and variations in sex



roles, emphasizing female roles. Biological and sociocultural determinants of role differences. Pr. 212 or 313 or consent of instructor.

- 553 Human Identification (3:2:3).** An anthropological study of aspects of the human body that includes identification of individual bone and their fragments; sex differences; age changes in bone and teeth; dermatoglyphics; ABO blood groups; paleopathology; somatology of living individuals. Robbins. (NSM).
- 555 Human Evolution (3:3).** A study of the biological and cultural evolution of humans from pre-human forms. Pr. 353, 553 or 6 hours of biological sciences and permission of instructor. (NSM).
- 560 Anthropology and the Teaching of World Studies (3:3).** The concept of culture as a foundation for teaching about cultures. Related anthropological concepts and their significance for social studies. Objectives in teaching world studies. Anthropological materials and resources for social studies teacher. Not open to undergraduate majors in anthropology. McIrvine.
- 563 Educational Anthropology (3:3).** Contemporary educational events (systems of cultural transmission) viewed in cross-cultural perspective. Includes case studies of educational systems and practices. Pr. 212 or 313 or consent of instructor. Fitzgerald. (SBS).
- 576 Culture and Personality (3:3).** Cross-cultural analysis of effect and influence of culture and group membership on development of personality. Pr. 212 or 313 or consent of instructor. Kupferer. (SBS).

583 Culture and Society (3:3). Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context. Not open for credit to anthropology majors. May not be taken for credit by students who have received credit for 313. (SBS).

585 Sociolinguistics: The Study of Language in Its Social Context (3:3). A detailed study of language structure and evolution within the social context of the speech community. Consideration of sociolinguistics in an historical perspective, methodology of sociolinguistics and the socio-cultural interpretation of language data. Pr. permission of instructor. Coleman (SBS).

597, 598 Special Problems in Anthropology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).




Courses for Graduates

- 601, 602 Seminars in Anthropological Analysis (3), (3).**
- 611 Pro Seminar I in Anthropology (3).**
- 612 Pro Seminar II in Anthropology (3).**

Applied Mathematics—See Mathematics.

Applied Music—See Music.

 **Art—Department of**

(162 McIver Bldg./College of Arts and Sciences)

- Joan Gregory** (1964), Professor and Head of Department/A.B., Montevallo/M.A., Ed. D., George Peabody College.
- Peter J. Agostini** (1966), Professor.
- Walter W. Barker** (1966), Associate Professor/B.F.A., Washington/M.F.A., Indiana.
- Susan Elizabeth Barksdale** (1943), Associate Professor/B.A., UNC-G/M.A., Columbia.
- Bernardus A. J. Berns** (1976), Assistant Professor/A.G.S., Amsterdam.
- Virginia Budny** (1973), Assistant Professor/A. B., Vassar College/M.F.A., UNC-G.
- Gilbert Frederic Carpenter** (1963), Professor and Director, Weatherspoon Gallery/A.B., Stanford.
- Arnold Doren** (1978), Assistant Professor/B.F.A., Rochester Institute of Technology.
- Von S. Eisenhardt** (1976), Instructor/B.F.A., Pratt Institute/M.F.A., Washington.
- James Gallucci** (1977), Instructor/B.A., Lemoyne College/B.F.A., M.F.A., Syracuse.
- Robert R. Gerhart III** (1973), Assistant Professor/B.F.A., Pratt Institute/M.F.A., Temple.
- Carl Goldstein** (1971), Associate Professor/B.A., Brooklyn College/M.A., Ph.D., Columbia.
- Mark Gottsegen** (1976), Instructor/B.A., Rochester/M.F.A., Boston.
- Claire Kelleher** (1968), Assistant Professor/B.A., Toronto/M.A. Chicago/Ph.D., London. Leave of absence, second semester 1978-79.
- Setsuya Kotani** (1974), Assistant Professor/B.F.A., Hawaii/M.F.A., Columbia.
- Jo Alice Leeds** (1974), Assistant Professor/B.F.A., M.F.A., Texas/Ph.D., Oklahoma.
- John Thomas Maggio** (1973), Assistant Professor/B.F.A., M.F.A., Carnegie Mellon/T.M.P., Tamirand Institute.
- Andrew George Martin** (1965), Assistant Professor.
- Roberta Rice** (1976), Assistant Professor/B.F.A., M.A., Virginia Commonwealth/Ph.D., Pennsylvania State.
- Elaine H. Rivenbark** (1978), Instructor/B.F.A., UNC-G/M.F.A., Georgia. Part-time.
- Eleanor K. Seagraves** (1976), Instructor/B.S., Concord College/M.F.A., UNC-G. Part-time.
- Mary Ellen Soles** (1978), Visiting Assistant Professor/A.B., Manhattanville College/M.A., M.Phil., Ph.D., Yale. Part-time, second semester, 1978-79.
- John C. Spring** (1975), Instructor.
- James Ewing Tucker** (1959), Assistant Professor and Curator, Weatherspoon Gallery/B.F.A., Texas/M.F.A., Iowa State.

The Department of Art offers the following degree programs:

B.A., art major, concentrations in studio art and art history.

B.F.A., art major, concentrations in art education I & II, design, painting and sculpture.

M.Ed., art major.

M.F.A., studio art major, with or without teacher education.

The prospective student of art should be aware of the marked differences in emphasis among various college-level programs in art. The special character of this program assumes that the visual arts are a humanistic discipline, constructive and form-giving in type, related in its pursuits to philosophy, the sciences, literature, history and mathematics.

The department believes that at the undergraduate level students are best served by, first, a good, broad university education and second, a specialization in art. The department emphasizes the B.A. degree programs.

Consistent with this orientation, within the Department of Art curriculum, the disciplines of the primary intellectual and creative tradition are emphasized: painting, sculpture, design, art history, art education. It is assumed the student who seeks avocational specialization will pursue this in a relevant post bachelor's degree situation.

The faculty includes an extraordinarily high proportion of people of acknowledged accomplishment in their area of specialization. All members of the faculty teach at all undergraduate levels of the program.

Students who demonstrate superior self-motivation are eligible to register for the line of Independent Studio courses which culminate in six to eight semester hours of independent work in the senior year. This line of courses is intended to prepare the student



for the continuation of his self-generated pursuits after graduation. Application for admission to Independent Studio courses is made at the end of the sophomore year, after taking Art 199.

In areas relative to the department's programs, the facilities are excellent. The foundry is one of the several largest university foundries in the country. The printmaking, ceramics, photography and fibers studios are exceptional.

Weatherspoon Gallery's active exhibition program of approximately 40 exhibits per year displays the best of contemporary and recent art. The student develops his work in immediate juxtaposition to professional work of acknowledged quality.

The courses that the Department of Art recommends to the studio student for the freshman year are identical in the B.A. and the B.F.A. programs.

Courses in drawing, painting, and sculpture (courses in the 20's, 30's, and 50's series) presume the work of art is a more or less abstract interpretation of forms and experiences deriving from one's environment.

Courses in design and the crafts (courses in the 40's, 70's and 80 to 84 series) assume the work of art to be generated by its inherent systemic logic or its object or functional requirements.

ART MAJOR (Bachelor of Arts) Concentrations in Art History Studio Art

Required: 122 semester hours.

The Art History Concentration is an academic liberal arts education with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a Ph.D.

program elsewhere after graduation. In preparation for this they should acquire a fluent reading knowledge of two foreign languages. German and French are usually recommended.

The Studio Art Concentration is recommended both as a liberal arts education with emphasis on the development of the manipulative and visual capacities of the student and as a superior base for professional development. Strongly self-motivated students are eligible for the Independent Study line of courses.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English Composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses other than art, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in art above the 100 level.

Art History Concentration

1. Art 105, 199, 303, 304, 305, 306.
2. Studio Art: 6 semester hours.
3. Art History above 100 level: 12-24 semester hours.

Note: Reading competence in at least one foreign language (German or French preferred) necessary for graduate work.

Studio Art Concentration

1. Art 105, 199.
2. Two courses from Art 120, 140, 150.
3. Art History: 12 semester hours.
4. Studio Art above 100 level: 12-24 semester hours.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

ART MAJOR (Bachelor of Fine Arts)**Concentrations in****Art Education I****Art Education II**

Required: 128 semester hours.

Art Education Concentrations: Because of the limitations placed on out-of-department electives by the required education courses, all studio art students who seek teacher certification in art must take a B.F.A. under one of these two concentrations. Art Education I offers academic breadth; Art Education II offers concentration in a studio discipline.

To be eligible for the B.F.A. Art Education II concentration, a student must be accepted into the Independent Studio line of courses discussed earlier. Application for admission to Independent Studio is made as part of the course work in Art 199, spring semester.

A junior transfer cannot expect to complete a B.F.A. program in two years.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses, other than art, from Humanities Area (H).

3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS).
5. Four additional courses, other than art, from any one, all or combination of the above areas or in an elementary foreign language.

Major Requirements**Art Education I (General Art) Concentration**

1. Art 105 and 199.
2. Four additional courses in Art History.
3. Art 120, 140, 150, 221, 281.
4. Painting, Design: 2 semester hours in each.
5. Crafts: 6 semester hours.
6. Art or related electives: 6 semester hours.
7. Art Education courses: 360 and 361 (junior year); 363, 365, and 465 (senior year).

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 7.
2. Independent Studio from Art 398, 399, 498, 499 or approved substitutes: 6 semester hours.
3. Single studio specialization, including at least 4 semester hours of independent studio in this specialty: 10 semester hours.

Related Area Requirements

(See Teacher Education Chapter for full explanation.)

1. Health 101 or 301.
2. Mathematics: 3 semester hours.
3. Three semester hours at 200 level or above from two of the following: anthropology, economics, geography, political science, sociology.
4. Psychology 221.
5. Education 381, 450 and 470.
6. Recommended: One course from



psychology, philosophy or religious studies.

- Two semester hours in physical education.

Electives

Sufficient electives to complete total semester hours required for degree.

Admission to Student Teaching:

During the junior year students must apply for admission to the student teaching semester. Art Education methods courses 363 and 365 are prerequisite to student teaching and are taken in the fall semester of the senior year. Student Teaching 465 is taken in the spring semester.

Student teaching admission requirements include the following:

- Speech screening and medical clearance.
- Quality point ratio of at least 2.2.
- Pre-student teaching practicums 360 and 361.
- Completion of 12 semester hours following admission to teacher education.
- Evidence of teaching readiness competencies as set and evaluated by the department.

ART MAJOR (Bachelor of Fine Arts)

Concentrations in

Design (Including Ceramics and Fiber Crafts.)

Painting (Including Drawing, Printmaking and Photography.)

Sculpture

Required: 128 semester hours.

Design, Painting, Sculpture Concentrations:

To be eligible for a B.F.A. concentration in

design, painting or sculpture, a student must be accepted into the Independent Studio line of courses discussed earlier. Application for admission to Independent Studio is made at the end of the sophomore year.

A junior transfer cannot expect to complete a B.F.A. program in two years.

The B.F.A. program allows a more intense concentration in studio work than is available in a B. A. program. This is gained by extending the program for the equivalent of one summer session and by reducing the academic breadth of the student's education.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.) Same as for Art Education I and II as listed above.

Major Requirements

Core Courses for All Concentrations

- Art 105 and 199.
- Four art history courses.
- Independent Studio from Art, 398, 399, 498, 499 or approved substitutes: 8 semester hours, 6 hours of which must be taken in work appropriate to concentration.

Design Concentration

- Art 120 or 150, 140, 240 and 285.
- Advanced Design courses from those numbered in the 40's, 70's or 80's: 10 semester hours.
- A minimum of 6 of the 8 semester hours of Independent Studio must be taken in work appropriate to study of design. The student may develop, but is not required to develop, a specialization in graphic design, costume design, ceramics, fiber crafts or photography.
- Art or related electives: 16 semester hours.

Painting Concentration

1. Art 120, 140 or 150, 220, 221, 231.
2. Advanced painting: 6 semester hours.
3. Printmaking: 4 semester hours.
4. A minimum of 6 of the 8 semester hours of Independent Studio must be taken in painting or printmaking.
5. Art or related electives: 14 semester hours.

Sculpture Concentration

1. Art 120 or 140, 150, 281.
2. Advanced sculpture: 8 semester hours.
3. A minimum of 6 of the 8 semester hours of Independent Studio must be taken in sculpture.
4. Art or related electives: 20 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

Art/courses

Courses for Undergraduates

- 105 Introduction to Art (3:3).** Intensive analysis of selected monuments and artists. (H).
- 120 Drawing and Pictorial Composition (4:2:6).** A basic course in principles and practice of drawing in various media and principles of pictorial composition.
- 140 Design I (4:2:6).** A basic course in fundamentals of design. Work in two and three dimensions.
- 150 Clay Modeling (4:2:6).** A general course in preparation, designing and modeling in clay.
- 190 Introduction to Studio Art (3:2:2).** A basic course for nonart majors. Simplified studio projects in image making and system construction in two and three dimensions. Lecture on project-related masterpieces each week. Not open to art majors.
- 199 Introduction to Independent Studio (1).** Orientation to department and discipline. Art majors only. Grade: pass/not pass. Offered in spring semester.
- 220 Drawing and Pictorial Composition II (2:1:3).** Continuation of 120. Pr. 120.
- 221 Life Drawing I (2:1:3).** Figure drawing from the model. Pr. 220.
- 222 Mechanical Drawing (2:1:3).** The basic information and skills required to produce and read working drawings and plans.
- 223 Perspective (2:1:3).** Linear perspective and its application in various media. Pr. 222.
- 225 Serigraphy I (2:1:3).** Silk screen stencil techniques as a printmaking medium. Pr. 120 or 140. Not offered every year.
- 226 Woodcut and Wood Engraving (2:1:3).** Woodblock relief techniques as a printmaking medium. Pr. 120 or 140. Not offered every year.
- 228 Etching I (2:1:3).** Intaglio techniques as a printmaking medium. Pr. 120 or 140.
- 229 Lithography I (2:1:3).** Planographic techniques as a printmaking medium. Pr. 120 or 140.
- 231 Techniques of Painting (4:2:6).** Materials and characteristic processes of major techniques. Pr. 120, 199.
- 232 Painting I (2:1:3).** A basic course. Not recommended for students who have taken 231. Pr. 120.
- 238 Watercolor Painting (2:1:3).** Special techniques and pictorial problems of transparent paint media. Pr. 120.



- 240 Design II (2:1:3).** Continuation of 140 with special emphasis on advanced standards of execution. Pr. 140.
- 242 Letters, Signs and Symbols (2:1:3).** Letter forms, signs and symbols as configurations for design study. Pr. 140.
- 252 Techniques of Sculpture (4:2:6).** Tools, materials and characteristic processes of major techniques. Pr. 150, 199.
- 253 Sculpture I (2:1:3).** A basic course. Not recommended to students who have taken 252. Pr. 150, 199.
- 271 Fiber Crafts I (2:1:3).** Fibers and yarns used in knotted, woven and sewn structures. Preparation of looms and basic weaving techniques. Pr. 140.
- 275 Metal Crafts I (2:1:3).** Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting. Pr. 140 or 150.
- 281 Ceramics I (2:1:3).** A basic course with emphasis on handbuilt forms.
- 285 Photography I (3:1:6).** Equipment and basic techniques of photography. Students must purchase films and papers. 35 MM camera required.
- 286 Motion Photography I (2:1:3).** Equipment and techniques of motion photography. Experimentation with the medium; exposing and processing film; some editing. Pr. consent of the instructor. Not offered every year.
- 301 History of Western Architecture (3:3).** Architecture in Europe and the Americas from ancient Greece to the present. Pr. 105 or junior standing. (H).
- 303 Ancient Art (3:3).** Visual arts of the Mediterranean Basin from prehistoric times to the Christian era. Pr. 105 or junior standing. (H).
- 304 Medieval Art (3:3).** Visual arts within the Christian sphere from early Christian era through late Gothic period. Pr. 105 or junior standing. (H).
- 305 Renaissance through Rococo (3:3).** Visual arts of Europe during the Renaissance, Mannerist, Baroque and Rococo periods. Pr. 105 or junior standing. (H).
- 306 Modern Art (3:3).** Visual arts in the west from ca. 1790 to the present. Pr. 105 or junior standing. (H).
- 309 Experimental Course: Sculpture of the Ancient World (3:3).** A lecture course designed to introduce the development of styles and techniques in ancient sculpture.
- 313 Art of Asia Minor, India and Southeast Asia (3:3).** Visual arts of Islam, India, Pakistan, and the spread of Indian Art to Southeast Asia. Pr. 105 or junior standing. (H).
- 321 Life Drawing II (2:1:3).** Continuation of 221. May be repeated for credit with consent of the instructor and department head. Pr. 221.
- 332 Architectural Design (3:1:6).** Work in architectural design. Pr. 140. Not offered every year.
- 335 Painting II (2:1:3).** Studio course; substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 or 232.
- 337 Painting III (2:1:3).** Continuation of 335. Pr. 335.
- 343 Techniques of Structures (4:2:6).** Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials. Pr. 199, 240.

- 345 Three Dimensional Design (2:1:3).** Development of three dimensional systems as objects and as environments. Pr. 10 s.h. of studio art including 140.
- 346 Kinetic Design (2:1:3).** Motion and time sequence in two dimensional and three dimensional design. Pr. 10 s.h. hours of studio art including 140.
- 347 Color Theory (2:1:3).** Major color theories and systems. Projects using properties of color in pigment, transparencies and projected light. Pr. 140.
- 348 Design in Metals (2:1:3).** Basics of welding and other metal assembly techniques. Basic welding will include the operation of an oxy-acetylene welder and the execution of basic welding skills. Other metal working techniques will include arc welding, forging and mechanical assembly of metals. Pr. 140 and 240.
- 352 Moldmaking (2:1:3).** Materials and techniques of rigid and flexible molds.
- 353 Casting Metal (2:1:3).** Investing, pouring and finishing metal casting. Pr. 352.
- 355 Sculpture II (2:1:3).** Sculptural and plastic problems encountered in various sculptural media. Pr. 150.
- 356 Sculpture III (2:1:3).** Continuation of 355. Pr. 355.
- 360 Art Education Practicum I, II (1:0:2),**
361 (1:0:2). Professional objectives and working conditions of the art teacher presented in lectures, readings and pre-student teaching experiences. A prerequisite for 465. Normally taken in junior year. Pr. junior standing. Grade: pass/not pass.
- 363 Curriculum and Teaching Methods in the Elementary School (3:2:2).** Aims and the philosophy of art education in elementary school. Pr. 140 or 190. Special section for art majors only will be offered in the fall. Pr. for art majors 360, 361. (Count as Art credit.)
- 365 Curriculum and Teaching Methods in the Secondary School (3:2:2).** Aims, philosophy and curricula of art education in the secondary school; the selection, preparation and use of teaching materials. Pr. 18 semester hours of art, 360, 361. (Count as Art credit.)
- 371 Fiber Crafts II (2:1:3).** Continuation of 271. Advanced loom techniques including pattern drafting. Pr. 271 or consent of the instructor.
- 372 Experimental Course: Fibers — Surface Design (2:1:3).** Techniques and design principles for embellishing the fabric surface through the use of applied color and fabric manipulation. Includes fabric printing and dyeing. Pr. 240 or 347 or special permission of instructor.
- 373 Applied Design (4:2:6).** Sources of and approaches to applied design with common materials such as wood, metal, fibers, paper and leather. Pr. 199, 105, 140.
- 375 Metal Crafts II — Enameling (2:1:3).** Techniques of enamel on metal including formation and preparation of metal base. Pr. 275.
- 381 Ceramics II (2:1:3).** Wheel thrown forms; glazing and decorating techniques. Pr. 281 or consent of instructor.
- 382 Ceramic Glaze Techniques (2:1:3).** Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. Pr. 281.
- 385 Photography II (3:1:6).** Special techniques including those used in research laboratory; work with special types of film. Students must purchase



- films and papers. Pr. 285 or portfolio and permission of instructor.
- 386 Motion Photography II (2:1:3).** Intermediate course in motion photography requiring planning and execution of a complete film involving advanced techniques of animation and rephotographing/printing. Pr. 286. Not offered every year.
- 398, Independent Studio III, IV (2), (2).**
- 399** Open only to art majors. Required of BFA Art Majors except those in the Art Education I concentration. Student encouraged to develop working habits and methods consistent with his intentions as an artist. Occasional criticism or conferences with a selected faculty member as needed. Pr. junior standing and admission approved by submitting a portfolio at end of sophomore year or end of first semester of classes for junior transfers, 199.
- 402 Greek Art (3:3).** Architecture, sculpture and vase painting, from ca. 1000 B.C. to the end of the Hellenistic period. Pr. 303 or senior standing with consent of the instructor. (H). Offered in alternate years.
- 403 Early Medieval Art (3:3).** Early medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic) Carolingian, Ottonian and Anglo-Saxon works. Pr. 304 or senior standing and instructor's approval. (H). Offered in alternate years.
- 404 Romanesque Art (3:3).** Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D. including architecture and all other media. Pr. 303 or senior standing and instructor's approval. (H). Offered in alternate years.
- 405 Gothic Art (3:3).** Art in Europe from ca. 1160 to ca. 1400; architecture, sculpture, manuscript illumination and mural painting. Pr. senior standing and consent of instructor or 303 or 404. (H). Offered in alternate years.
- 406 Italian Renaissance Art (3:3).** Art in Italy from ca. 1410 to ca. 1520: painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H). Offered in alternate years.
- 407 Northern Renaissance Art (3:3).** Art in Europe north of the Alps from circa 1400 to circa 1560. Painting and graphic arts emphasized. Pr. 305 or junior standing and consent of the instructor. (H).
- 408 Baroque Art (3:3).** Seventeenth Century art in Europe: painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H). Offered in alternate years.
- 409 American Art (3:3).** Historical development of European derived art in the United States including the colonial period. Painting and architecture emphasized. Pr. 306 or senior standing. (H). Not offered every year.
- 410 Later Nineteenth Century Painting and Sculpture in Europe (3:3).** Painting and sculpture from ca. 1850 to ca. 1890. Emphasis on developments in France. Pr. 306 or junior standing and consent of the instructor. Offered in alternate years.
- 411 Early Twentieth Century Art in Europe (3:3).** Painting and sculpture in Europe from ca. 1900 to World War II. Pr. 306 or junior standing and consent of the instructor. Offered in alternate years.
- 412 Twentieth Century Art of the United States (3:3).** Emphasis on painting and sculpture, since World War II. Pr. 306 or senior standing (H).

- 413 Sculpture of Tribal Africa (3:3).** Tribal styles by geographical location with a consideration of the evidence of historical continuities. Pr. junior standing. (H). Not offered every year.
- 428 Etching II (2:1:3).** Continuation of 228. May be repeated for credit with consent of the instructor or department head. Pr. 228.
- 429 Lithography II (2:1:3).** Continuation of 229. May be repeated for credit with consent of the instructor or department head. Pr. 229.
- 435 Portrait Painting (2:1:3).** Figure painting from clothed model with special consideration of the problems of likeness and characterization.
- 439 Rendering (2:1:3).** Special techniques and pictorial schemes appropriate to rendering architectural and product subjects. Pr. 222, 223.
- 444 Costume Design (4:2:6).** Problems characteristic of professional practice of costume design. For advanced design students. Pr. 12 s.h. of design and fiber crafts courses (40's and 70's series) and 4 s.h. from the following: 150, 221, 321. Not offered every year.
- 446 Advertising Design (4:2:6).** Problems characteristic of the professional practice of advertising design. For advanced students. Pr. 12 s.h. of design courses (40's series), 222, 223, 285, 439 (may be taken simultaneously). Not offered every year.
- 448 Interior Design (4:2:6).** Problems characteristic of the professional practice of interior design. For advanced students. Pr. 12 s.h. of design courses (40's series), 222, 223, 439 (may be taken simultaneously). Not offered every year.
- 465 Student Teaching (6:1:0).** Supervised student teaching at elementary and secondary school level. Pr. senior standing with a 2.2 average, Education 450, Art 363, 365. Certificate requirement for art education students. Students must apply for Student Teaching in the spring semester preceding the year in which 465 is taken. (Count as Education credit.) Offered during spring semester.
- 471 Fabric Enhancement (4:2:6).** A studio course including various aspects of fabric enhancement. Students will learn to change fabric surface and structure through such techniques as fabric dyeing, including resist processes; fabric printing; addition of fiber to fabric, including stitchery and hooking; addition of fabric to fabric, including applique, reverse applique and fabric collage. Pr. 240, 271, 371 or permission of instructor.
- 481 Ceramics III (2:1:3).** An advanced course in ceramics with the emphasis on the entire ceramic process: preparation of clay body and glazes, forming and bisque and glaze firing. Pr. 281, 381.
- 485 Experimental Course: Advanced Photography (3:1:5).** A course designed to instruct students (with some prior knowledge of photography) options that are available in the making of photographs from the beginning to the completed stage. Pr. portfolio of photographs and permission of instructor.
- 491 Senior Studio Seminar (2:2).**
- 493-494 Honors Work (3:1:6)-(3:1:6).**
- 496 Special Problems, Studio (2).** Independent studio work adjusted to needs and interests of individual student. To be counted as Independent Study only with permission of department head.



- 497 Special Problems, Art History and Criticism (3:3).** Directed program of reading or research. Pr. recommendation of the instructor and either 15 semester hours of art history and criticism or approval of department head.
- 498, 499 Independent Studio V, VI (4), (4).** Continuation of 399. Students are expected to carry out a consistent sequence of work that demonstrates a high level of technical accomplishment and self-motivation. In conception the work should demonstrate a standard of maturity consistent with superior undergraduate standards. Restricted to Art majors. Pr. 199, recommendation of two faculty members and department head.

Course for Advanced Undergraduates and Graduates

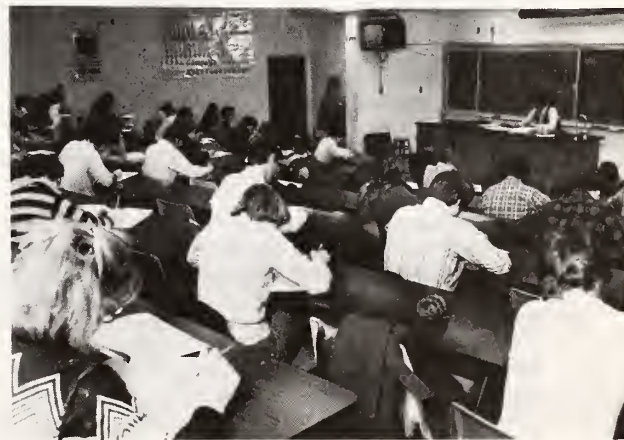
- 581 Painting (4:1:8).** Theories, methods and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.

Courses for Graduates

- 569 Studio Problems (3:3).**
603 Motion and Art (3:3).
604 Medieval Sculpture (3:3).
605 Medieval Painting (3:3).
607 The Portrait (3:3).
608 History Painting (3:3).
609 The Monument (3:3).
612 Expressionism (3:3).
618 A Study of the Artist (3:3).
626 Woodcut and Wood Engraving (3:1:6).
628 Etching (3:1:6).
631 Design (3:1:6).

- 635 Portrait Painting (4:2:6).**
642, 660, 664 Drawing and Painting (3:1:6), (3:1:6), (3:1:6).
649 Italian Renaissance Painting (3:3)
650 Northern Renaissance Painting (3:3).
651 Lithography (3:1:6).
652 The Teaching of Art from Vasari to Albers (3:3).
654 Art Education (3:3).
655, 656 Sculpture (2:1:3), (2:1:3).
657, 658 Sculpture (4:2:6), (4:2:6).
659 Studio Problems, Sculpture (4).
687, 688 Painting Research Seminar (3:3), (3:3).
690 Experimentation and Analysis — Painting and the Graphic Arts (3:1:6).
699 Thesis (2 to 6).
800 Graduate Registration.
801 Graduate Registration.

Basic Business Teacher Certification — See Business and Distributive Education.



Biology—Department of

(312-C Life Sciences Building./College of Arts and Sciences)

Bruce M. Eberhart (1963), Professor and Head of Department/B.A., San Jose State College/Ph.D., Stanford.

Laura G. Anderton (1948), Professor/B.A., Wellesley College/M.S., Brown/Ph.D., U.N.C. at Chapel Hill.

William K. Bates (1966), Professor/B.A., Ph.D., Rice.

Robert E. Cannon (1972), Associate Professor/B.A., Earlham College/M.S., Ph.D., Delaware.

Brenda L. Craig (1969), Teaching Assistant/B.S., UNC-G. Part-time.

John S. Curtis (1971), Instructor/B.A., Guilford College/M.A., UNC-G.

Linda N. Curtls (1974), Instructor/B.A., M.A., UNC-G. Part-time.

Lois J. Cutter (1963), Assistant Professor/B.A., M.S., Ph.D., Michigan.

Virginia Beatrice Gangstad (1939), Associate Professor/B.A., M.A., Ph.D., Illinois.

Robert E. Gatten, Jr. (1978), Assistant Professor/B.S., M.A., College of William and Mary in Virginia/Ph.D., Michigan.

Herbert T. Hendrickson (1968), Associate Professor/B.S., Ph.D., Cornell.

Howard N. Jacobson (1978), Professor, School of Home Economics and Department of Biology/B.S., B.M., M.D., Northwestern. Part-time.

Elizabeth P. Lacey (1978), Assistant Professor/B.A., Colorado/M.S., Ph.D., Michigan.

Paul E. Lutz (1961), Professor/B.A., Lenoir Rhyne College/M.S., Miami/Ph.D., U.N.C. at Chapel Hill.

Edward McCrady III (1964), Associate Professor/B.S., University of the South/M.A., Ph.D., Virginia.

Ralph M. Morrison (1960), Associate Professor/B.S., College of William and Mary in Virginia/Ph.D., Indiana.

Richard K. Morse (1974), Assistant Professor/A.B., Johns Hopkins/Ph.D., Case Western Reserve.

Odessa R. Patrick (1958), Instructor/B.S., N.C. A & T State/M.A., UNC-G.

Hollis J. Rogers (1947), Associate Professor/B.S., Murray State/M.S., Kentucky/Ph.D., Duke. First semester, 1978-79.

Sarah Sands (1958), Assistant Professor/B.S., Salem College/M.T., Bowman Gray/M.S., Tennessee.

Lucile J. Shepard (1969), Instructor/B.S., Syracuse/M.A., UNC-G.

Robert H. Stavn (1971), Associate Professor/B.A., San Jose State College/M.S., Ph.D., Yale.

Yvonne C. Washburn (1976), Instructor/B.A., UNC-G.

James F. Wilson (1964), Professor/B.S., Southern Illinois/M.S., Iowa State/Ph.D., Stanford.

The Department of Biology has been in existence for over 80 years at UNC-G. Together with a very active undergraduate biology program, the department also offers the Master of Arts degree. The degree of Master of Education is also available through a cooperative program with the School of Education.

In 1971 the Biology wing of the Life Sciences Building was completed, and this structure allows both expanded teaching opportunities and a continually growing commitment to scientific research.

In addition to the preparation of professionals in biology, the department seeks to provide students with an appreciation of living organisms and their environments. This knowledge should aid in the quest for solutions to the problems faced by humanity.

BIOLOGY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Department offers a full range of courses leading to the B.A. degree. Individual programs can be arranged around the required core of courses taken by all majors. These programs may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology and interpretive biology. Research is emphasized and is a major component of faculty activity. Both study and laboratory facilities are available to advanced undergraduates.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.

2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than biology, from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

1. Chemistry 351, 352, 354 or 321, 322.
2. Mathematics 191 or 571.
3. Physics 101, 102.

Electives

Electives sufficient to complete total semester hours required for degree.

Biology/courses

Courses for Undergraduates

- 101 Principles of Biology (3:2:3).** Emphasis placed on philosophical basis of science, molecular and cellular basis of life, ecological principles, evolution by means of natural selection and diversity of living things. Audio-tutorial laboratory. (NSM).
- 102 Principles of Biology (3:2:3).** Basic coverage of cellular and organismic reproduction, patterns of inheritance, development, evolution and maintenance of homeostasis. Audio-tutorial laboratory. (NSM).
- 105 Major Concepts of Biology (3:3).** Introduction to the major ideas of living things including composition, reproduction, genetics, evolution, energetics and ecology. Emphasis will be placed on the derivation of these ideas. Not a prerequisite for upper level courses in place of 101, 102. (NSM).
- 222 Plant Morphology (3:2:3).** Plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat and probable phylogenetic relationships. Pr. 101, 102. (NSM).

Major Requirements

All majors are required to complete Biology 101 and 102 or their six semester hour equivalent (determined by transfer credit or by department committee).

In addition to Biology 101, 102, majors are required to complete 24-36 semester hours in biology. Included in these hours above the 100 level, all majors are required to take a minimum of **five** courses selected from five of the six categories.

1. Cell and Biochemistry: Biology 355, 535, 581.
2. Development: Biology 353, 554.
3. Diversity: Biology 222, 241, 570.
4. Ecology: Biology 301.
5. Genetics and Evolution: Biology 592.
6. Physiology: Biology 277, 324.

Related Area Requirements

In addition to 24-36 hours in biology, majors are required to take the following cognate courses or their approved equivalents:

1. Chemistry 111, 111L and 114, 114L.
2. Mathematics 121.

The department highly recommends the following courses in addition to the required cognates:

- 231 The Human Environment (1:1).** Human ecology with special emphasis on pollution and the population explosion as they threaten man's future. Causes and cures of major aspects of human ecology covered, but special attention given to biological principles. Grade: pass/not pass.
- 241 Invertebrate Zoology (4:3:3).** Major invertebrate groups with emphasis on ecology, physiology, evolution and structural adaptations of representative types. A weekend coastal field trip is required. Pr. 101, 102. (NSM).
- 271 Mammalian Anatomy (4:3:3).** Human anatomy with study of skeletons, models and anatomical preparations. Includes dissection of cat. Pr. 101, 102. (NSM).
- 277 Mammalian Physiology (4:3:3).** Human physiology with emphasis on homeostatic mechanisms. Pr. 101, 102, high school chemistry with a grade of C or better. (NSM).
- 283 Introduction to the Profession of Medical Technology (1:1).** A general survey of the field of medical technology without methodological or theoretical details. Topics include professional ethics, certification and registration procedures, program accreditation and evaluation, specialization possibilities, work and career advancement opportunities.
- 301 Principles of Ecology (3:3).** An introduction to the fundamentals of ecology. Principles relating to populations, communities and ecosystems will be stressed. Particular emphasis will be placed on the many dimensions of interdependence within ecosystems. Pr. 101, 102. (NSM).
- 321 Floriculture (3:3).** Practical aspects of plant anatomy and physiology applied to growth and care of domestic plants, including propagation methods, soil requirements and the control of plant diseases. Basic principles of landscape emphasized with demonstrations and field trips.
- 324 Plant Physiology (3:2:3).** Physiological processes involved in plant growth and behavior including effect of environmental factors. Pr. 101, 102 or Chemistry 114, 114L. (NSM).
- 333 Natural Science (3:2:3).** General course to cultivate interest and understanding of natural environment with field study of natural sites. Overnight trips required.
- 353 Vertebrate Morphogenesis (4:3:4).** Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of stages of embryonic development. Pr. 101, 102. (Formerly 253).
- 355 Cell Biology (3:3).** A study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics and metabolism are studied in relation to cellular structure, membrane function, cell movement and cytoplasmic compartments. Pr. 101, 102 and Chemistry 114 or equivalents. (NSM).
- 372 Histology and Microtechniques (3:1:6).** A study of microscopic anatomy of mammalian tissues and organs with emphasis on correlating structures visible under the light and electron microscopes with their functions. Includes histological techniques and tissue culture techniques useful in biological research and medicine. Pr. 271, 353 or consent of instructor. (NSM).



- 380 Fundamentals of Microbiology (3:2:4).** General survey of microorganisms with special emphasis on microorganisms that cause disease in man. Credit cannot be obtained for this course and 581 and 582. Pr. 101, 102 and/or general chemistry. Suggested for nursing majors.
- 383 Introduction to Clinical Pathology (3:2:4).** An introduction to the profession of medical technology, including major divisions within the field of laboratory medicine. Lectures describe tests to evaluate organ systems, basic pathophysiology-producing abnormalities and evaluation of clinical procedures. Laboratories emphasize basic concepts and evaluation of results of tests discussed in lecture. Pr. 101, 102 and Chemistry 114.
- 493- Honors Work (3:3)-(3:3).**
- 494**
- 499 Biological Problems (1 to 3).** Individual studies in biological research. Laboratory work and reading guided by regular conferences with instructor in charge. Problems planned with director of undergraduate biology research during the fall semester. Times by arrangement. May be repeated for up to 6 hours credit with departmental permission.

Courses for Advanced Undergraduates and Graduates

- 501 Microscopy and Photomicrography: Theory and Technique (3:1:6).** Principles and uses of the modern optical microscope. Theory and techniques in brightfield, phase-contrast, fluorescence microscopy and photomicrography. Pr. 101, 102; elementary physics recommended; consent of instructor.

- 506 Field Botany (3:3 weeks camping, summer).** A field course in plant biology to be studied while camping in the major ecological habitats of North Carolina. Pr. advanced standing in biology or special skills, permission of instructor.
- 520 The Development of Modern Concepts in Biology (3:3).** Historical approach to great concepts in biology. Pr. permission of the instructor. Not offered every year.
- 524 Introduction to Plant Systematics (3:2:3).** An introduction to the classification of plants, local flora and principles of evolution as they relate to plant species. One to three optional field trips. Pr. 101, 102. (NSM).
- 525 Plant Histology and Anatomy (3:2:3).** Preparation of plant materials for microscopic study and origin, differentiation and organization of plant tissues. Pr. 222, 324. (NSM). Not offered every year.
- 527 Terrestrial Plant Ecology (3:2:3).** The application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. Pr. 301. (NSM).
- 528 Microbial Ecology (3:3).** Selected topics in microbial ecology. Emphasis on interspecific relationships of microorganisms with reference to current pollution problems. Pr. 301, 581 or equivalent.
- 529 Aquatic Ecology (3:2:3).** Aquatic organisms and environments with emphasis on physiochemical description of environment and basic principles of population and community ecology. Pr. 101, 102; 241, 301, 324 and Chemistry 114 are desirable. (NSM).



- 535 General Biochemistry (3:3).** Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins and hormones; energy metabolism; enzymatic catalysis. Pr. Chemistry 205 or 352. (NSM).
- 536 Topics in Biochemistry (3:3).** Selected biochemical topics such as protein biosynthesis; thermodynamics of biological systems; cellular regulatory processes, mechanisms of enzymatic catalysis; chemistry of nucleic acids and proteins. Pr. 535 and permission of the instructor. (NSM).
- 538 Radiation Biology and Radiotracer Methods (4:3:3).** Characteristics of ionizing radiation and uses of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection. Laboratory work emphasizes liquid scintillation methods and processing of these data. Pr. permission of instructor. (NSM).
- 545 General Biochemistry Laboratory (1:0:3).** Experimental work designed to complement lecture material of Biology 535. Pr. 535. (May be taken concurrently.) (NSM).
- 546 Advanced Biochemistry Laboratory (2:0:6).** Experimental work relevant to current biochemical research. Independent work and experimental design emphasized. Pr. 545 and permission of instructor. (NSM).
- 549 Coordinating Course: Problems in Biology (3:3).** Current problems in biological sciences. Students make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments.
- 554 Experimental Embryology (4:2:6).** Basic principles of development studied in lecture, laboratory and seminar. Experiments on fertilization, cleavage, gastrulation, regeneration and transplantation in sea urchin, frog and chick. Includes fertilization, gene activation, in development, differentiation, growth, regeneration, wound healing. Pr. 101, 102, 353 or permission of the instructor. (NSM).
- 570 Natural History of Vertebrates (3:2:3).** Classification, identification and phylogeny of all classes of vertebrates, with field work. Pr. 101, 102. (NSM).
- 572 Vertebrate Endocrinology (3:3).** The study of the vertebrate endocrine system and its subsequent effects on homeostasis. The mechanisms of hormonal production, transport and action will be examined at organ, tissue, cellular and biochemical levels. Pr. 101, 102, 277; 353 and 535 or equivalent strongly recommended.
- 575 Physiology of Activity (3:2:3).** Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277.
- 577 Mammalian Physiology (3:2:3).** Function and control of mechanisms of vertebrate animals with laboratory techniques in physiology. (NSM).
- 578 Cellular Physiology (3:2:3).** Nutritional, response, growth and reproduction activities of animal cells, plant cells and microorganisms. (NSM). Not offered every year.
- 579 Environmental Physiology (4:3:3).** The physiological responses of invertebrates and vertebrates to environmental changes. Effects of temperature, gas exchange and transport, circulation and



salt and water regulation. Laboratory reports. Pr. 277 or 577.

- 581 General Microbiology (4:3:4).** Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101, 102, Chemistry 114, 114L (351, 352 recommended). (NSM).
- 582 Pathogenic Bacteriology (4:3:4).** The study of pathogenic microorganisms and their relation to disease processes in man. Pr. 581.
- 583 Virology (3:3).** Selected topics in virology. Emphasis upon new trends in the study of animal, plant and bacterial viruses at both molecular and cellular levels. Pr. 581 or permission of instructor; genetics and biochemistry recommended.
- 584 Immunology (3:2:4).** Principles of immunology and serology with laboratory applications. Pr. 581. Not offered every year.
- 586 Cytogenetics (3:3).** Classical cytogenetics and recent findings in mammalian cytogenetics particularly as related to medical genetics. Includes chromosomal origin of certain birth defects and mechanism of gene action in development. Pr. 101, 102, 592. Not offered every year.
- 592 Genetics (3:3).** Mendelism and modern trends in genetics. Pr. 9 hours of biology or permission of the instructor.
- 595 Advanced Genetics (3:3).** Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular and microbial genetics with reference to implications these systems have for genetic mechanisms of higher animals and plants. Pr. general genetics course or its equivalent.

○ Courses for Graduates

- 611 Seminar in Ecology (3:3).**
- 614 Seminar in Developmental Physiology of Insects (3:3).**
- 621 Seminar in Biochemical Genetics (3:3).**
- 633 Seminar in Biochemistry (3:3).**
- 641 Seminar in Mammalian Cytogenetics (3:3).**
- 644 Seminar in Evolution and Systematics (3).**
- 681 Advanced Studies in the Biochemical Literature (3:3).**
- 682 Current Topics in Plant Physiology (3:3).**
- 683 Problems in Animal Physiology (3:3).**
- 684 Morphogenetic Processes in Development (3:3).**
- 685 Current Topics in Development (3:3).**
- 686 Advanced Problems in Animal Morphology (3:3).**
- 687 Advanced Topics in Genetics (3:3).**
- 688 Seminar on Biochemical Systematics (3:3).**
- 689 Advanced Topics in Animal Ecology (3:3).**
- 690 Advanced Problems in Plant Ecology (3:3).**
- 691 Current Topics in Cytogenetics (3:3).**
- 692 Current Topics in Microbiology (3:3).**
- 695 Techniques in Biological Research (3:2:3).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Business Administration—Department of

(228 Curry Bldg./School of Business and Economics)

- Joseph E. Johnson** (1969), Professor and Head of Department/B.A., U.N.C. at Chapel Hill, M.B.A., D.B.A., Georgia State.
- Sheldon D. Balbirer** (1974), Assistant Professor/B.S., Carnegie Mellon/Ph.D., U.N.C. at Chapel Hill.
- John W. Blasingame** (1977), Assistant Professor/B.A., Oklahoma/M.B.A., Ph.D., Houston.
- Robert S. Cline** (1976), Professor/B.S., M.B.A., Syracuse/Ph.D., Pennsylvania.
- Lee D. Dahringer** (1977), Assistant Professor/B.S., Western Kentucky/M.B.A., Missouri at Columbia/Ph.D., Colorado.
- George B. Flanigan** (1973), Associate Professor and Associate Director, Center for Applied Research/B.S., Illinois at Chicago/Ph.D., Iowa.
- Hunter H. Galloway, III** (1974), Instructor/B.S., J.D., U.N.C. at Chapel Hill. Part-time.
- Dwight L. Gentry** (1970), Professor and Director, MBA Program/B.A., Elon College/M.B.A., Northwestern/Ph.D., Illinois.
- James R. Glenn, Jr.** (1978), Associate Professor/B.A., Davidson College/M.A.R., Yale/Ph.D., Stanford.
- William A. Hailey** (1976), Assistant Professor/B.B.A., Mississippi/M.B.A., Loyola of Chicago/M.B.A., Wake Forest. Chicago/D.B.A., Kentucky.
- Robert N. Hunter, Jr.**, (1976), Instructor/A.B., J.D., U.N.C. at Chapel Hill. Part-time.
- Kevin M. Lebensburger** (1977), Instructor/B.S., M.S., Miami. Part-time.
- Taylor E. Little, Jr.** (1977), Instructor/B.S., M.S., Georgia Institute of Technology.
- Mary E. McSwain** (1978), Instructor/B.S., Wake Forest/M.B.A., UNC-G.
- J. Gaylord May** (1979), Visiting Associate Professor/B.S., Wofford College/M.A., Ph.D., Virginia. Part-time, second semester 1978-79.
- Terry W. Mullins** (1976), Assistant Professor/B.A., Raymond College/M.B.A., Ph.D., Houston.
- Malcolm L. Myers, Jr.**, (1975), Assistant Professor/B.A., N.C. State/J.D., Emory.
- Walter P. Neely** (1976), Assistant Professor/B.S., M.B.A., Mississippi State/Ph.D., Georgia.
- Mary K. Nicholson** (1976), Visiting Assistant Professor/A.B., U.N.C. at Chapel Hill/J.D., Wake Forest.
- Thomas A. Petit** (1975), Professor/B.A., California at Berkeley/M.B.A., Stanford/Ph.D., California at Berkeley.
- J. Wilson Rogers** (1979), Instructor/B.S., High Point College/M.B.A., Northwestern. Part-time, second semester 1978-79.

- Kalyan Singhal** (1978), Visiting Associate Professor/B.S., Indian Institute of Technology/M.B.A., D.B.A., Kent State.
- William L. Tullar** (1973), Associate Professor and Director, Undergraduate Program/B.A., Wesleyan/Ph.D. Rochester.
- James K. Weeks** (1976), Assistant Professor/B.A., Methodist/M.B.A., East Carolina/Ph.D., South Carolina.
- Tony R. Wingle** (1976), Assistant Professor/B.A., Guilford College/M.S.B.A., UNC-G/D.B.A., Kentucky.
- Charles K. Woodruff** (1977), Assistant Professor/B.M.E., N.C. State/M.B.A., U.N.C. at Chapel Hill/M.B.I.S., Ph.D., Georgia State.

The Department of Business Administration was formed in 1974 as a major division of the School of Business and Economics. In the spring of 1978 it included twenty-five full and part-time faculty members as well as over 700 undergraduate and 300 graduate majors. Expansion of the department has been rapid in response to continuing student demands and the needs of modern society.

The department offers programs of study leading to the Bachelor of Science degree and the Master of Business Administration (MBA) degree. Course offerings cover the disciplines of finance, insurance, management, marketing and quantitative methods with limited offerings in business law and computing.

The objective of the undergraduate major in business administration is to prepare liberally educated students with a sound understanding of managerial functions for career opportunities in a wide range of private and public organizations. All students majoring in business administration are expected to acquire a strong foundation in English, mathematics (through calculus) and the social and behavioral sciences. Further study in the required courses for the major provides a general understanding of the managerial functions. Students who desire a greater specialization in one or more disciplines may achieve this through the careful selection of electives. All students should consult with a faculty adviser early in their academic career at UNC-G.

Students interested in the MBA program should consult the Graduate School Catalog or Professor Dwight Gentry, Director.

BUSINESS ADMINISTRATION MAJOR (Bachelor of Science)

Required: 122 semester hours.

Liberal Education Requirements:

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics Area (NSM) to include at least three semester hours in one of the following: biology, chemistry, geography or physics.
4. Two courses, outside the School of Business and Economics, from Social and Behavioral Sciences Area (SBS).
5. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas or in an elementary foreign language.

Note: Work taken to satisfy Nos. 2, 3, 4 and 5 above or in other portions of the student's program must include Mathematics 191, Psychology 221, Sociology 211 and 3 additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

1. Business Administration 310, 312, 320, 330, 340, 360, 491.
2. Business Administration electives above the 100 level of not fewer than 6 semester hours or more than 15 semester hours.

Related Area Requirements

1. Business & Distributive Education 234.

2. Accounting 201, 202.
3. Economics 201, 202, 345, 350.
4. One of the following courses: Economics 327, 346, 370, 419, 518, 523, 527, 530, 534, 552, 560.

Electives

Electives sufficient to complete total semester hours required for the degree.

Business Administration/ courses

Courses for Undergraduates

- 235 Introduction to Digital Computer Programming (3:3:1).** Beginning course in computer programming using higher level programming languages (FORTRAN and/or PL/1). Includes topics in basic machine organization, problem formulation, numerical methods and applications in business, statistical and data manipulative procedures. Pr. Mathematics 119 or equivalent.
- 300 The Management of Personal Finances (3:3).** Personal budgeting and accounting; borrowing money; buying on credit; personal income tax returns; saving and the wise investing of savings; insurance; home ownership. May not be taken for credit toward a major in business administration and economics but must be counted toward maximum permissible hours in the school.
- 310 Principles of Management (3:3).** Management and administration as a process of coordination for accomplishing social, organizational and individual goals. Effective decision making, planning, organizing, leadership

- and control. The social role of organizations and management. Pr. Psychology 221, Sociology 211.
- 312 Human Behavior in Business Organizations (3:3).** Businesses as a generic class of organizations. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations. Pr. 310. (SBS). (Formerly 490).
- 314 Industrial and Organizational Psychology (3:3).** An introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training and organizational determinants of employee behavior. Pr. Psychology 221 or 223. Same as Psychology 314. (Formerly 404).
- 320 Principles of Marketing (3:3).** General survey including marketing decision-making and models, buyer behavior, channels of distribution and marketing research. Topics treated from a managerial viewpoint. Pr. Economics 350 and 202. (Formerly 420).
- 330 Legal Environment of Business I (3:3).** An introduction to the American legal system, court structures and legal decision making. Consideration of alternative methods available for the resolution of disputes and basic aspects of criminal and tort law as they apply to the business environment. Examination of the general principles relating to the law of contracts, agency and employment, along with consideration of social and political influences as they affect these matters. (Formerly 431).
- 331 Legal Environment of Business II (3:3).** Consideration of the general principles of the law of sales, commercial paper and secured transactions as parts of the Uniform Commercial Code. Examination of the alternative forms of business organizations, including partnerships, corporations and sub-chapter corporations. General principles of property law, both personal and real. An introduction to creditor's rights, consumer law and bankruptcy. Pr. 330. (Formerly 432).
- 340 Business Finance (3:3).** Financing the American business firm: corporate form, financial structure and financial requirements. Economic, social and legal environment and governmental regulation of business financing. Pr. Accounting 202 and Economics 202. (Formerly 415).
- 360 Production Management (3:3).** A survey course on the management of the production function of the organization with emphasis on design and control decisions. Qualitative and quantitative problem-solving methodologies will be presented to enhance managerial competence in the production function of manufacturing and service organizations. Pr. Economics 350. (Formerly 451—**Production Management**).
- 370 Principles of Risk and Insurance (3:3).** Interdisciplinary approach to fundamentals of risk and insurance, selected insurance coverages, risk and public policies. Intended for student interested in role of risk and insurance in personal and business environment. (Formerly 470).
- 421 Promotion Management (3:3).** Discusses the promotion process and decision



- criteria for making promotion management decisions. Emphasis on the behavioral and communicative aspects of advertising, personal sales and other promotional tools from a management decision-making viewpoint. Pr. 320 or consent of instructor.
- 422 Fundamentals of Marketing Research (3:3).** Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention given to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results. Pr. 320 and Economics 350.
- 430 Quantitative Business Analysis (3:3).** A survey course of the current management science techniques for business and economic decision making. Topics covered include decision making under risk, decision making under uncertainty, linear programming, waiting line theory, network models, forecasting and simulation. Pr. Mathematics 191, Economics 201, 350. (Formerly 355).
- 441 Financial Institutions and Markets (3:3).** Role of financial institutions in affecting the size and composition of flows of funds within the economy. Institutions as influences on economic stability and economic growth. Capital and money markets and interest rate determination. Pr. Economics 202. (Formerly 414).
- 442 Advanced Business Finance (3:3).** An advanced course designed to examine financial decision-making in an unstructured environment. Selected topics include patterns of funds requirements, current asset management, long-term financing, strategy, dividend policy, and problems in public issues. Pr. 340. (Formerly 417).
- 443 Investments (3:3).** Investment principles and practices, investment policies, security analysis and the mechanics and mathematics of security purchases. Long and short-term fluctuations of security prices, functions of securities markets and regulatory bodies and individual investment needs. Pr. 340. (Formerly 516).
- 451 Systems Design and Analysis (3:3).** Development of systems solutions involving the digital computer as a tool in business-related problems. Pr. 235 or Business and Distributive Education 535 or equivalent and approval of instructor. (Formerly 540).
- 471 Introduction to Life and Health Insurance (3:3).** A course designed to examine life and health insurance coverages as the primary but not as the exclusive means of treating human life value risks. Pr. 370. (Formerly 472—**Introduction to Life and Health Insurance**).
- 472 Introduction to Property Insurance (3:3).** A course designed to examine the coverages and exclusions found in direct damage contracts. Insurance as well as alternative methods of treating risk are considered. Pr. 370. (Formerly 474).
- 473 Introduction to Liability Insurance (Casualty) (3:3).** A course designed to examine the coverages and exclusions found in liability and multiple line insurance contracts. Pr. 370. (Formerly 476).
- 491 Business Policy and Strategy (3:3).** Capstone case course in top management policy and strategy determination.

Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment. Pr. 312, 320, 330, 340 and 360.

493, Honors Work (3:3), (3:3).

494

499 Problems in Business Administration (3:3). Independent study, research and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester. Open to senior majors or others by consent of instructor.

Courses for Advanced Undergraduates and Graduates

517 Personnel Administration (3:3). Policies and procedures used in obtaining, developing and maintaining an efficient work force: recruiting, selection, training, placement, promotion, transfer and salary administration. Case studies and problem approach. (Formerly 527).

524 Consumer Behavior (3:3). Psychological and socio-economic factors affecting consumer motivation, behavior and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. Psychology 221 or 223 or Business Administration 312 or consent of instructor. Same as Psychology 524. (SBS). (Formerly 534).

535 Personnel Psychology (3:3). Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary

administration, performance appraisal, attitude-morale measurements. Pr. Psychology 221 or 223 or consent of instructor. Same as Psychology 535.

543 Numerical Analysis and Computing (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. Mathematics 293 or consent of Mathematics Department. Same as Mathematics 543.

544 Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students required to present papers on topics involving a substantial programming effort. Pr. 543 or consent of Mathematics Department. Same as Mathematics 544.

Courses for Graduates

600 The Management Process (3:3).

601 Management Systems (3:3).

602 Production and Operations Management (3:3).

604 Behavior of Individuals in Work Organizations (3:3).

605 Seminar in Management Organization Theory (3:3).

606 Motivation and Compensation Systems (3:3).

608 Organizational Development and Change (3:3).

610 Research Methods (3:3).

613 Directed Studies (3).

620 Marketing Management (3:3).

622 Marketing Research (3:3).

630 Financial Management (3:3).

- 631 Security Analysis and Portfolio Management (3:3).
- 632 Capital Markets and Financial Institutions (3:3).
- 634 Advanced Financial Management (3:3).
- 648 Optimization Procedures for Management (3:3).
- 649 Topics in Operations Research (3:3).
- 650 Management Decision-Making under Uncertainty (3:3).
- 654 Managerial Economics (3:3).
- 655 Seminar in Managerial Economics (3:3).
- 656 The Computer As a Research Instrument (3:3).
- 661 Business in the International Economy (3:3).
- 675 Issues and Problems in Industrial Relations (3:3).
- 680 General Insurance (3:3).
- 681 Risk Management (3:3).
- 682 Life and Health Insurance (3:3).
- 683 Property and Casualty Insurance (3:3).
- 684 Life and Health Insurer Management (3:3).
- 685 Property and Liability Insurer Management (3:3).
- 689 Seminar in Leadership Development (6).
- 693 Business Policy (3:3).
- 695 Seminar and Research (3).
- 699 Thesis (3).
- 800 Graduate Registration.
- 801 Graduate Registration.

Business & Community Services—See Home Economics.

BUSINESS AND DISTRIBUTIVE EDUCATION—Department of

(209 Forney Building/School of Business and Economics)

- James W. Crews** (1973), Professor and Head of Department/B.S.E., M.A.E., Florida/Ed.D., Indiana.
- Roscoe Jackson Allen** (1956), Professor and Director of Administrative Computer Center/B.S., Concord College/M.S., Tennessee/Ed.D., Pennsylvania State.
- Richard R. Bennington** (1975), Instructor/B.A., Emory and Henry/M.B.A., Virginia Polytechnic Institute and State University/Ed.D., Georgia. Part-time, first semester 1978-79.
- Ronald A. DiBattista** (1978), Instructor/B.S., M.S., Rhode Island/Ph.D., Arizona State.
- George P. Grill** (1963), Professor/B.S., M.A., Appalachian State/Ed.D., North Dakota.
- Gerald L. Hershey** (1976), Associate Professor/B.S., Shippensburg State College/M.S., Ph.D., Indiana.
- Sarah Wilson Jones** (1952), Assistant Professor/B.S., M.S., UNC-G.
- Richard D. Lidbom** (1976), Instructor/M.B.A., Wake Forest, Part-time, first semester 1978-79.
- Stephen R. Lucas** (1971), Professor/B.S. (Business Administration), B.S. (Distributive Education), M.A., Ph.D., Ohio State.
- Howard A. Maynard, Jr.**, (1977), Assistant Professor/B.S., M.A., Appalachian State/Ed.D., Georgia State.
- Benton E. Miles** (1971), Associate Professor/B.S., M.S., Virginia Polytechnic Institute and State University/Ph.D., Ohio State.
- Robert J. Reavis** (1967), Lecturer and Programmer, Computer Center/B.A., Elon College. Part-time.
- Walter Thies** (1976), Instructor/B.S., U.S. Naval Academy/M.B.A., UNC-G. Part-time.
- Gwendolyn S. Watson** (1975), Assistant Professor/B.S.S.A., M.Ed., Ed.D., UNC-G.

The Department of Business and Distributive Education offers the Bachelor of Science Degree with five alternative concentrations. Two of these concentrations, **merchandising** and **office administration**, are alternatives for students who desire to prepare for employment in retail management and related business operations or in administrative office operations. The three remaining concentrations, **comprehensive business teacher education**, **basic business teacher education** and **distributive teacher education**,

are designed for students who desire to teach business or distributive education subjects in junior and senior high schools.

Double Major. Students double majoring in business and distributive education and another field must meet all of the requirements specified for both majors. The only exception to this rule occurs when each major requires the student to complete substantially equivalent courses in separate departments. Approval of the department head is required in such cases.

In addition, the department offers the Master of Science in Business Education degree for those who teach business and/or distributive education subjects in secondary schools and post-secondary institutions. The **Graduate School Catalog** contains a description of that program.

BUSINESS AND DISTRIBUTIVE EDUCATION MAJOR (Bachelor of Science)

All concentrations in this major require 122 semester hours except the comprehensive business teacher education concentration which might require 123 semester hours if the student is not exempt from at least one semester hour at some point in the program. Practically all majors following that concentration will achieve at least one semester hour exemption and would, therefore, be required to accumulate only 122 semester hours.

Merchandising Concentration

Required: 122 semester hours.

The Merchandising Concentration is intended for students who are interested in employment in retailing and related business operations at the supervisory and management levels.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics Area (NSM) to include at least three semester hours in one of the following: biology, chemistry, geography or physics.
4. Two courses, outside the School of Business and Economics, from Social and Behavioral Sciences Area (SBS).
5. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the three areas above or in an elementary foreign language.

Note: Work taken to satisfy Areas 2, 3, 4 and 5 above or in other portions of the student's program must include Mathematics 191, Psychology 221, Sociology 211 and three additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

Business & Distributive Education 309, 506, 507, 508, 518, 550, and three semester hours approved elective in subject matter area.

Related Area Requirements

1. Accounting 201, 202.
2. Business Administration 310, 320, 330, 340, 360, 491.
3. Business & Distributive Education 234.
4. Economics 201, 202, 350.

Electives

Electives sufficient to complete the total number of hours required for the degree, but



not more than 22 semester hours may be taken in the School of Business and Economics courses.

Office Systems Administration Concentration

Required: 122 semester hours.

The Office Systems Administration Concentration prepares students to assume managerial roles in administrative support operations in business firms. A knowledge of the functional areas of business such as finance, accounting, and management as well as office operations is essential for this concentration.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Merchandising Concentration.

Major Requirements

Option 1 — Administrative Services

Business & Distributive Education 111 or exemption, 112 or exemption, 213, 309, 321 or exemption, 322, 335, 501, 502, 550.

Option 2 — Office Systems

Business & Distributive Education 309, 360, 501, 502, 542, 550, and Business Administration 517.

Related Area Requirements

Same as for Merchandising Concentration.

Electives

Electives sufficient to complete the total number of hours required for the degree but not more than 18 semester hours in Option 1 nor more than 22 semester hours in Option 2 may be taken in the School of Business and Economics courses.

Comprehensive Business Teacher Education Concentration

Required: 122 semester hours except for students who do not receive an exemption of at least one semester hour in some part of the program; those students would be required to accumulate 123 semester hours.

The Comprehensive Business Teacher Education Concentration prepares students to teach all business education subjects in junior and senior high schools in North Carolina. Completion of this concentration qualifies a person to receive a Vocational Business and Office Education teaching certificate.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics Area (NSM) to include at least three semester hours in one of the following: biology, chemistry, geography or physics.
4. Two courses, outside the School of Business and Economics, from the Social and Behavioral Sciences Area (SBS).
5. Four additional courses, from any one, all or combination of the three areas above or in an elementary foreign language.

Note: Work taken to satisfy Areas 2, 3, 4 and 5 above or in other portions of the student's program must include Mathematics 191, Sociology 211, Psychology 221, Economics 201, 202 and three additional semester hours in approved social and behavioral sciences.

Major Requirements

Business & Distributive Education 111 or exemption, 112 or exemption, 213, 309, 321



or exemption, 322, 335, 360, 368, 463, 464, 465, 501, 550, 555.

Related Area Requirements

1. Accounting 201, 202.
2. Business Administration 310, 320, 330, 340, 360, 491.
3. Business & Distributive Education 234.
4. Economics 201 and 202 (included in Liberal Education Requirements), 350.
5. Communication & Theatre 105 (or pass speech test).
6. Education 381, 450, 470.
7. Health 101 or 301.
8. Physical education, two semester hours.

Electives

Electives sufficient to complete the total number of hours required for the degree but not more than two semester hours of electives may be taken in the School of Business and Economics courses.

Basic Business Teacher Education Concentration

Required: 122 semester hours.

The Basic Business Teacher Education Concentration is intended for students who desire to teach all business education subjects except shorthand in junior and senior high schools in North Carolina. Other subjects commonly taught by persons who complete this concentration are accounting, business mathematics, business management, business communications, and introduction to business. Completion of this concentration qualifies a person to receive a Vocational Business and Office Education teaching certificate.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Comprehensive Business Teacher Education Concentration.

Major Requirements

Business & Distributive Education 111 or exemption, 112 or exemption, 213, 309, 360, 368, 463, 464, 465, 550, 555 plus one of the following options:

Option 1 — Accounting

1. Select two courses from the following: Accounting 401, 402, 420, 430.
2. Select one course from the following: Business Administration 235, 300; Business & Distributive Education 501.

Option 2 — Data Processing

1. Business & Distributive Education 361, 501.
2. Select one course from the following: Business Administration 235, 300.

Option 3 — Business Management

1. Business Administration 300.
2. Select two courses from the following: Business Administration 370, 517, 524; Economics 536.

Related Area Requirements

Same as for Comprehensive Business Teacher Education Concentration.

Electives

Electives sufficient to complete the total number of hours required for the degree, but not more than six semester hours of electives may be taken in the School of Business and Economics.

Distributive Teacher Education Concentration

Required: 122 semester hours.

The Distributive Teacher Education Concentration prepares students to teach in the areas of marketing, management, and merchandising in high schools. The demand for teachers in this field exceeds the supply of



available teachers. The concentration described below provides complete and regular Vocational "A" Certification to teach distributive subjects in high school. A student may, however, secure **Provisional Distributive Education Certification** to teach in high school by completing any degree program with the inclusion of five courses approved for that purpose by the Department of Business and Distributive Education.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Comprehensive Business Teacher Education Concentration.

Major Requirements

Business & Distributive Education 309, 458, 465, 469, 506, 507, 508, 518, 550, 555.

Related Area Requirements

Same as for Comprehensive Business Teacher Education Concentration.

Electives

Electives sufficient to complete the total number of hours required for the degree, but not more than ten semester hours of electives may be taken in the School of Business and Economics courses.

Business and Distributive Education/courses

Courses for Undergraduates

- 111 Fundamentals of Typewriting (1:3).** Development of basic typewriting skills as vehicle of communications.
- 112 Intermediate Typewriting (1:3).** Further emphasis on basic typewriting skills with

their application to business letter writing, tabulating, manuscript typewriting; introduction to office production and measurement. Pr. 111 or approved equivalent.

- 213 Problems in Typewriting (1:3).** Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated reports and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or approved equivalent.
- 214 Advanced Problems in Typewriting (1:3).** Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or approved equivalent.
- 234 Principles of Computerized Data Processing (3:3).** Computers and their uses in business applications. Topics include an introduction to computer hardware and software, the nature of quantitative business information and its processing, a survey of programming and an introduction to various programming languages. Examples of data processing systems in common business use are covered.
- 309 Business Communications (3:3).** Analysis and composition of effective business communiques, including both short and formal reports. Stresses the importance of communications to effective management of organizations.
- 314 Business Data (3:3).** Uses, sources, correct interpretation and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing and interpreting elementary statistical material. May not be taken if credit for Economics 350, Psychology 310,

Mathematics 351 or Sociology 319 has been received.

- 321, Shorthand and Transcription (3:5), (3:5).**
322 Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting and English in transcription. Pr. 112 or approved equivalent.
- 335 Administrative Office Operations (4:3:3).** Study of office procedures development and application of business machines to processing workloads in the offices of administrators. Study will include machine communication/transcription procedures, record maintenance, reprographics, word processing, machine calculations in banking, real estate and installment buying. Pr. 112 or equivalent.
- 360 Business Computer Programming: COBOL (3:3).** Development of the COBOL language as a tool for solving business-related problems on digital computers. Systematic techniques for conversion of business problems: problem analysis, and structured programming. Pr. 234 or 535 or approval of instructor. (Formerly 541).
- 361 Business Computer Programming: Assembler (3:3).** Introduction to use of assembly language with emphasis on developing initial programming skill. Pr. 234 or 535 or equivalent. (Formerly 536).
- 368 Principles of Business Education (3:3).** Aims and objectives of business education. Scope and functions of agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy; trends in business education; and findings of research.
- 413 Special Problems in Business and Distributive Education (1 to 3).** Opportunity for students majoring in

business education to work individually on problem of special interest. Work may represent a survey of a given field or intensive investigation of a particular problem. Students should secure recommendation from an instructor and consult the head of the department before registering for the course. Pr. senior or second-semester junior status.

- 423 Secretarial Problems (3:2:2).** Review of Gregg Shorthand. Emphasis on transcription proficiency. Minimum amount of work experience required preceding or during this semester. Pr. 321, 322 or approved equivalent.
- 433 Calculating Machines (2:0:6).** Development of proficiency in use of adding, calculating and posting machines.
- 458 Curriculum and Methods of Teaching Distributive Education (3:3).** The role of the distributive education teacher with respect to curriculum development and instructional methodology. Pr. acceptance into a teacher education program or consent of instructor.
- 463 Teaching Practices and Curriculum in Business Education I (3:3).** Analysis and evaluation of planning instruction; equipment, materials and supplies; teaching strategies for special-needs groups; testing and evaluation; and teaching selected subject-matter areas. Emphasis on teaching typewriting and word processing, data processing, office occupations, accounting or shorthand courses. Required of student teachers in business education. Pr. senior standing.
- 464 Teaching Practices and Curriculum in Business Education II (1:1).** Analysis and evaluation of planning instruction; equipment, materials and supplies; teaching strategies for special-needs



groups; testing and evaluation; and teaching selected subject-matter areas. Emphasis on teaching business communications, business dynamics, business economics, business law, business management and introduction to business. Required of student teachers in business education. Pr. 463.

- 465 Supervised Teaching (6).** Observation, teaching under supervision and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent.
- 469 Organization of Distributive Education Programs (3:3).** Role of distributive education, responsibilities of distributive education teachers and curriculum patterns. Emphasis on conduct of successful distributive education program. Pr. acceptance into a teacher education program or consent of instructor.

Courses for Advanced Undergraduates and Graduates

- 501 Office Systems Administration (3:3).** Analysis of alternative approaches to organization and management of common support systems including word processing, records, etc. Not applicable for credit toward MBA degree. Pr. junior or higher class standing.
- 502 Design of Administrative Support Systems (3:3).** In-depth analysis of factors involved in design of such support systems as word processing, administrative assistance, records, etc., and development of techniques for assessment of support systems productivity. Pr. 501.
- 506 Introduction to Retailing (3:3).** Introductory course in the fundamentals of retail store organization, management and merchandising.
- 507 Merchandise Analysis (3:3).** Study of selected items of nontextile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.
- 508 Operating Problems in Retailing (3:3).** Examination and evaluation of policies and practices in retailing, with emphasis on advertising and sales promotion and their economic significance. Pr. 506 or consent of instructor.
- 518 Advanced Merchandising (3:3).** Merchandise policies, buying, stock planning and control and merchandise pricing. Principles and practices of credits and collections in modern retail stores. Pr. 506 or consent of instructor.
- 535 Electronic Data Processing I—Basic Concepts (3:3).** Introduction to basic computer concepts. Development of understanding in computer programming at the machine language level. Intended primarily for teachers; not open to students with credit for 234 or equivalent.
- 542 Office and Data Systems Analysis (3:3).** Processes and problems involved in analysis of such support systems as word processing, data processing, administrative support, etc. Involves field-based analysis experiences. Not applicable for credit toward MBA degree. Pr. 502.
- 550 Directed Business Practice (1-4:1:3-12).** Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business and distributive education and consent of instructor.

- 555 Coordination of Cooperative Vocational Education Programs (3).** Philosophy, principles, strategies, techniques and procedures for coordination of cooperative occupational education programs. Emphasis on elements common to all areas of cooperative occupational education. Review and analysis of pertinent research. Pr. consent of instructor and evidence of commitment to a career in teaching.
- 597 Survey of Pre-vocational Education (3:3).** Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures. Pr. permission of department head. Same as Home Economics 597.
- 598 Curriculum and Classroom Organization of Pre-vocational Programs (3:3).** Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities and evaluation. Pr. permission of department head. Same as Home Economics 598.
- 599 Selected Topics in Business and Distributive Education (1 to 3).** A study of topics of common interest to those interested in business and/or distributive education. Group discussion and study rather than independent study are emphasized. Generally non-recurring topics are studied. May be repeated for credit if content is changed. Pr. departmental approval.

○ Courses for Graduates

- 605 Business Data Analysis (3:3).**
- 610 Research in Business and Distributive Education (3:3).**
- 611 Analysis of Research (3:3).**
- 612 Field Study (1 to 3).**
- 613 Independent Study in Business and Distributive Education (1 to 3).**
- 614 Testing and Evaluation in Business and Distributive Education (3:3).**
- 615, 616 Seminar in Teaching (1:1), (1:1).**
- 620 Major Issues in Business and Distributive Education (3:3).**
- 624 Administration and Supervision in Business and Distributive Education (3:3).**
- 625 Curriculum Problems in Business and Distributive Education (3:3).**
- 629 The Instructional Program in Vocational Office Education (3:3).**
- 630 Instructional Program in Basic Business (2:2).**
- 631 Instructional Program in Bookkeeping (2:2).**
- 633 Principles and Philosophy of Vocational Business and Distributive Education (2 or 3).**
- 635 Instructional Program in Gregg Shorthand (2:2).**
- 636 Instructional Program in Typewriting (2:2).**
- 639 Instructional Program in Office Practice (2 or 3).**
- 640 Retail Personnel Problems (3:3).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**



Chemistry—Department of

(221 Petty Science Bldg./College of Arts and Sciences)

- Walter H. Puterbaugh** (1964), Professor and Head of Department/B.A., Ph.D., Duke.
- James C. Barborak** (1972), Associate Professor/B.S., Ph.D., Texas.
- Joseph A. Dilts** (1970), Associate Professor/B.A., Ohio Wesleyan/Ph.D., Northwestern.
- Marguerite N. Felton** (1956), Assistant Professor/B.S., Limestone College/M.A., U.N.C. at Chapel Hill.
- Sherri R. Forrester** (1962), Associate Professor/B.S., Duke/Ph.D., Northwestern.
- John L. Graves** (1966), Assistant Professor/B.A., Oberlin College/Ph.D., Chicago.
- Harvey B. Herman** (1969), Professor/B.S., Polytechnic Institute of Brooklyn/Ph.D., Syracuse.
- John R. Jezorek** (1970), Associate Professor/B.S., Loyola/Ph.D., Delaware.
- Mary Katsikas** (1961), Laboratory Assistant/B.S., UNC-G.
- David B. Knight** (1967), Associate Professor/B.S., Louisville/M.A., Ph.D., Duke.
- Elizabeth McRimmon** (1969), Laboratory Assistant/B.A., UNC-G. Part-time.
- Fritz-Hans Marquardt** (1978), Visiting Assistant Professor/B.S., M.S., Catholic University, Chile/Ph.D., Indiana. Part-time, first semester 1978-79.
- Robert L. Miller** (1968), Professor and Dean of College of Arts and Sciences/Ph.B., B.S., M.S., Chicago/Ph.D., Illinois Institute of Technology.
- Terence A. Nile** (1975), Assistant Professor/B.Sc., M.Sc., D. Phil., Sussex.
- Juel P. Schroeder** (1965), Professor/B.S., North Dakota/Ph.D., Wisconsin.
- Deborah H. Smith** (1976), Instructor/B.A., Duke/M.S., U.N.C. at Chapel Hill.
- Clarence H. Vanselow** (1964), Associate Professor/B.S., M.S., Ph.D., Syracuse.

The goals of the Chemistry Department are to offer high quality undergraduate professional training in chemistry within the framework of a liberal arts curriculum for students who wish to prepare for a career in chemistry or chemically related fields; to offer service courses for students majoring in other areas which require these, such as biology, education, foods and nutrition, mathematics, medical technology, nursing, physics, pre-dental, pre-medical and textile areas; and to offer courses which may

be selected to meet liberal education requirements in the science area.

In line with the latter goal, we believe an understanding of the structure of matter, of the principles governing the testing and validation of experimental data, and of how modern theories of physical phenomena are developed through scientific facts and reasoning should be part of the background of any educated individual.

Students majoring in chemistry may choose to follow programs leading to either the Bachelor of Arts or the Bachelor of Science degrees at the undergraduate level. The Department of Chemistry is included on the list of schools which have been approved by the American Chemical Society (ACS) to offer professional training in chemistry. Students who follow the program outlined under the B.S. degree will be certified to the Society upon graduation as having fulfilled ACS requirements for undergraduate professional training.

One of the special features of our undergraduate program which we particularly emphasize is the opportunity to engage in undergraduate research. The large majority of our majors do so, principally in their junior and senior years.

Students who elect chemistry as a major include, in addition to those planning to enter work directly in chemical industry, those preparing to teach at the secondary or college (after graduate work) level, those preparing for professional training in medicine and dentistry and those who will use their training in chemistry as a background to undertake work in fields such as business, technical sales and textiles, among others. Many of our majors will choose to obtain minors in mathematics, physics, biology or in one of the related fields just noted. In addition to the undergraduate

program, the department offers graduate work leading to the Master of Science or to the Master of Education degree with major in chemistry.

Students seeking **teacher certification** should see Teacher Education Chapter.

CHEMISTRY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Chemistry Major (B.A.), while less specialized than the B.S. program, still provides sound training in chemistry. It offers fine preparation for those planning to enter secondary school teaching, medicine or dentistry or various vocations within chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the B.S. While this program allows a more flexible arrangement of schedules, the student should work closely with his chemistry adviser to be certain that the proper sequence of chemistry and related area courses are taken with regard to the prerequisite requirements.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than chemistry, from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in chemistry above the 100 level.

1. Chemistry 111, 111L, 114, 114L, 231, 233, 242, 351, 352, 354, 371, 461, 463, 501 or 502, 581.
2. At least one additional elective course in chemistry.

Related Area Requirements

1. Mathematics 292.
2. Physics 191, 292.

Electives

Electives sufficient to complete total semester hours required for degree.

CHEMISTRY MAJOR (Bachelor of Science)

Required: 122 semester hours.

The Chemistry Major (B.S.) differs from the B.A. in requiring four additional advanced courses in chemistry. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled Society requirements for undergraduate professional training. German is strongly recommended as the foreign language choice. The sequence in which the required courses are taken is important, and the student should work closely with his chemistry adviser in planning his schedule.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Chemistry major (Bachelor of Arts) as listed above.

Major Requirements

34-42 semester hours in chemistry above the 100 level.

1. Chemistry 111, 111L, 114, 114L, 231, 233, 242, 351, 352, 354, 371, 461, 462, 463, 464, 501 or 502, 532, 542, 581.

Related Area Requirements

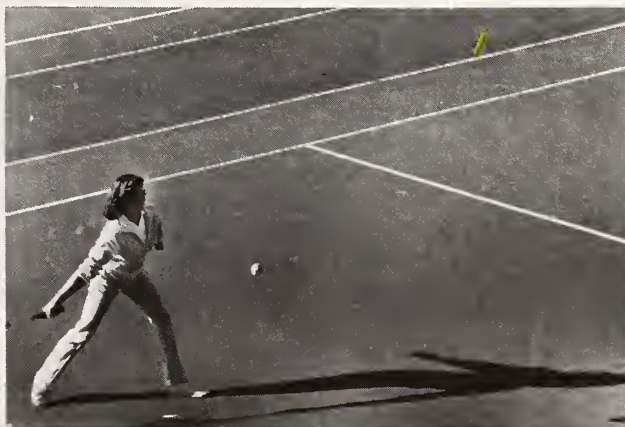
1. Mathematics 292.
2. Physics 191, 292.
3. At least two courses selected from: Chemistry 491, 492, 493, 494, 552, 553, 563; Biology 535, 536, 538; Mathematics 236, 293, 311, 340, 342, 390, 394; Physics 303, 321, 322, 323, 324, 535, 550.

Electives

Electives sufficient to complete total semester hours required for degree.

CHEMISTRY MINOR

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which no more than 8 semester hours may be applied from introductory level courses (Chemistry 103, 104, 111, 111L, 114, 114L and 306).



Chemistry/courses

Courses for Undergraduates

103 General Descriptive Chemistry I (3:3).

The first semester of an introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are: states of matter, atomic and molecular structure and chemical equilibrium. (NSM).

104 General Descriptive Chemistry II (4:3:3).

Applications of the principles introduced in 103 to representative inorganic and organic systems. Topics include metals, inorganic compounds, organic compounds, including those important to modern life such as polymers and biological materials, and nuclear chemistry. Pr. 103 or permission of instructor. (NSM).

111 General Chemistry I (3:3).

Fundamental principles of chemistry, including stoichiometry, atomic and nuclear structure and states of matter. All students **must** take 111L concurrently unless they have previous credit for an equivalent course. Pr. one year of high school chemistry or 103. (NSM).

111L General Chemistry I Laboratory (1:0:3).

Laboratory work to accompany 111. The latter course **must** be taken concurrently. (NSM).

114 General Chemistry II (3:3).

Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry and electrochemistry. Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. All students **must** take 114L concurrently unless they have previous credit for an equivalent course. Pr. 104 or 111. (NSM).

- 114L General Chemistry II (1:0:3).** Laboratory work to accompany 114. The latter course **must** be taken concurrently. Includes semi-micro qualitative analysis and ionic equilibria experiments. Pr. 104 or 111L or equivalent. (NSM).
- 205 Introductory Organic Chemistry (4:3:3).** Survey of organic chemistry designed for students whose programs require only one semester in this area. Credit cannot be obtained for both 205 and 351. Pr. 104 or 114, 114L. Forrester. (NSM).
- 231 Quantitative Analysis (2:3).** Introduction to the theory and practice of volumetric and gravimetric methods of analysis. All students **must** take 233 concurrently unless they have previous credit for an equivalent course. Pr. 114, 114L. Herman, Jezorek. (NSM).
- 233 Quantitative Analysis Laboratory (2:0:6).** Laboratory work to accompany 231. Pr. 231 concurrently. Both 231 and 233 must be passed in order to obtain credit for either course. Herman, Jezorek. (NSM).
- 242 Inorganic Chemistry (2:2).** Introduction to descriptive inorganic chemistry, including oxidation-reduction, acid-base and coordination chemistry. Pr. 114, 114L. Dilts, Nile. (NSM).
- 306 Introductory Chemistry (4:3:3).** A one semester survey of the fundamentals of chemistry with emphasis given to principles necessary for a basic understanding of atomic and molecular structure, chemical bonding, stoichiometry, chemical changes and organic chemistry, with attention in the latter to compounds of biological and environmental significance. Not open to students who have already taken either 103 or 111. Felton, Forrester, Smith. (NSM).
- 320 Chemistry in Industry (2:2).** A broad coverage of the roles played by chemistry, chemists and chemical engineers in industry, including discussions of management, research, development, production, sales and patents. Governmental agencies, economic considerations, professional societies and employment practices are also explored. Some of the material is presented by experts from local industry. Pr. 205 or 352 (the latter may be taken concurrently). Schroeder. Not offered every year.
- 321, 321L, 322, 322L Organic Chemistry I, II (3:3), (1:0:3), (3:3), (1:0:3).** Offered in summer session only. The course material covers most of the topics included in the academic year sequence (351, 352). It differs from the latter in that laboratory work is available to accompany each term. All UNC-G students must take 321L concurrently with 321 unless they have prior credit for an equivalent course. Pr. 114, 114L.
- 351 Organic Chemistry I (3:3).** Chemistry of aliphatic and aromatic hydrocarbons and halides, with attention to reaction mechanisms and synthetic applications. Pr. 114, 114L. Barborak, Knight, Puterbaugh, Schroeder. (NSM).
- 352 Organic Chemistry II (3:3).** Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids and carbohydrates. All students **must** take 354 concurrently unless they have previous credit for an equivalent course. Pr. 351. Barborak, Knight, Puterbaugh, Schroeder. (NSM).
- 354 Organic Chemistry II Laboratory (1:0:4).** Laboratory work to accompany 352. Includes the basic techniques of organic



laboratory practice plus preparations involving representative reactions. Pr. 352 concurrently. Barborak, Knight, Puterbaugh, Schroeder.

- 371 Chemical Literature (1:1).** Instruction in use of the literature of chemistry. Pr. two years of chemistry; reading knowledge of German helpful. Forrester.
- 461 Physical Chemistry I (4:4).** Subjects treated include gases, thermodynamics, introduction to wave mechanics and atomic structure and chemical kinetics. Pr. 231, 233, Physics 292 and Mathematics 292. Graves, Vanselow. (NSM).
- 462 Physical Chemistry II (3:3).** Additional in-depth treatments of topics introduced in 461, physical chemistry of liquids, nonelectrolyte and electrolyte solutions and electrochemistry. Pr. 461. Graves, Vanselow. (NSM).
- 463 Physical Chemistry I Laboratory (1:0:4).** Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. Pr. 231, 233, 461 (preferably taken concurrently). Graves, Vanselow.
- 464 Physical Chemistry II Laboratory (1:0:4).** Laboratory work related to 462. Pr. 462 (preferably taken concurrently), 463. Graves, Vanselow.
- 491, Independent Study (1 to 3), (1 to 3).**
- 492** Directed program of independent study and research for the qualified student. Pr. at least 24 hours in chemistry and permission of the department head and instructor under whom the student wishes to work.
- 493- Honors Work (3)-(3).** Not offered every
- 494** year.

Courses for Advanced Undergraduates and Graduates

- 501, Chemistry Seminar (1:1), (1:1).** Oral
- 502** reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers.
- 506 Introductory Physical Chemistry (3:3).** A study of the concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry and colloidal behavior, with applications to biological systems. The theory of methods and instrumentation used in these fields will also be studied. Designed particularly for students in biology, premedicine, medical technology and science education. Credit for an undergraduate degree cannot be obtained for both 506 and 461. Pr. two semesters of chemistry beyond General Chemistry, Mathematics 191, one year of physics. Graves, Vanselow.
- 508 Introductory Physical Chemistry Laboratory (1:0:4).** Laboratory practice in experimental methods basic to the lecture topics of 506. Credit cannot be obtained for both 508 and 463. Pr. 506, preferably taken concurrently, 231, 233, Graves, Vanselow.
- 532 Advanced Analytical Chemistry I (4:3:4).** Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 231, 233, Physics 191. Herman, Jezorek. (NSM).
- 542 Advanced Inorganic Chemistry I (3:3).** Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 461 (may be taken concurrently). Dilts, Nile.

- 552 Qualitative Organic Analysis (3:2:4).** Systematic identification of organic compounds, including use of instrumental as well as chemical techniques. Pr. 352. Barborak, Knight, Schroeder. (NSM).
- 553 Advanced Organic Chemistry I (3:3).** Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352. Barborak, Knight, Puterbaugh, Schroeder.
- 563 Advanced Physical Chemistry I (3:3).** Selected topics in quantum chemistry, spectroscopy, statistical thermodynamics and chemical kinetics will be developed with attention to methods of application. Pr. 461, 462 or equivalent (one year of physical chemistry). Graves, Vanselow.
- 570 Advanced Special Topics in Chemistry (1 to 3).** Studies at an advanced level dealing with specialized areas of chemistry in which there is special expertise among departmental faculty. Areas of offering to be identified as follows: 570a. Analytical; 570b. Biochemistry; 570c. Inorganic; 570d. Organic; 570e. Physical. Pr. 570a, 231; 570b, 352; 570c, 242; 570d, 352; 570e, 462.
- 581 Synthetic Techniques (2:1:4) or (3:1:8).** Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis will be given to regions of overlap such as organometallic chemistry. Areas covered will include such techniques as high temperature and high pressure reactions, photochemistry, reaction kinetics, inert atmosphere reactions, microtechniques and the use of modern instrumentation to determine product structure. B.S. majors must take this course for 3 s.h. credit. B.A. majors may choose to take it for either 2 or 3 s.h. Pr. 242, 352, 354. Barborak, Dilts, Nile.

Courses for Graduates

- 604 Advanced Polymer Chemistry (3:3).**
- 632 Advanced Analytical Chemistry II (3:3).**
- 641 Advanced Inorganic Chemistry II (3:3).**
- 652 Advanced Organic Chemistry II (3:3).**
- 662 Advanced Physical Chemistry II (3:3).**
- 670 Advanced Special Topics in Chemistry (1 to 6).** 670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.
- 680 Research Problems in Chemistry (1 to 6).** 680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.
- 699 Thesis Research in Chemistry (6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Child Development—See Home Economics.

Classical Civilization—Department of

243 McIver Bldg./College of Arts and Sciences)

Richard Bardolph (1944), Jefferson Standard Professor and Acting Head of Department/B.A., M.A., Ph.D., Illinois/Litt.D., Concordia College.

Francis Anthony Laine (1949), Associate Professor/B.S., Memphis State/Ph.D., Vanderbilt.

John Douglas Minyard (1977), Associate Professor/A.B., A.M., Brown/Ph.D., Pennsylvania.

Jeffrey Scott Soles (1977), Assistant Professor/B.A., Dartmouth/M.A., U.N.C. at Chapel Hill/Ph.D., Pennsylvania.

The Department of Classical Civilization offers a wide variety of courses in the Greek and Roman civilizations designed to acquaint the student with the nature of the Classical civilizations themselves and the origin of Western culture: its languages, values, ideas, literature and art. Courses for beginners are offered in both Latin and Greek. In Greek, the beginner starts his reading with Homer's *Iliad*. There is an elementary course in Latin followed



by an intermediate course in Vergil's **Aeneid**. Beyond the elementary level there are a variety of courses dealing with Greek and Latin poetry, philosophy, drama and history. These courses may contribute toward certification in Latin, either as one's major or as an additional subject for high school teaching. Any one of these courses fulfills the college language requirement.

In addition to the courses in Greek and Latin, there are a variety of courses in English translation. By far the most popular is Classical Civilization 111 in which Homer's **Iliad** and **Odyssey**, Vergil's **Aeneid** and a number of Greek plays, for example, are read in English. This course, with its study of these original sources of Greek myths, supplemented by the reading of additional myths from secondary sources, is a valuable asset for anyone intending to major in English or foreign literature.

Classical Civilization 201 is another valuable and interesting course. It deals with the study of the Greek and Latin elements in the English language and aims at an increased vocabulary and a deeper understanding of the formation of our native language.

Five courses are offered in the archaeology of the ancient Mediterranean civilizations; these courses include a study of the arts, artifacts and architecture of the Greek and Roman worlds and contingent lands, and how, through excavations and analyses, much of the ancient world has been reconstructed. There are no prerequisites for any of these courses.

In addition to the above, there are courses in **Greek and Latin Literature in Translation** (Classical Civilization 335, 336), **Comparative Studies in World Epics** (Classical Civilization 397), and **Comparative Studies in World Drama** (Classical Civilization 398). These are excellent courses to follow up earlier work, such as **Mythology**, or to supplement the major studies. These also serve as interesting surveys

of world literature for those students whose main interest lies outside of literature. All of these courses count toward the Humanities Area requirement.

The department also sponsors a film series, which attempts to correlate the myths, epics, dramas and history taught in classes with contemporary use of these in films.

Furthermore, there is an opportunity in the summer to visit Rome and Athens, to attend outdoor performances of Greek tragedies at Epidaurus and to visit other parts of Greece. This summer trip gives six semester hours of credit and is sponsored by UNC-G and Guilford College.

○ GREEK MAJOR (Bachelor of Arts)

Greek Language Concentration

Required: 122 semester hours.

The Greek Language Concentration is designed to insure a well-rounded preparation in the Greek language and literature and to acquaint the student with those works which form the origin of European literature, history and philosophy.

○ Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
3. Three courses, other than major, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in Greek above the 100 level.

Major courses are chosen by the student in consultation with his major adviser. Note: Two courses of Latin at the 200 level or above may count toward the Greek Language Concentration.

Related Area Requirements

Suggested: Art 303, 304; Classical Civilization 111, 201, 335, 336, 397, 398; History 109, 110, 351, 354, 355; Philosophy 251.

Electives

Electives sufficient to complete total semester hours required for degree.

Greek Civilization Concentration

Required: 122 semester hours.

The Greek Civilization Concentration will provide the student with a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes and art. It offers a broad liberal arts experience by giving students the opportunity to integrate the study of literature, history, archaeology, art, mythology, religion, philosophy and language into a coherent and rich program showing the relationship of these disciplines to one another. The concentration by itself provides an excellent foundation in the humanities, or it can be an exciting second major for students in the natural or social sciences who want to enrich their educational experience, or in particular for students in history, anthropology, art, English, religion or philosophy who want to add a major which will extend their experience of their primary major by gaining additional background. This concentration will provide an excellent background for law school, medical school, the history of art, comparative literature or high school teaching in world history.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Greek Language Concentration listed above.

Major Requirements

24-36 semester hours distributed as follows:

1. 12 hours in the Greek language above the 100 level.
2. 12 hours or more in Greek civilization courses in the Department of Classical Civilization above the 100 level, chosen by the student in consultation with his major adviser.

Related Area Requirements

Concentrators are strongly urged to make a selection according to their interests from the following related courses: Anthropology 212, 313, 353, 360, 411, 458, 478, 479, 485; Art 301, 303, 304, 402; History 351, 353; Philosophy 251, 343; Religious Studies 204, 343, 352, 365.

Electives

Electives sufficient to complete total semester hours required for degree.

LATIN MAJOR (Bachelor of Arts)

Latin Language Concentration

Required: 122 semester hours.

The Latin Language Concentration is designed to insure a well-rounded preparation in the Latin language and literature and to acquaint the student with those works which have had a major impact upon the development of European literature, history, philosophy and law.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Greek Language Concentration listed above.



Major Requirements

24-36 semester hours in Latin above the 100 level.

Major courses are chosen by the student in consultation with his major adviser. Note: Two courses in Greek at the 200 level or above may count toward the Latin Language Concentration. Latin 331 is required for **teacher certification in Latin**. Students seeking **teacher certification** should see Teacher Education Chapter.

Related Area Requirements

Suggested: Art 303, 304; Classical Civilization 111, 201, 335, 336, 397, 398; History 109, 110, 351, 354, 355; Philosophy 251.

Electives

Electives sufficient to complete total semester hours required for degree.

Roman Civilization Concentration

Required: 122 semester hours.

The Roman Civilization Concentration will provide the student with a solid and wide-ranging background for understanding the development of our Western ideas, values, languages, institutions, attitudes and art. It offers the student a broad liberal arts experience and will by itself provide an excellent foundation in the humanities or be an exciting second major for students in the natural or social sciences and in particular for those in history, anthropology, art, English, philosophy or religion, as described for the Greek Civilization Concentration above.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Greek Language Concentration listed above.

Major Requirements

24-36 hours distributed as follows:

1. 12 hours in the Latin language above the 100 level.
2. 12 hours or more in Roman civilization courses in the Department of Classical Civilization above the 100 level, chosen by the student in consultation with his major adviser.

Related Area Requirements

Concentrators are strongly urged to make a selection according to their interests from the following related courses: Anthropology 212, 313, 353, 360, 411, 458, 478, 479, 485; Art 301, 303, 304; History 354, 355; Philosophy 251, 343; Religious Studies 204, 343, 352, 365.

Electives

Electives sufficient to complete total semester hours required for degree.

Classical Civilization/ courses

Courses in English Translation

(No knowledge of Greek or Latin required.)

- 111 **Mythology (3:3)**. Designed mainly for freshmen. Great myths of the world, with frequent references to the literature which they inspired. Greek, Roman and Norse mythologies stressed. Only primary sources read. Laine. (H).
- 201 **Classical Origins of the English Language (3:3)**. Latin and Greek prefixes, stems and suffixes used in forming the English language. Aimed at improving the student's ability to analyze critically his native tongue and increase his vocabulary. (H).

- 211 Introduction to Classical Archaeology (Greece) (3:3).** An archaeological consideration of the Mycenaean, Archaic, Classical and Hellenistic periods of Greek civilization. Soles. (H).
- 212 Introduction to Classical Archaeology (Rome) (3:3).** An archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome. Soles. (H).
- 221 Classical Drama in Translation (3:3).** Study of Greek tragedians of Athens in the fifth century: Aiskhylos, Sophokles, Euripides; their origin in ritual and their subsequent influence on later literature; Greek Old, Middle and New Comedy. Roman tragedies of Seneca and comedies of Plautus and Terence. Minyard. (H).
- 311 Archaeology of the Aegean (3:3).** Archaeology of the Aegean Islands, Crete, the Coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age. Soles. (H).
- 312 Archaeology of the Western Mediterranean (3:3).** Archaeology of the Greek and Roman remains in the western part of the Mediterranean, including the Etruscan civilization. Soles. (SBS).
- 313 Topography and Monuments of Athens (3:3).** An archaeological study of the topography and monuments of Athens from the Mycenaean through the Roman periods. (H).
- 314 The Cities of Greece and Rome: Models in Ancient City Planning (3:3).** An introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structure. Soles. (SBS).
- 315 The Art and Archaeology of Egypt (3:3).** An introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age. Offered in alternate years. (H).
- 335, 336 Greek and Latin Literature in Translation (3:3), (3:3).** Art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Greek tragedy and Greek and Latin historical literature. Greek literary and religious conceptions; the ideals making Greek culture preeminent in the history of thought; the influence of Greek literature upon subsequent thought. Minyard. (H).
- 397 Comparative Studies in World Epics (3:3).** Major world epics in translation including the following works in whole or in part: **Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.** Minyard. (H).
- 398 Comparative Studies in World Drama (3:3).** Greek, Latin and modern plays in translation: representative plays from Aiskhylos through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau and Anouilh, et al. (H).

Greek/courses

- 201-202 Elementary Greek (3:3)-(3:3).** Greek language and cultural influences. Emphasis on the principles of grammar and attention to the correlation of Greek grammar with the grammar of modern languages. Laine. (H).

- 203, 204 Intermediate Greek (3:3), (3:3).** Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Minyard. (H).
- 325, 326 Homer (3:3), (3:3).** Selections from *Iliad* and *Odyssey*. Laine. (H).
- 350, 351 Greek Lyric and Pastoral Poetry (3:3), (3:3).** Survey of Greek lyric poetry with emphasis on Sappho and Alkaios; the pastoral poetry of Theokritos, Bion and Moskhos. Pr. 203, 204 completed or taken concurrently. (H).
- 352, 353 Greek Historical Writers (3:3), (3:3).** Selections from the works of the Greek historians; emphasis on Herodotos and Thoukydides. Pr. 203, 204 previously or concurrently. (H).
- 395, 396 Special Problems in Greek Literature (3:3), (3:3).** Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 203, 204.
- 401, 402 Plato, Selected Work (Apology, Crito, etc.) (3:3), (3:3).** (H).
- 403, 404 Greek Drama (3:3), (3:3).** Selected works of Sophokles. Aiskhylos, Euripides and Aristophanes. Laine. (H).
- 450 Coordinating Course for Majors (3:3).** Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences,

written reports and quizzes throughout the semester. Laine.

- 493-494 Honors Work (3:3)-(3:3).**

Latin/courses

- 101-102 Elementary Latin (3:3)-(3:3).** Essentials of grammar and reading of selections. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization and to provide for a greater understanding of English. Soles.
- 201, 202 Intermediate Latin (3:3), (3:3).** Review of fundamentals. Selected reading from Vergil's *Aeneid*, I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Minyard. (H). (Formerly 103, 104).
- 203, 204 Roman Comedy and Lyric (3:3), (3:3).** Background of Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 201, 202 or four entrance units. (H). (Formerly 201, 202).
- 301 Roman Historical Writings (3:3).** Selections from works of Livy and Tacitus. (H).
- 302 Roman Philosophical Writings (3:3).** Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca. (H).
- 303 Latin of the Augustan Age (3:3).** Survey of Latin literature from ca. 30 B.C. to 14

A.D.; selections from Vergil, Horace, the elegiac poets and Ovid. (H).

- 326 Roman Satire (3:3).** Study of the satires of Persius, Horace and Juvenal; emphasis on Juvenal; influence on the eighteenth century. (H).
- 331 Advanced Prose Composition (3:3).** Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English.
- 333 Advanced Vergil (3:3).** Vergil's *Aeneid* VII-XII; reading from the *Eclogues* and *Georgics*. (H).
- 342 History and Politics in the Time of Julius Caesar (3:3).** Works of Julius Caesar, Sallust's *Catiline* and extensive selections from Cicero's letters and orations. (H).
- 395, 396 Special Problems in Latin Literature (3:3), (3:3).** Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 203, 204.
- 401 Medieval and Renaissance Latin (3:3).** Selections from medieval prose and poetry; the *Moriae Encomium* of Erasmus.
- 402 Roman Drama (3:3).** Selections from the tragedies of Seneca and their influence on Renaissance drama. (H).
- 450 Coordinating Course for Majors (3:3).** Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports and quizzes throughout the semester. Laine.
- 493-494 Honors Work (3:3)-(3:3).**

Clothing-Fashion Merchandising—See Home Economics.

Clothing & Textiles—See Home Economics.

Communication and Theatre—Department of

(200 Taylor Bldg./College of Arts and Sciences)

- John Lee Jellicorse** (1974), Professor and Head of Department/A.B., Tennessee/Ph.D., Northwestern.
- David R. Batcheller** (1967), Professor/B.A., College of Wooster/M.A., Illinois/Ph.D., Ohio State.
- Thomas F. Behm** (1968), Associate Professor/B.S., Northwestern/M.A., Kansas.
- Daniel Stancil Campbell** (1978), Visiting Assistant Professor/B.A., Wake Forest/B.F.A., UNC-G/M.A., Wake Forest/M.F.A., Oregon.
- Frank G. Carter Jr.** (1977), Instructor/B.A., U.N.C. at Chapel Hill/M.Ed., UNC-G. Part-time, second semester 1978-1979.
- Ralph Edward Causby** (1966), Instructor/B.A., Lenoir Rhyne College/M.S., Tennessee.
- Douglas Edward Cross** (1978), Visiting Assistant Professor/B.S., M.A., Alabama/Ph.D., Tennessee.
- Richard F. Dixon** (1970), Professor/B.A., Harpur College/M.A., Ph.D., Syracuse.
- Floyd E. Earle** (1970), Assistant Professor/B.S., M.A., Kent State/Ph.D., Ohio State.
- L. Dean Fadely** (1969), Associate Professor/B.A., Florida State/M.F.A., Georgia/Ph.D., Pittsburgh.
- Sandra H. Forman** (1977), Instructor/B.A., M.F.A., UNC-G. Part-time.
- Anthony N. Fragola** (1975), Instructor/B.A., Columbia/M.A., U.N.C. at Chapel Hill.
- Ethel C. Glenn** (1972), Associate Professor/B.F.A., Texas, Austin/M.S., North Texas State/Ph.D., Texas, Austin.
- John F. Joy** (1975), Assistant Professor/B.A., Dartmouth/M.A., SUNY, Fredonia/Ph.D., Carnegie-Mellon.
- Susan B. Lambeth** (1978), Visiting Assistant Professor/B.F.A., East Carolina/M.F.A., Smith College.
- Neil F. Lowell** (1975), Assistant Professor/B.S., Gorham State Teachers College/M.A., San Fernando Valley State College.
- Ian C. MacBryde** (1977), Instructor. Part-time.
- Robert L. Mandigo** (1976), Instructor/B.Ph., Grand Valley/M.A., Michigan.
- Richard E. Mennen** (1977), Associate Professor/A.B., M.A., Catholic/Ph.D., Indiana.
- Herman David Middleton** (1956), Professor/B.S., Columbia/M.A., Teachers College, Columbia/Ph.D., Florida.



- Mariana Newton** (1969), Associate Professor/A.A., Cotney College/B.A., M.A., Redlands/Ph.D., Northwestern.
- Andreas C. Nomikos** (1971), Professor/B.A., Ph.D., Athens.
- Robert G. Paul** (1974), Visiting Lecturer/B.A., M.S., Vanderbilt/Ph.D., Oklahoma.
- Elliott A. Pood** (1977), Assistant Professor/B.A., West Georgia College/M.A., Florida Technological/Ph.D., Florida State.
- Rex J. Prater** (1976), Assistant Professor/B.S., M.A., Ph.D., Ohio State.
- James S. Reynolds** (1977), Instructor/B.A., Knox/M.F.A., Smith.
- Edgar H. Shroyer** (1978), Assistant Professor/B.S., Ohio State/M.S., Gallaudet College/Ph.D., Pittsburgh.
- Jacqueline C. Strong** (1977), Assistant Professor/B.F.A., Ohio/M.A., Our Lady of the Lake College/Ph.D., Pennsylvania State.
- Thomas L. Tedford** (1967), Professor/B.A., Ouachita/M.A., Ph.D., Louisiana State.
- Robert J. Thurston** (1974), Lecturer/B.M., M.A., Missouri, Columbia.
- Rheudolph J. Wells** (1976), Adjunct Professor/B.S., Lynchburg College/M.D., Medical College of Virginia.
- Emil W. Young Jr.** (1965), Guest Lecturer in Television.

Human communication is primarily speech communication. The visual, oral and aural dimensions of the speech process provide the principal means by which human beings share ideas and feelings. Speech is inquiry, reporting and persuasion; it is a means of appreciation, entertainment and artistic expression. The Department of Communication and Theatre offers a full range of courses and degree concentrations in contemporary speech arts and sciences. It is committed to teaching theory through practice. Each of its four divisions operates practicum programs in which academic work is wedded with a variety of University public services and performing arts activities which assist, educate or entertain over 125,000 persons each year.

The Communication Disorders Division provides opportunity for study of language and the analysis and improvement of speech and hearing disabilities. It conducts research through its Speech Sciences Laboratory; aids

students, faculty and the public through the University Speech and Hearing Center; and assists clinics of area public schools and hospitals.

The Speech Communication Division provides opportunity for study of the theory and practice of interpersonal and public communication, including personal and group communication, discussion, oral interpretation, debate and public address. It conducts research and offers specialized training through the Speech Communication Laboratory, furnishes supervision for the UNC-G Debate Union and assists community and state institutions in planning programs involving interpersonal and public communication.

The Broadcasting/Cinema Division provides opportunity for study of the conditions, theories and practices of radio, television and film production. Through Cinema House, its production facility, it supplies writers, directors and crews for area film and video productions and supervises internships in the local broadcasting media.

The Theatre Division provides opportunity for exploring the many facets of play production theory and practice and the development of skills in acting, directing, design, technical theatre and child drama. Students—majors and nonmajors, working under professional guidance—supply the energy and talent of the Division's extensive production programs: The UNC-G Theatre, Studio Theatre, Theatre for Young People, UNC-G Summer Repertory Theatre, Parkway Playhouse (summer stock theatre in Burnsville, N.C.) and the Kaleidoscope Mime Troupe. In addition, the Division furnishes supervision for the TYP Professional Touring Repertory Company.

In addition to the four divisions, the Communication Education Program provides supervision for University Speech Screening

and the teacher certification curricula in Theatre Arts and in Speech Communication.

Liberal education courses and degree concentrations in the Department of Communication and Theatre fill the needs of students who desire to think critically and creatively and to communicate clearly and convincingly. Professional courses and degree concentrations fill the needs of students preparing for careers as speech and hearing therapists; as broadcasters or filmmakers; as theatre directors, designers or actors; or as teachers in the areas of education of the deaf, speech communication, or theatre arts. Special courses and degree concentrations fill the needs of students interested in communication preparatory to careers in law, public relations, applied communications and the ministry. Graduate programs (for details see the *Graduate School Catalog*) provide opportunities for advanced study, research and performance in the fields of communication disorders, speech communication, broadcasting/cinema, and theatre.

COMMUNICATION & THEATRE MAJOR (Bachelor of Arts)

Drama Concentration

Required: 122 semester hours.

The Drama Concentration is the traditional theatre major, a part of the liberal arts concept of the development of the whole person through study in a broad spectrum of academic disciplines and a major concentration in one. The content of the major area is broadly based and includes: acting, directing, television production, writing, literature and history, costume, scenery, and lighting design and practice.

A teacher education program for certification in theatre arts is also available.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign languages unless proficiency through intermediate level demonstrated.
3. Three courses, other than Communication and Theatre, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in the major above the 100 level.

1. Communication and Theatre 106 or 206, 121, 122 and ten semester hours of 150 over four years. To meet the 150 requirement, transfer students may substitute six semester hours from courses marked * in 5 below.
2. Minimum of four theatre history/literature/theory courses chosen from Communication and Theatre 171, 301, 533, 534, 581, 582.
3. Minimum of three theatre performance and production courses chosen from Communication and Theatre 250, 251, 252, 320, 391, 541.
4. Minimum of three theatre design and technologies courses chosen from Communication and Theatre 153, 253, 360, 365, 366, 375, 376.
5. Six to twelve additional semester hours in the major are optional up to a total of 36 semester hours above the 100 level. These



additional courses may be chosen from those listed above and/or the following Communication and Theatre courses: *213, *254, 255, *256, 525, 542, 548, 595, 596, 597, 598.

6. Six additional semester hours in communications courses other than theatre may be elected. Recommended are Communication and Theatre 172, 529, 530, 532.
7. Students in the Drama sequence are expected to participate fully in the Theatre Division's production program (for which Communication and Theatre 150 is required under category 1 above).

Related Area Requirements

No specific courses required.

Teacher Certification Requirements for Theatre Arts Certificate

(See Teacher Education Chapter for full explanation.)

1. Communication and Theatre 105, 121, 122, 150, 153, 171 or 172, 231, 251, 252, 320, 366, 376, 454, 529, 541, 542, 596; one from 533, 534, 581 or 582.
2. Health 101 or 301.
- *3. Three semester hours in mathematics.
- *4. Six semester hours in social studies courses. Select one course from two of the following: anthropology, sociology, economics, geography, political science, history.
5. Psychology 221.
6. Education 381, 450, 465, 470.
7. Competency test in communication disorders.
8. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based upon evaluations done by the Department.
9. Two semester hours in physical education.

Students may seek certification in Speech Communication simultaneously by the addition of six semester hours as follows: Communication and Theatre 101, 341 or 531; one from 340, 502, 530.

(*These requirements may be selected to satisfy all-University liberal education degree requirements.)

Electives

Electives sufficient to complete the total semester hours required for degree.

COMMUNICATION & THEATRE MAJOR (Bachelor of Arts)

General Speech Concentration

Required: 122 semester hours.

The General Speech Concentration is offered in four sequences.

Broadcasting/Cinema provides a program with focus on the conditions, principles and practices of broadcasting, telecommunications and film. The sequence is appropriate for those interested in a liberal education with emphasis on awareness and understanding of cinematic and electronic communications and for those planning careers in mass media. This sequence does not lead to teacher certification.

Communication Studies is the traditional, broadly-based speech major which provides a concentration for those interested in a variety of courses in oral communication theory and practice. This sequence does not lead to teacher certification.

Speech Communication provides a flexible program with focus on the theory and practice of interpersonal and public communication. The sequence is appropriate for those interested in a liberal education with emphasis on awareness and understanding of human communication and

for those planning careers in applied communications in areas such as law, the ministry, advertising, public relations, business and professional communications, and communications in public affairs. This sequence does not lead to teacher certification.

Speech Communication Teacher

Certification leads to North Carolina teacher certification in speech communication at the secondary level.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Drama Concentration listed above.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24-36 semester hours in the major above the 100 level.

Broadcasting/Cinema

1. Communication and Theatre 106, 112, 171, 172, 391, 393, 510 or 540, 517 or 518, 532.
2. Other courses from among Communication and Theatre 310, 333, 340, 341, 370, 380, 381, 392, 394, 399, 502, 510, 512, 517, 518, 529, 531, 538, 540, 585, 591 or approved substitute(s).
3. Six semester hours from among courses in communication disorders, speech communication or theatre are allowed in addition to the maximum of 36 semester hours in broadcasting/cinema.

Communication Studies

1. Approval of a curriculum designed to achieve a balance between or among two or more areas within the Department of Communication and Theatre:

communication disorders, speech communication, broadcasting/cinema, and theatre.

2. Six semester hours from among courses within the Department of Communication and Theatre are allowed in addition to the maximum of 36 semester hours in the approved general speech curriculum.

Speech Communication

1. Speech Clearance Test. Communication and Theatre 105 if required by test results.
2. Communication and Theatre 101, 106, 205, 206, 341, 502, 529, and 530.
3. Other courses from among Communication and Theatre 231, 310, 320, 340, 380, 391, 392, 531, 532, 538 or approved substitute(s).
4. Six semester hours from among courses in communication disorders, broadcasting/cinema, or theatre are allowed in addition to the maximum of 36 semester hours in speech communication.

Speech Communication Teacher Certification

1. Communication and Theatre 101, 105, 121, 122, 150, 153, 171 or 172, 231, 251, 320, 340, 341, 391, 454, 529, 530, 541, 596; one from 342, 502, 531 or 532.
2. Health 101 or 301.
- *3. Three semester hours in mathematics.
- *4. Six semester hours in social studies courses. Select one course from two of the following: anthropology, sociology, economics, geography, political science, history.
- *5. Psychology 221.
6. Education 381, 450, 465, 470.
7. Competency test in communication disorders.
8. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based upon evaluations done by the Department.



9. Students may seek certification in Theatre Arts simultaneously by the addition of two courses from among the following: Communication and Theatre 252, 366, 375, 376.

(*These requirements may be selected to satisfy all-University liberal education degree requirements.)

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

COMMUNICATION & THEATRE MAJOR (Bachelor of Arts)

Speech Pathology and Audiology Concentration

Required: 122 semester hours.

The Speech Pathology and Audiology Concentration provides a preprofessional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate study. The program as outlined is designed to satisfy requirements for North Carolina certification in Exceptional Children and Youth in speech and hearing. Individual programs may be planned for those not desiring certification. No more than nine hours in clinical practice courses may be used to satisfy degree requirements. Instruction in speech pathology and audiology is designed to meet American Speech and Hearing Association standards. Students preparing for the Certificate of Clinical Competence from ASHA should expect to remain for a fifth year of study and clinical practice.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.) Same as for Drama Concentration listed above.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24-36 semester hours in the major above the 100 level.

1. Communication and Theatre 230, 331, 332, 465, 550, 568, 569, 570, 575.

Note 1: Six semester hours of speech communication, broadcasting/cinema, or theatre courses are allowed in addition to the maximum of 36 semester hours in communication disorders.

Note 2: Students must achieve a 2.2 quality point ratio in the first three required courses in the major taken at UNC-G or in all courses in the major in the semester when the first three are completed. No grade below C is acceptable.

Related Area Requirements

1. Psychology 221 or a substitute approved by the Director of the Division of Communication Disorders.
2. Home Economics 302 or Psychology 326.
3. Psychology 502 and one course chosen from among Psychology 341, 345, 503, 504, 505.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Health 101 or 301.
2. Three semester hours in mathematics.
3. Three semester hours in two of the following: anthropology, sociology,

economics, geography, political science or history.

4. Psychology 221.
5. Communication and Theatre 465, Education 381 and 430 or 574.
6. Competence in teaching reading.
7. Completion of pre-student teaching field experience.
8. Two semester hours in physical education.

Electives

Electives sufficient to complete total semester hours required for degree.

COMMUNICATION & THEATRE MAJOR (Bachelor of Science)

Education of the Deaf Concentration

Required: 122 semester hours.

The Education of the Deaf Concentration provides training at the undergraduate level for a limited number of teachers of the deaf and hearing-impaired. In addition to courses in the major area, students elect an area of concentration such as pre-school education, elementary education or other concentrations which might be arranged with cooperating departments of the University. Practice teaching for most students takes place at the Central North Carolina School for the Deaf, situated approximately six miles from the campus. Appropriate accreditations of the program are in progress.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Drama Concentration listed above.

Note: Where appropriate, teacher certification requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24-42 semester hours in the major above the 100 level.

1. Communication and Theatre 230, 331, 335, 461, 481, 483, 550, 570, 573, 577, 578 and, when applicable, 485.

Related Area Requirements

1. Psychology 221.
2. Home Economics 302 or Psychology 326.
3. Sociology 211 or approved substitute.
4. Education 381.
5. Psychology 502 or approved substitute.

Area of Specialization

1. 20-24 semester hours in elementary education, pre-school education, secondary education or in another concentration approved by the Department of Communication and Theatre and the department of the student's specialization.

Teacher Certification Requirements

1. Health 101 or 301.
2. Three semester hours in mathematics.
3. Psychology 221.
4. Communication and Theatre 461, Education 381 and Education 430 or 574.
5. Competence in teaching reading.
6. Completion of pre-student teaching field experience.

Electives

Electives sufficient to complete total semester hours required for degree.

BACHELOR OF FINE ARTS/Drama Major

The B.F.A. Drama Major emphasizes that theatre is a discipline involving three basic factors: natural endowment, study, and practice. Only students who show evidence of



natural endowment and who work to perfect it through classroom study combined with practical application will be continued in the program. **Transfer students from programs other than the B.F.A. should note that this program is concerned with the maturation of the young artist: thus enrollment for six semesters is required** even when study is begun in the junior year. The total development of each student is examined by the theatre faculty in the spring of each year, and continuance in the program depends upon the student's attitude and achievement.

The B.F.A. student may not engage in theatre practice outside the department without departmental approval.

Students select from or are placed in one of three tracks: B.F.A. in Acting, B.F.A. in Theatre Arts, or B.F.A. in Design and Technical Direction.

○ **DRAMA MAJOR (Bachelor of Fine Arts)**

Acting Concentration

Required: 124 semester hours.

○ **Liberal Education Requirements**

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 170 and 129.
3. Three courses, other than Communication and Theatre, from Humanities Area (H), including Music 241 and Art 105.
4. Two courses from Natural Sciences and Mathematics Area (NSM).
5. Two courses from Social and Behavioral Sciences Area (SBS). Psychology 221 is recommended.
6. Four additional courses, other than Communication and Theatre, from any

one, or combination of the above three areas or in an elementary foreign language.

○ **Major Requirements**

1. Communication and Theatre 106 or 206, 112, 121, 122, 153, 190 repeated for 1 credit hour each semester for six semesters, 251, 252, 301, 351, 352, 525, 533 or 534, 541, 542, 581, 582, 590, and 592.
2. Two courses from Communication and Theatre 253, 365, 366, 375, 376.
3. Communication and Theatre 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program; Communication and Theatre 150, repeated for 4 semester hours; 450, repeated for 6 semester hours.

Related Area Requirements

1. Music 125, 126.
2. Two courses from Physical Education 144, 244, or 246 begun at the appropriate level; two courses from Physical Education 145, 245 or 247 begun at the appropriate level; Dance 217, 349.

Electives

Electives sufficient to complete total semester hours required for degree.

○ **DRAMA MAJOR (Bachelor of Fine Arts)**

Theatre Arts Concentration (For students intending M.F.A. in Directing or in Stage Management.)

Required: 124 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition.
2. Physical Education 129 and 170.
3. Three courses, other than Communication and Theatre, from Humanities Area (H), including Music 241 and Art 105.
4. Two courses from Natural Sciences and Mathematics Area (NSM). Philosophy 211 is recommended.
5. Two courses from Social and Behavioral Sciences Area (SBS). Sociology 211 or Psychology 221 are recommended.
6. Four additional courses, other than Communication and Theatre, from any one, or combination of the above three areas or in an elementary foreign language.

Major Requirements

1. Communication and Theatre 106 or 206, 121, 122, 153, 251, 252, 301, 391, 533, 534, 541, 542, 581, 582.
2. Three courses from Communication and Theatre 365, 366, 375, 376, 539.
3. Communication and Theatre 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program, Communication and Theatre 150, repeated for 4 semester hours; 450 repeated for 8 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

DRAMA MAJOR (Bachelor of Fine Arts)

Design and Technical Direction Concentration

Required: 124 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English Composition or exemption.
2. Two courses in physical education.
3. Three courses, other than Communication and Theatre, from Humanities Area (H), including Music 241 and Art 105. English 107 is recommended.
4. Two courses from Natural Sciences and Mathematics Area (NSM).
5. Two courses from Social and Behavioral Sciences Area (SBS).
6. Four additional courses, other than Communication and Theatre or Art courses, from any one, all, or combination of the above three areas or in an elementary foreign language.

Major Requirements

1. Communication and Theatre 106 or 206, 121, 122, 153, 250 or 541, 253 or 366 or 360, 310, 365, 375, 376, 377, 533, 534, 581 or 582.
2. Two courses from Communication and Theatre 539, 543, 544, 545.
3. Communication and Theatre 256 or equivalent theatre practicum at Parkway Playhouse.
4. Constant and vigorous participation in the Theatre Division's production program; Communication and Theatre 150, repeated for 4 semester hours; 450, repeated for 8 semester hours.

Related Area Requirements

1. Art 120, 140, 221.
2. Recommended electives: Art 150, 199, 222, 252, 253, 275, 346.

Electives

Electives sufficient to complete total semester hours required for degree.

Communication and Theatre/courses

Courses for Undergraduates

- 101 Evidence and Argument in Public Communication (3:3).** How communicators in contemporary society use evidence and argument. Ways in which consumers of controversial communication can improve their analysis of and use of reason in everyday thinking and speaking. Fadely.
- 105 Fundamentals of Speech (3:3).** Essentials of speech, with emphasis on the development of personal skills in organizing and delivering interpersonal and public messages.
- 106 Communication in Society (3:3).** Introduction to contemporary theory and practice of human communication, including symbols and perception; communication models; language and meaning; interpersonal, public and mass communication; intercultural and interracial communication; the effects of advertising, propaganda and political campaigning. Pood. (H).
- 112 Speech for Performance (3:3).** Study of the physiologic, phonetic, and acoustic bases of oral communication for specialists in Communication and Theatre. Attention paid to resonance, articulation, pronunciation, and the development of flexibility in pitch, rate, volume, and quality. Open to majors only. Glenn.
- 121 Drama Appreciation (3:3).** Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. (H).
- 122 Stage Crafts (3:2:3).** Designed to familiarize the student with all the theatre crafts including scenery construction and painting, property construction and acquisition, stage lighting, and sound. Practical experience is given in the laboratory. Campbell, Thurston.
- 140 Theatre Orientation (1:1).** Study of recognized theatre practice and procedures in curriculum and studio.
- 150 Student's Theatre (1:0:3).** Departmental workshop. Open to any student who is interested in participating in any phase of the theatre or broadcast/cinema production programs. May be repeated for credit. Thurston, Mandigo.
- 151 Forensics Laboratory (1:0:3).** Departmental laboratory in forensics. Open to any student who is interested in participating in debate and related competitive events such as extemporaneous speaking, oral interpretation, or oratory. May be repeated for credit.
- 152 Choral Speaking (1:3).** Practice and performance in the speaking of prose and poetry. May be repeated for credit.
- 153 Stage Make-up (1:0:2).** Study and practice in creating straight, middle-age, old-age, and character make-up. Drama sequence students should take this course concurrently with 251. Open to majors only.
- 171 The Development of the Cinema (3:3:3).** Study of development of motion picture industry. Examination of filming equipment and film techniques. Study of

- specific kinds of films and their influence on contemporary society. Jellicorse. (H).
- 172 The Development of Broadcasting (3:3).** Emergence, structure, and scope of the broadcasting industry. Examination of broadcasting principles, tools, and skills. Specific kinds of programs and their influence on contemporary society. (H).
- 190 Dynamics in Acting (1:0:6).** Daily practical exercise in physical disciplines using techniques of Grotowski, Chaikin, and Schechner, to develop concentration, imagination and the voice. Pr. sophomore BFA/acting major.
- 205 Persuasion in Western Culture (3:3).** Significant theories of persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion. Tedford. (H).
- 206 Nonverbal and Interpersonal Communication (3:3).** Nonverbal and verbal communication in interpersonal situations. Silent messages, including body language; interacting effectively with other people; conflict management. Emphasis upon understanding ways of improving communication with family, friends, loved ones and others with whom close, personal relationships exist. Pood. (SBS).
- 213 Stage Crafts in Summer Stock (2:1:3).** Study and practice in scenery construction, painting techniques, and stage lighting in summer stock theatre. Offered only at Parkway Playhouse. Pr. permission of instructor.
- 219 Communication Disorders Laboratory (1:0:2).** Supervised therapy for students with speech, voice, language, or hearing problems. Pr. permission of instructor. May be repeated for credit. Grade: pass/not pass. Newton, Prater, Earle.
- 230 Introduction to Phonetics (3:3).** Science of speech sounds. The vocal mechanism, phonemes of the English language, and the International Phonetic Alphabet.
- 231 Argumentation and Debate (3:3).** Reasoning patterns especially appropriate to the analysis of issues and arguments of current public interest; training in the presentation of logical and persuasive oral discourse. Pr. 101 or permission of instructor. Fadely.
- 250 Fundamentals of Acting (3:2:3).** Understanding and appreciation of the problems, demands and disciplines of the actor's art. Pr. 121 or permission of instructor.
- 251 Beginning Acting I (3:1:4).** Introduction to acting techniques: voice, movement, warmup exercises for the actor, Spolin improvisation exercises and stage movement.
- 252 Beginning Acting II (3:1:4).** Application of basic techniques developed in 251 to elementary scene study. Introduction to the Stanislavski System. Further study in Spolin techniques of movement, voice and improvisation. Pr. 251.
- 253 Advanced Stage Make-Up (3:2:3).** Special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up. Pr. 153 or permission of instructor.
- 254 Acting: Summer Theatre (2:1:2).** Emphasis on the objective aspects of actor training. Study among areas of speed memorization, shorthand for recording blocking and essentials of



- techniques for effective character development in concentrated rehearsals over a short period. Offered only at Parkway Playhouse.
- 255 Rehearsal, Production, and Performance I (3:0:9).** Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, house and/or make-up staffs of UNC-G Theatre and/or The Theatre for Young People productions. Pr. six hours of Communication and Theatre or permission of instructor. Batcheller.
- 256 Applied Summer Theatre I (4:0:12).** Supervised practical experience in various areas of summer theatre production. Offered only at Parkway Playhouse.
- 257 Experimental Course: Mime and Theatre Movement (2:1:2).** Training and discipline in mime and physical exercises for actors. Introduction to the art of illusion and body expression and control. Pr. 251 or equivalent. Offered only at Parkway Playhouse.
- 258 Experimental Course: Musical Theatre Dance (2:1:2).** Basic principles of stage dance for the musical theatre. Rehearsal of choreography to provide concrete techniques. Offered only at Parkway Playhouse.
- 301 Writing for the Theatre (3:3).** Exercises in dramaturgical technique. Composition of one act plays. Middleton.
- 310 Basic Broadcast Electronics (3:3).** Theory, principles and application of radio and television broadcast equipment. Pr. 172. Young.
- 320 Oral Interpretation (3:3).** Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama. (H).
- 331 Language and Speech Development (3:3).** Acquisition of language and speech in children, verbal communication systems of children, factors influencing language and speech, and chronology of development. Pr. 230 or permission of instructor. Prater, Strong.
- 332 Speech and Language Disorders I (3:3).** Disorders of language, articulation, and rhythm; emphasis on functional disorders. Pr. phonetics or permission of instructor. Prater.
- 333 Special Problems (1 to 3).** Guided individual study in an area of special interest to the student. **Permission of a faculty supervisor is required prior to registration.** May be repeated for credit.
- 335 Communication Systems for the Deaf I (2:2).** Methods of expression and reception with emphasis on manual systems. Development of students' skills in manual communication. Experimental methods. Lowell.
- 340 Communication Theory (3:3).** Speech communication models; theories of intrapersonal, interpersonal, and mass communication. Language and meaning, message organization, persuasive strategies, nonverbal communication, listening behavior. Pood. (SBS).
- 341 Public Speaking (3:3).** Theory and practice of speeches to inform and to persuade. Study of audience analysis, choice of subject and purpose, collecting materials, organizing, and delivering



speeches. Consideration of evidence and reasoning in speaking and ethical responsibilities of the speaker in a democratic society.

- 351 Intermediate Acting III (3:1:4).** Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques. BFA acting majors only. Pr. 251, 252, and/or admission by audition into the BFA Acting Program.
- 352 Intermediate Acting IV (3:1:4).** Intermediate study and practice of the Stanislavski System. Practical application of the System in scene study and performance. Pr. 251, 252 and 351.
- 360 Stage Millinery and Accessories (3:2:3).** Historical millinery and accessories in relation to stage adaptation. Pr. 365 or permission of instructor.
- 365 Costuming for the Stage (3:2:3).** Study of historical costume styles in relation to costuming for the modern theatre.
- 366 Costume Crafts (3:2:3).** Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.
- 370 Film Music (3:3).** Historical survey of film music. Specific technical processes involved in writing for motion pictures. The psychological-aesthetic problems of film music. The responsibilities of the composer from prefilming preparation to evaluating the end result. Same as Music 370. (H).
- 375 Stage Scenery (3:2:3).** Principles and practice of scenery for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 122 or permission of the instructor.
- 376 Stage Lighting (3:2:3).** Basic principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 122 or permission of the instructor.
- 377 Design Practicum (1:0:3).** Practice in designing in the theatre; preparation of a design assignment for a production presented in any of the theatre programs of the Theatre Division. Required of BFA Design/Technical direction candidates. Pr. 365, 366, 375, 376.
- 380 News and Documentary in Broadcasting and Cinema (3:3).** Development of news and documentary in radio, television, film. Examination of significant programs and films and their influences on media trends and society. Pr. 171 or 172 or permission of instructor. Jellicorse. (H).
- 381 Science-Fiction in Broadcasting and Cinema (3:3).** Development of science-fiction in radio, television, film. Examination of significant programs and films and their influences on media trends and society. Pr. 171 or 172 or permission of instructor.
- 391 Television Production (3:2:2).** Introduction to basic television techniques and studio operations.
- 392 Radio-Television News Production (3:3).** Gathering, writing, editing, rewriting and producing news and features for broadcast media. Pr. 391 or permission of instructor.
- 393 Motion Picture Production (3:3).** Introduction to cinematography with emphasis on equipment, technical skills, and construction and production of film ideas. Pr. 171 and permission of instructor. Fragola.



- 399 Radio-TV-Film Production Workshop (3:0:9).** Guided practice in writing, producing, performing, editing, distributing, and evaluating productions for broadcasting and film. Cooperative crew and performance work. Pr. 171, 172, and 391 or 393. **Permission of a faculty supervisor is required prior to registration.** May be repeated for credit.
- 450 Advanced Students' Theatre (1:0:3).** Supervised participation at an advanced level in any phase of the theatre production program. May be repeated for credit. Pr. 4 credit hours of 150 and junior standing.
- 454 Teaching Methods in Speech Communication and Theatre Arts (3:3).** Instruction, organization, and content of basic courses in drama and speech in secondary school curriculum. Attention to more important philosophies and systems of drama and speech instruction of past 50 years. Required of student teachers in Theatre Arts and Speech Communication. Glenn.
- 461 Internship in Teaching the Deaf (6:1:10).** Full-time supervised classroom teaching in one or more classes for the deaf in an acceptable school environment. Lowell.
- 465 Clinical Practice in the Public Schools (6:1:10).** Supervised clinical practice in public schools under the direction of the coordinator of student teaching and a University speech pathology supervisor. Full-time speech therapy assignment in cooperation with the public schools for approximately one-half semester. Pr. 569 or permission of instructor. Strong.
- 465 (Education) See Education 465.**
- 481 History and Psychology of the Deaf (2:2).** Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education. Lowell.
- 483 Teaching Academic Subjects to the Deaf — Primary (3:3).** Methods in teaching academic materials to deaf children with emphasis on elementary level. Utilization of manual and aural skills of deaf students in the classroom. Lowell.
- 485 Teaching Academic Subjects to the Deaf — Secondary (3:3).** Methods in teaching academic materials to deaf children at the secondary level. Importance of using residual hearing as a method of transmission. Lowell.
- 493- Honors (3:3)-(3:3).** The honors project
- 494** may be a part of the communication disorders, speech communication, broadcasting/cinema, or theatre programs.

○ Courses for Advanced Undergraduates and Graduates

- 502 Semantics (3:3).** Words as symbols; how words get their "meaning"; referents. General semantics, including its criticisms of traditional reasoning and its theory for improving human thought and communication. Tedford. (H).
- 510 Advanced Motion Picture Production (3:3).** Advanced principles and techniques of film production. Pr. 393 and/or permission of instructor; 512 recommended. Mandigo.
- 512 TV and Film Lighting (3:2:3).** Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects. Pr. 376, 391, or 393 or permission of instructor. Batcheller.

- 517 The Auteur Director (3:2:3).** Study of the works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 171 or English 330 or graduate standing. Same as English, French, Italian, Spanish 517. (H).
- 518 Studies in Film Genre (3:2:3).** Study of the technical, dramatic, social and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. 171 or English 330 or graduate standing. Same as English, French, Italian, Spanish 518. (H).
- 519 Film Animation (3:3).** Study of historical and theoretical development of animated film. Pr. 171 or English 330 or graduate standing.
- 520 Advanced Oral Interpretation (3:3).** Audiences, materials, and procedures of readers theatre. Practice in advanced principles of the oral interpretation of literature. Pr. 320 or permission of instructor.
- 525 Mime (3:1:4).** Analysis and practice of mime techniques. Designed to further the actor-student's art of stage movement. Pr. 251, 252, or permission of instructor.
- 526 Mime II (3:1:4).** Utilization of skills and techniques developed in Mime I towards practical application and performance. Study of different styles. Pr. 525.
- 527 Speech Problems and the Classroom Teacher (3:3).** Normal speech and language development and deviations. Corrective techniques; the speech therapist-classroom teacher relationship. Closed to Speech Pathology and Audiology majors.
- 529 Voice and Speech Production (3:3).** Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. Glenn.
- 530 Group Communication (3:3).** Theory and practice of small group communication, emphasizing student participation. Methods of leadership. Significant research in speech communication as it relates to group methods. Glenn.
- 531 Persuasive Speaking (3:3).** Theory and practice of persuasive public communication; preparation and delivery of persuasive speeches. Pr. for undergraduates only, either 231 or 341 or permission of instructor. Tedford, Fadely.
- 532 Freedom of Speech and Censorship (3:3).** Theories, issues, and cases of freedom of speech, censorship, and ethics of persuasion. Historical, legal, and philosophical considerations; contemporary problems of dissent, social protest, and artistic freedom. Tedford. (H).
- 533, 534 History of the Theatre I, II (3:3), (3:3).** Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600 to present. Nomikos. (H).
- 538 Contemporary Public Address (3:3).** The role of public speech communication in the United States since F. D. Roosevelt. Consideration of the impact of significant speakers and speeches and the evolution of the requirements for successful public speaking in modern society. Tedford.
- 539 Styles of Stage Decor (3:3).** A detailed study of the decorative elements and



- motifs from antiquity to the twentieth century and their use in stage decoration. Pr. 533 and 534 or permission of instructor.
- 540 Directing for Television (3:2:3).** Fundamental principles of directing for television. Laboratory directing experience. Pr. 172, 391. Mandigo.
- 541 Directing (3:3).** Fundamental principles of directing for the theatre. Pr. second semester junior standing or permission of instructor.
- 542 Directing Practicum (1:0:3).** Practice in directing the play; preparations of a 20 to 30 minute play or excerpt and presented in the Studio Theatre. Required of BA and BFA Acting/Directing candidates in the semester following enrollment in 541. Pr. 541.
- 543 Stage Costume Design (3:2:3).** Elements of design in relation to costume design and the graphic interpretation, with these fundamentals, of characters from plays. Pr. permission of instructor.
- 544 Scene Design (3:1:6).** Advanced problems of scenic design. Development of proficiency in scene painting techniques. Pr. 375 or permission of the instructor. Nomikos.
- 545 Lighting Design and Execution (3:2:3).** Advanced problems of stage lighting design; lighting equipment application and innovation. Pr. 376 or permission of instructor.
- 546 Problems in Scenic Design for Summer Stock (1:2).** Design and technical problems of the productions presented at Parkway Playhouse. Pr. advanced standing and 213 or equivalent.
- 547 Multi-set Design Techniques (3:1:6).** Preparation of designs and solving of production problems of multi-set plays in relation to various stage forms. Pr. 375 or permission of instructor. Nomikos.
- 548 Problems in Play Directing for Summer Stock (1:2).** Exploration of the director's concept and discussion of problems in directing plays at Parkway Playhouse. Pr. advanced standing or permission of instructor.
- 549 Costume Construction (3:1:6).** Theory and practice in costume construction; basic pattern making techniques for stage costumes. Pr. 365, 366 or permission of instructor.
- 550 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3).** Anatomical and physiological components of human speech and hearing. Emphasis on neuromyological investigation. Earle, Newton.
- 551 Speech and Language Disorders: Diagnostic Procedures (3:2:2).** Differential diagnosis of speech, language, and hearing problems. Pr. 568, 570 or permission of instructor. Newton.
- 554 Speech Science (3:3).** Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication. Pr. 550. Earle.
- 555 Communication Systems for the Deaf II (3:3).** Advanced skills in manual communication in a variety of situations. Total communication theories and techniques. Pr. 335 or permission of instructor. Lowell, Shroyer.



- 567 Phonetics (3:3).** Analysis of phonemes of the English language as a basis for speech improvement and the correction of severe speech disorders; voice mechanism; practice in narrow transcription of International Phonetic Alphabet.
- 568 Speech and Language Disorders II (3:3).** Etiology, symptoms, and behavior of individuals with speech and language problems due to organic disorders of voice, articulation, language, and hearing. Pr. phonetics, 550 or permission of instructor. Earle.
- 569 Clinical Management of Speech and Language Disorders (3:3).** Methods to correct disorders of voice, language, rhythm, and articulation. Public school programs. Pr. 568 or permission of instructor. Strong.
- 570 Audiology (3:3).** Introduction to the field of clinical audiology. Includes anatomy, physiology, and disorders of the hearing mechanism and interpretations of basic measurements of auditory function. Dixon.
- 571 Clinical Practice in Speech Pathology (1 to 3).** Clinical methods in diagnosis and therapy. May be repeated for credit. Pr. 569 and permission of instructor. Newton, Prater, Earle.
- 572 Dynamics of Deafness (3:3).** Analysis of the environmental factors which shape a deaf adult's overall adjustment. Intervention strategies to deal with adjustment difficulties. Shroyer.
- 573 Aural Rehabilitation (3:3).** Various methods of teaching the auditorially handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speechreading. Pr. 570 or permission of instructor. Causby.
- 574 Advanced Clinical Audiology (3:3).** Pediatric audiology; non-organic hearing loss; differential diagnosis; special problems in diagnosis. Pr. 570. Dixon.
- 575 Clinical Methods of Teaching Hearing Impaired Children (3:3).** Methods of auditory training, speechreading, speech, and language development for children with handicapping hearing problems. Causby.
- 576 Clinical Practice in Audiology (1 to 3).** Supervised clinical practice in evaluation or therapy for the hearing-handicapped. Pr. 570 or permission of instructor. Causby, Dixon.
- 577 Teaching Speech to the Deaf (3:3).** Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages. Pr. 230 or permission of instructor. Causby, Lowell.
- 578 Teaching Language to the Deaf (3:3).** Systems for developing language in the individual with severe hearing impairment. Pr. 331 or permission of instructor. Causby, Lowell.
- 579 Experimental Methods in the Management of Speech and Language Disorders (3:3).** Newer methods in management of speech and language disorders. Emphasis on behavior modification. Pr. 568 and permission of instructor. Strong.
- 581 World Theatre I, II (3:3), (3:3).** Dramatic literature from Aeschylus to the contemporary playwrights, with emphasis on its production in the theatre. First semester: classical, Oriental, and European drama through nineteenth century. Second semester: modern European and American drama from Ibsen to Albee. (H)
- 585 Advanced Broadcast Production (3:2:3).** Advanced principles of radio and



- television production and techniques. Pr. 391 or graduate standing and permission of instructor.
- 589 Summer Repertory Practicum (6:0:18).** Intensive experience in one or more areas of repertory theatre. Offered summers only. Pr. permission of instructor. Batcheller.
- 590 Contemporary Acting 1(3:1:4).** Advanced study and practice of roles in contemporary theatre. Theory and application of the Stanislavski System and subsequent interpretations. Development of intended characterization in both realistic and non-realistic modern plays. Pr. 251 and 252 or permission of instructor.
- 591 Experimentation (3:1:4).** Experience and analysis of the creative process of building a dramatic role, directing, playwriting, stage design, broadcasting, or film production. For senior majors and graduate students only. **Permission of a faculty supervisor is required prior to registration.** Broadcasting/Cinema projects require completion of 510 or 540 prior to registration. Batcheller, Mandigo.
- 592 Period Acting I (3:1:4).** The study and practice of Commedia dell'Arte and Shakespearean acting styles. Improvisation leading to structured scenes in the Commedia tradition. Performance emphasizing manners, movement, costumes, sword play and vocal delivery of the Elizabethan period. Pr. 251 and 252 or permission of instructor.
- 593 Advanced Acting: Summer Theatre (2:1:2).** Development of a practical technique and a sound approach to in-depth characterization limited by short rehearsal time at Parkway Playhouse. Pr. 254 or permission of instructor.
- 594 Applied Summer Theatre II (4:0:12).** Intensive experience in one or more areas of summer theatre production at Parkway Playhouse. Pr. 256 or permission of instructor.
- 595 Rehearsal, Production, and Performance II (3:0:9).** Guided practice in carrying out **major** responsibilities through playing leading roles, serving as assistant directors or crew heads in scenery, properties, lighting, costumes, publicity, house, and/or make-up of UNC-G Theatre and/or Theatre for Young People productions or directing Studio Theatre productions. Pr. twelve hours of Communication and Theatre or permission of instructor. Batcheller.
- 596 Creative Dramatics for School and Community (3:2:2).** Research and literature of creative dramatics for children, ages five through fourteen. Practice in leading groups of children in creative dramatics. Behm, Middleton.
- 597 Puppetry (3:2:2).** Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets. Behm.
- 598 Children's Theatre for School and Community (3:2:2).** Research and literature of children's theatre; methods of producing plays with children in school and community situations. Behm, Middleton.
- **Courses for Graduates**
- 600 Introduction to Graduate Study (3:3).**
- 601 Special Topics in Child Speech and Language Development (3:3).**
- 602 Seminar in Speech Pathology—Organic Disorders (3:3).**
- 603 Seminar in Voice Problems (3:3).**

- 604 Seminar in Rhythm Problems (3:3).
- 605 Seminar in Speech and Language Pathology (3:3).
- 606 Seminar in Aphasia (3:3).
- 607 Seminar in Cerebral Palsy (3:3).
- 608 Seminar in Cleft Palate (3:3).
- 609 Seminar in Alaryngeal Speech (3:3).
- 610 Seminar in Clinical Audiology (3:3).
- 611 Hearing Aids and Residual Hearing (3:3).
- 612 Seminar in Speech Communication (3:3).
- 613 Education of the Multihandicapped Deaf Child (3:3)
- 614 Language Disorders in Children (3:3).
- 621 Seminar in Lighting (3:3).
- 622 Seminar in Design (3:3).
- 625 Seminar in Broadcasting-Film (3:3).
- 631 Directing the Forensic Program (3:3).
- 639 Applied Play Directing (3:1:4).
- 641 Advanced Play Directing (3:3).
- 644 Studies in Acting (3:3).
- 650 Independent Study (1 to 3).
- 660 Drama Theory and Criticism (3:3).
- 661 Modern Theatre Styles (3:3).
- 662 Advanced Communication Theory (3:3).
- 667 Experimental Phonetics (3:2:2).
- 671 Advanced Clinical Practice in Speech Pathology (1 to 3).
- 676 Advanced Clinical Practice in Audiology (1 to 3).
- 677 Clinical Internship (3 to 9).
- 679 Theatre Management (3:3).
- 680 Graduate Practicum in Theatre (3).
- 681 Contemporary Acting II (3:1:4).
- 682 Period Acting II (3:1:4).
- 690 Stage Dialects (3:3).
- 691 Advanced Experimentation (3:1:4).
- 693 Classical Rhetoric (3:3).

- 694 Modern Rhetorical Theory and Criticism (3:3).
- 696 Advanced Creative Drama (3:3).
- 698 Experimental Design in Speech Pathology and Audiology (3:3).
- 699 Thesis (3 to 6).
- 800 Graduate Registration.
- 801 Graduate Registration.

Communication Arts—See Home Economics.

Community Health Education—See Health, Physical Education and Recreation.

Composition-Theory—See Music.

Comprehensive Business Teacher Certification—See Business and Distributive Education.

Computer-Related Mathematics—See Mathematics.

Consumer Services—See Home Economics.

Dance, Dance Education—See Health, Physical Education and Recreation.

Dentistry—See Medicine and Dentistry.

Design—See Art.

Design & Technical Direction—See Communication and Theatre.

Distributive Education—See Business and Distributive Education.

Early Childhood Education Certification—See Education.

ECONOMICS—Department of

(206 Forney Bldg./School of Business and Economics)

- John P. Formby** (1966), Professor and Head of Department/B.A., Colorado College/Ph.D., Colorado.
- Stuart D. Allen** (1976), Assistant Professor/B.A., Wake Forest/ Ph.D., Virginia.
- Gary T. Barnes** (1972), Assistant Professor/B.A., Oklahoma/Ph.D., N.C. State.
- Bruce J. Caldwell** (1978), Instructor/B.A., William and Mary/Ph.D., U.N.C. at Chapel Hill.
- William J. Hausman** (1976), Assistant Professor/B.A., William and Mary/M.A., Ph.D., Illinois. Leave of absence, academic year 1978-79.
- Barry T. Hirsch** (1976), Assistant Professor/B.A., Ph.D., Virginia.
- John Hoftzyer** (1970), Assistant Professor/B.A., City College of New York/M.A., Ph.D., Indiana. Leave of absence, academic year 1978-79.
- G. Donald Jud** (1971), Associate Professor and Director of Center for Applied Research/B.A., M.B.A., Texas/Ph.D., Iowa.
- William H. Kaempfer** (1978), Visiting Assistant Professor/B.A., College of Wooster/M.A., Ph.D., Duke.
- John W. Kennedy** (1956), Professor and Vice Chancellor for Graduate Studies/B.A., M.A., Duke/Ph.D., U.N.C. at Chapel Hill.
- Stephen Layson** (1978), Instructor/B.A., Indiana.
- Thomas J. Leary** (1968), Kathleen Price Bryan Associate Professor of Financial Affairs/B.A., Northeastern/M.A., Ph.D., Ohio State.
- Donald L. McCrickard** (1975), Assistant Professor/B.A., Ph.D., U.N.C. at Chapel Hill.
- Edward L. Millner** (1978), Instructor/B.A., Hampden-Sydney College.
- John L. Neufeld** (1974), Assistant Professor/B.A., Yale/Ph.D., Michigan. Leave of absence, academic year 1978-79.
- Fredrick W. Parkhurst** (1978), Visiting Professor/A.B., LL.B.-J.D., Northeastern/A.M., Boston/LL.M., J.S.D., New York. Part-time, first semester 1978-79.
- Richard A. Phillips** (1978), Instructor/B.A., Old Dominion.
- John G. Redmond** (1974), Lecturer/B.A., M.A., UNC-G. Part-time.
- Terry G. Seaks** (1972), Associate Professor/B.A., Washington and Lee/M.A., Ph.D., Duke.
- David H. Shelton** (1965), Professor and Dean of School/B.A., Millsaps College/M.A., Ph.D., Ohio State.
- Neil T. Skaggs** (1978), Instructor/A.B., University of Missouri-Columbia/A.M., Duke.
- W. James Smith** (1976), Assistant Professor/B.A., Colorado State/M.A., Michigan/Ph.D., Colorado.

James H. VanderHoff (1978), Instructor/B.S., Michigan State.

James M. Watts (1975), Assistant Professor/B.S., M.A., Ph.D., Kentucky.

The Department of Economics endeavors to provide students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science and is concerned with such phenomena as inflation, unemployment, commodity shortages, energy scarcity, population pressures, urban decay, environmental pollution, poverty, discrimination, and similar problems.

The Economics Department offers degree programs leading to the Bachelor of Arts with a major in economics, Bachelor of Science with a major in economics, and Master of Arts with a major in economics. Students who wish to pursue a liberal arts approach to the study of economics should pursue the Bachelor of Arts degree. It is possible to receive Social Studies Teacher Certification within the B.A. degree program. Students who wish to pursue the study of economics in combination with an in-depth study of business should pursue the Bachelor of Science degree. Requirements for the B.S. degree include the "common body of knowledge" courses common to all professional degree programs within the School of Business and Economics.

As a social science, economics is among those disciplines traditionally included in liberal arts studies. Economics is also an immensely practical subject. Many economic ideas and concepts are at the core of rational decision making and, consequently, are very useful to those planning careers in commerce, industry, law, government, journalism and administration. An undergraduate major in economics at UNC-G combines a liberal education with technical specialization and provides an excellent background for finding

employment in many diverse private firms and with government. The program also helps to prepare the student for graduate study in economics, law, business, and other professional fields.

Departmental faculty members are available to advise students about curricular matters and career opportunities. The department has prepared an informative *Handbook for Economics Majors*. The *Handbook* contains a course guide and will be useful to present and prospective majors.

Social studies teacher certification is available. Students seeking certification should consult the teacher education chapter.

ECONOMICS MAJOR (Bachelor of Arts)

Required: 122 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses, outside the School of Business and Economics, from Social and Behavioral Sciences area (SBS).
5. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas or in an elementary foreign language.

Note: Work taken to satisfy Nos. 2, 3, 4 and 5 above, or elsewhere in the student's program, must include Mathematics 191 and 6 semester hours in approved international affairs courses selected from economics, history or political science. Students should consult their advisers on the international affairs courses satisfying this requirement.

Major Requirements

1. Economics 201, 202, 327, 345, 346 and 350.
2. Economics electives above the 100 level of not fewer than 9 or more than 18 semester hours.

Related Area Requirements

Business Administration 235 or Business and Distributive Education 234.

Electives

Electives sufficient to complete total semester hours required for degree.

ECONOMICS MAJOR (Bachelor of Science)

Required: 122 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics Area (NSM) to include at least 3 semester hours in one of the following: biology, chemistry, geography and physics.
4. Two courses, outside the School of Business and Economics, from Social and Behavioral Sciences Area. (SBS).
5. Four additional courses, outside the School of Business and Economics, from any one, all or combination of the above three areas or in an elementary foreign language.

Note: Work taken to satisfy Nos. 2, 3, 4 and 5 above, or in other portions of the student's program, must include Mathematics 191, Psychology 221, Sociology 211 and 3 additional semester hours in approved social and behavioral sciences other than economics or business administration.

Major Requirements

1. Economics 201, 202, 327, 345, 346 and 350.
2. Economics electives above the 100 level of not fewer than 18 or more than 24 semester hours. Business administration or accounting electives may be substituted for up to 9 semester hours of economics electives.

Related Area Requirements

1. Business & Distributive Education 234.
2. Business Administration 310, 320, 330, 340, 360 and 491.
3. Accounting 201 and 202.

Electives

Electives sufficient to complete total semester hours required for degree.

Economics Minor

Eighteen semester hours of economics excluding Economics 101, 350, 419 and 536.

Double Major

Students double majoring in economics and another field must meet all of the requirements specified for both majors. The only exception to this rule occurs when each major requires the student to complete substantially equivalent courses in separate departments. Approval of the Department head is required in such cases.

Limitations on Work Within the School of Business and Economics

Students majoring within the School of Business and Economics may not take more than sixty percent of their course work within the School. In a 122 semester hour degree program, no more than 72 semester hours may be taken within the School of Business and Economics.

Economics/courses

Courses for Undergraduates

- 101 Concepts and Issues in Contemporary Economics (3:3).** Readings, class discussion and elementary research topics in economics. Emphasis on present-day economic philosophy and problems in United States, Europe, Soviet Union and underdeveloped nations. Open to freshmen; not open to persons with credit for prior courses in economics. (SBS).
- 201 Introductory Microeconomics and Social Issues (3:3).** An introduction to microeconomic principles and methods of analysis. The application of microeconomic analysis to selected social issues. Topics include the market system, supply and demand and cost benefit analysis. These principles are studied in the context of specific social problems. (SBS).
- 202 Introductory Macroeconomics and Social Issues (3:3).** An introduction to elementary macroeconomic principles and methods of analysis. The application of macroeconomic principles to selected social issues. Topics include national income, the monetary system, inflation, recession, the national debt, international trade and economic growth. Pr. 201 or consent of instructor. (SBS).
- 327 Money and Economic Activity (3:3).** Emphasis on legal, institutional and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies and problems analyzed. Also international as well as domestic monetary analysis. Pr. 202. (SBS).

- 345 Intermediate Economic Analysis I (3:3).** Intermediate-level treatment of microeconomic theory. Topics include scope, methods and uses of economic theory; intermediate theory of demand, supply, markets for output and factors of production; and functioning of market system as a whole. Applications of economic theory to problems of consumer, business firm and nation are considered as time permits. Pr. 201. (SBS).
- 346 Intermediate Economic Analysis II (3:3).** Intermediate-level analysis of determination of national income and employment with collateral attention to some portions of monetary theory, theories of business fluctuations and secular economic growth. Pr. 345. (SBS).
- 350 Economic and Business Statistics (3:3).** Introduction to statistical methods and their applications in economics, business administration and other social sciences. Topics include measures of central tendency, dispersion and relationship; trends; index numbers; time series analysis. Emphasis placed on problem solving. A student may not receive credit for Mathematics 351, Sociology 319 or Psychology 310 and Economics 350.
- 370 Labor Economics and Labor Relations (3:3).** Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality and public policy. Pr. 201. (SBS).
- 400 Survey of Economics (3:3).** An intensive treatment of the fundamental principles of economics. Intended to provide the essential background knowledge of economics for graduate students in business administration. Topics covered include elementary microeconomics, elementary macroeconomics, the monetary system and international economics. May not be taken for credit by undergraduates without permission of the department.
- 419 Quantitative Analysis (3:3).** Introduction to mathematical methods in economics and business. Applications in theories of production and consumer behavior, general equilibrium analysis, input-output models, mathematical control theory. Pr. Mathematics 121 or equivalent and Economics 201 or 400.
- 493-494 Honors Work (3:3)-(3:3).** (SBS).
- 499 Problems in Economics (3:3).** Independent study, research and class discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester. Pr. 201 and consent of instructor. (SBS).
- Courses for Advanced Undergraduates and Graduates**
- 510 Law and Economics (3:3).** Applies economic theory in analysis of law. Course presents framework for analysis, examines the legal system and various fields of law, studies public regulation, reviews economic analyses of crime and examines alternative views of legal process. Pr. 201. (SBS).
- 517 A History of American Economic Development: Early Seventeenth Century to the 1890's (3:3).** Evolution of the American economy from colonial origins to the 1890's with emphasis on the post-1790 period. Stresses growth of national market, spreading division of



- labor and deepening of investment. Pr. 201 and 6 semester hours of work in history or consent of instructor. (SBS).
- 518 A History of American Economic Development: 1890's to Present (3:3).** Evolution of American economy from the 1890's to the post-World War II era. Emphasis on economic performance through time measured against the goals of full employment, price stability and a high rate of growth. Continuation of 517 but may be taken without prior enrollment in 517. Pr. 201 and 6 semester hours of work in history or consent of instructor. (SBS).
- 521 A History of European Economic Development: Medieval Origins to C. 1800 (3:3).** Evolution of economic institutions from disintegration of the ancient world to beginning of the nineteenth century. Sources of economic progress such as trade, division of labor and investment stressed. Emphasis on the developing nation-states of Western Europe, particularly Italy, Low Countries, France and England. Pr. 201 and 6 semester hours of work in history or consent of instructor. (SBS).
- 522 A History of European Economic Development: C. 1800 to Present (3:3).** Significant economic development in various European nations from early nineteenth century to present. Comparative analysis of trends in income distribution, patterns of product use, growing international interdependence and role of innovation in economic growth. Emphasis on Great Britain, France and in the twentieth century U.S.S.R. Continuation of 521 but may be taken without prior enrollment in 521. Pr. 201 and 6 semester hours of work in history or consent of instructor. (SBS).
- 523 Public Finance (3:3).** Chief expenditures and main sources of revenue used by governments; property taxes; income and inheritance taxes and various forms of sales taxes; distribution of tax burden on different classes in society; managing federal debt. Pr. 201. (SBS).
- 525 Problems in Applied Economics (3:3).** Certain economic principles and applications to economic problems such as employment, economic growth, inflation, monetary and fiscal policy, international trade, monopoly and competition, agriculture and labor. Designed for pre-service and in-service education of teachers; not open to majors in economics and business administration or others with substantial prior work in economics. May not count toward a graduate degree in economics or business administration.
- 527 State and Local Finance (3:3).** Investigation into the structure and current problems of the state and local public sector. Applies economic theory and analysis to evaluate present and proposed sources of financing and systems for expenditure decision-making. Pr. 201 or consent of instructor. (SBS).
- 530 Urban and Regional Economics (3:3).** Application of the analytical tools of economics to explain the economic organization of cities, metropolitan areas and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation. Pr. 201. (SBS).
- 534 Monopoly, Competition and Public Policy (3:3).** Government control of business enterprise through integrating economic analysis of market structures with legal problems of regulation. Emphasis on antitrust law and economics as well as on direct regulation of business by commissions. Pr. 201. (SBS).

536 Consumer Economics (3:3). Economic position of the consumer; factors, both helpful and harmful, influencing consumer demand; building up defenses of the consumer against the pressure of producer and advertiser; various movements to aid consumer, including more effective legislation, research, testing of products and consumer cooperatives. May not count toward a graduate degree in economics. (SBS).

540 Economic Development (3:3). Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 201. (SBS).

550 Comparative Economic Systems (3:3). Capitalism, socialism, communism and fascism as economic systems and as philosophies; strength and weakness in each system. Pr. 201. (SBS).

551 Directed Studies in Economics (3). Individual study of economic problems with emphasis on areas of special interest to student. Regular conferences with instructor required. Pr. 12 s.h. of economics, including 201 and 202 and consent of instructor. (SBS).

552 Econometrics (3:3). Application of appropriate quantitative techniques to formalizing of economic hypotheses into testable relationships. Major attention devoted to single equation stochastic models involving micro- and macroeconomic relationships. Statistical considerations include development of method of least-squares, appropriateness of the single equation model and surveying of simultaneous equations, models and available estimation of techniques. Pr. 201 or 400 or 350.

555 History of Economic Thought (3:3). Main currents in the evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. Pr. 202. (SBS).

560 International Economics (3:3). Mechanism and theory of international trade. Selected current problems in international economic and commercial policies. Pr. 202. (SBS).

Courses for Graduates

600 Microeconomics (3:3).

601 Macroeconomics (3:3).

624 Labor Theory and Analysis (3:3).

645 Advanced Microeconomics (3:3).

646 Advanced Macroeconomics (3:3).

652 Advanced Economics and Business Statistics I (3:3).

653 Advanced Economics and Business Statistics II (3:3).

660 Industrial Organization and Public Policy (3:3).

671 Theory of Economic Growth (3:3).

685 Monetary and Fiscal Policy (3:3).

694 Seminar and Research in Economics I.

695 Seminar and Research in Economics II.

699 Thesis (3).

800 Graduate Registration.

801 Graduate Registration.

Education—School of

(72 McNutt Center)

David H. Reilly (1974), Professor and Dean of School/B.A., Vermont/Ed.M., Ed.D., Rutgers/ABPP (1972), Diplomate, American Board of Professional Psychology (School Psychology).



- Elizabeth A. Ashburn** (1978), Visiting Instructor/B.A., New Hampshire/M.Ed., Ph.D., SUNY-Buffalo. Part-time, second semester 1978-79.
- Jack I. Bardon** (1975), Excellence Fund Professor/B.A., Case Western Reserve/M.A., Ph.D., Pennsylvania.
- Cora P. Bomar** (1969), Associate Professor/B.S.Ed., Tennessee/M.A., U.N.C. at Chapel Hill/B.S. in L.S., George Peabody College.
- Elisabeth Ann Bowles** (1956), Associate Professor/B.A., UNC-G/M.A., Ph.D., U.N.C. at Chapel Hill.
- Mary Ann Brown** (1978), Instructor/B.A., Meredith College/M.A., Ph.D., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.
- A. Lucille Browne** (1975), Visiting Instructor/B.A., High Point College/M.A., U.N.C. at Chapel Hill. Part-time, first semester 1978-79.
- Dale L. Brubaker** (1971), Professor/B.A., Albion College/M.A., Ph.D., Michigan State.
- Joseph Eugene Bryson** (1964), Professor/B.A., Elon College/M.A., U.N.C. at Chapel Hill/Ed.D., Duke.
- John C. Busch** (1970), Associate Professor/B.A., Niagara/M.S.Ed., St. John's/Ed.D., Tennessee.
- Margaret M. Byrd** (1976), Instructor/B.A., Duke/M.L.S., UNC-G. Part-time, second semester 1978-79.
- James E. Calkins** (1978), Instructor/B.A., M.Ed., Connecticut/Ed.D., UNC-G. Part-time.
- David Lawrence Camp** (1978), Instructor/B.S., M.S., Florida State/Ph.D., Iowa. Part-time, second semester 1978-79.
- Walter Childs** (1976), Lecturer and Director of High Point Consortium Teacher Corps Project/B.S., Winston-Salem State/M.Ed., Florida.
- Dwight F. Clark** (1970), Associate Professor/B.S., SUNY, Oswego/Ed.M., Ed.D., Harvard.
- Ellen W. Day** (1968), Instructor/B.S., Iowa State/M.Ed., UNC-G.
- Barbara Ann Dreyer** (1978), Instructor/B.S., Concordia Teachers College/M.Ed., Ph.D., Johns Hopkins. Part-time.
- Jean Eason** (1975), Assistant Professor and Director of Continuing Education and of Summer Session/A.B., M.A., Missouri/Ed.D., UNC-G.
- Lois Virginia Edinger** (1962), Professor/B.A., Meredith College/M.Ed., Ph.D., U.N.C. at Chapel Hill.
- Richard B. Eggleton** (1977), Assistant Professor/B.S., Central County State College. First semester 1978-79.
- Richard L. Fields** (1977), Visiting Professor/B.S., Virginia State College/M.A., New York/Ph.D., Rutgers.
- Nancy Battle Foster** (1978), Lecturer/B.S., M.L.S., UNC-G.
- Marian Pope Franklin** (1959), Professor/B.A., B.M., St. Olaf College/M.A., Northwestern/Ed.D., U.N.C. at Chapel Hill.
- Bert Arthur Goldman** (1965), Professor and Dean of Academic Advising/B.A., Maryland/M.Ed., U.N.C. at Chapel Hill/Ed.D., Virginia.
- Marshall Gordon** (1976), Assistant Professor/B.A., Hunter/M.A., Ed.D., Columbia. Leave of absence—second semester, 1978-79.
- Cheryl J. Gowie** (1975), Assistant Professor/B.A., Wellesley College/M.S., Ph.D., SUNY, Albany. First semester 1978-79.
- Walter H. Hagaman** (1970), Associate Professor and Director of Instructional Resources Center/B.S., M.A., Appalachian State/Ed.D., Virginia.
- Francis A. Harvey** (1977), Instructor/B.S., Notre Dame/M.S., SUNY, Geneseo.
- Richard Harwood** (1977), Lecturer and Director of Placement/B.A., Harvard/M.Ed., Ed.D., Virginia.
- Shirley L. Haworth** (1975), Assistant Professor/B.A., Guilford College/M.Ed., Ed.D., UNC-G.
- Theodore C. Hines** (1975), Professor/A.A., B.A., George Washington/M.L.S., Ph.D., Rutgers.
- Margaret Ann Hites** (1975), Research Associate/B.A., Birmingham-Southern College/M.A., UNC-G.
- Robert W. Hites** (1975), Associate Professor and Director of Admissions/B.A., Mercer/M.A., Ph.D., Ohio State.
- Jon Gary Hoover** (1974), Assistant Professor/B.S., SUNY, Oswego/M.A., SUNY, Buffalo/Ph.D., U.N.C. at Chapel Hill.
- Lula Hinton Hoskins** (1978), Instructor/B.A., M.Ed., UNC-G. Part-time, second semester 1978-79.
- Mary Alford Hunter** (1943), Associate Professor/B.A., UNC-G/M.A., U.N.C. at Chapel Hill. Deceased 7-13-78.
- D. Michelle Irwin** (1978), Associate Professor/B.A., Ph.D., Minnesota.
- Richard M. Jaeger** (1976), Professor/B.A., Pepperdine/M.A., Ph.D., Stanford.
- David P. Jensen** (1978), Instructor/B.A., Greensboro College/M.S.L.S., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.
- Lucille P. Johnson** (1977), Visiting Instructor/B.A., Atlantic Christian College. Part-time, first semester 1978-79.
- Mary Kennon Johnson** (1962), Professor/B.A., South Carolina/M. School Librarianship, U.N.C. at Chapel Hill.
- David H. Jonassen** (1976), Assistant Professor/B.S., M.Ed., Delaware/Ed.D., Temple.
- Jackie W. Jones** (1978), Visiting Instructor/B.A., Elon College/M.S., Tennessee. Part-time, second semester 1978-79.
- Louis J. Karmel** (1970), Professor/B.A., Roosevelt/Ph.D., U.N.C. at Chapel Hill.
- Daryle L. Lamb** (1976), Instructor/B.A., Guilford College/M.S.L.S., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.
- Ernest W. Lee** (1966), Associate Professor and Coordinator of Teacher Education/B.S., Clemson/M.Ed., Ph.D., U.N.C. at Chapel Hill.

James B. Macdonald (1972), Distinguished Professor/B.S., M.S., Ph.D., Wisconsin.

Douglas P. Magann (1978), Instructor/B.A., Roanoke College/M.Ed., Ed.D., Virginia. Part-time, second semester 1978-79.

Patrick M. Mattern (1972), Assistant Professor/B.S., Pennsylvania State/M.S., Ph.D., Syracuse.

R. Fritz Mengert (1971), Assistant Professor/B.S., Ohio State/M.Ed., Kent State/Ph.D., Ohio State.

Dorothy Miller (1976) Visiting Instructor/A.B., Winthrop/M.Ed., UNC-G. Part-time, first semester 1978-79.

Jane Tucker Mitchell (1970), Associate Professor, School of Education and Department of Romance Languages/B.A., Mary Baldwin College/M.A., George Washington/Ph.D. U.N.C. at Chapel Hill.

Richard H. Nelson Jr. (1970), Professor/B.A., Duke/M.Ed., Virginia/Ed.D., Harvard.

Robert M. O'Kane (1967), Professor/B.A., New Hampshire/M.Ed., Vermont/Ed.D., Harvard.

William L. Osborne (1970), Associate Professor/B.S.Ed., Ohio State/M.Ed., Ohio/Ed. D., Western Michigan.

Ann J. Pace (1977), Assistant Professor/B.A., M.S.Ed., Pennsylvania/Ph.D., Delaware.

Margaret S. Parrott (1970), Associate Professor/B.A., North Texas State/M.S. in L.S., U.N.C. at Chapel Hill.

Sandra Powers (1973), Associate Professor and Assistant Dean/B.A., Richmond/M.A., Ph.D. Connecticut.

Wanda C. Powers (1976), Instructor/B.A., M.Ed., Ed.D., UNC-G.

Michael D. Priddy (1978), Instructor/B.A., M.Ed., Ed.D., U.N.C. at Chapel Hill. Part-time, first semester 1978-79.

William W. Purkey (1976), Professor/B.S., M.Ed., Ed.D., Virginia.

David E. Purpel (1972), Professor/A.B., Tufts/M.A., Ed.D., Harvard.

Donald Reichard (1973), Assistant Professor and Director of Institutional Studies/A.B., Miami of Ohio/M.A., Kent State/Ph.D., Michigan State.

Donald William Russell (1955), Professor/B.A., Bates College/M.Ed., Ed.D., Boston.

Timothy R. Sanford (1978), Instructor/B.A., Gettysburg College/Ph.D., U.N.C. at Chapel Hill, Part-time, second semester 1978-79.

Frank L. Saunders (1978), Instructor/B.S., Arizona/M.A., University of Melbourne, Australia. Part-time, first semester 1978-79.

Chiranjil Lal Sharma (1963), Professor/B.A., Agra/M.A., Aligarh/Ph.D., Chicago/Ph.D., London.

Nissim Shimoni (1976), Instructor/Psych. Diploma, Institute for Applied Psychology, Zurich, Switzerland/M.Ed., Ph.D., U.N.C. at Chapel Hill.

Melvin G. Stahl (1978), Instructor/B.A., Franklin and Marshall College/M.Ed., Harvard/Ed.D., U.N.C. at Chapel Hill. Part-time.

Barbara D. Stoodt (1977), Associate Professor/B.S., M.A., Ph.D., Ohio State.

Carol Kehr Tittle (1978), Professor/B.A., Colorado/M.A., Ohio State/Ph.D., Chicago.

Norman P. Uhl (1979), Visiting Professor/B.S., Roanoke College/M.A., Ph.D., Maryland. Part-time, second semester 1978-79.

Nicholas A. Vacc (1979), Professor/B.S., Western Reserve/M.S., Syracuse/Ed.D., SUNY-Albany. Second semester 1978-79.

George Viele (1977), Instructor/B.S., M.A., Central Michigan/M.S.L.S., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.

Richard H. Weller (1971), Associate Professor/B.A., M.A.T., Ed.D., Harvard.

Edwin L. West (1978), Visiting Instructor/B.S., M.A.T., Ph.D., U.N.C. at Chapel Hill. Part-time.

The School of Education offers undergraduate courses leading to the Bachelor of Science degree in education. Concentrations are available in Early Childhood Education and in specific teaching areas in Intermediate Education.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (music, physical education, home economics, business) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical and psychological foundations, methodology and curriculum and student teaching.

At the graduate level, the School of Education has responsibility for planning and implementing programs at the master's level, certificate of advanced graduate study (6th year) level and doctoral level.

There are significant evidences of change in teacher education, both abroad and within the School of Education. The most significant evidence of change, and the most indicative of further changes, resides in a very strong faculty, representing outstanding professional educators of national and international status.



New designs of teacher education programs are emerging as a result of faculty inquiry, the needs of the profession and the stimuli of research in learning, teaching and curriculum. Recent emphases in competency-based curricula, individualized programming and some reform in UNC-G requirements for undergraduate degrees, all contribute to exciting possibilities for future reform in teacher education.

Graduate programs, too, have been placing increasing stress on individualization of programs, broadening the scope and depth of areas of study and offering an ever increasing level of sophistication in terms of resources (personnel and material) to assist professional educators in initial graduate study and in re-education for changing professional requirements.

School of Education has sought and continues to seek realization of its goals as a professional school:

- To create new knowledge in professional education.
- To disseminate that knowledge.
- To apply research findings and engage in field services.
- To prepare practitioners.
- To study the profession.

EDUCATION MAJOR (Bachelor of Science)

Concentrations in

Early Childhood Education Intermediate Education

Required: 122 semester hours.

The Bachelor of Science degree in education includes the course work necessary to receive a North Carolina teacher's certificate in either Early Childhood Education (kindergarten-third

grade) or in Intermediate Education (Grades 4-9).

The School of Education also offers, in cooperation with Greensboro College, an emphasis in Special Education. Twenty-one semester hours of Special Education courses are taken at Greensboro College, and the student earns a Bachelor of Science in education with a North Carolina teacher's certificate in Special Education. Application for this program occurs during the sophomore year and is limited to 12 students per year. (It should be noted that transfer students are **not** accepted into the Special Education program.)

The general aims of these programs are to introduce the prospective teacher in these fields to some basic concepts, knowledges and skills required of those who would teach. Particular emphases are given to studies in learning, curriculum, human development and the social, philosophical and psychological foundations supportive of the professional studies.

Transfer students in either Early Childhood or Intermediate Education may require more than four years to complete the program. Thus it is essential that they work closely with the Office of Academic Advising and their faculty advisers in planning their programs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H) including one course in literature.
3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS).
5. Four additional courses from any one, all or combination of the above areas.
6. Courses may be chosen from Natural

Science and Mathematics and Social and Behavioral Sciences to satisfy the above requirements which will also fulfill certification requirements.

Major Requirements

33-42 semester hours

Required Education Courses:

1. Education 201 (co-listed as Home Economics 302), 381.
2. Block semester: Education 346, 430, 443, 444.
3. Student Teaching and Seminar: Education 461 or 462.

Electives (0-9 semester hours) from Education 501, 515, 517, 518, 519, 521; Library Science/Educational Technology 556, 560; or other approved education or library science/educational technology courses; or liberal arts and cognate subjects.

Elementary Certification Requirements

1. Physics 305, Chemistry 306, Mathematics 301 and 302, physical geography, a U.S. history course, a social science elective chosen from sociology, anthropology or political science, a biology course and a literature course, Art 363 (for which Art 190 is a prerequisite), Music 361, Physical Education 341, Psychology 221, Health 101 or 301.

These courses may be fitted into liberal education requirements where appropriate.

Concentrations:

1. **Early Childhood Education** (K-3)—Eighteen semester hours of courses above the 100 level including the following:
Education 202, Home Economics 532, Communication & Theatre 596. Other appropriate courses will be chosen in consultation with the student's faculty adviser.

2. **Intermediate Education** (Grades 4-9)—a minimum of 18 semester hours of approved courses in one of the following areas:

English, history, social studies (anthropology, geography, history, political science, sociology), mathematics, science [biology, chemistry, physics, earth science (in Geography Department)], foreign language, language arts, unified arts.

Education/courses

Courses for Undergraduates

- 201 **Human Development I (3:3)**. An introduction to current knowledge about human growth and development from conception to adolescence. Designed to contribute to the student's general education as well as to subsequent professional development. Required for all elementary education majors, Early Childhood and Intermediate.
- 202 **Human Development II (3:3)**. An introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to the student's general education as well as to subsequent professional development. Required of Early Childhood Education majors.
- 346 **Instructional Media for Children (3:2:2)**. A multimedia approach to literature for children; functions and use in curriculum. Laboratory and clinical experiences required.
- 375 **Philosophy of Education (3:3)**. Philosophical questions related to



- education, such as what is education, how are the aims of education to be decided and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary readings. Same as Philosophy 375. (H).
- 381 The Institution of Education (3:3).** Historical background, purposes and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use and personal significance to teacher of the dominant American philosophy of education. Required of students seeking teacher certification.
- 430 Psychological Foundations of Education (4:3:2).** Designed to develop and demonstrate application of knowledges and understandings of processes and methods of learning and teaching in respective school settings. Includes study of learner, his growth and maturation, individual differences and the application of psychology to task of teacher in evaluating pupil progress. Classroom observations and simulated experiences emphasized. Appropriate emphasis on pre-adolescent.
- 443 Teaching Practices and Curriculum in Reading and Other Language Arts (4:3:2).** Teaching of reading and other language arts in elementary school. Offered spring semester only.
- 444 Teaching Practices and Curriculum in Social Studies, Mathematics and Science (4:3:2).** Designed to develop competencies in curriculum construction
- and in teaching processes for social studies, mathematics and science in the elementary school. Offered spring semester only.
- 450 Psychological Foundations of Education (3:3).** Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in respective school settings. Includes study of learner, his growth and maturation, individual differences and application of psychology to task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized. Appropriate emphasis on adolescent.
- 451 Teaching Practices and Curriculum in English (3:3).** Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading and listening. Required of student teachers in English.
- 452 Teaching Practices and Curriculum in Romance Languages (3:3).** Effective techniques for teaching modern languages with an audio-lingual approach. Emphasis on materials, observations and practical aids to secondary teacher. Required of student teachers in Romance languages.
- 453 Teaching Practices and Curriculum in Social Studies (3:3).** Organization of social studies in secondary schools; classroom methods, techniques and activities; teaching materials; testing and evaluation. Required of student teachers in social studies.

- 457 Teaching Practices and Curriculum in Mathematics (3:3).** Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics.
- 459 Teaching Practices and Curriculum in Science (3:3).** Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics and earth-science and the changing approaches to teaching these subjects. Required of student teachers in science.
- 461 Student Teaching and Seminar: Early Childhood (12).** Supervised student teaching in an early childhood setting (grades K-3) under the direction of a clinical associate or a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required. Pr. 346, 381, 430, 443, 444. Offered fall semester only.
- 462 Student Teaching and Seminar: Intermediate (12).** Supervised student teaching in an intermediate setting (grades 4-9) under the direction of a clinical associate or a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required. Pr. 346, 381, 430, 443, 444. Offered fall semester only.
- 465 Student Teaching and Seminar (6:1:10).** Supervised student teaching in junior and senior high school under the direction of

a University supervisor. Observation, participation and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required. Pr. 381, 450 and methods course.

- 470 Reading Education for Secondary and Special Subject Teachers (2:2:0).** A course designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis will be placed upon understanding the scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for the student's major area will be required. Pr. admission to teacher education or consent of instructor.
- 491 Independent Study (1 to 4).** Guided readings, research or individual project work under direction of a staff member. Pr. approval of instructor.
- 493- Honors Work (3:3)-(3:3).**
494

Courses for Advanced Undergraduates and Graduates

Students taking graduate courses or pursuing a graduate degree program should consult the catalog and official announcements of the Graduate School of the University of North Carolina at Greensboro.

- 501 Statistical Methods in Education (3:3)** An introductory course in applied descriptive statistics which will provide a conceptual and theoretical foundation for more advanced course work. Pr. elementary algebra.



- 502 Intermediate Statistical Methods in Education (3:3).** A course in applied inferential statistics which will provide a conceptual and theoretical foundation for more advanced course work. Pr. 501 or equivalent course.
- 506 Institutes in Education (1 to 3).** Designed to allow sliding credit (to 3 hours) for special institutes offered to study issues, problems and new approaches in the profession. Includes provisions for individual study and writing in institute areas. Student may apply no more than 3 hours of this course to a graduate degree program.
- 510 Survey of Adult Education (3).** Survey of concepts and history of the professional field of adult education and affiliated fields. Examination of the role of the influencer or teacher of adults within today's context of accelerating cultural change.
- 515 Curriculum Planning (3:3).** Principles and processes of curriculum planning. Particular emphasis given to strategies of curriculum planning, bases and procedures, forces and determinants, professional personnel involvement, curriculum evaluation and curriculum differentiation for individual learners. Pr. graduate standing in education or permission of instructor.
- 517 Reading in the Elementary School (3:3).** Designed to give teachers study in depth of the reading process as a functional aspect of curriculum. Newer media, techniques and practices examined and evaluated. Student required to do independent study of one area of the reading program as related to the specific teaching situation.
- 518 Mathematics in the Elementary School (3:3).** Current mathematics program, including emphasis on meaning theory and on instructional materials, methods and procedures in teaching fundamental operations.
- 519 Science in the Elementary School (3:3).** Emphasis focused on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of field of elementary school science, developing criteria for selecting appropriate materials and role of children's interests in designing learning experiences.
- 520 Social Studies in the Elementary School (3:3).** Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. The development of democratic citizens is also a major consideration.
- 521 Teaching Practices and Curriculum in Language Arts in the Elementary School (3:3).** Designed to give experienced teachers in-depth study of the impressive and expressive language arts as they are taught in the elementary school.
- 522 Diagnosing Learning Difficulties in Elementary and Junior High School (3:3).** Procedures and techniques in the diagnosis of learning problems. Emphasis is placed on assessment procedures related to learning processes. Practical



application is stressed through contact with school age children.

- 524 Epistemological Foundations of Mathematics for Educators (3:3).** An examination of diverse views of mathematics and their relationship to epistemological concerns and curriculum development. Pr. advanced undergraduate or graduate study with specialization in mathematics or mathematics education.
- 540 Exceptional Children (3:3).** An introductory course designed to survey the field of exceptional children. Major attention is focused on characteristics of the exceptional child. Pr. Psychology 221 and 326 or equivalent and consent of instructor. May not be taken by students who have credit for Psychology 502.
- 541 Methods of Teaching and Intervention in Special Education (3:3).** The development of instructional procedures for exceptional children with emphasis on the full range of educational interventions appropriate for the exceptional child, classrooms and programs. Pr. an introductory course in special education and consent of instructor.
- 542 Methods of Teaching and Intervention in Special Education (3:3).** A continuation of 541. Methods appropriate to the education of mentally handicapped, emotionally handicapped and learning disabled children in resource rooms, special classes and regular classrooms. For special education majors. Pr. 541 and consent of instructor.
- 544 Psychology of Children with Special Educational Needs (3:3).** Intended for those concerned with the education of children with handicapping conditions in the regular classroom. Understanding individual differences among pupils and making decisions about classroom instruction and organization; supporting
- and directing children with special needs; working with special and pupil personnel workers in the schools. Pr. experience in teaching, enrollment in a teacher preparation program or permission of instructor. (SBS).
- 550 Education of the Gifted and Talented (3:3)** Definition and identification of mentally gifted and highly talented children. The role of the school, the parent and community in nurture and educating these children. Demonstratic and evaluation of identification and instructional procedures.
- 569 Implications of Learning and Developmental Principles for Instruction (3:3).** An examination of learning and developmental principles and the implications for teaching and curriculum development.
- 574 Principles of Guidance (3:3).** Orientation to field of guidance in several settings with emphasis on educational settings. Foundations of guidance philosophy, principles and procedures examined in historical and contemporary perspective.
- 576 Guidance in Elementary Education (3:3).** Functions, relationships, organization and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. approval of instructor.
- 579 Student Personnel Services in Higher Education (3:3).** An intensive study of student personnel services. Areas such as admissions, orientation, educational advising, counseling, student activities, health, housing, financial aid and placement are examined.
- 588 Processes and Performance in Educational Administration (3:3).** Introductory course emphasizing fundamentals of educational



administration. Stresses behavioral performance under simulated conditions. Case studies, simulations, "in-basket" method and role-playing in a laboratory approach used. Intended primarily for entering prospective students of educational administration and other in-service educators.

- 593 Methods of Educational Research (3:3).** Techniques and uses of research in education. Some basic elements of statistics, including practice in designing research projects.

Courses for Graduates

- 600 The Community College (3:3).**
- 601 Higher Education in the United States (3:3).**
- 602 Curriculum in Higher Education (3:3).**
- 603 The American College Student (3:3).**
- 604 Moral Dilemmas, Literature and Educators (3:3).**
- 605 Developmental Psycholinguistics (3:3).**
- 608 Seminar in Early Childhood Education (3:3).**
- 609 Epistemology and Education (3:3).**
- 610 Helping Relationships (3).**
- 617a Diagnosis and Correction of Reading Problems (3).**
- 617b Advanced Strategies in Diagnosis and Correction of Reading Problems (3).**
- 618 Corrective Reading in Middle and Secondary Schools (3:3).**
- 619 Research and Programs in Reading Education (3:3).**
- 620 Counseling Theories and Practice (3:3).**
- 622 Diagnostic Teaching (3:3).**
- 624 Elementary School Curriculum and Instruction (3:3).**
- 628 Seminar in Elementary Education (3:3).**
- 630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3).**
- 631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3).**
- 632 Trends in Teaching Practices and Curriculum in Secondary School Science (3:3).**
- 633 Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).**
- 635 Reading in the Secondary School (3:3).**
- 637 Trends in Teaching Practices and Curriculum in Secondary School English (3:3).**
- 638 Seminar in Secondary Education (3:3).**
- 641 Seminar in Professional School Psychology (3:3).**
- 642 Evaluation of Educational Programs (3:3).**
- 644 Supervised Practicum in Curriculum and Teaching (3 to 6).**
- 645 Advanced Seminar in Exceptional Children (3:3).**
- 646 Problems in Program Development for Exceptional Children (3:3).**
- 647 Consultation in Education: Theory and Process (3:3).**
- 648 The Functions and Organization of Pupil Personnel Services (3:3).**
- 649 Practicum in Special Education (6:6).**
- 650 Techniques of Group Counseling (3:3).**
- 651 Advanced Seminar in the Education of the Gifted and Talented (3:3).**
- 652 Organizational and Instructional Patterns in Education of the Gifted and Talented (3:3).**

- 655 Supervision of Student Teachers (2 to 3).
656 Advanced Theories of Counseling (3:3).
658 Planning and Design of Educational Facilities (3:3).
659 The Economics and Financial Management of Education (3:3).
660 The School Principalship (3:3).
661 Ethics and Education (3:3).
667 Foundations of Educational Measurement Theory (3:3).
669 Career Development (3:3).
670 Educational Measurement and Evaluation (3:3).
671 Understanding and Counseling Adolescents (3:3).
672 Theory and Practice of Individual Intelligence Testing (4:3:3).
673 Group Applications (3:3).
675 Internship in School Psychology (1 to 6).
676 Organization and Administration of Student Personnel Programs (3:3).
677 Internship in Pupil Personnel Services (3).
678 Issues and Trends in Counseling (3).
679 History of Education in the United States (3:3).
680 Counseling Practicum (3:3).
681 Design and Analysis of Educational Experiments (3:3).
682 Application of Measurement and Clinical Appraisal Techniques (3:3).
683 School Public Relations (3:3).
684 Studies of Leadership—A Biographic Approach (3).
685 Supervision: Theory and Concepts (3:3).
686 Curriculum Theory (3:3).
687 Education and the Legal Structure (3:3).
688 Contemporary Problems Seminar (1 to 3).
689 Seminar in Leadership Development (6).
690 Supervised Practicum in School Administration (3:3).
691 The Study of the Field of Administration as Applied to Education (3:3).
692 Independent Study (1 to 4).
693 Seminar in Advanced Research Methods (3:3).
694 Organization and Governance of Public Education (3:3).
695 Comparative Education (3:3).
696 Philosophies in Education (3:3).
697 Selected Critical Issues in American Education (3:3).
698 Human Development (3:3).
699 Thesis (2 to 6).
721 Social and Cultural Change and Education (3:3).
730 Practicum in Educational Research and Evaluation (3).
751 Concepts and Cases in Educational Administration (3:3).
752 Theories in Educational Administration (3:3).
777a,b Seminar in Counseling (3:3), (3:3).
780 Advanced Counseling Practicum (3 to 9).
781 Counseling Practicum Supervision (1 to 6).
799 Dissertation (12).
800 Graduate Registration.
801 Graduate Registration.

Library Science/Educational Technology/Courses

Courses for Advanced Undergraduates and Graduates

- 506 Institutes in Librarianship and Educational Technology (1 to 3).** Special institutes to study issues, problems and/or new approaches to librarianship and educational technology.
- 547 Introduction to Instructional Media (3:3).** Introductory course in educational technology, using individualized means to develop basic skills in utilization, design and production of instructional resources.
- 554 Materials for Adolescents (3:3).** Survey of library materials especially appropriate for young adult age groups, study of selection aids and criteria, and investigation of reading interests.
- 556 Materials for Children (3:3).** Survey of library materials for early childhood and elementary school levels, study of aids and criteria for selection, and investigation of reading interests.
- 557 Reference Sources and Methods (3:3).** Selection, evaluation and use of basic reference sources; emphasis on selection, contents study, search methods and instruction in use of libraries and information services.
- 560 Utilization of Media (3:3).** Examines procedures for developing instructional objectives, strategies for selecting media appropriate for specific purposes, techniques of utilization and criteria for evaluating materials and equipment. Pr. 547.

- 562 Design and Production of Audiovisual Materials (3:3).** Basic design and production of informational materials: picture mounting, graphics, transparencies, slides and displays. Design and applications are related to current theories of instructional communication. Pr. 547.

Courses for Graduates

- 600 Foundations of Librarianship (6:6).**
- 601 Practicum (1 to 6).**
- 608 Independent Study (1 to 4).**
- 610 Bibliography and Literature of the Social Sciences (3:3).**
- 611 Bibliography and Literature of the Humanities (3:3).**
- 612 Bibliography and Literature of Science and Technology (3:3).**
- 614 Public Documents (3:3).**
- 615 Building Library Collections (3:3).**
- 627 Photography in Education (2 to 4).**
- 628 Instructional Television (3:3).**
- 640 Organizing Library Collections (3:3).**
- 641 Organizing Non-Book Materials (3:3).**
- 645 Introduction to Library Automation and Information Science (3:3:2).**
- 650 Administration of Library Programs (3:3).**
- 653 The School Library Program (3:3).**
- 654 The Learning Resource Center in the Community College (3:3).**
- 655 The Public Library (3:3).**
- 670 Theories in Instructional Communications (3:3).**
- 671 Instructional Media and Methods (3:3).**
- 672 Instructional Design (3:3).**
- 676 Reading Interests and Guidance (3:3).**



- 688 Seminar in Selected Topics (1 to 4).
 800 Graduate Registration.
 801 Graduate Registration.

Elementary Teacher Education Certification—See Education.

Engineering—Preprofessional Program

Adviser: C. H. Vanselow, Associate Professor, Department of Chemistry/318 Petty Science Bldg.

A two-year pre-engineering curriculum is offered. Although this curriculum is planned primarily for students who may transfer to North Carolina State University at Raleigh, it should be acceptable for the most part to other institutions offering engineering programs.

Freshman Year 1st Semester

Courses	Semester Hours
English 101 or exemption	3
Chemistry 111, 111L	4
Mathematics 133	5
or	
Mathematics 191 and	3
Mathematics 137	3
Elective	3
Physical Education	1

16 or 17

2nd Semester

Courses	Semester Hours
English 102 or exemption	3
Chemistry 114, 114L	4
Mathematics 292 or 233	3 or 5
Mathematics 220	3
Elective	0 or 3
Physical education	1

16

Sophomore Year 1st Semester

Courses	Semester Hours
Physics 191	4
Mathematics 293	3
Art 222	2
Economics 201 or elective	3
Physical education	1
Elective	3

16

2nd Semester

Courses	Semester Hours
Physics 292	4
Mathematics 390	3
Electives	9
Physical education	1

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English—Department of

(132-A McIver Bldg./College of Arts and Sciences)

- William G. Lane** (1969), Professor and Head of Department/B.A., Furman/M.A., Ph.D., Harvard.
- Murray Arndt** (1968), Assistant Professor/B.A., M.A., Catholic/Ph.D., Duke.
- Denise N. Baker** (1975), Assistant Professor/B.A., Michigan/M.A., California, Santa Barbara/Ph.D., Virginia.
- Walter H. Beale** (1971), Associate Professor/B.A., Wake Forest/M.A., Ph.D., Michigan.
- Jeutonne P. Brewer** (1973), Assistant Professor/B.A., Harding College/M.A., Ph.D., U.N.C. at Chapel Hill.
- Jean Ruth Buchert** (1957), Professor/B.A., M.A., Missouri/Ph.D., Yale.
- Randolph McGuire Bulgin** (1964), Associate Professor/B.A., Davidson College/Ph.D., Princeton.
- Fred Davis Chappell** (1964), Professor/B.A., M.A., Duke.
- Amy Marie Charles** (1956), Professor/B.A., Westminster College/M.A., Ph.D., Pennsylvania.
- Timothy W. Crusius** (1978), Associate Professor/B.A., M.A., Houston/Ph.D., Southern California.
- Keith Cushman** (1976), Associate Professor/B.A., Harvard/Ph.D., Princeton.
- Donald G. Darnell** (1964), Professor/B.S., Texas Technological/M.A., Oklahoma/Ph.D., Texas.
- Charles E. Davis** (1969), Associate Professor/B.A., Davidson College/M.A., Ph.D., Emory.
- Arthur Wilson Dixon** (1957), Visiting Associate Professor/B.A., U.N.C. at Chapel Hill/Ph.D., Yale. Second semester 1978-79.
- James Nelson Ellis** (1963), Associate Professor/B.A., M.A., Oklahoma/Ph.D., Texas.
- James E. Evans** (1971), Associate Professor/B.A., U.N.C. at Chapel Hill/M.A., Ph.D., Pennsylvania.
- Mary E. Gibson** (1978), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Chicago.
- Wendy Tibbetts Greene** (1975), Instructor/B.A., Wells College/M.A., Indiana. Part-time, first semester 1978-79.
- Kelley E. Griffith Jr.** (1968), Assistant Professor/B.A., Wake Forest/M.A., Ph.D., Pennsylvania.
- Alfred T. Hamilton Jr.** (1976), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Syracuse. Part-time.
- Ruth Colton Hege** (1960), Lecturer/B.A., Mount Holyoke College/M.A., Columbia.
- Kenneth A. Hovey** (1977), Instructor/B.A., Cornell/M.A., Graduate Theological Union/M.A., Virginia.
- Deborah Seabrooke Huger** (1978), Instructor/B.A., Cornell/M.F.A., UNC-G. Part-time.
- Robert L. Kelly** (1968), Associate Professor/B.A., St. Benedict's College/M.A., Kansas/Ph.D., Oregon.
- Henry Tompkins Kirby-Smith Jr.** (1967), Associate Professor/B.A., University of the South/M.A., Harvard.
- Richard I. Kirkland, Jr.** (1978), Instructor/B.A., Birmingham-Southern College/M.A., Duke. First semester 1978-79.
- Steven J. Lautermilch** (1973), Associate Professor/B.A., John Carroll/M.A., Ohio/Ph.D., Michigan.
- Karen L. Meyers** (1975), Instructor/B.A., Douglass College/M.A., UNC-G. Part-time.
- William C. Mickelberry** (1975), Instructor/B.A., M.A., Florida.
- F. Rowena Morrison** (1978), Instructor/B.A., UNC-G/M.A., Ph.D., U.N.C. at Chapel Hill.
- Rosamond Putzel** (1977), Instructor/B.A., Salem College/M.A., Ph.D., U.N.C. at Chapel Hill. Part-time, first semester 1978-79.
- David E. Rigsbee** (1978), Instructor/B.A., U.N.C. at Chapel Hill/M.A., Johns Hopkins.
- Robert P. Shapard** (1978), Instructor/B.B.A., B.A., M.A., Southern Methodist/M.F.A., UNC-G. Part-time.
- Irwin W. Smallwood Jr.** (1974), Instructor/B.A., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.
- Jane P. Smith** (1978), Instructor/B.A., Florida State/M.A., UNC-G. Part-time, first semester 1978-79.
- Christopher Spencer** (1970), Professor/B.A., Princeton/M.A., Ph.D., Yale.
- Robert Oren Stephens** (1961), Professor and Director of Graduate Studies in English/B.A., Texas A. and I./M.A., Ph.D., Texas.
- Charles P. R. Tisdale** (1967), Assistant Professor/B.A., University of the South/M.A., Ph.D., Princeton.
- William M. Tucker** (1969), Assistant Professor/B.A., Wofford College/M.A., Vanderbilt.
- Whitney G. Vanderwerff** (1978), Instructor/B.A., Hollins College/M.A.T., Converse College/Ph.D., UNC-G. Part-time.
- Robert Winthrop Watson** (1953), Professor/B.A., Williams College/M.A., Ph.D., Johns Hopkins.
- Lela A. Zacharias** (1975), Assistant Professor/B.A., Indiana/M.A., Hollins College/M.F.A., Arkansas.

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary criticism, in linguistics and rhetoric and in the writing of fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offering the full range of literary study permits students to pursue work leading to the M.A., M.Ed. and Ph.D. The unusually fine writing program offers work to both undergraduates seeking the B.A. degree and to graduate students seeking the M.F.A. degree.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in a course in any department gives evidence of a lack of proficiency in written English or in reading ability may be

referred to the Department of English for additional work.

English majors are advised to take the survey courses (English 211, 251 and either 212 or 252) in the sophomore and junior years, in chronological sequence and not concurrently. They are further advised to limit the number of English courses taken each semester, except the professional teacher education semester, so as to allow a portion of the 36 semester hours in the major for each semester after the freshman year. Ordinarily, no student should take more than nine hours in English in any given semester.

Members of the English faculty are available to advise students about career opportunities and to refer them to further information that may be of help.

ENGLISH MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The English Major participates in a diversified program. After course work that provides an increasingly intensified study of language and literature, English and American and, if he chooses, foreign literature in translation, the English major upon graduation is unusually well qualified to enter any field that does not require previous technical or professional training.

Many students will seek certification to teach, and others will choose to enter graduate schools. English has long been recognized as a desirable major for pre-law and premedical students. It is advocated as a major for students who wish to enter such fields, among many others, as journalism, editing, communications, advertising and personnel work.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses, other than English, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements

27-36 semester hours in English above the 100 level.

1. English 211, 251 and either 212 or 252.
2. One course from English 260, 321, 513, 549, 551.
3. One course in each of five periods of English and American literature: To 1600, 17th Century, 18th Century, 19th Century, 20th Century. Only one course in Shakespeare may be used to satisfy this requirement.
4. Of the 27 semester hours required six semester hours must be in courses at the 500 level.

Note: English 321 and 322 are required for **teacher certification**. English 339 and 340 are strongly recommended for prospective teachers and for students intending to enter graduate programs. See Teacher Education Chapter for additional certification requirements.

Related Area Requirements

Students enrolled in English 211, 212 are advised to enroll also for History 273, 274 and to take a year of American history with English 251, 252. The following disciplines are suggested to enrich this major: foreign language, including foreign literature in translation, classical civilization (especially 111), history, philosophy, music or art appreciation.

Electives

Electives sufficient to complete total semester hours required for degree.

ENGLISH MINOR

(Either English 101 or 102 satisfies the College composition requirements and does **not**, therefore, count as part of the hours for an English minor or major.)

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the departmental faculty adviser as early as possible for help in planning a program.

1. Any **two** courses, to be chosen by the student, from among the following: English 201, 202, 211, 212, 251, 252.

The only other requirements are these:

2. No more than six hours at the 100 level (but see head note, above); and at least six hours at the 300 level or above.
3. None of the courses for the minor may be taken on the P/NP option.

English/courses

Courses for Undergraduates

- 100 Basic Writing (3:3).** Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition, on the basis of SAT scores and placement testing. Does not fulfill the University writing requirement. Beale and staff.
- 101, English Composition (3:3), (3:3).**
- 102** Designed to develop ability to read with discrimination and to write effectively. First semester: practice in expository writing; study of essays. Second semester: continued practice in writing exposition; practice in use of source materials. Beale and staff. (EC).
- 105 Approach to Fiction (3:3).** Reading and analysis of representative American and English novels and short stories, including the contemporary. Introduction to critical concepts and evaluation of fiction. Tucker and staff. (H).
- 106 Approach to Poetry (3:3).** Close reading and analysis of poetry; introduction to critical concepts and vocabulary useful in the study and appreciation of poetry. Tucker and staff. (H).
- 107 Approach to Drama (3:3).** Close reading and analysis of world drama from ancient Greeks to present, with emphasis on work of modern playwrights. Introduction to critical concepts and vocabulary useful in study of drama. Tucker and staff. (H).
- 201 European Literary Masterpieces (3:3).** Extensive reading of complete works in



- translation: Homer, Dante, Erasmus, Montaigne, Cervantes and others. Buchert, Hege, Tisdale. (H).
- 202 European Literary Masterpieces (3:3).** Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka and others. Buchert, Hege, Tisdale. (H).
- 211, English Literature (3:3), (3:3).**
- 212** Introduction to English literature. Emphasis on interpretation and intelligent appreciation of literary masterpieces. Tucker and staff. (H).
- 219 Journalism I (1:1).** Introduction to journalism. Emphasis on writing the news story and the feature article. Special attention to developing an awareness of news. Hamilton.
- 221, Writing of Poetry (3:3), (3:3).** For students beyond the freshman year. Pr. consent of instructor. Kirby-Smith.
- 222**
- 223, Writing of Essays (3:3), (3:3).** Writing of expository and critical prose for students beyond the freshman year. Baker, Kirby-Smith, Lautermilch, Tucker. (EC).
- 224**
- 225, Writing of Fiction (3:3), (3:3).** For students beyond the freshman year. Chappell, Mickelberry, Zacharias.
- 226**
- 241 Themes in Literature (3:3).** Study of a major theme in literature and of general interest to all undergraduates. Through a variety of sources, mainly literature, but including art, film, history and music, the class will explore the dimensions and complexities of the theme. May be repeated for credit when theme varies. (H).
- 251 American Literature from the Beginnings to the Civil War (3:3).** American culture and literature from early colonial times through Lincoln. Emphasis on expansion of the American mind. Griffith and staff. (H).
- 252 American Literature from the Civil War to the Present (3:3).** American literature from 1860 to the present. Emphasis on Civil War and Reconstruction, westward expansion, the local color movement and regionalism, rise of realism, development of social revolt and beginning of naturalism. Griffith and staff. (H).
- 260 Introduction to the English Language (3:3).** Relationship between English language as a system and individual uses of the language — both literary and nonliterary. Basic techniques for describing language, basic theories about language and introduction to structure and history of English. Rhetoric and literature as different types of performance in language. Some practical emphasis on analysis of poetry and the language of politics and advertising. Beale, Brewer.
- 261 Varieties of Modern English (3:3).** A study of the dialects of American English. Consideration of the historical, geographical and social factors which have influenced the varieties of modern American English, the methodology of dialect study and the representation of dialects in American literature. Brewer. (H).
- 319 Journalism II: Problems in Journalism (2:2).** Survey of journalistic techniques and problems. Special emphasis on writing editorials and reviews, on headline-writing and layout and on questions of press freedom and responsibility. Not limited to English majors. Pr. 219 or permission of instructor. Smallwood.
- 321 Modern Grammar (3:3).** An introduction to the formal study of the English language, including an intensive review of structural and transformational grammars.



Other topics of interest to teachers of English, including geographical and social dialects and the teaching of composition. This course satisfies a state requirement for prospective English teachers. Beale, Brewer, Crusius.

- 322 Principles of Composition (3:3).** The principles of written discourse with a survey of the techniques of teaching composition. Instruction in composing, editing and criticizing written discourse. Pr. University composition requirement must already have been met. For students seeking certification in English, it is recommended that 321 be taken first. Beale.
- 323 Scientific Discourse (3:3).** Includes brief survey of the history of scientific discourse. Focus on reading, discussing and analyzing of modern texts, ranging from the popular to the technical. Pr. satisfactory completion of University composition requirement. Crusius.
- 330 Approach to Film (3:3).** Historical, artistic, technical and literary values of the film, with special emphasis on works by Chaplin, Welles, Eisenstein, Bergman and Fellini. Pr. junior standing, Chappell, Tucker. (H).
- 331 Women in Literature (3:3).** A study of some notable literary heroines of ancient and modern times and a close reading of the works in which they appear. Attention will be given to the feminine role as it has been viewed by such dramatists, novelists and poets as Euripides, Ibsen, Zola, Wilde, Meredith, Lorca, Brecht, Yeats, Duerrenmatt and others. Hege. (H).
- 335 Science Fiction (3:3).** An historical and critical study of science fiction in the twentieth century. Chappell. (H).
- 337 English Literature to 1500 (3:3).** Culture of the Middle Ages. Selected reading in English literature from **Beowulf** to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Baker, Tisdale. (H).
- 339 Shakespeare: Early Plays and Sonnets (3:3).** Twelve plays studied, including **The Merchant of Venice** and two parts of **Henry IV, Romeo and Juliet, As You Like It, Twelfth Night** and **Hamlet**. Baker, Buchert, Kelly, Spencer. (H).
- 340 Shakespeare: Later Plays (3:3).** Twelve plays studied, including **Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure** and **The Tempest**. Baker, Buchert, Kelly, Spencer. (H).
- 342 The Seventeenth Century (3:3).** Main lines of thought and style noted in major writers from beginning of the century through Milton and Bunyan. Emphasis on lyric and meditative poetry of the metaphysicals. Charles. (H).
- 343 Wordsworth and Coleridge (3:3).** Intensive study of the work of Wordsworth and Coleridge, with attention to development of Romantic movement. Dixon. (H).
- 344 The Later Romanticists (3:3).** Intensive study of works by Byron, Shelley and Keats. Dixon. (H).
- 345 Victorian Literature (3:3).** Important writings (exclusive of the novel) of the era 1832-1880. Includes Tennyson, Browning, Arnold, Rossetti, Swinburne, Carlyle, Ruskin, Newman, Clough, Huxley and others. Hege, Lane. (H).
- 346 The Later Nineteenth Century (3:3).** Writings of last thirty years of the nineteenth century. Includes Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells and others. Hege, Lane. (H).
- 351 The American Novel through World War I (3:3).** Historical and critical study of American novel from its beginnings



- through Theodore Dreiser. Pr. junior classification. Darnell, Ellis, Griffith. (H).
- 352 The American Novel since World War I (3:3).** Historical and critical study of American novel from Theodore Dreiser to present. Pr. junior classification. Ellis, Griffith. (H).
- 357 Twentieth-Century British Poetry to World War II (3:3).** A study of British poets whose writings reflect the changing aesthetic, social, political and ethical conventions of our present civilizations. Watson, Chappell, Cushman, Davis. (H).
- 358 Twentieth-Century American Poetry to World War II (3:3).** A study of American poets whose writings reflect the changing aesthetic, social, political and ethical conventions of our present civilizations. Watson, Chappell, Davis. (H).
- 359 Restoration and Early Eighteenth Century, 1660-1740 (3:3).** Representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift and Pope. Evans, Tucker. (H).
- 360 Later Eighteenth Century (3:3).** Decline of Neoclassic tradition. Emphasis on Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns and Blake. Evans, Griffith, Tucker. (H).
- 371 Literary Study of the Bible (3:3).** The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure and literary qualities. Arndt, Charles. (H).
- 375 Black Writers in America (3:3).** Survey of black literature written in the United States, its backgrounds, directions and achievements. Pr. either 251 or 252 or consent of instructor. Arndt, Bragg. (H).
- 380 Rhetoric and English Studies (3:3).** An inquiry into the nature and means of persuasion in modern writing through study of ancient and modern theory, distinguishing works of poetic and practical art by their use of character, thought and feeling. Pr. sophomore standing. Beale, Lautermilch. (H).
- 493- Honors Work (3:3)-(3:3).** (H).
- 494**
- Courses for Advanced Undergraduates and Graduates**
- Prerequisite for credit in all courses in literature listed below: successful completion of at least six hours of approved courses in English and American literature at the junior level or above.
- 501 Special Studies in Yeats and Joyce (3:3).** Major achievements of these Irish authors. Cushman. (H).
- 510 Old English (3:3).** Language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts. (H).
- 513 History of the English Language (3:3).** A study of the origins and development of the English language, the methods of historical language study and competing theories of linguistic change. Practical emphasis upon the reading and analysis of texts in Old, Middle and Early Modern English. Beale, Brewer (H).
- 517 The Auteur Director (3:2:3).** Study of the works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. 330 or Communication and Theatre 171 or graduate standing. Same as Communication and Theatre, French, Italian, Spanish 517. (H).



- 518 Studies in Film Genre (3:2:3).** Study of the technical, dramatic, social and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. 330 or Communication and Theatre 171 or graduate standing. Same as Communication and Theatre, French, Italian, Spanish 518. (H).
- 519 Contemporary Publishing (3:3).** An introduction to current practices in the publishing industry from manuscript preparation to the printed book or magazine. Pr. consent of instructor. Zacharias.
- 522 Teaching Composition: Theories and Applications (3:3).** Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Beale.
- 523, 524 Writing—Advanced: Analytical and Technical (3:3), (3:3).** Problems of organization and expression in books, articles and reports. For those writing for publication or whose work in business or government requires a great deal of writing. Pr. consent of instructor. Kirby-Smith.
- 525, 526 Writing—Advanced: Fiction (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Chappell, Zacharias.
- 527, 528 Writing—Advanced: Poetry (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Chappell, Watson.
- 529, 530 Writing—Advanced: Plays (3:3), (3:3).** Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Watson.
- 531 The American Transcendentalists (3:3).** Writings of New England transcendentalist group with intensive study of contributions of Emerson, Thoreau and Whitman. Not offered every year. Arndt, Stephens. (H).
- 532 American Romantic Writers (3:3).** Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville and authors from Brahmin and Transcendentalist groups. Authors and topics to vary. Stephens, Darnell. (H).
- 533 The Realistic and Naturalistic Novel (3:3).** American novel (1860-1920). Includes Twain, James and Dreiser and other selected writers. Ellis, Darnell, Griffith. (H).
- 534 The Modern American Novel (3:3).** Includes works by Faulkner, Hemingway and Fitzgerald, along with other selected writers. Davis, Ellis. (H).
- 536 Chaucer (3:3).** Chaucer's major works, including *Canterbury Tales* and *Troilus and Criseyde*. Baker, Kirby-Smith, Tisdale. (H).
- 537 Middle English Literature (3:3).** Language and literature of thirteenth-, fourteenth- and fifteenth-century England. Beale, Tisdale. (H).
- 538 Renaissance Poetry and Prose, 1500-1610 (3:3).** English renaissance lyric, romance, prose; study of continental backgrounds; emphasis on development of thought and style. Buchert. (H).



- 539 **Spenser (3:3)**. Spenser's **Faerie Queene** and selected minor poems. Extensive reading in related works of the period. Kelly. (H).
- 540 **Shakespeare, Eight Plays (3:3)**. Selected early and late plays. Buchert, Kelly, Spencer. (H).
- 541 **Milton (3:3)**. Milton's major poems and several of his most important prose works in their seventeenth-century setting. Charles. (H).
- 542 **Metaphysical Poetry (3:3)**. English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell and Vaughan. Charles. (H).
- 544 **English Romantic Writers (3:3)**. Study of the major English Romantic poets, Wordsworth through Keats, with attention also to essayists and letters. Lane. (H).
- 548 **The Modern Novel (3:3)**. Selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Not offered every year. (H).
- 549 **Literary Criticism: the Major Texts (3:3)**. A study of important critical writings from Plato to modern times. Special attention to English criticism. Bulgin, Lautermilch. (H).
- 550 **Modern English Literature (3:3)**. Selected outstanding contemporary writers: essayists, novelists, dramatists and poets. Bulgin, Cushman. (H).
- 551 **Modern Literary Theory (3:3)**. Major literary theory since late nineteenth century including "art for art's sake," expressionist, Marxist, psychologistic, mythic and archetypal, new critical and post new critical theories. Attention given to major works in related fields (e.g., media studies, linguistics, psychology) which bear on literary theory. Bulgin, Lautermilch. (H).
- 552 **Southern American Literature (3:3)**. Principal authors, from colonial times to present. Literary movements related to development and influence of Southern tradition in American literature. Stephens. (H).
- 554 **Elizabethan Drama (3:3)**. Some attention to beginnings of drama in English. Intensive study of major plays of Lyly, Peele, Greene, Kyd and Marlowe. Buchert Spencer. (H).
- 555 **Jacobean and Caroline Drama (3:3)**. Works of Dekker, Middleton, Webster, Beaumont and Fletcher, Massinger, Ford and Shirley. Special attention to major plays of Ben Jonson. Buchert, Spencer. (H).
- 556 **English Drama of the Restoration and Eighteenth Century (3:3)**. Principal dramatists from 1660 to 1800 with special attention to Congreve and Sheridan. Baker, Griffith. (H).
- 557 **Contemporary American and British Poetry (3:3)**. Critical and historical study of American and British poetry from World War II to the present. Watson. (H).
- 561 **Poetry of the Eighteenth Century (3:3)**. English poetry between Milton and Blake, with particular attention to the works of Dryden, Pope, Gray, Johnson and Burns. Dixon, Evans. (H).
- 563 **American Poetry from the Beginnings to the Late Nineteenth Century (3:3)**. American poetry and related critical theory with special emphasis on Taylor, Freneau, Bryant, Poe, Emerson, Longfellow, Whitman and Dickinson. Arndt, Darnell, Davis. (H).



- 567 **The English Novel through Scott (3:3).** Historical and critical study of English novel from its beginnings through Sir Walter Scott. Emphasis on the novel in the eighteenth century. Bulgin, Evans, Griffith. (H).
- 568 **The English Novel from Austen through Hardy (3:3).** Historical and critical study of English novel from Jane Austen through Thomas Hardy. Emphasis on the novel in the nineteenth century. Bulgin. (H).
- 570 **The Structure of Verse (3:3).** Verse forms and sound patterns in English and American poetry. Chappell, Watson. (H).
- 582 **The Modern Drama (3:3).** Drama of the late nineteenth century and twentieth century. Baker. (H).
- 645 **Studies in Victorian Poetry (3:3).**
- 646 **Special Studies in Byron, Shelley and Keats (3:3).**
- 647 **Studies in Victorian Prose (3:3).**
- 655, **Contemporary British and American Literature (3:3), (3:3).**
- 660 **Modern English (3:3).**
- 661 **The Theory and Practice of Rhetoric (3:3).**
- 662a,b,c **Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (3:3), (3:3), (3:3).**
- 663a,b **Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900 (3:3), (3:3).**
- 664 **Blake (3:3).**
- 665 **Eighteenth Century Prose (3:3).**
- 667a,b **The English Novel (3:3), (3:3).**
- 668 **Directed Reading (3 to 6).**
- 671, **Graduate Tutorial in Writing: Fiction (3:3), (3:3).**
- 672 **(3:3), (3:3).**
- 673, **Graduate Tutorial in Writing: Poetry (3:3), (3:3).**
- 674 **(3:3), (3:3).**
- 675, **Graduate Tutorial in Writing: Plays (3:3), (3:3).**
- 676 **(3:3), (3:3).**
- 677, **Special Problems in Writing (3:3), (3:3).**
- 678
- 680 **Teaching Internship in English (3:3).**
- 693 **Classical Rhetoric (3:3).**
- 699 **Thesis (3 to 6).**
- 799 **Dissertation (3 to 12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**
- Environmental Studies—See Geography.**
- Courses for Graduates**
- 601 **English Studies: Content, Methods and Bibliography (3:3).**
- 603, **Recent Anglo-Irish Literature (3:3), (3:3).**
- 604
- 609, **Seminar in Middle English Literature (3:3), (3:3).**
- 610 **(3:3), (3:3).**
- 611, **Seminar in the Literature of the English Renaissance (3:3), (3:3).**
- 612 **(3:3), (3:3).**
- 617a,b **Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3).**
- 621, **Romanticism (3:3), (3:3).**
- 622
- 633 **Studies in Nineteenth-Century American Literature (3:3).**
- 634 **Studies in Twentieth-Century American Literature (3:3).**
- 640 **Studies in Shakespeare (3:3).**
- 643 **Special Studies in Wordsworth (3:3).**
- 644 **Romantic Poetry (3:3).**

European Literature in Translation:

English 201, 202
 French 301, 302
 German 221, 301, 302, 303, 304, 315, 316
 Russian 301, 302, 313, 314, 315, 316 (Polish),
 511
 Spanish 301, 302

Fashion Merchandising—See Home Economics.

Food Service Management—See Home Economics.

Food and Nutrition—See Home Economics.

French—See Romance Languages.

General Music Education—See Music.

General Speech—See Communication and Theatre.

○ **Geography**—Department of

(129 Graham Bldg./College of Arts and Sciences)

Craig L. Dozier (1960), Professor and Head of Department/B.A., Wisconsin/M.A., Maryland/Ph.D., Johns Hopkins.

D. Gordon Bennett (1967), Associate Professor/B.A., East Carolina/M.A., Ph.D., Michigan State.

Dennis Beskow (1978), Lecturer/B.S., Armstrong College/B.A., Sonoma State College/M.A., U.N.C. at Chapel Hill. Part-time.

Denise A. Boswell (1978), Lecturer/B.A., M.A., Appalachian State.

Carl Dinga (1971), Assistant Professor/B.A., Valparaiso/M.A., Ph.D., Indiana State.

Charles R. Hayes (1970), Assistant Professor/B.A. Knox College/M.S., Wisconsin/Ph.D., Chicago.

The Department of Geography offers a program which has three principal objectives: environmental and earth science education; international understanding through area studies; application of geographic analysis and techniques to urban, regional and population problems. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to

provide practical training in important contemporary areas of social concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments and agencies of the federal government and in teaching.

Special facilities of the department include fully equipped laboratories in earth sciences (geology and physical geography) and cartography.

○ **GEOGRAPHY MAJOR (Bachelor of Arts)**

General and Concentrations in
Urban/Regional Planning
Urban Land Management
Earth Science/Environmental Studies

Required: 122 semester hours.

The Geography Major requires a core of courses in all major areas within geography. Students may pursue a general geography major, or they may concentrate their choice of geography courses in one of these areas: urban/regional planning, urban land management or earth science/environmental studies.

Students seeking **teacher certification** should see Teacher Education Chapter. Certification in geography or in social studies is available.

○ **Liberal Education Requirements**

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.



2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than geography, from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than geography, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

Note: A geography major can be classified in either the Natural Sciences & Mathematics Area or the Social & Behavioral Sciences Area, depending upon the student's choice of courses and interest.

Major Requirements

27-36 semester hours in geography above the 100 level.

Core Courses for Geography Major and All Concentrations

1. Geography 211, 212, 321, 322, 323, 338, 344, 522.
2. One course chosen from Geography 202, 301, 303.

Note: Geography 111 may be substituted for 212 to meet requirement (1) with approval of department. Geography 560a may be substituted for 338 to meet requirement (1) with approval of department.

If desired, the major may, according to interests and objectives, select certain of the above courses and, by adding certain others in geography and in relevant outside areas, develop a concentration while still satisfying the core requirements for the major. In order to meet the geography major requirements with a

concentration, up to 36 hours in geography above the 100 level may need to be taken. The concentrations are as follows:

Urban/Regional Planning Concentration

Relevant courses: Geography 201, 202, 205, 301, 302, 303. Courses in economics, sociology, political science and history as recommended by department.

Urban Land Management Concentration

Relevant courses: Geography 201, 202, 301, 302, 303. Several courses in the School of Business and Economics as recommended by department.

Earth Science/Environmental Studies Concentration

Relevant courses: Geography 103, 111 or 212, 112, 205, 211, 312a, b, 330. Courses in astronomy (in Physics Department), other physics and biology courses as recommended by the department.

Majors planning to enter the travel business should plan their programs to include several courses in the School of Business and Economics and the following geography courses: 101, 114, 201, 202, 211, 312b, 338, 344. Electives in anthropology, art, classical civilization, history, languages, politics and religion.

Majors planning to teach geography/social studies or earth science in the secondary schools should plan their programs to include the following courses:

- for geography/social studies: Geography 101, 114, 201, 303, 338, 344.
- for earth science: See above under Earth Science/Environmental Studies Concentration. Include astronomy. This program can lead to certification in earth science.

Those students in **intermediate education** desiring to have their concentration in earth science should choose a minimum of 18 hours

above the 100 level from the list of geography courses given above, plus one basic course in astronomy.

Related Area Requirements

General Geography Major

No specific courses required. Suggested courses in other departments and schools for each chosen concentration as recommended by the department (see above).

INTERNATIONAL STUDIES—See Page 257.

POPULATION STUDIES MINOR—See Page 264.

URBAN STUDIES—See Page 264.

GEOGRAPHY MINOR

The Geography Minor adds valuable support to many disciplines. Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation or business:

1. General Geography Minor—two physical, two human, 1 regional, 1 techniques course(s) (for the student desiring a broad range of geography courses to supplement a cognate major).
2. Minor emphasizing Urban/Regional Planning—202, 301, 302, 303, 322, 344.
3. Minor emphasizing Environmental Studies—Six courses from list of courses included under this Concentration. Geography 303 also recommended.
4. Minor emphasizing Geographic Techniques—201, 321, 322, 323, 491, 522. (for the Social Science or humanities major desiring to acquire geographic research, writing and cartographic techniques).

5. Geography Minor for Business Administration Majors—(a) For the Business Administration major who wishes to acquire knowledge of industrial and urban location theory, population characteristics and patterns and environmental impact: 103, 202, 301, 302, 303, 344. (b) For the Business Administration major interested in a career in the travel business: 101, 114, 201, 211, 338, 344.

Geography/courses

Courses for Undergraduates

Basic physical geography courses are the following: 103, 211 and 212.

- 101 The Changing Human Environment (3:3).** A study of the changing interaction of man and his environment and the resultant human and economic patterns in various parts of the world. (SBS).
- 103 Introduction to Earth Science (3:3).** Concepts and basic processes in modern geoscience, emphasizing the atmosphere and weather phenomena, geology and the earth's surface processes. (NSM).
- 111 Physical Geology (3:2:3).** Nature and origin of minerals and rocks, structure and interior of the earth, earthquakes and volcanic activity, mountain-building, external processes and morphology of landscape. Field trips. (NSM).
- 112 Historical Geology (3:2:3).** Chronological account of physical and biological history of earth. Topics include fundamentals of stratigraphy and paleontology, evolution of mountain ranges, continents, ocean basins and fossil life. Emphasis on United States geology. Field trips. Pr. 111 or course in physical geography or



- permission of instructor. (NSM). Not offered every year.
- 114 The Geography of World Affairs (3:3).** Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings. (SBS). Not offered every year.
- 201 Cultural Geography (3:3).** An introductory game/project oriented course concerned with the characteristics, description, development and spatial arrangement of world cultures or "way of life." (SBS).
- 202 Economic Geography (3:3).** Characteristics, location and functional relationships of world economic patterns. (SBS).
- 205 Environmental Conservation (3:3).** Man's interaction with physical environment, human problems arising from misuse of natural resources; planning for and control of man's use of his environment with consideration for future. (SBS).
- 211 Physical Geography I (3:2:3).** An introduction to the earth's atmospheric environment/the physical bases and dynamics of phenomena responsible for weather and climate. Consideration also of man's inadvertent modification of weather and of the inherent variability of climate with time. (NSM).
- 212 Physical Geography II (3:2:3).** An examination of the physical and chemical processes responsible for the development of the earth's varied terrain characteristics. Environmental problems involving man's impact on landscape and river erosion are also considered. (NSM).
- 301 Urban Patterns (3:3).** World urbanism; development, growth, structure, characteristics and spatial arrangement of cities. (SBS).
- 302 Urban Land Use (3:3).** Characteristics, spatial arrangement and patterns of land uses within cities; techniques of city planning. (SBS).
- 303 World Population Problems (3:3).** Major world population problems, trends and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends. (SBS).
- 312a, b Physiography of the United States (3:3), (3:3).** Survey of various landscape regions of United States and study, with maps and air photos, of relationships between the geologic, erosional and genetic characteristics of each region. 312a: Eastern U.S., 312b: Western U.S. Field trips in 312a. (NSM). Not offered every year.
- 321 Map Design (3:1:6).** Introduction to map making: drafting, compilation, design and symbolization.
- 322 Field Research Techniques in Population and Urban Geography (3:3).** Practical application of population and urban geography emphasizing field techniques of data collection, analysis and writing. (SBS).
- 323 Air Photo and Map Interpretation (3:2:3).** Air photograph and map techniques as applicable to both cultural and physical geography. Background information on map and air photo sources, equipment and interpretation methodology useful in making detailed studies of agricultural and urban land utilization, population and settlement distributions and the patterns of soil, vegetation, hydrology, geology and topography.
- 330 Elements of Hydrology (3:3).** An introduction to the origin, properties, occurrence, circulation of the waters of the earth. The course will include the application of hydrologic techniques for the evaluation of regional water budgets

and problems relating to the conservation of water resources. (NSM).

- 338 Regions of Latin America (3:3).** The geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development and recent transformation. Major consideration will be given to Mexico/Central America, Peru/Bolivia and Brazil. (SBS).
- 344 Geography of the United States and Canada (3:3).** A study of the human and physical characteristics of the United States and Canada, with emphasis on the former. (SBS).
- 491 Current Topics in Population (3:3).** A multidisciplinary seminar dealing with major topics concerned with national and international population. May be repeated for credit when topic varies. Same as Sociology 491. (SBS).

Courses for Advanced Undergraduates and Graduates

- 522 Seminar in Population (3:3).** An advanced study of population processes from an interdisciplinary viewpoint. The course will deal with several theoretical and methodological approaches to the study of population. Particular attention will be given to the synthesis of these approaches. Pr. 303 or Sociology 339 or permission of instructor. Same as Sociology 522. (SBS).
- 560a,b,c Seminar in Regional Geography (3:3), (3:3).** Smaller regions within Latin America (560a), the United States (560b), and Europe (560c) as case studies of regionalism and the regional method in geography. Pr. one regional course at 300 level or permission of instructor. Not offered every year.

590, Special Problems in Geography (3), (3).

- 591** Opportunity for advanced students to undertake independent study or field research of special interest. Pr. consent of faculty member with whom student wishes to work and at least 3 hours of previous course work in geography. Not offered every year.

German and Russian—Department of (337-A McIver Bldg./College of Arts and Sciences)

- Anne F. Baecker** (1960), Professor and Head of Department/Ph.B., Marygrove College/M.A., Michigan/Ph.D., Cincinnati.
- Joachim T. Baer** (1973), Professor/B.A., Indiana/Ph.D., Harvard.
- Robert P. Newton** (1970), Professor/B.A., M.A., Rice/Ph.D., Johns Hopkins.
- Frederick M. Rener** (1961), Associate Professor/B.A., M.A., Ph.D., Toronto.
- Hannelore E. Vinica** (1975), Instructor/B.A., UNC-G/M.A., Ph.D., Cornell.

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to impart useful skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the student with a basic speaking knowledge and with a reading knowledge that will enable him to interpret life and literature of the German and Russian speaking countries. More advanced courses emphasize literary study and culture, which are the actual goals of the major in German.

The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material, such as films, records and tapes, is coordinated with classroom work. Students may also elect to live in UNC-G's International House which has a German floor. Under the guidance of native resident



speakers, students on the German floor use the German language for daily communication.

For all interested students a German coffee hour (Kaffeestunde) and German table in dining hall (Deutscher Tisch) are held once a week, and the UNC-G's film program provides a German and a Russian full-length film each month.

Students who wish to spend their junior year studying any subject at the University of Heidelberg, Munich, or with other programs, must take German in the first two years.

GERMAN MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. The specialized study of German aims to improve language skills and to convey understanding of German culture, primarily through literature.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
3. Three courses, other than German, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one

course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in German above the 208 level, including at least:

1. Two courses from German 209, 210, 309, 310.
2. One course from 317, 318.
3. Two courses from 321, 322, 327, 328, 331, 332, 410.
4. One course from German 311, 312, 325, 345, 346.
5. One course from German 326, 337, 338.

Note: Additional German courses, such as 215, 216, 301, 302, 303, 304, 314, 315, 316, 401, 402 may be taken up to the 36-hour maximum limit for the major. German 101-102, courses in the series 201 to 208 and all courses in translation (except German 315, 316) do not count toward the minimum of 24 hours for the major.

Related Area Requirements

Suggested but not required: English 201, 202, 339, 340; French 301, 302; History 291, 292, 573; Russian 301, 302, 313, 314, 315, 316; Spanish 301, 302; Philosophy 252; all courses listed under World Literature.

Electives

Electives sufficient to complete total semester hours required for degree.

GERMAN MINOR

15 hours above the 202 level, including at least 6 hours at the 300 level.

RUSSIAN MINOR

15 hours above the 100 level of which the following twelve are compulsory:

- Russian 203-204 (3:3)-(3:3).
Russian 305, 306 (3:3), (3:3).

German/courses

Courses in English Translation

German Literature in English translation courses are as follows:

- 221 Germanic Mythology (3:3).**
301, Survey of German Literature in Translation (3:3), (3:3).
302 Translation (3:3), (3:3).
303 Modern German Drama in Translation (3:3).
304 Modern German Fiction in Translation (3:3).
315, German Civilization (3:3), (3:3).
316

A full description of these courses will be found in numerical order in the German courses listed below.

- 101- Elementary German (3:3)-(3:3).**
102 Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.
- 101R Elementary German Reading (1:1).**
 Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Course meets two hours a week in second half of semester. Pr. concurrent registration in 101.
- 102R Elementary German Reading (2:2).**
 Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Simple but unedited literary texts will be used. Course meets two hours a week for the whole semester. Pr. concurrent registration in 102 or instructor's permission.
- 102C Elementary German: Conversation Supplement (2:2).** Experience in conversational German supplementing

the language study in the basic course. Optional for students taking 102. Pr. registration in 102 or permission of the instructor.

- 105- Elementary German for Voice Majors**
106 (3:3)-(3:3). Intensive course in German for voice majors.
- 150 Applied German (International House) (1:1).** Students living on German Floor of International House agree to use the language for communication and to participate in conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to German Floor of International House. This course may not be used to satisfy foreign language requirement.
- 201, Intensive Reading Course (3:3), (3:3).**
202 Intensive course in German to prepare especially motivated students to acquire a reading knowledge. Emphasis on teaching of grammar during first semester and reading and vocabulary building during second semester. Taken in sequence, 201 and 202 satisfy the college language requirement.

INTERMEDIATE GERMAN: 203-210

- 203, Intermediate German (3:3), (3:3).**
204 Readings and discussions of German short stories, poetry and plays of various periods, at an intermediate level. Concurrent review of grammar. Pr. 101-102; or 105 and 106; or 201 and 202. (H).
- 205, Intermediate Non-Fictional Readings in**
206 German Culture (3:3), (3:3). Reading and discussion of essays and excerpts from works on history, society, philosophy, psychology, criticism and the arts, from various periods of German culture, as



well as articles from current newspapers and periodicals. Concurrent review of grammar. Pr. 101-102; or 105 and 106; or 201 and 202. (H).

- 207, Intermediate German (Natural & Social Sciences) (3:3), (3:3).** Reading of articles and book excerpts in the fields of the student's research interests, especially in the natural and social sciences. Students will determine selection of texts. Emphasis on vocabulary-building and the reading-comprehension of scholarly works. Pr. 101-102; or 105 and 106; or 201 and 202.
- 209, Beginning Conversational German (3:3), 210 (3:3).** Introduction to German conversation on an everyday level. Includes some reading as a basis for conversation. Willingness to participate is an essential. Concurrent review of grammar. Pr. 101-102; or 105 and 106; or 201 and 202.
- 215, Introduction to German Literature (3:3), 216 (3:3).** Representative works in prose and verse. Readings in German. (H).
- 221 Germanic Mythology (3:3).** Course to be taught in translation. The myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them. Rener. (H).
- 301, Survey of German Literature in Translation (3:3), (3:3).** 301—Epic, novel, drama and short story, including the Medieval and Baroque periods, Goethe and Schiller and Romantic and Realist authors of the nineteenth century. (H). 302—Naturalist, Turn of the Century, Expressionist and modern authors up to contemporary times. Includes Kafka, Mann, Hesse, Brecht, Böll, Grass, Dürrenmatt, Frisch and others. Newton. (H).
- 303 Modern German Drama in Translation (3:3).** Reading and discussion of representative modern German plays by authors representing the schools of Naturalism, Impressionism and Expressionism, and writers of parabolic drama (Brecht, Dürrenmatt, Frisch), political theater (Weiss, Hochhuth, Kipphardt) and neo-dadaism (Grass, Handke). Newton. (H).
- 304 Modern German Fiction in Translation (3:3).** Reading and discussion of modern German novels and short stories by authors such as Hesse, Kafka, Mann, Böll, Grass and other major and secondary authors. Newton. (H).
- 309, Advanced German Conversation and 310 Composition (3:3), (3:3).** For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. any two courses in the series German 203 to 210 or permission of instructor.
- 311, The German Novelle (3:3), (3:3).** Development of German Novelle from the Romantic period to present. Baecker. (H).
- 313, German Poetry (3:3), (3:3).** Reading, interpretation, stylistic and metrical analysis and performance of German poetry, especially of the lyric. The first semester extends from the Middle High German to the Classical period. Second semester covers Romanticism, Nineteenth-century and Modern poetry. Pr. two courses from 203 to 208 or their equivalent. Newton. (H).

- 315, 316 German Civilization (3:3), (3:3).** Cultural, political and social development of Germany from its origin to the present. 315—Middle Ages (Romanesque, Gothic) through the fifteenth century. 316—from the Reformation to the present. Attention given to the German elements in America. Use of films, slides and records. Taught in English. Majors required to do additional reading in German. Rener. (H).
- 317, 318 Survey of German Literature (3:3), (3:3).** To 1750. Major works and figures of Medieval, Renaissance and Baroque periods. Rener. (H).
- 319, 320 Germany East and West: A Cultural Approach (3:3), (3:3).** First semester: Cultural and social contrasts in the two German States; second semester: Social problems in postwar German literature. A study of the two opposing social systems vying for the allegiance of the German people, as seen from both the sociological and literary points of view. Emphasis will be placed upon the period since 1945.
- 321, 322 Goethe's Life and Selected Works (3:3), (3:3).** Various periods of Goethe's literary activity; reading of works illustrating different periods of his development. Baecker. (H).
- 325, 326 German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3).** Selected works of representative writers in poetry, novel and drama. Baecker, Newton. (H).
- 327, 328 The Classical Period of German Literature (3:3), (3:3).** Representative works of Lessing, Schiller, Goethe. Baecker. (H).
- 332 Schiller's Life and Selected Works (3:3).** Baecker. (H).
- 337, Modern German Literature (3:3), (3:3).**

- 338 Works of modern writers: Hauptmann, Mann, Rilke, Musil, Hesse, Kafka, Brecht, Broch, Böll, Grass, Dürrenmatt, Frisch, Newton. (H).**
- 345 German Fiction of the Nineteenth Century (3:3).** The more important writers are read. Emphasis upon Romantic period. Collateral readings and reports. Baecker. (H).
- 346 The German Drama of the Nineteenth Century (3:3).** Brief lectures on lives and works of Kleist, Büchner, Grabbe, Grillparzer, Hebbel and Hauptmann. Baecker (H).
- 401, 402 Tutorial (1 to 3), (1 to 3).** Directed program of reading, research and individual instruction in Germanic literatures and languages. Pr. permission of instructor. (H).
- 410 Goethe's "Faust" (3:3).** Baecker. (H).

Russian/courses

Courses in English Translation

Russian Literature in English translation courses are as follows:

- 301, 302 Russian Literature in Translation (3:3), (3:3).**
- 313 Tolstoy in Translation (3:3).**
- 314 Dostoevsky in Translation (3:3).**
- 315 Soviet-Russian Literature in Translation (3:3).**
- 316 Modern Polish Literature in Translation (3:3).**
- 511 The Russian Novel in Translation (3:3).**

A full description of these courses will be found in numerical order in the Russian courses listed below.



- 101- Elementary Russian (3:3)-(3:3).** Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
- 102** principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
- 101a, Elementary Russian Drill (1:1), (1:1).**
- 102a** Optional drill section to reinforce material of 101-102. Pr. concurrent registration in 101-102.
- 150 Applied Russian (1:1).** Russian Studies majors and minors living in International House agree to use Russian in communication and to participate in one hour per week of Russian conversation on assigned topics. They further commit themselves to participation in other activities of the Russian Studies Program. Grade: pass/not pass. May be repeated for credit up to a total of four semester hours. Pr. admission to International House. May not be used to satisfy the foreign language requirement.
- 203- Intermediate Russian (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. (H).
- 204** of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. (H).
- 301, Russian Literature in Translation (3:3),**
- 302 (3:3).** Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth century Russian prose up to 1917. Works from the following writers will be read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required. Baer. (H).
- 305, Advanced Grammar, Conversation and**
- 306 Composition (3:3), (3:3).** Intensive reading of unedited Russian texts plus conversation and composition based on the reading. Baer.
- 313 Tolstoy in Translation (3:3).** Intensive study of his artistic writing between 1852-1910. Tolstoy's moral views will be considered as part of the course. Baer. (H).
- 314 Dostoevsky in Translation (3:3).** Intensive study of his artistic writing between 1846-1880. His political and religious views will be considered as an integral part of the material of the course. Baer. (H).
- 315 Soviet-Russian Literature in Translation (3:3).** Intensive study of the artistic writing in the U.S.S.R. from 1917 to the present. The readings will cover the poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn and others. (H).
- 316 Modern Polish Literature in Translation (3:3).** Intensive study of the artistic writing in Poland from 1918 to the present. The readings will cover the poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz and Herbert. Baer. (H).
- 401, Independent Study of Russian Literature (1 to 3), (1 to 3).** Directed program of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth and twentieth centuries. Depending on the student's qualifications, the readings will be either in translation or in the original. (H).
- 402** Directed program of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth and twentieth centuries. Depending on the student's qualifications, the readings will be either in translation or in the original. (H).
- Course for Advanced Undergraduates and Graduates**
- 511 The Russian Novel in Translation (3:3).** Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy) to the

twentieth century (Bely, Sologub, Pasternak and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy and religious thought. Baer.

Greek—See Classical Civilization.

Health Education—See Health, Physical Education and Recreation.

Health, Physical Education and Recreation—School of

(Room 204, Coleman Gymnasium)

Margaret A. Mordy (1974), Professor and Dean of School/B.A., Grinnell College/M.A., Iowa/Ph.D., Chicago.

Daniel D. Adame (1975), Instructor/B.A., LaVerne College/M.S.P.H., U.C.L.A.

Lois E. Andreasen (1971), Associate Professor/B.S., Pennsylvania State/M.A., Ph.D., Texas Woman's.

Russell E. Bachert, Jr. (1976), Assistant Professor/B.S., Millersville State College/M.S., Northern Illinois/M.S., Ed.D., Indiana.

Kate R. Barrett (1970), Professor/B.S., Bouvé-Boston College, Tufts/M.S., Ph.D., Wisconsin.

Pearl Berlin (1971), Professor/B.S., Sargent/M.S., Ph.D., Pennsylvania State.

Geoffrey J. Bird (1977), Instructor/B.P.E., M.A., University of Alberta.

Roger K. Brown (1979), Instructor/B.S., Georgia State College/M.P.R.A., U.N.C. at Chapel Hill. Part-time, second semester 1978-79.

Valerie C. Bryan (1976), Instructor/B.S., Clemson/M.A., The Citadel.

Gay E. Cheney (1976), Professor/B.S., Bouvé School-Tufts/M.S. Wisconsin/Ph.D., U.C.L.A.

Anne W. Deloria (1975), Assistant Professor/B.S., M.S., Michigan.

Mark B. Dignan (1977), Assistant Professor/B.S., M.S., Utah/Ph.D., Tennessee.

Caryl L. Dix (1975), Instructor/B.S., Cortland State Teachers/M.A., Teachers College, Columbia.

Janet A. Donahue (1976), Instructor/B.S., Miami, Ohio/M.S., UNC-G.

James A. Fitch (1977), Assistant Professor/B.S., Eastern Kentucky/M.H.Ed., Brigham Young/Ph.D., Southern Illinois.

Steven J. Fleck (1978), Instructor/B.A., Wisconsin at Lacrosse/M.A., Ph.D., Ohio State.

Lynne Pearsall Gaskin (1965), Instructor/B.S., Wesleyan/M.S.P.E., UNC-G.

Mary E. Gebhardt (1978), Assistant Professor/B.S., SUNY at Cortland/M.A., Ph.D., Cornell.

Margaret Ann Greene (1946), Assistant Professor/B.S.P.E., Appalachian State/M.A., New York.

Daniel G. Henley (1977), Head Athletic Trainer/B.A., N.C. State/B.S., M.A., Western Carolina.

Gail Murl Hennis (1950), Professor and Assistant Vice Chancellor for Graduate Studies/B.S., Purdue/M.A., Ph.D., Iowa State.

Nancy G. Hubbard (1970), Instructor/B.A., Oberlin College/M.Ed., UNC-G. Part-time.

John Lee Hutslar (1978), Instructor/B.S., Ohio State/M.S., Pennsylvania State/Ph.D., Ohio State.

William B. Karper (1978), Assistant Professor/B.S., East Stroudsboung State College/M.S., Kean College of New Jersey/Ed.D., New York.

Karen King (1976), Assistant Professor/B.S., M.S., Slippery Rock State College/Ph.D., Pennsylvania State.

Wayne M. Ladd (1974), Assistant Professor/A.B., Taylor/M.A., Minnesota/Ph.D., Ohio State.

Joseph Levinoff (1969), Ballet Master-in-Residence and Assistant Professor.

Rosemary McGee (1954), Professor/B.S. Southwest Texas/M.S., Illinois State/Ph.D., Iowa State.

E. Doris McKinney (1970), Professor/B.S., Sargent/M.A., Indiana/Ed.D., Boston/M.P.H., Minnesota.

Jesse A. Mann (1978), Assistant Professor/B.A., N.C. Central/M.S., U.N.C. at Chapel Hill/Ed.D., New York.

Thomas J. Martinek (1976), Assistant Professor/B.S., North Dakota/M.S., George Williams College/Ed.D., Boston.

Jack G. Mehl (1975), Instructor/B.S., Otterbein College/M.A., Ohio State.

Todd M. Mommsen (1976), Assistant Professor/B.A., M.S., Ph.D., Southern Illinois.

Dorothy K. Moody (1975), Instructor/A.B.T., High Point College/M.A., Northern Colorado.

Virginia Grove Moomaw (1945), Professor/B.S., Nebraska/M.A., Columbia. Part-time, second semester 1978-79.

Deborah J. Overton (1978), Instructor/B.M., UNC-G. Part-time.

Marie Iris Riley (1963), Associate Professor/B.S., New York State Teachers College/M.A., Iowa State/Ph.D., Florida State.

Sarah M. Robinson (1976), Associate Professor/B.S., UNC-G/M.S., Springfield/Ph.D., Wisconsin.

James R. Sellers (1976), Associate Professor/B.S., M.Ed., N.C. State/Ed.D., Georgia.

Dorothy B. Silver (1974), Instructor/B.A., Randolph-Macon Woman's College.

Marian K. Solleder (1966), Professor/B.A., Oberlin College/M.A., Iowa/Ph.D., Ohio State.

James R. Swiggett (1967), Instructor/B.S., High Point College/M.Ed., UNC-G.

Adele Celeste Ulrich (1956), Professor/B.S., UNC-G/M.A., U.N.C. at Chapel Hill/Ph.D., Southern California.



Elizabeth C. Umstead (1968), Associate Professor/B.S., UNC-G/M.A., U.N.C. at Chapel Hill/M.Ed., Harvard/Ph.D., U.N.C. at Chapel Hill.

Raymond J. Vincent (1974), Associate Professor and Academic Adviser/B.S., Northwestern/M.Ed., Ph.D., Southern Illinois.

Nancy G. Wulk (1976), Instructor/B.S., Tennessee/M.A., West Virginia/Ed.D., UNC-G.

The School of Health, Physical Education and Recreation offers graduate and undergraduate courses leading to the bachelor's, master's and doctor's degrees.

The school provides seven programs of study which are organized to meet specialized interests of students and the requirements of state and national accrediting agencies in professional education in health education, physical education, dance education and recreation. The seven programs are: physical education-teacher education, dance education, recreation, school health education, community health education, physical education without teacher certification. The Bachelor of Fine Arts degree is offered with a major in dance.

Graduate work is offered leading to the Master of Fine Arts degree with a major in dance, the Master of Education degree and the Master of Science degree with a major in physical education, the Master of Education degree with a major in health education and the Doctor of Education degree with a major in physical education.

In addition to developing and organizing concentration areas in health, physical education, recreation and dance, the school conducts recreation, intramural and intercollegiate programs for men and women. These are designed within the framework of the educational philosophy of UNC-G and the school and provide opportunities for recreation and sports for all students and interested faculty members.

DANCE EDUCATION MAJOR (Bachelor of Science)

Required: 122-126 semester hours.

The Dance Education Major prepares students for teaching in schools and in performance skills. The study of choreography, dance history and aesthetics is considered important for developing insights into the values of dance for the individual and in our culture. Modern, ethnic, ballet classes and Dance Company experiences are available each semester. Teaching experiences are provided. The student is able to go into teaching, non-teaching, dance-related careers or to graduate study in dance upon graduation.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One English composition course or exemption.
2. Two courses in physical education.
3. Three courses, other than dance, from Humanities Area (H). Select from art, philosophy, music and/or drama.
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 105, mathematics.
5. Two courses from Social & Behavioral Sciences Area (SBS) including Psychology 221.
6. Four additional courses, other than dance, from any one, all or combination of the three above areas or in an elementary foreign language.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

51-55 semester hours in dance

1. Beginning dance techniques 0-4 semester hours.
2. Modern Dance (200 level or above) 4 semester hours. Ballet (200 level or above) 4 semester hours.
3. Dance 100, 201 or 202, 216, 217, 251, 342, 348, 351, 449, 450, 460, 461, 462, 463, 470.
4. Dance 250 should be repeated once.
5. Two courses elected from: Dance 341, 350 or 451.
6. Remaining dance courses elected from: Dance 215, 343, 349 or 250.

Related Area Requirements

1. Physical Education 376.
2. Physical Education 210.
3. Music 207.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or clearance.
2. Health 101 or 301.
3. Education 381, 450.
4. Education 517 or 470.

Electives

Electives sufficient to complete total semester hours required for degree.

HEALTH EDUCATION MAJOR (Bachelor of Science)

Community Health Education Concentration

Required: 122 semester hours.

The Community Health Education

Concentration is designed to prepare students for careers within a variety of health settings. Opportunities for trained health educators are available in such diversified occupational areas as national, state and local health agencies and certain commercial companies dealing directly with health-related products.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM); to be fulfilled by Biology 101, 102.
4. Two courses from Social and Behavioral Sciences Area (SBS); to be fulfilled by Psychology 221 and Sociology 211.
5. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

38 semester hours in health.

Health 101 or 301, 327, 340, 360, 369, 405, 428, 467, 480, 515, 520, 525.

Related Area Requirements

22 semester hours as follows:

1. Biology 277, Communication & Theatre 341, Education 381, Library Science/Educational Technology 547, Sociology 232 or Psychology 347.
2. Two of the following from two different departments: Political Science 210, 223, Health 347, psychology elective.

Electives

Electives sufficient to complete total semester hours required for degree, including:

Meet speech screening test requirements.

HEALTH EDUCATION MAJOR (Bachelor of Science)

School Health Education Concentration

Required: 122 semester hours.

The School Health Education Major prepares students for teaching positions in the schools and, with appropriate selection of elective

courses, for some types of health education positions in community health agencies and organizations.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM): To be fulfilled by Biology 101, 102.
4. Two courses in Social & Behavioral Sciences Area (SBS): To be fulfilled by Psychology 221 and Sociology 211.
5. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

38 semester hours in health.

Health 327, 338, 360, 369, 460, 461, 462, 463, 464, 465, 467, 480, 520, 525.

Related Area Requirements

1. Biology 277, Communication & Theatre 341, Library Science/Educational Technology 547, Sociology 232 or Psychology 347.
2. Two of the following four courses from two departments: Political Science 210, 223, Health 347, psychology elective.
3. One of the following five courses: Health 310, 330, 450, Home Economics 213, 412.

Note: Total Health Education hours in major requirements not to exceed 42.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Meet speech screening test requirements.
2. Health 101 or 301.
3. Education 381, 450 and 470 or 517.
4. Two semester hours in physical education.

Electives

Electives sufficient to complete total semester hours required for degree.

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

General Concentration

Required: 122 semester hours.

The General Physical Education

Concentration is designed for the student who is interested in the study of human movement as an academic discipline. This concentration which is not vocationally oriented provides a course of study that includes analysis of all aspects of physical learning and performance and the role of sport in society. Acceptance into the program and special curriculum requirements will be contingent upon the approval of an advisory committee.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Physical Education 94, 95, 96, 97, 98, 99.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language. Include Biology 271, 277.

Major Requirements

36 semester hours in physical education. Physical Education 85, 86, 87, 88, 89, 109, 210, 351, 359, 376, 449, 475, 480, 551, 563, plus 3.5 semester hours of elective activities (Physical Education 57-79 or approved course designated in the General College Activity Program).

Related Area Requirements

1. Health 101, 236.
2. Psychology 326, 342.
3. Approved physical education or cognate area electives: 14 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

PHYSICAL EDUCATION MAJOR (Bachelor of Science)

Teacher Education Concentration

Required: 124-126 semester hours

The Physical Education Teacher Education Concentration leads to certification for teaching in North Carolina and many other states. This certification is designed for grades K-12. The curriculum in teacher education provides students with some opportunity to elect courses which focus on greater depth for elementary or secondary level teaching. Throughout the program of preparation for teaching are extensive opportunities for observation, participation, assisting and "mini-teaching" and coaching experiences with public school students. In addition, students may elect courses leading to a concentration in coaching in the secondary school. There is also opportunity to study and have field experience in teaching and coaching students with special needs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM): Biology 101, 102.
4. Two courses from Social and Behavioral Sciences Area (SBS) including Psychology 221.
5. Four additional courses from any one, all or combination of the three areas above or in an elementary foreign language. Include Biology 271, 277.

Note: Where appropriate, teacher certification requirements may be selected to fulfill liberal education requirements.

Major Requirements

47 semester hours in physical education Physical Education 85, 86, 87, 88, 89, 94, 95, 109, 210, 217, 351, 359, 361, 369, 373, 376, 381, 449, 452, 454, 461, 462, 464, 468, 470, plus 3.5 semester hours of elective activities (Physical Education 57-79 or approved course designated in the General College Activity Program).

Related Area Requirements

1. Health 236 or 338.
2. Biology 575.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. Meet speech screening test requirements.
2. Health 101 or 301.
3. Education 381 and Education 450.
4. One course in the teaching of reading.



Electives

Electives sufficient to complete total semester hours required for degree. Up to 9 semester hours may be taken in physical education.

4. Two courses in Social and Behavioral Sciences area (SBS).
5. Four additional courses from any one, all or a combination of the three areas above or in an elementary foreign language.

RECREATION MAJOR (Bachelor of Science)

Concentrations in

Municipal and Regional Recreation
Therapeutic Recreation
Outdoor/Environmental Education

Required: 122 semester hours

The Recreation Major is designed to prepare students for supervisory, middle-management and planning positions in one of three areas of concentrations: Municipal and Regional Recreation, Therapeutic Recreation, Outdoor/Environmental Education. Graduates may find career opportunities in a variety of public, private and commercial settings. These include municipal and regional recreation programs, state and federal outdoor/environmental programs, recreation programs and services for special populations and commercial recreation resort developments. Students are prepared to pursue graduate study in the field of recreation and leisure services at a number of major colleges and universities.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences and Mathematics area (NSM): Biology 101, 102.

Major and Related Area Requirements: Core Courses for All Concentrations

1. Recreation 101, 102, 201, 202, 301, 302, 401, 411, 412.
2. Related Areas: Sociology 561; Mathematics 571.

Municipal and Regional Recreation Concentration

1. Recreation 251, 351, 451, 551.
2. One of the following three courses: Political Science 223, 310 or 513.
3. Geography 302 or 323.
4. One of the following four courses: Business Administration 235, 310, 314 or 517.

Therapeutic Recreation

1. Recreation 261, 361, 461, 561.
2. Related Areas: Home Economics 302, Health 334, Psychology 341, Physical Education 381.

Outdoor/Environmental Education Concentration

1. Recreation 271, 310, 371, 471, 571.
2. Two courses in field biology selected according to interest and with the approval of major adviser.

Electives

Electives sufficient to complete total semester hours required for degree.

DANCE MAJOR (Bachelor of Fine Arts)

Required: 122-126 semester hours.

The **Dance Major** is planned with recognition of the need of the dancer for a rigorous program of dance training, for development of understandings and insights into the social and philosophical bases of dance in other arts. Modern, ballet, ethnics classes and Dance Company performances are a continuing part of the student's experiences. The curriculum provides a basis for graduate study and for careers related to dance.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in physical education
3. Three courses, other than dance, from Humanities Area (H).
4. Two courses in Natural Sciences & Mathematics Area (NSM): Biology 105 and elective.
5. Two courses from Social & Behavioral Sciences Area (SBS): recommended Anthropology 212.
6. Four additional courses, other than dance, from any one, all or combination of the three areas above or in an elementary foreign language.

Major Requirements

42-46 semester hours in dance

1. Beginning Dance techniques 0-4 semester hours.
2. Modern Dance (200 level or above) 6 semester hours. Ballet (200 level or above) 6 semester hours.
3. Dance 100, 201 gr 202, 215 or 216, 217, 251, 341, 343, 349, 350, 351, 470.

4. Dance 250 should be repeated once.
5. Six semester credits from the following: Dance 201, 202, 250, 342, 348, 449, 450 or 451.

Related Area Requirements

1. Art 140.
2. Music 207.
3. Communication & Theatre 250.
4. Physical Education 376.

Electives

Electives sufficient to complete total semester hours required for degree.

Dance/courses

Courses for Undergraduates

- 100 Introduction to Dance (3:3).** Orientation to the art of dance and the principles governing it. The presentation of materials and experiences related to a realistic concept of the roles of dance in society.
- 111 Modern Dance (1:3).** Introduction to the movement techniques of modern dance. Placement by audition. For dance majors only.
- 112 Modern Dance (1:3).** Continuation of 111. For dance majors only.
- 113 Ballet (1:3).** Introduction to the study of classical ballet techniques. Placement by audition. For dance majors only.
- 114 Ballet (1:3).** Continuation of 113. For dance majors only.
- 201 History of Dance I (Primitive Period—1300 A.D.) (3:3).** A study of the history and philosophy of dance in selected geographical locations from the



Period of Primitive Man (50,000 B.C.-3400 B.C.) through the Period of the Crusaders (1100-1300). (H).

- 202 History of Dance II (1450 to Contemporary History) (3:3).** A study of the history and philosophy of dance in selected geographical locations from the Period of the Renaissance (1450 to 1600) through the Contemporary Period of history. (H).
- 211 Modern Dance (1:3).** Technique course designed to increase skill in modern dance. Pr. two semesters of modern dance. For dance majors only.
- 212 Modern Dance (1:3).** Continuation of 211. For dance majors only.
- 213 Ballet (1:3).** Technique course designed to increase skill in classical ballet. Pr. two semesters of ballet. For dance majors only.
- 214 Ballet (1:3).** Continuation of 213. For dance majors only.
- 215 Ethnic Dance/Character Dance (1:3).** The study of Ethnic Dance and Character Dance as it relates to the Classic Ballet. Includes native folk dances of Europe, folk and ethnic dances of Near and Far East, Africa and the Americas. Pr. two semesters of dance technique or consent of instructor.
- 216 Modern Jazz Dance (1:3).** An introduction to the style, technique and rhythmic structures of modern jazz dance with emphasis on increasing movement capabilities and personal expression. Pr. 2 semesters of dance technique or permission of instructor (modern or ballet).
- 217 Exploration and Improvisation in Dance (1:3).** Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction and choreographic skills. May be repeated for credit. Pr. two semesters of college level dance or equivalent.
- 250 Dance Company (1:0:3).** Available to members of the dance company and to students interested in any phase of dance production. Membership in the company is open to all students by auditions which are held prior to each semester. Students interested in production must have the permission of the coordinator of the Dance Division. May be repeated for credit.
- 251 Time and Space/Design in Dance (2:3).** The study of the elements of time and space as they are artistically significant in themselves and in organized forms of meaning in dance. Considering time and space design in related fields of music and art will be included as relevant to choreographic design and communication in dance. Pr. two semesters of college level modern dance and ballet or equivalent, Music 207.
- 311 Modern Dance (1:3).** Coordinating course designed to increase skill in technique and use of related theatrical elements. Pr. 211 and 212 or equivalent. For dance majors only.
- 312 Modern Dance (1:3).** Continuation of 311. For dance majors only.
- 313 Ballet (1:3).** Coordinating course designed to increase skill in classical ballet techniques and pointe work. Pr. 213 and 214 or equivalent. For dance majors only.
- 314 Ballet (1:3).** Continuation of 313. For dance majors only.



- 341 Accompaniment for Dance (2:3).** A study of the relationship of sound and movement, accompaniment and dance, accompanist/composer and teacher/choreographer and a practical application of these understandings. Pr. 251, Music 207 or basic music background.
- 342 Social, Folk and Country Dance (2:2).** National characteristics of music, costumes, dances and folk arts. Designed for high school teacher, community worker or recreation leader.
- 343 Dance Repertory (1:3).** The systematic learning of a choreographic work in repertory. Emphasis on the structure, quality, meaning and cultural/historical implications of the dance as an art form. Includes final performance of the work in a theatrical setting. Pr. dance major with two semesters of dance technique or permission of instructor.
- 348 Foundations for the Teaching of Dance (3:3).** Theoretical foundations for teaching the creative art of dance with particular attention to theories of movement, dance, creative process in relation to theories of education and learning process. Pr. background in creative dance.
- 349 Movement for the Stage (2:3).** Movement for the stage examining and applying theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre. Pr. Physical Education 145 or 245 or equivalent and Communication & Theatre 251 or by consent of instructor.
- 350 Dance Production (3:4).** Theoretical and practical experiences will be offered to foster the acquisition of sufficient skills, knowledges and sensitivities in order to project the choreographer's intent through visual and auditory techniques in a dance production.
- 351 Process in Choreography (2:3).** Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. Pr. 251.
- 411 Modern Dance (1:3).** Advanced work in the skills and techniques of modern dance. Pr. 311 and 312 or equivalent. For dance majors only.
- 412 Modern Dance (1:3).** Continuation of 411. For dance majors only.
- 413 Ballet (1:3).** Advanced work in the skills and techniques of classical ballet. Pr. 313 and 314 or equivalent. For dance majors only.
- 414 Ballet (1:3).** Continuation of 413. For dance majors only.
- 449 Dance Pedagogy I (2:3).** Application of theory of teaching dance to specific child groups in specific situations. Understanding of creative dance in education through observation and practice of teaching dance to children. Pr. 348 or consent of instructor.
- 450 Dance Pedagogy II (2:3).** Application of the theory of teaching dance to specific young adult groups in specific situations. Understanding of dance as a creative, performing and cultural art in education through observation and practice of teaching. Pr. 348 or consent of instructor.
- 451 Organization and Administration of Dance (3:3).** Administration of dance programs in secondary schools, private studios and recreation centers. Special reference to the organization of dance clubs and dance companies. Specific



opportunities to examine one's philosophy in relation to contemporary trends and future implications. Pr. dance major or consent of instructor.

- 460 Observation in Dance Education (2:6).** Observation and participation in the dance education setting prior to student teaching. For senior majors in dance education as a part of the senior practicum. Pr. senior student in dance education.
- 461, 462 Student Teaching in Dance Education (3), (3).** Supervised student teaching experience in dance education. Full-time teaching in the schools and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval by Dean.
- 463 Seminar in Dance Education (2:2).** Summary and evaluation of student teaching experience, designed to serve as a guide in coordination of interpretations, philosophy and understandings in dance education. Pr. all dance education major requirements.
- 470 Creative Synthesis in Dance (2:4).** A project-oriented experience intended to coordinate the work of a student and to serve as a guide in the synthesis of philosophy, experience and understanding of dance as an art or entertainment form and/or dance as education, having an artistic or scholarly outcome. Pr. senior dance major.
- 475 Independent Study (1 to 3).** Intensive work in area of special interest in dance. Available to exceptionally qualified students on the recommendation of academic adviser and instructor. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

Courses for Advanced Undergraduates and Graduates

- 522 Anthropological Bases of Dance (3:3).** Dances of primitive and developed cultures. Folk, court dances and ballet as expressions of social forms and cultures. (H).
- 523 Dance of the Twentieth Century (3:3).** Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today and to present-day social pattern. (H).
- 524 Survey of Contemporary Dancers (3:3).** Personal approaches and techniques as illustrative of the theories of leading modern dancers. Pr. two semesters of modern dance or permission of instructor.
- 529 Dance Notation (3:3).** Development of ability to read and write Dance Notation and the construction of a score for an original piece of choreography.

Courses for Graduates

- 620 Rhythmical Analysis (3:3).**
- 621 Administration of the Dance Curriculum (3:3)**
- 622 Dance Criticism (3:3).**
- 676 Problems Seminar (3).**
- 680 Seminar in Dance Education (3:3).**
- 685 Choreography for Solo and Duet Dances (3:3).**
- 686 Choreography for Large Groups and Long Dances (3:3).**
- 690 Experimentation and Analysis (3:3).**
- 695 Independent Study (1 to 3).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Health/courses

Courses for Undergraduates

- 101 Health (3:3).** To promote better living in present and future through an understanding of pertinent health needs of individual and community. Emphasis on development of values and insights as a basis for choices in meeting health problems. Primarily for freshmen and sophomores. Fulfills teacher certification requirements. Elective for all others. Students may not take both 101 and 301 for credit.
- 236 First Aid (1:1).** American National Red Cross Standard Course leading to certification for those who qualify.
- 301 Health (3:3).** Scientific approach to physical, emotional and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had 101. Fulfills teacher certification requirements. Elective for others. Students may not take both 101 and 301 for credit.
- 310 Emotional Health (3:3).** Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.
- 327 Foundations for Community Health Education Practices (3:3).** Orientation to community health and principles governing it. Special emphasis on role of community health educator and his responsibilities with regard to total community health framework. Pr. 101 or 301 and enrollment in health education major or permission of instructor.
- 330 Family Health (3:3).** Factors contributing to health of the family at various stages in the life cycle, with emphasis on selected health problems as they affect family health maintenance and promotion. Pr. 101 or 301 or permission of the instructor. Elective for sophomores, juniors and seniors.
- 334 Community Health (3:3).** Overview of complex social, health and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers and studied through other forms of enrichment. Pr. 101 or 301 or permission of instructor.
- 338 Safety and First Aid (3:3).** Factors essential to safety in home, school and community. American Red Cross standard first aid and personal safety course. Certification as an instructor for those who qualify. Elective for sophomores, juniors, seniors.
- 340 Observation and Participation in Community Health Agencies (2).** Observation of modern community health practice in local health agencies. With cooperation of health agency staff members, student receives practical experience through participation in selected agency activities. Pr. 327 and/or permission of instructor.
- 341 Elementary School Health (3:3).** Health problems of elementary school child and the role of the teacher in school health program. Curriculum development, methods and materials of health instruction. Pr. 101 or 301.
- 347 Health Problems of Lower Income Groups (3:3).** Ramifications of poverty-health complex in United States



- and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions. Pr. sophomore standing or higher.
- 360 Human Sexuality (3:3).** The development and resolution of personal sexuality with emphasis on selected physical, emotional and social aspects. Pr. 101 or 301 or permission of instructor. (SBS).
- 369 Lifetime Health Concerns (3:3).** Selected predictable physical, mental and social health concerns of humans from prenatal life through adulthood. Special emphasis on prenatal life through adolescence. Pr. 101 or 301 or Biology 277.
- 405 Program Planning and Evaluation (3:3).** The process of implementing specific health programs in the community. Total program development emphasized with attention given to defining community problems, overcoming community resistance, selecting appropriate educational methods and conducting evaluation activities. Pr. 340.
- 428 Community Health Field Work (3 to 6).** Experience in community health agency using techniques and practices of health educator under supervision of University and agency personnel. Designed for seniors in Community Health Education and other qualified students with permission of instructor. May be repeated for credit to a maximum of six hours. Pr. completion of requirements for senior standing in Community Health Education or permission of instructor.
- 450 Current Health Problems (3:3).** Examination of selected health problems, including cardiovascular diseases, cancer, death and dying and others that are of current pertinence. The nature of the problems themselves, as well as the impact on society, will be studied. Pr. 101 or 301 and a major in health education or permission of instructor.
- 460 Observation and Participation in School Health Education (2:2).** Analysis of observation and participation techniques. Observation of pupils, class activities and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels. Pr. senior standing in school health education or permission of instructor.
- 461, 462 Student Teaching in Health Education (3), (3).** The teaching of health, under supervision. Full-time teaching in city schools and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of the Dean.
- 463 Seminar in School Health Education (2:2).** Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. Pr. 461, 462.
- 464 Administration of the School Health Program (2:2).** Administration of the school health program, with particular emphasis on program planning, implementation and school-community relations. Pr. 461, 462.
- 465 Elementary School Health Education (2:2).** Integration and application of principles from general education and secondary health education for grades K-6. Emphasis on content selection and teaching methodology appropriate to the elementary school. Pr. 461, 462.

467 Teaching Methods in Health (3:3).

Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials. Pr. senior standing in health education or permission of instructor.

475 Independent Study (1 to 3). Intensive work in an area of special interest in health education. Available to qualified student on recommendation of academic adviser and instructor. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

480 Social and Philosophical Foundations of Health Education (3:3). Social and philosophical foundations of school and community health education programs in society from the perspective of historical development and current and future roles. Pr. senior standing in the health education major program.

Courses for Advanced Undergraduates and Graduates

515 Epidemiology (3:3). The study of the distribution and determinants of disease occurrence with emphasis on application to health education. Pr. 327 or permission of instructor.

520 The School Health Program (3:3). Total school health program (healthful environment, health services and health instruction including curriculum) and its contribution to health and education of children and youth. Pr. 327 or 334 or permission of instructor.

525 Evaluation in Health Education (3:3). Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior and

programs. Pr. 520 and upper level or graduate standing in health education or permission of the instructor.

540 Seminar in Health (3:3). Current problems, issues and trends in health education and health sciences, with emphasis on analysis of research and literature. Pr. 480, 520 and senior standing in health education or permission of the instructor.

560 Human Sexual Relationships (3:3). The development of human sexuality and ensuing interpersonal relationships and sexual behavior in today's society.

Courses for Graduates

600 Contemporary Problems in Health (3:3).

606 Workshops in Health Education (1 to 3).

621 Human Health Resources I (3:3).

622 Human Health Resources II (3:3).

635 Health Education in the Community and School (3:3).

650 Community Health Internship (6).

676 Problems Seminar (3).

695 Independent Study (1 to 3).

699 Thesis (1 to 6).

800 Graduate Registration.

801 Graduate Registration.

Physical Education/courses

Elective Courses in Physical Education Activities

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.



Activity Courses Open To All University Students are:

- (*Approved courses for physical education majors in the **Selected Activities-Elective Program.**)
- 101 Beginning Volleyball (1:0:3).** Introduction to basic techniques, knowledges and strategies of volleyball.
- *102 Team Handball (1:0:3).** Olympic sport activity which uses basketball playing skills in a soccer format.
- 103 Basketball/Softball (1:0:3).** Introduction to basic techniques, knowledges and strategies of basketball and slow pitch softball.
- 104 Soccer/Basketball (1:0:3).** Introduction to basic techniques, knowledges and strategies of soccer and basketball.
- 119 Personalized Physical Education (1:0:3).** This course is designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured. May be repeated for credit. Pr. permission of a faculty supervisor and medical approval.
- 120 Conditioning (1:0:3).** Physical fitness assessment and development of a personal fitness program.
- *121 Beginning Archery (1:0:3).** Introduction to basic techniques, knowledges, rules and equipment of archery.
- *122 Bicycling (1:0:3).** Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.
- *123 Beginning Snow Skiing (1:0:3).** Introduction to basic techniques, safety and equipment of snow skiing. Fee: approximately \$95.00, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.
- *124 Backpacking/Camping (1:0:3).** Introduction to backpacking/camping including 8 two-hour class sessions plus 2 overnight weekend trips to relatively secluded areas. Fee: approximately \$15.00 for food, travel and campground fees.
- *125 Hiking (1:0:3).** Basic camping skills, compass and topographical map use. Includes 6 two-hour class sessions and 2 weekend hiking trips. Fee: approximately \$10.00 for food, gas and campground fees.
- 126 Modern Rhythmical Gymnastics (1:0:3).** Consists of the manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.
- 127 Beginning Golf (1:0:3).** Basic fundamentals of golf with the opportunity to practice skills and play on the University golf course.
- 128 Beginning Bowling (1:0:3).** Introduction to the basic skills, knowledge and scoring of bowling.
- 129 Beginning Olympic Gymnastics (1:0:3).** Fundamental skills and mechanics in tumbling, trampoline and Olympic apparatus and events.
- *132 Ice Skating (1:0:3).** Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps and free skating skills. Fee: approximately \$35.00 includes skate rental and rink fee.
- 142 Social Dance (1:0:3).** Basic dance fundamentals, emphasizing the foxtrot, swing or jitterbug, cha cha cha, waltz, tango, polka, rumba, samba and current popular dances.

- 143 Beginning Folk Dance (1:0:3).** Basic experiences in international folk dance which includes steps, patterns, formations, national characteristics and historical background of the dances learned.
- *144 Elementary Classical Ballet (1:0:3).** Introduction to the techniques of the Classical Ballet including basic alignment, positions, Port de Bras and Allegro combinations.
- 145 Beginning Modern Dance (1:0:3).** Introduction to modern dance both in technique and as an art form.
- 147 Square Dance (1:0:3).** Exploration of steps, patterns, formations and cultural/historical background of American square dance.
- 150 Swimming for Non-Swimmers (1:0:3).** Designed for students who have fear of the water and a desire to learn to swim.
- 151 Beginning Swimming (1:0:3).** Basic course in swimming for students who have little or no knowledge of strokes and little deep water experience.
- 157 Beginning Synchronized Swimming (1:0:3).** Basic skills in synchronized swimming, individual and group stroking and floating patterns and opportunity to create routines performed to musical accompaniment. Pr. 252 or instructor's approval.
- 170 Beginning Fencing (1:0:3).** Introduction to basic footwork, attacks and defenses of foil fencing with opportunity for competitive bouting.
- 171 Beginning Badminton (1:0:3).** Introduction to basic techniques, knowledges and strategies of badminton.
- *172 Beginning Self-Defense (1:0:3).** Basic skills of non-weapon defense, including techniques from karate and judo.
- *173 Beginning Racquetball (1:0:3).** Introduction to basic skills, rules and strategy of racquetball. Fee: approximately \$25.00, includes use of courts, racquet and balls.
- *174 Wrestling (1:0:3).** A combative sport offering the participant a physically demanding experience and an opportunity to develop wrestling skill and fitness.
- 175 Beginning Tennis (1:0:3).** Introduction to the basic skills, rules and scoring of tennis.
- 201 Intermediate Volleyball (1:0:3).** Introduction to advanced techniques, knowledge and strategies of volleyball. Pr. 101 or instructor's approval.
- *221 Intermediate Archery (1:0:3).** Introduction to advanced techniques and knowledge of archery. Pr. 121 or instructor's approval.
- *223 Intermediate Snow Skiing (1:0:3).** Intermediate techniques of skiing including parallel turns, mogul skiing, wedlin and introduction to free style skiing. Fee: approximately \$95.00 includes equipment rental, fees and accident insurance for 5 days at Beech Mountain, North Carolina. Pr. 123 or instructor's approval.
- *227 Intermediate Golf (1:0:3).** Review and refinement of beginning skills; sand trap shots; uphill, downhill and sidehill lies; opportunity to play on local golf courses. Fee: approximately \$12.00 for green fees. Pr. 127 or instructor's approval.
- *228 Intermediate Bowling (1:0:3).** Refinement of beginning skills and individual delivery style and league bowling. Pr. 128 or instructor's approval.
- *229 Intermediate Olympic Gymnastics (1:0:3).** Refinement of beginning techniques and



- individual mastery and progress. Pr. 129 or instructor's approval.
- *243 Intermediate Folk Dance (1:0:3).** Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns and formations. Pr. 143 or instructor's approval.
- *244 Intermediate Classical Ballet (1:0:3).** Variations on basic Barre techniques and Petit Adagios for strength, agility and quality required for the intermediate level. Pr. 144 or instructor's approval.
- *245 Intermediate Modern Dance (1:0:3).** Refinement of beginning skills, emphasis on development of technical abilities and performance qualities. Pr. 145 or instructor's approval.
- 246 Advanced Classical Ballet (1:0:3).** Study of advanced Classical Ballet technique in a professional format including: Barre work, Center floor experiences, Grand Adage, Allegro, Port de Bras and Reverences. Pr. 144 and 245 or instructor's approval.
- 247 Advanced Modern Dance (1:0:3).** Designed as a professional dance class with emphasis upon achieving technical and performing skills. Pr. 245 or instructor's approval.
- 252 Low Intermediate Swimming (1:0:3).** Designed for students who have a basic knowledge of swimming skills and are deep water swimmers. Pr. 151 or instructor's approval.
- *254 High Intermediate Swimming (1:0:3).** Development of the nine Red Cross swimming strokes, endurance swimming and diving. Pr. 252 or instructor's approval.
- *256 Advanced Swimming (1:0:3).** Refinement of the nine Red Cross swimming strokes, diving, synchronized and competitive swimming skills. Pr. 254 or instructor's approval.
- *258 Lifesaving (1:0:3).** Development of self-rescue skills and skill in rescuing or assisting others in an emergency; opportunity to receive Red Cross Advanced Lifesaving certification. Pr. 254 or instructor's approval.
- *259 Water Safety Instructor (2:1:2).** Development of knowledge and skill to teach and to certify others in the American Red Cross programs of swimming and life saving. Pr. current American Red Cross Advanced Lifesaving certification and 17 years old.
- 260 Water Polo (1:0:3).** Combination of the strategies of soccer and basketball with swimming endurance and skills unique to water polo. Pr. 254 or instructor's approval.
- *268 Canoeing (1:0:3).** Introduction to basic canoeing skills. Course taught at Piney Lake and day and overnight camping/canoe trips to other sites. Fee: approximately \$5.00 for field trips. Pr. ability to swim for 15 minutes without aid.
- *269 Sailing (1:0:3).** Introduction to basic sailing competencies; fundamental racing strategy; taught at Piney Lake and field trips to other lake facilities. Fee: approximately \$5.00 for field trips. Pr. ability to swim for 15 minutes without aid.
- *270 Intermediate Fencing (1:0:3).** Refinement of beginning skills; high and low line attacks and defenses; advanced footwork; and electrical foil fencing. Pr. 170 or instructor's approval.
- *271 Intermediate Badminton (1:0:3).** Refinement of beginning skills; emphasis on advanced skills and strategies. Pr. 171 or instructor's approval.

275 Intermediate Tennis (1:0:3). Continuation of various tennis strokes with practice in various singles and doubles strategies. Pr. 175 or instructor's approval.

***276 Advanced Tennis (1:0:3).** Designed for the student who can perform the various tennis strokes with consistency and accuracy. Emphasis on game strategies. Pr. 275 or instructor's approval.

Courses for Undergraduates

57-79 Selected Activities—Elective Program (.5:3 [½ semester]). Of the 3.5 semester hours which must be elected, a minimum of 3 activities must be chosen from Level II courses or from approved Intermediate or Advanced courses in The General College Program (see above).
 57—Synchronized Swimming;
 58—Competitive Swimming;
 59—Swimming II; 60—Lacrosse; 61—Field Hockey I; 62—Field Hockey II; 63—Soccer II; 64—Volleyball Officiating;
 65—Volleyball II; 66—Basketball Officiating; 67—Basketball II; 68—Softball I; 69—Softball II; 74—Track and Field II; 75—Tennis II; 76—Fencing; 77—Bowling; 78—Badminton; 79—Archery.

85-99 Selected Activities—Core Program (.5:3 [½ semester] = total 5.5 semester hours required). 85—Modern Dance;
 86—Personal Physical Conditioning;
 87—Olympic Gymnastics; 88—Golf;
 89—Folk Dance; 94—Track and Field;
 95—Tennis; 96—Basketball;
 97—Swimming; 98—Volleyball;
 99—Soccer/Speedball.

109, Understanding of Movement (1:3), (1:3).

210 Human movement as it relates to all phases of physical education. Performance of efficient and effective movement by each student in relation to

different activities. Designed and developed in relation to concurrent work being taken by students in the core physical education program. Pr. none; should be taken in conjunction with the selected activities core program whenever possible.

217 Introduction to the Teaching of Physical Education in Grades K-12 (2:3). A study of the nature and scope of teaching physical education in today's public schools with particular emphasis on its relationship to the total educational experience. Extensive opportunity for firsthand experience with students of various backgrounds, ages 5-16, through observation and participation in elementary and secondary public schools.

290 Aesthetics of Sport (2:2:1). Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic. (H).*

291 Social Issues in Competitive Sport (3:3). Investigation of various social issues in competitive sport such as violence in sport, youth sport, women's sport, intercollegiate and professional sports problems. (SBS).*

341 Principles and Procedures in Elementary School Physical Education (3:3). Integration of principles in general education and physical education for Grades 1-6. Open to juniors and seniors in elementary education and home economics.

351 Principles of Physical Education (3:3). Biological, sociological, psychological, educational and philosophical foundations of physical education including definition, relationship and *Open to all University students.



- application of principles to teaching physical education. Goals and objectives of physical education.
- 359 Movement Approach to Dance and Sport (2:6).** Opportunity to experience and understand Laban's principles of movement through personal skill acquisition in educational dance, educational gymnastics and selected games and sport activities. Pr. 217 which may be taken simultaneously.
- 361 Observation for Teaching and Coaching in Physical Education: Elementary and Secondary (2:4).** The significance of observation in teaching and coaching with opportunity to develop skill in observing the physical education learning environment. Emphasis is placed on observing movement, organization and safety conditions. Extensive practical experience in class and in elementary and secondary public schools. Pr. 217, 359.
- 369 The Intramural and Extramural Programs in Physical Education: Elementary and Secondary (2:3).** A study of the nature and scope of intramural and extramural programs related to physical education K-12; specific opportunity to examine one's philosophy in relation to historical perspectives, contemporary trends and future implications; opportunity to apply methods and procedures related to the conduct of a cocurricular program consistent with one's emerging philosophy. Pr. 217, 351.
- 373 Introduction to Motor Learning as It Applies to Teaching and Coaching (2:2).** An introduction to selected theory and principles underlying the learning and performance of physical skills. Practical application in instructional settings will be a major emphasis. Pr. 217, 351, 359, Psychology 221 or consent of instructor.
- 376 Kinesiology (3:3).** Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills and posture.
- 381 Physical Education for Individuals with Special Needs (3:3).** Assessment, planning, instruction and evaluation practices recommended for work with students with special needs in physical education classes. The roles of teachers as resources are explored. Opportunities for field work experiences are provided.
- 390 Prevention and Care of Athletic Injuries (2:1:2).** Designed to provide knowledge and skills to aid in the prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.
- 449 Seminar in Health, Physical Education and Recreation (2:2).** Designed to coordinate work of student and to serve as a guide in coordination of interpretations, philosophy and understandings in modern physical education.
- 452 Curriculum in Physical Education K-12 (2:2).** Systematic approaches to physical education curriculum developed in grades K through 12. Emphasis on technical skill and creativity in long and short range planning. Consistency among components of selected curriculum models will be stressed. Pr. all physical education major requirements, including 461 and 462, student teaching.
- 454 The Study of Teaching Physical Education K-12 (2:6).** Planning and organizing for teaching at elementary and secondary level. Special emphasis on analysis of teaching-learning process,

selection and development of appropriate content. Observation and teaching opportunities provided within class and in cooperation with public schools. Pr. 217, 351, 359, 360 or consent of instructor.

461, Student Teaching in Physical Education

462 (3), (3). Techniques of teaching physical education under supervision. Full-time teaching in city schools and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of Dean.

464 Administration of Health, Physical

Education (2:2). Administration of physical education programs in secondary schools and colleges, with special reference to problems of the administrator conducting a modern program of physical education.

468 Evaluation and Measurement in Physical

Education (3:3). Survey of tests and application of measurement in physical education. Elementary testing procedures.

470 Specialized Methodology in Physical

Education (2:4). 1. Elementary—study of different philosophical positions relative to teaching elementary school physical education. 2. Secondary—methods of teaching and coaching advanced secondary school students in physical education and athletics.

475 Independent Study (1 to 3). Intensive

work in area of special interest in physical education. Available to qualified students on the recommendation of academic adviser and instructor. Pr. demonstrated competency for independent work and consent of academic adviser and instructor.

476 Problems Seminar (2:2). Current problems in the field of physical education. Provides opportunity for student to specialize in a problem of his

choice. Emphasis of the problem shall be approved by the instructor.

477 Coaching Practicum in a Selected Sport

(3:6). An opportunity for the prospective physical educator to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities will be provided at public school and university levels. Open only to upper division physical education majors. Pr. 109, 210, Health 236/338, demonstrated knowledge/skill in sport selected.

478 Teaching Practicum for Grades 3-8

(3:2:2). A supervised teaching practicum emphasizing the use of the movement approach to teaching games, dance and gymnastics in a field setting using grades 3-8. Pr. 359 or permission of instructor.

480 Research in Human Movement (3).

Procedures in descriptive, experimental, historical and philosophical research as used in the study of human movement with specific emphasis on studies related to physical education. Tools used in data collection and processing and interpreting the findings of research included. Pr. 351 and at least junior standing.

488 Psychology and the Athlete (3:3). A study

of psychology and the athlete as it applies to the highly skilled learner within the educational framework. Pr. 373 and Psychology 221.

493- Honors Work (3:3)-(3:3).

494

Courses for Advanced Undergraduates and Graduates

550 Sports Clinic (1). Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.



- 551 Movement Experiences in Early Childhood (3:3).** A study of movement and its significance to the total development of a child from 4 to 8 years. Movement considered first as a developmental human process and then in relation to creative dance, gymnastics, games and everyday tasks. Selection and sequential development of movement experiences based upon current knowledge about movement, child development and learning. Pr. graduate standing in appropriate major or consent of instructor.
- 563 The History of Physical Education (2:2).** A survey of the development of physical education in the Western world. Special emphasis on the educational, political and social movements which have influenced practices in dance, health, physical education, recreation and sport.
- 564 History of American Physical Education (3:3).** A study of the development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.
- 571 Physical Education for the Handicapped (3:3).** Study of physical education programs for emotionally, mentally, socially and physically handicapped. Individual study in related problems. Observations through visits to hospitals, clinics and schools.
- 578 Measurement and Evaluation in Physical Education for Handicapped Persons (3:3).** Measurement and evaluation of gross motor and perceptual/gross motor performance of handicapped persons. Analysis of published and teacher-made instruments. Construction of new tests for physical education for handicapped persons. Pr. 381 and introductory

measurement and evaluation course in education or physical education or permission of instructor.

Courses for Graduates

- 606 Workshops in Physical Education (1 to 3).**
- 610 Statistics for Research in Health, Physical Education and Recreation (3:3).**
- 611 Research in Physical Education I: Concepts of Inquiry (3).**
- 612 Research in Physical Education II: Design and Analysis (3).**
- 613 The Meaning and Significance of Physical Education (3:3).**
- 614 Professional Literature (3:3).**
- 617 Current Theories and Practices of Teaching Sports (3:3).**
- 643 Mechanical Analysis of Motor Skills (3:3).**
- 644 Psychological Aspects of Sports (3).**
- 645 The Behavioral Bases of Physical Education (3:3).**
- 646 Theoretical Considerations of Physical Education for Children (3:3).**
- 647 Motor Development and Human Movement (3:3).**
- 648 Learning and Performance of Physical Skills (3).**
- 649 Seminar in Physical Education (3:3).**
- 650 Scientific Bases of Physical Education (3:3).**
- 652 Curriculum Development in Physical Education (3:3).**
- 654 Seminar in Curriculum Development in Physical Education (3:3).**
- 655 Analysis of Teaching Behavior (3:3).**
- 658 Physical Skill Learning and Performance Laboratory I (2:0:4).**
- 659 Special Problems in Physical Skill Learning and Performance Laboratory II (2:0:4).**



- 660 **Cybernetic Explanations of Skilled Performance (3:3).**
- 661 **Movement Theory (3:3).**
- 663 **Supervision of Physical Education (3:3).**
- 669 **Affective Measurement in Physical Education (3:3).**
- 670 **Motor Measurement in Physical Education (3:3).**
- 671 **Cognitive Measurement in Physical Education (3:3).**
- 676 **Problems Seminar (3).**
- 695 **Independent Study (1 to 3).**
- 699 **Thesis (6).**
- 713 **Research in Physical Education III: Advanced Seminar (3).**
- 799 **Dissertation (12).**
- 800 **Graduate Registration.**
- 801 **Graduate Registration.**

- 201 **Recreation Program Development (3:3).** General principles of recreation program development; intensive study of the recreation program areas available to participants; examination of the theories of recreation leadership; analysis of the methods and techniques of program design, organization, implementation and evaluation. Pr. 101.
- 202 **Recreation Site Planning and Design (3:2:3).** Examination of the basic procedures involved in the planning process; basic considerations in recreation site planning and design; analysis of the methods and techniques of site evaluation. Pr. 101.
- 251 **Municipal and Regional Recreation (3:3).** Study of the history and development of municipal and regional recreation. Examination of the various municipal and regional agencies providing recreation programs and services. Particular emphasis is given the types of recreation services offered in relationship to the recreation market.
- 261 **Therapeutic Recreation (3:3).** Study of the history and development of therapeutic recreation. Examination of various agencies providing therapeutic and special recreation services. Survey of professional preparation and opportunities, organizations, publications and research.
- 271 **Outdoor/Environmental Education (3:3).** Study of the historical and philosophical foundations of outdoor/environmental education. Exploration of the various types of programs — national and international. Survey of current professional preparation and opportunities, organizations, publications and research.

Recreation/courses

Courses for Undergraduates

- 101, **Recreation and Leisure in Modern Society (3:3), (3:3).** First semester: History and development of recreation and leisure; theories and philosophies of recreation and leisure; implications of continued growth of recreation and leisure in modern society. Second semester: Examination of the public, quasi-public, private and commercial agencies providing recreation and leisure services. Special emphasis is given to the role of federal, state and local government agencies in providing recreation programs and services.



- 301 Recreation Administration (3:3).** Study of the principles and practices of administration. Deals with basic procedures in recreation administration, with particular emphasis on programming and budgeting; personnel policies and practices; publicity and public relations; and planning, evaluation and research. Pr. 101.
- 302 Advanced Planning and Design (3:2:3).** Design concepts and principles applied to the planning and development of recreation areas and facilities. Special consideration given to the planning and development of areas and facilities for municipal and regional recreation, outdoor/environmental education and special populations. Pr. 101, 202.
- 310 Recreation Field Work (3 or 6).** Directed field experience in a recreation service agency under the supervision of a faculty adviser and an agency supervisor. Opportunities are provided for the student to develop knowledge, values and beginning practice skills appropriate for entry-level practice in recreation service agencies. May be repeated for credit for a maximum of six semester hours. Pr. consent of instructor.
- 351 Municipal and Regional Recreation Programs (3:3).** Study of principles and administrative guidelines for planning municipal and regional recreation programs. Analysis of methods and techniques of program implementation and program evaluation. Particular emphasis is given to trends in municipal and regional recreation programming. Pr. 251 or consent of instructor.
- 361 Therapeutic Recreation Program Planning (3:3).** Evaluation of recreation programs and services provided in therapeutic recreation settings. Deals with program planning and program implementation in a variety of treatment and non-treatment settings. Pr. 261 or consent of instructor.
- 371 Interpretive Techniques for Outdoor/Environmental Education (3:3).** Study of the leadership-learning process as it relates to outdoor-environmental education settings. Emphasis on teaching skills and interpretive techniques. Evaluation of commercial and self-made interpretive resource materials. Pr. 271 or consent of instructor.
- 401 Practicum in Recreation (6).** Designed to provide the student with an opportunity to relate theory to practice through observation and experience. The student, in a ten-week program, is assigned on an individualized basis to approved public, private and commercial agencies. The practicum will consist of a full-time placement for a total of 360 clock hours. Pr. senior standing; 21 semester hours in professional recreation courses, including 101, 102, 201 and 202.
- 411 Research Methods in Recreation (3:3).** An analysis of the principal methods and techniques of research in recreation. Topics also include selection and definition of a problem, review of literature, tools for obtaining data, data analysis and interpretation and techniques of writing a research proposal. Pr. Psychology 310 or equivalent.
- 412 Problems in Recreation (3:3).** Identification and critical analysis of current problems in selected areas of recreation. Opportunity for students to study in depth a problem of special interest. Students must present their findings in writing and pass an oral

examination before a faculty committee. Pr. 21 semester hours in professional recreation courses, including 101, 102, 411.

- 451 Financing Municipal and Regional Recreation (3:3).** Study of the basic principles and procedures of financing municipal and regional recreation. Examination of the various methods of financing municipal and regional recreation. Particular emphasis given new approaches to financing municipal and regional recreation. Pr. 251 or consent of instructor.
- 461 Special Recreation Services in Non-Treatment Settings (3:3).** Examination of the structure and functions of various organizations and agencies providing special recreation services. Analysis of the various approaches and techniques of promoting special recreation services in non-treatment settings. Pr. 261 or consent of instructor.
- 471 Development of Outdoor/Environmental Education Programs (3:3).** Evaluation of criteria for developing outdoor/environmental programs, including program elements, needs assessments and resource inventories. Examination of the methods and techniques of program implementation and program evaluation. Pr. 271 or consent of instructor.

Courses for Advanced Undergraduates and Graduates

- 551 Municipal and Regional Recreation Management (3:3).** Study of the concepts, principles and practices of municipal and regional recreation management. Examination of the organizational structure and functions of municipal and

regional agencies providing recreation services. Special consideration is given the need to establish effective long-range management policies. Pr. 251 or consent of the instructor.

- 561 Therapeutic Recreation in Institutional Settings (3:3).** Nature, extent and significance of recreation in institutional settings; professional development of therapeutic recreation service; the therapeutic recreation specialist and his responsibilities to patients, treatment team and other services; administrative structure of therapeutic recreation service. Pr. 261 or consent of the instructor.
- 571 Management of Outdoor/Environmental Education Centers (3:3).** Guidelines for organizing and managing outdoor/environmental education centers. Special reference to developing and evaluating goals and objectives, personnel, business procedures, programs and public relations. Development of an administrative manual to achieve and guide management procedures. Pr. 271 or consent of the instructor.





History—Department of

(219 McIver Bldg./College of Arts and Sciences)

- Ann Pottinger Saab** (1965), Professor and Head of Department/B.A., Wellesley College/M.A., Ph.D., Radcliffe College.
- Richard Bardolph** (1944), Jefferson Standard Professor/B.A., M.A., Ph.D., Illinois/Litt. D., Concordia College.
- John Herbert Beeler** (1950), Professor/B.A., M.A., Ohio/Ph.D., Cornell.
- Robert McCluer Calhoon** (1964), Professor/B.A., Wooster College/M.A., Ph.D., Western Reserve.
- Kenneth Lawrence Caneva** (1978), Assistant Professor/B.S., Massachusetts Institute of Technology/Ph.D., Princeton.
- Ronald Drake Cassell** (1966), Assistant Professor/B.S., M.A., Michigan/Ph.D., U.N.C. at Chapel Hill.
- Converse Dilworth Clowse** (1962), Associate Professor/B.A., M.A., Vermont/Ph.D., Northwestern.
- James Clyde Cooley Jr.** (1965), Assistant Professor/B.A., Franklin College/M.A., Ph.D., Indiana.
- Richard Nelson Current** (1965), University Distinguished Professor/B.A., Oberlin College/M.A., Tufts/Ph.D., Wisconsin/M.A., Oxford.
- Arthur M. Eckstein** (1978), Assistant Professor/B.A., M.A., California, Los Angeles/Ph.D., California, Berkeley.
- James Sharbrough Ferguson** (1962), Professor and Chancellor of UNC-G/B.A., Millsaps College/M.A., Louisiana State/Ph.D., U.N.C. at Chapel Hill/LL.D., Millsaps College.
- Jean Gordon** (1964), Associate Professor/B.A., M.A., Pennsylvania State/Ph.D., Wisconsin.
- Stanley L. Jones** (1971), Professor and Vice Chancellor for Academic Affairs/B.S., M.A., Wisconsin/Ph.D., Illinois.
- Walter T. Luczynski** (1960), Assistant Professor/B.A., New York/M.A., Michigan/Ph.D., Illinois.
- Richard E. McFadyen** (1970), Assistant Professor/B.A., Florida Presbyterian College/M.A., Ph.D., Emory.
- David MacKenzie** (1969), Professor/B.A., Rochester/M.A., Ph.D., Columbia.
- Jane D. Mathews** (1970), Professor/B.A., M.A., Ph.D., Duke. Leave of absence, second semester 1978-79.
- Paul Martin Mazgaj** (1978), Assistant Professor/B.S., M.A., Illinois/Ph.D., Iowa.
- Frank T. Melton** (1967), Associate Professor/B.A., University of the South/M.A., Vanderbilt/Ph.D., Wisconsin.
- Franklin Dallas Parker** (1951), Professor/B.A., Greenville College/M.A., Ph.D., Illinois.
- Russell E. Planck** (1967), Lecturer/B.A., Seton Hall/M.A., Ph.D., Columbia.
- Blackwell Pierce Robinson** (1956), Associate Professor/B.A., U.N.C. at Chapel Hill/M.A., Duke/Ph.D., U.N.C. at Chapel Hill.
- Roy Neil Schantz** (1967), Associate Professor/B.A., Chicago/M.A., Columbia/Ph.D., New York.
- Karl A. Schleunes** (1971), Associate Professor/B.A., Lakeland College/M.A., Ph.D., Minnesota.

- Loren Schwenger** (1971), Assistant Professor/B.A., M.A., Colorado/Ph.D., Chicago.
- James H. Thompson** (1970), Associate Professor and Director of the Library/B.A., Southwestern College/M.A., Ph.D., U.N.C. at Chapel Hill/M.S. in L.S., Illinois.
- Allen W. Trelease** (1967), Professor/B.A., M.A., Illinois/Ph.D., Harvard.

The undergraduate courses in history in particular, and the graduate courses in considerable measure, are preoccupied with the origins and development of our American and European cultural heritage: its values, the institutions through which it has sought to realize them and the credo—or “idea system” by which our civilization has sought to establish the sanctions and to legitimate the values and institutions which give it its content and form. The courses are designed also to acquaint our students with civilizations other than our own, both because our heritage has been influenced by them and because they afford information and insights regarding alternative solutions to the gravest questions with which men have struggled.

Historical investigations supply late twentieth-century man with the “minutes of the previous meeting,” a record of the circumstances that have inhibited it and the consequences of change for the quality of human life. The Department of History seeks to make this knowledge the possession of all of our students, not only because no one really knows where he is unless he knows where he has been, but also because, in Santayana’s celebrated words, those who ignore the past are condemned to relive it.

A second objective of the Department of History, in both its undergraduate and graduate offerings, is the preparation of teachers and of other professional, paraprofessional and nonprofessional people whose competence in their daily callings and whose enjoyment of their leisure-time activities is advanced by at

least some intensive scrutiny of the human record.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history and the degree of Master of Education through the School of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores.

HISTORY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The History Major prepares students for career opportunities in a very wide range of employments, where liberally educated minds can be turned to fruitful account. Many history majors have found places as teachers, at all levels, from elementary through graduate schools, and others have achieved positions in public service, in federal, state and local agencies. Many others have been drawn into private employment where either their special skills or their general liberal training or both, have given them a competitive advantage in the quest for satisfying careers.

Students seeking **teacher certification** should see Teacher Education Chapter.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).

5. Two courses, other than history, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses in Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in history above the 100 level.

The department divides its undergraduate offerings into three groups: Europe, United States and the remainder of the world. To insure that each major has breadth in his program, a student must take at least 6 semester hours from each of these three groups. The remaining history courses may be taken from the 200-, 300-, 400- and 500-level courses without any restrictions as to field.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

HISTORY MINOR

The History Minor complements majors in a variety of fields, including English, the languages and the other social sciences. Requirements are flexible to permit the student to select courses with the help of his major department, which will develop and extend his individual interests as expressed in his major. The minor shall comprise 15-21 semester hours in history; it may include two courses at the 100 level. Students should register for the History Minor in the History Department office, 219 McIver Building.

History/courses

Courses for Undergraduates

- 101, Modern European History (3:3), (3:3).**
102 Since 1500, with background in ancient and medieval Europe. (SBS).
- 103, The Development of Western Civilization (3:3), (3:3).** The ancient and medieval heritage; the emergence of modern institutions and ideas, and their interaction with economic, political and social forces. First semester to 1648; second semester from 1648 to the present. (SBS).
- 107, World History (3:3), (3:3).** Rise of the modern world, with background in European history since 1500. Interaction of West with other areas of the world. First semester: to about 1850. Second semester: 1850 to present. (SBS).
- 108** **The Ancient World (3:3).** Early civilizations: Near Eastern, Egyptian, Greek and Roman to Reign of Constantine. Eckstein. (SBS).
- 109** **Medieval Civilization (3:3).** European civilization from beginning of fourth century to end of fifteenth, with major emphasis on political, institutional and social development. Beeler. (SBS).
- 110** **History of Science (3:3), (3:3).** History of science in Europe and America, 1500 to present. Pure and applied science, technology, medicine, psychology, armaments considered. First semester: 1500 to 1800. Second semester; since 1800. Caneva. (SBS).
- 111, The World in the Twentieth Century (3:3), (3:3).** Major developments which have shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939. (SBS).
- 112** **The World in Our Time (3:3), (3:3).** World developments since 1945. First semester: through 1960. Second semester: since 1960. Parker. (SBS).
- 205, The United States: A General Survey (3:3), (3:3).** First semester: to 1865. Second semester: since 1865. (SBS).
- 206** **The Family in American History (3:3).** This course will relate the family to other major elements of American society and culture—households and communities, the market economy, the democratic ethos and urbanization—and will introduce students to genealogical, oral and traditional historical research into the history of particular families, including their own. Calhoon. (SBS).
- 211, The Civilizations of Asia (3:3).** History, institutions and culture of India, China and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia and Korea. Cooley. (SBS).
- 212** **The Civilizations of Asia (3:3).** Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China and Japan in nineteenth and twentieth centuries. Cooley. (SBS).
- 213** **History of Africa (3:3).** Major developments in history of Africa, with emphasis on sub-Saharan Africa. Early civilizations and institutions, colonial Africa, Africa since 1945. (SBS).
- 215** **The Roots of the Western Tradition: The Historical Background (3:3).** Designed for the Summer Schools Abroad Program in



Italy and Greece to parallel a course in art history, this course will survey social and intellectual developments of the Italian Renaissance and their interaction with the arts. The roots of Western humanism will then be traced to their origins in the Roman and Greek worlds. (SBS).

- 239 Latin America to 1825 (3:3).** American Indians; coming of Europeans and Africans; European colonies; political independence. Parker. (SBS).
- 240 Latin America since 1825 (3:3).** Political freedom and its problems; new struggle for economic independence and social transformation. Parker. (SBS).
- 273 English History to 1660 (3:3).** Origins and evolution of English culture and English constitution. Cassell, Melton. (SBS).
- 274 English History since 1660 (3:3).** Continuation of 273. Designed also for those who wish to take the course separately. Cassell, Melton. (SBS).
- 277 Russian History to 1900 (3:3).** Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries. MacKenzie. (SBS).
- 278 Russian History since 1900 (3:3).** End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin and recent developments. MacKenzie. (SBS).
- 291 Germany and Central Europe to 1815 (3:3).** Main political, economic and cultural developments, with emphasis on basic factors and problems in German history, from origins to 1815. Schleunes. (SBS).
- 292 Germany and Central Europe, from 1815 to the Present (3:3).** Continuation of 291, but may be taken separately. Special

emphasis given to "German problem" and contemporary Germany. Schleunes. (SBS).

- 301, Afro-American History: A Survey (3:3),**
302 (3:3). Afro-American experience in United States, from African backgrounds to present day. First semester: to 1865. Second semester: since 1865. Each course may be taken separately. Schweninger. (SBS).
- 305 Selected Contemporary Problems Historically Considered (3).** Study of selected topics in history which can be incorporated into standard high school history courses. Gordon. (SBS).
- 311 Problems in the History of Science (3:3).** An in-depth look at a major topic in the history of science in order to appreciate the character of scientific knowledge and the factors responsible for its development. Possible topics include the theory of evolution, the history of medicine and a comparison of Eastern and Western science. May be repeated for credit when topic varies. Pr. permission of instructor. Caneva. (SBS).
- 313 A History of American Material Culture: A Visual Approach (3:3).** A survey from the colonial period to the present demonstrating how America's social and economic development has been reflected in things which can be visually evaluated including architecture, land usage, city planning, technology and the fine and popular arts. (SBS).
- 331 Women in American History (3:3).** A history of American women from colonial times to the present. Through a variety of sources including primary documents, literature and historical studies, the class



will explore the changing roles of women in the family, the nature of women's work, cultural myths and images of women and the origins and development of American feminism. (SBS).

- 337 The American Colonies, 1607-1763 (3:3).** Political, economic, social, cultural, religious and intellectual beginnings of American society. Clowse. (SBS).
- 338 European and American Urban History to 1800 (3:3).** A survey of city planning and the economic, political and demographic factors which influenced the framework of Western urban history—the city-states of antiquity; the “independent” cities of feudal Europe; the political absorption of cities by the nation-states; the pre-industrial expansion of megalopolis; the frontier and American urban development. Primarily a lecture course based upon readings and the study of historical maps. (SBS).
- 339 Revolutionary and Early National America, 1763-1815 (3:3).** American history from 1763-1815; pre-Revolutionary movement, War for Independence, Confederation, drafting and ratification of Constitution, Federalist era and Jeffersonian democracy. (SBS).
- 340 Nineteenth Century America, 1815-1860 (3:3).** Domestic and diplomatic history, emphasizing such topics as industrialism and economic growth, political and social reform, Jacksonian Democracy and the Whig party, Manifest Destiny and the Mexican War, the frontier and sectionalism, the antebellum South and the coming of the Civil War. Primarily a discussion course based upon assigned paperback readings. Trelease. (SBS).
- 341 Nineteenth Century America, 1860-1898 (3:3).** The Civil War in its various aspects, North and South; Reconstruction; industry and urbanization; agrarian unrest and the Populist movement; black history from slavery to Jim Crow; overseas imperialism and the Spanish-American War. Primarily a discussion course based upon assigned paperback readings. Trelease. (SBS).
- 342 The United States, 1890-1920 (3:3).** American society during first years of our own time, focusing on impact of industrialization, urbanization and world involvement. Progressivism — its origins, aspirations and accomplishments — carefully examined. Mathews. (SBS).
- 343 North Carolina to 1816 (3:3).** Robinson. (SBS).
- 344 North Carolina since 1816 (3:3).** Robinson. (SBS).
- 348 The United States, 1920-1945 (3:3).** American society in prosperity, depression and war; focusing on rise of mass-production—mass-consumption economy, cultural cleavage and nostalgia, depression and its effects on the economy, politics and culture. Mathews. (SBS).
- 350 Freedom and Authority in Western Civilization: A Historical Perspective (3:3).** An exploration from a historical perspective of the problem of the responsibility of individuals to themselves as opposed to their responsibility to the surrounding society. The issue of individual freedom vs. obedience to social and political authority is examined in the heavily traditional societies of Ancient Greece and Rome, in modern totalitarian



- states and in the United States. Eckstein. (SBS).
- 351 History of Greece, 2000-323 B.C. (3:3).** Social, economic and political organization of Greece, with consideration of Bronze Age, colonization and tyranny, and Athens and Sparta in fifth century B.C. Eckstein. (SBS).
- 353 Athens in the Fifth Century B.C. (3:3).** A study of the social and political history of Athens in the fifth century B.C. Pr. 109 or 351 or permission of instructor.
- 354 The Roman Republic, 754 B.C.-44 B.C. (3:3).** A study of the social and political forces that led to Rome's conquest of the Mediterranean World — and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean and the decline of the Republic. Eckstein. (SBS).
- 355 The Roman Empire, 44 B.C.-337 A.D. (3:3).** A survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity and the transformed Empire of Constantine the Great. Eckstein. (SBS).
- 358 European and American Urban History since 1800 (3:3).** A survey of the urban dimension of western society with special attention to politics, ethnic and racial relations and the interaction of history with urban geography, sociology and city planning. Calhoon. (SBS).
- 361 The Ottoman Empire and the Republic of Turkey (3:3).** A study of the rise, fall and rebirth of Turkish power in the eastern Mediterranean from the thirteenth century to the present. Saab. (SBS).
- 365 History of France, 1815 to the Present (3:3).** A study of the political, economic and social forces that have shaped France through changing regimes: the Restoration, the Second Empire, the Third Republic, the emergence of polarizing Rightist and Leftist political movements, the impact of World War I, World War II, the Resistance, contemporary France. Mazgaj. (SBS).
- 381 The Near and Middle East (3:3).** Emphasizes developments since World War I. (SBS).
- 383 Chinese History to 1800 (3:3).** Early Chinese Civilization; Imperial Period; first dynasties; Early Modern China. Cooley. (SBS).
- 384 The Modern Transformation of China: 1800 to Present Day (3:3).** Coming of Europeans; decline of imperial institutions to 1870; western impact and Chinese reforms, 1870-1945; contemporary China. Cooley. (SBS).
- 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).** Creation myths—archeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion and civil war. Cooley. (SBS).
- 386 Creating Modern Japan, 1867 to the Present (3:3).** Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan. Cooley. (SBS).
- 390 History Internship (1 to 6).** Field learning experience in public or applied history. Academic supervision provided by faculty



adviser and direction in field provided by job supervisor. Assigned reading and written reports. May be repeated. Pr. consent of department head.

- 401, Individual Study (1 to 3).** Directed
402 program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head. (SBS).
493- Honors Work (3:3)-(3:3). (SBS).
494

Courses for Advanced Undergraduates and Graduates

- 508 Problems of Latin America (3:3).** Dictatorship, colonialism and underdevelopment presented from the historical perspective, with focus on selected regimes. Parker. (SBS).
512 The American Museum and the American Past (3:3). A study of selected topics in American social and cultural history and the manner in which these topics have been dealt with by American museums for persons interested in museum work or historic preservation. Gordon. (SBS).
515 American Diplomatic History: The Twentieth Century (3:3). Emphasis on most important crises and making of basic policy decisions from Spanish American War to present. Current. (SBS).
526 The Civil War and Reconstruction (3:3). Current. (SBS).
528 Constitutional History of the United States (3:3). A study of the leading principles and practices of American Government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Bardolph. (SBS).
531 Women in World History (3:3). An interdisciplinary course on the roles and images of women in the ancient, medieval and non-Western world. Schantz. (SBS).
532 Women in World History (3:3). An interdisciplinary course on the roles and images of women in the modern world beginning with the sixteenth century. (SBS).
533 The Age of Jackson (3:3). The major issues and events in American domestic history and foreign relations from 1815 to 1848. Trelease. (SBS).
534 The American Revolution, 1763-1789 (3:3). Colonial social structure, organization of Empire, role of ideology, War for Independence, politics of new nation, drafting and ratification of the new Constitution. Calhoun. (SBS).
537 The American Colonial Period, 1607-1763 (3:3). Selected topics pertaining to development of colonies to eve of American Revolution. Clowse. (SBS).
538 South America (3:3). Social, economic and political development of the continent of South America. Parker. (SBS).
539 The United States since World War II (3:3). Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism and student radicalism. Mathews. (SBS).
540 Middle America (3:3). Social, economic and political development of Mexico, Central America and West Indies. Parker. (SBS).
541 The United States and Latin America (3:3). Hemispheric relationships and problems from independence to twentieth century alliance. Parker. (SBS).



- 542 Central American Civilization (3:3).** History of Central America in all of its aspects, emphasizing interrelationships between the structure of society and politics. Parker. (SBS).
- 545 Southern History and Southern Material Culture in a Museum Context (3 or 6).** A six-week summer institute offered jointly by UNC-G, the Museum of Early Southern Decorative Arts and Old Salem, Inc. Intended for history majors and others planning a museum career and for persons interested in history and material culture. Students admitted to the program on the basis of individual application. Forms available through the History Department.
- 546 The Old South (3:3).** Political, economic, social and cultural forces in the evolution of pre-Civil War South, with emphasis on period from 1820-1860. Trelease. (SBS).
- 547 The New South (3:3).** Southern history from end of Reconstruction to present with consideration of contemporary regional problems. The South studied both in relationship and in contrast to national development. Trelease. (SBS).
- 549 Social and Cultural Forces in the United States to 1865 (3:3).** Development of American society, with emphasis on life of the people and influence of changing religious, intellectual, aesthetic, literary, social, economic and reformist currents. Bardolph. (SBS).
- 550 Social and Cultural Forces in the United States since 1865 (3:3).** Development of American society with emphasis on particular groups whose changing roles reflect changing economic, social, intellectual, aesthetic and reformist currents at work in modern America. Bardolph. (SBS).
- 554 Europe in the Middle Ages: 300-1050 A.D. (3:3).** From the time of Constantine to the reforms of Hildebrand. Emphasis on political, social, cultural, economic and military institutions of medieval Europe. Beeler. (SBS).
- 555 Europe in the Middle Ages: 1050-1494 A.D. (3:3).** From the papacy of Hildebrand to French invasion of Italy. Emphasis on political, social, cultural, economic and military institutions of medieval Europe. Beeler. (SBS).
- 557 The Renaissance and Reformation (3:3).** A study of the background, courses, progress and results of the Renaissance and the Reformation in the fourteenth, fifteenth and sixteenth centuries. Particular emphasis is placed on intellectual, cultural and religious aspects of the movements in their political and socioeconomic context. (SBS).
- 561 The Age of Absolutism (3:3).** Europe 1648-1789, with emphasis on French history, Louis XIV, eighteenth century enlightened monarchs, the Old Regime, background of the French Revolution. Planck. (SBS).
- 565 Europe, 1815-1870 (3:3).** Political, diplomatic, economic and social developments in Europe, including England. Saab. (SBS).
- 566 Europe since 1920 (3:3).** Domestic developments, internal politics and international relations of major countries of Europe, from Treaty of Versailles to present. Luczynski. (SBS).
- 568 The French Revolution and Napoleon (3:3).** Struggle for social, economic and political democracy during Revolution and advancement or negation of progress toward those goals under Napoleon. Planck. (SBS).



- 569 Europe in the Nineteenth Century (3:3).** Emphasis on social, cultural and intellectual history. Works of leading thinkers read and discussed. Mazgaj. (SBS).
- 570 Europe in the Twentieth Century (3:3).** Continuation of 569 but designed as a separate course. Mazgaj. (SBS).
- 572 Germany in the Nineteenth Century, 1800-1914 (3:3).** An examination of German social and political structures and their functioning between 1800 and the outbreak of World War I. Attendant emphasis will be placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century. (SBS).
- 573 German History, 1914-1945 (3:3).** German social and political structures and their functioning during World War I, Weimar Republic and Third Reich with attendant emphasis on cultural and intellectual themes. Schleunes. (SBS).
- 576 Modern Balkan History (3:3).** A survey of political, social, economic and cultural developments in the Balkan Peninsula since 1750 centering around Yugoslavia. MacKenzie. (SBS).
- 579 Russia in World Politics since 1850 (3:3).** Major problems in Russian and Soviet foreign relations since Crimean War. MacKenzie. (SBS).
- 580 Radicalism and Revolution in Russia, 1773-1921 (3:3).** Russian radical and revolutionary movements and organizations, 1773-1921, in theory and practice. MacKenzie. (SBS).
- 581 Tudor and Stuart England, 1485-1714 (3:3).** English society, government and economics in the sixteenth and seventeenth centuries; impact of religious changes; expansion of England; problems of revolutions and emergence as a great power. Melton. (SBS).
- 582 England from the Eighteenth Century to the Present (3:3).** Development of English society; political, economic and social evolutions. Melton. (SBS).
- 584 Contemporary Far East History (3:3).** Emphasis on China and Japan. Stress on analysis of problems of comparative nature. Pr. one course in Asian civilization or Chinese history or consent of instructor. (SBS).
- 585 Chinese Ideas from Confucius to Mao (3:3).** Focuses on the interaction of Chinese ideas and institutions from the pre-Ch'in times to contemporary China. (SBS).

○ Courses for Graduates

- 601 Seminar in European History: before 1815 (3).**
- 602 Seminar in European History: since 1815 (3).**
- 609 Colloquium in American History: to 1865 (3).**
- 610 Colloquium in American History: since 1865 (3).**
- 611 Seminar in American History: before 1865 (3).**
- 612 Seminar in American History: since 1865 (3).**
- 613 Problems in American History for Teachers of American History Survey Courses (3).**
- 621 Colloquium in European History before 1815 (3).**
- 622 Colloquium in European History since 1815 (3).**

- 630 a, b, c Historical Conceptualization (3:3),
(3:3), (3:3).
690 History Internship (1 to 3).
697 Directed Reading (1 to 4).
699 Thesis (3 to 6).
800 Graduate Registration.
801 Graduate Registration.



Home Economics—School of

(215 Stone Bldg.)

- Naomi G. Albanese** (1958), Professor and Dean of School/B.A., Muskingum College/M.A., Ph.D., Ohio State.
Charlotte R. Abbate (1978), Assistant Professor/B.F.A., Pratt Institute.
John Alt (1977), Instructor/B.A., Tennessee/M. of Arch., N.C. State.
Terry L. Bazzarre (1978), Assistant Professor/B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.
P. Scarlett Breeding (1977), Instructor/B.A., Berea College/M.S., UNC-G.
Martha Helen Canaday (1958), Professor/B.S., Texas State College for Women/M.S., Louisiana State/Ed. D., Pennsylvania State.
Barbara Nelle Clawson (1973), Associate Professor/B.S., Iowa State/M.S.H.E., UNC-G/Ph.D., Iowa State.
Betty Rose Connell (1976), Assistant Professor/B.S., UNC-G/M.S., Cornell.
Jane Hanes Crow (1965), Professor/B.S., Salem College/M.S., Maryland/Ph.D., Cornell.
Mildred B. Davis (1972), Assistant Professor/B.S., Auburn/M.S., Alabama.
Eunice Minerva Deemer (1963), Associate Professor/B.S., Indiana State/M.Ed., Ph.D., Pennsylvania State.
Mary Andrews Dickey (1957), Assistant Professor and Academic Adviser/B.S., UNC-G/M.S., Tennessee.
Thomas W. Draper (1976), Assistant Professor/B.S., M.S., Brigham Young/Ph.D., Emory.
C. Daniel Fisher (1979), Visiting Lecturer/B.A., Updale College/M.A., Long Island/Ph.D., Iowa State. Part-time, second semester 1978-79.
Eileen Casey Francis (1965), Assistant Professor/B.S., M.S., Ph.D., Pennsylvania State.
Lavina M. Franck (1972), Assistant Professor/B.S., Illinois/M.S., Wisconsin.
Rose Mills Freedman (1957), Instructor/B.A., Vassar College/M.A., George Peabody College. Part-time.
Sammie Gatlin Garner (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G. First semester 1978-79.
Nancy Baird Gentili (1976), Instructor/B.A., Illinois/M.S., Cornell.
Claudia G. Green (1977), Instructor/B.S.H.E., M.S., UNC-G.
Barbara Guest (1977), Instructor/B.S., Framingham/M.S.P.H., Oklahoma.
Robert W. Herron (1979), Visiting Lecturer/B.A., Wheaton College/B.D., Union Theological Seminary/M.S., Kansas State/Ph.D., Minnesota. Part-time, second semester 1978-79.
Jan G. Hind (1977), Instructor/B.S.H.E., UNC-G. Part-time.
Peyton Hudson (1971), Assistant Professor/B.S., Delaware/M.S., Ph.D., UNC-G.
Melvin D. Hurwitz (1977), Professor/B.A., Harvard/M.S., Chicago/Ph.D., Cornell.
Howard N. Jacobson (1978), Professor, School of Home Economics and Department of Biology/B.S., B.M., M.D., Northwestern. Part-time.



Mildred Louise Johnson (1965), Professor/B.S., M.S., Northern Illinois/Ph.D., Wisconsin.

Vira Rodgers Kivett (1968), Assistant Professor/B.S.H.E., M.S.H.E., Ph.D., UNC-G.

Lynne S. Koester (1976), Assistant Professor/B.A., Sarah Lawrence College/M.S., Ph.D., Wisconsin.

Aden Combs Magee III (1960), Professor/B.S., Texas A. and M./M.S., Ph.D., N.C. State.

Mary C. Miller (1967), Assistant Professor/B.S.H.E., M.S.H.E., UNC-G/Ed.D., Columbia.

Joan P. Moran (1977), Instructor/B.S., Cornell/M.A., Connecticut.

Billie G. Murphy (1977), Associate Professor/B.A., Blue Mountain College/M.S.H.E., Alabama/Ph.D., Pennsylvania State.

Carolyn P. Nelson (1978), Instructor/B.F.A., UNC-G. Part-time.

Dennis K. Orthner (1974), Assistant Professor/B.A., M.A., Ph.D., Florida State.

Letty S. Pryor (1975), Assistant Professor/B.S., Georgia College/M.S., Tennessee/Ph.D., Pennsylvania State.

Eleanor Quick (1977), Visiting Lecturer/B.S., Salem College/M.S., Pennsylvania State.

Hyman Rodman (1975), Excellence Fund Professor/B.A., M.A., McGill/Ph.D., Harvard.

Jeff T. Samson (1977), Assistant Professor/B.S., State University of New York/M.F.A., Cranbrook Academy.

John H. Scanzoni (1978), Professor/B.A., Wheaton College/Ph.D., Oregon.

Elizabeth L. Schiller (1977), Assistant Professor/B.A., Illinois Wesleyan/M.S., Purdue/Ph.D., Missouri.

R. G. Shibley (1977), Lecturer/B.A., B.S., M.A., Oregon. Part-time.

Sarah Moore Shoffner (1964), Assistant Professor/B.S.H.E., M.S.H.E., Ph.D., UNC-G.

Rebecca M. Smith (1958), Associate Professor/B.S., M.S., Ph.D., UNC-G.

Arnold M. Sookne (1979), Visiting Professor/B.A., Brooklyn College/M.S., George Washington. Part-time, second semester 1978-79.

Sheron Minich Sumner (1966), Instructor/B.S.H.E., East Carolina/M.S., Ohio State.

Myrle L. Swicegood (1975), Adjunct Assistant Professor/B.S., UNC-G/M.S., N.C. State/Ph.D., UNC-G.

Jean T. Sykes (1964), Visiting Assistant Professor/B.A., Meredith College/M.S., UNC-G/D.Ed., N.C. State.

Nadine F. Tope (1975), Adjunct Assistant Professor/B.A., Cornell College/M.S., Ph.D., Purdue.

Rebecca Freeman Wagoner (1967), Instructor/B.S.H.E., M.S., UNC-G. Part-time.

James A. Watson (1970), Professor/B.S., M.S., Ph.D., Georgia.

Josie Nance White (1951), Associate Professor/B.A., UNC-G/M.Ed., U.N.C. at Chapel Hill/Ph.D., UNC-G.

Larry Wilder (1976), Associate Professor/B.A., Bowling Green State/M.A., Wisconsin/Ph.D., Pennsylvania State.

Mozelle Williams (1966), Instructor/B.S.H.E., M.S.H.E., UNC-G.

Louise L. Wilson (1971), Instructor/B.S.H.E., M.S.H.E., UNC-G. Part-time.

The aims of the School of Home Economics are expressed in its philosophy. Home economics is a professional field of knowledge and service primarily concerned with assisting individuals and families in all aspects of living. It prepares the members of society to participate more effectively with the social, political, economic and cultural environment of which they are a part. The profession is dynamic in the sense of being responsible to contemporary issues. Home economics recognizes change and innovation and is fully committed to using and extending its energies and resources to educate the individual, improve services and goods and conduct research to create a better world for individuals and for families.

The basic philosophy of the School of Home Economics is reflected in the programs offered. Six departments—Child Development and Family Relations; Clothing and Textiles; Food, Nutrition, Food Service Management; Home Economics Education; Housing, Management and Family Economics; and Interior Design—offer programs at the undergraduate and/or graduate level.

At the undergraduate level the student may major or concentrate in one of five home economics subject-matter areas. See major charts which follow. At the graduate level, four degrees—Master of Science, Master of Science in Home Economics, Master of Education and Doctor of Philosophy—are available with majors in five subject-matter areas in home economics.

Special facilities of the School of Home Economics include the Carter Child Care Center, the UNC-G Nursery School, Residential Lighting Laboratory, Home Management Houses and the Food Service Management Laboratory.

CHILD DEVELOPMENT MAJOR (Bachelor of Science in Home Economics)

Required: 122 semester hours.

The Child Development Major focuses on the study of children; their physical, social and psychological development; the study of families and the relationships for family living. It leads to careers in nursery schools, day care centers, private kindergartens, hospitals and in community agencies and welfare departments which work with children and families. Child development majors may elect an option that will certify them to teach young children (K-3).

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition: English 101 or approved substitute or exemption.
2. Three courses, other than home economics, from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS).
5. Four additional courses, other than home economics, from the three above areas or in an elementary foreign language.

Major & Related Area Requirements

1. Home Economics 210, 212, 410, 446.
2. Home Economics 213, 302, 412, 452, 462, 522, 532, 542, 552 and any 6 hours from 422, 512; Education 202.
3. Related Areas: Physical Education 551 or 341; Psychology 221 and 6 additional hours; Education 346; biology 3 hours selected from 101, 102, 105 or 333.

Electives

Electives sufficient to complete total

semester hours required for degree. No more than one third may be home economics courses.

CLOTHING AND TEXTILES MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Clothing-Fashion Merchandising Textiles

Required: 122 semester hours.

The Clothing-Fashion Merchandising Concentration includes study of historical costume and textiles; psychological, economic and social implications of clothing and textiles; creative and artistic expression in the use of fabrics, colors, lines and accessories; and professional work experience in retail establishments. It leads to careers in fashion coordinating, comparison shopping, pattern designing, assistant retail buying, fashion consulting, fashion writing, museum work and work with pattern companies and the Cooperative Extension Service.

The Textiles Concentration focuses on structural and decorative textile design; recent developments of new fibers, textured yarns and finishes; performance and care of textile products; historical background and developments of textiles; observations of textile manufacturing; and professional work experience in textile companies. Career opportunities include textile designing; promotional activities, consumer services, textile technology, Cooperative Extension Service work and textile product testing.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.

2. Three courses, other than home economics, from Humanities Area (H) including Art 105.
3. Mathematics 108 required of all Clothing and Textiles majors. Textiles majors must include Chemistry 103 or 111, 111L.
4. Two courses from Social & Behavioral Sciences Area (SBS). Select Sociology 211 and Economics 201.
5. History 103 or 104, 3 credits, required of all Clothing and Textiles majors, with a total of six credits of history required. Two additional courses required from Humanities, Natural Sciences, Science, or a foreign language.

Major & Related Area Requirements Core Courses for All Concentrations

1. Home Economics 210, 212, 410, 446.

Clothing-Fashion Merchandising Concentration

1. Home Economics 101 or 121, 301, 311, 341, 361, 500, 504, 514, 561, 551 or 571.
2. Home economics or cognate courses: 9-12 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Art 140, psychology or art electives: 3-4 semester hours.

Textiles Concentration

1. Home Economics 101 or 121, 301 or 311, 441, 500, 514, 524, 561.
2. Home economics or cognate courses: 9-11 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Chemistry 104, or 114, 114L, and 205 or 351, 352, 354 (4-7 semester hours); Art 140; Physics 305, mathematics, 3 semester hours.

Electives

Electives sufficient to complete total semester hours required for degree.

FOOD AND NUTRITION MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Business & Community Services Related Sciences Food Service Management Dietetics

Required: 122 semester hours

The Business & Community Services

Concentration is designed for students who want to go into food and nutrition work with the Cooperative Extension Service, dairy councils, utility companies, test kitchens or community related programs with food and nutrition components.

The Related Sciences Concentration is designed primarily to prepare students for graduate work or advanced preparation in food and nutrition.

The Food Service Management

Concentration prepares students for careers in university and school food services, hotels, restaurants, cafeterias and industrial food service programs.

The Dietetics Concentration with specializations in general, management, clinical or community has been approved by the American Dietetic Association under Plan IV. Students completing one of these specialization programs meet the minimum academic requirements for membership in the American Dietetic Association and are eligible for admission to hospital, commercial or clinical internships. These programs prepare students for careers as dietitians in hospitals, nursing homes, school food service and other health care facilities requiring registered dietitians.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses, other than home economics, from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM) including Chemistry 103 and 104.
4. Two courses from Social & Behavioral Sciences Area (SBS) selected as follows:

Business & Community Services and Dietetics Concentrations

Economics 101 or 201 and one course from either sociology or anthropology required.

Related Sciences and Food Service Management Concentrations

Two courses selected from economics, sociology or anthropology required.

5. Four additional courses, other than home economics, from any one or all of the three areas above or in an elementary foreign language. Include Biology 101, 102 (all concentrations) and Psychology 221 (Business & Community Services, Food Service Management and Dietetics concentrations).

Major and Related Area Requirements

Core Courses for All Concentrations

1. Home Economics 210, 212, 410, 446.

Business & Community Services Concentration

1. Home Economics 103, 213, 223, 303, 503, 515, 583, 593.
2. Related Areas: Economics 536 or Home Economics 533 or 526; Biology 277, 380, 535; organic chemistry: 4 semester hours; English 102.

Related Sciences Concentration

1. Home Economics 103, 213, 223, 303, 503, 573, 593.
2. Related Areas: Biology 277, 380, 535, 545; organic chemistry: 4 semester hours; Chemistry 231, 233; Mathematics 119, 121; English 102.

Food Service Management Concentration

1. Home Economics 103, 213, 223, 303, 503, 519, 593; Biology 277, 380; Business Administration 310; Education 381 or Psychology 312, 326 or 342; Chemistry 205.
2. Management: Home Economics 509, 520, 549; Economics 370; Business Administration 340; Business & Distributive Education 234 or Mathematics 136; Mathematics 108 or Psychology 310; two courses from Business Administration 312, 314, 517 or 535.

Dietetics Concentration

1. Courses required for all specializations: Home Economics 103, 213, 223, 303, 503, 519, 593; Biology 277, 380; Business Administration 310; Education 381 or Psychology 312, 326 or 342; Chemistry 205.
2. General: Home Economics 509, 520, 549, 573; Biology 535.
3. Management: Home Economics 509, 520, 549; Economics 370; Business Administration 340; Business & Distributive Education 234 or Mathematics 136; Mathematics 108 or Psychology 310; two courses from Business Administration 312, 314, 517 or 535.
4. Clinical: Home Economics 523, 543, 573; Biology 535, 545; Biology 271 or 592; Mathematics 108 or Psychology 310.
5. Community: Home Economics 509, 520,



523, 549, 573; Biology 535; Mathematics 108 or Psychology 310.

Electives

Elective courses sufficient to complete total semester hours required for degree.

Approximately one third of the electives may be in home economics courses.

HOME ECONOMICS EDUCATION MAJOR (Bachelor of Science in Home Economics)

Concentrations in

Communication Arts Consumer Services

Required: 122 semester hours.

The Concentrations in Communication Arts and in Consumer Services focus on study of all areas of home economics and a supervised internship. Consumer Services majors may select additional courses in business and economics to support their professional intent to work with consumers. Communication Arts majors take courses in radio and television production, journalism and media utilization and production. Graduates may work with business as liaisons with the public: individuals and families. Career opportunities include promotions in radio, television, industry, utility companies, Cooperative Extension Service and regulatory agencies in government and business.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses, other than home economics, from Humanities Area (H).

3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS). Select from economics and either sociology or anthropology.
5. Four additional courses, other than home economics, from any or all of the three areas above or in an elementary foreign language. Include Psychology 221.

Major & Related Area Requirements

Core Courses for All Concentrations

1. Home Economics 210, 212, 410, 446.

Communication Arts Concentration

1. Home Economics 101 or 121, 103, 357, 500 (3 semester hours), 515.
2. Home Economics electives above the 200 level: 6 semester hours.
3. Related Areas: English 102 or an approved English composition substitute, 219, 319; Communication & Theatre 105 or 341, 391; Library Science/Educational Technology 547 or 560; Art 140 or 190.

Consumer Services Concentration

1. Home Economics 101 or 121, 103, 357, 500, 515, 526.
2. Home Economics electives above the 200 level: 6 semester hours.
3. Related Areas: English 102 or an approved English composition substitute; Communication & Theatre 105 or 341; Art 140 or 190.

Electives

Electives sufficient to complete total semester hours required for degree.

HOME ECONOMICS EDUCATION MAJOR (Bachelor of Science in Home Economics)

Teacher Education Concentration

Required: 122 semester hours.

The Teacher Education Concentration

provides the preparation necessary to qualify for North Carolina certification to teach home economics on the secondary school level. The course work includes study of all areas of home economics, methodology and curriculum development and observation and pre-service teaching. Career opportunities include secondary teaching, journalism and television and work with the Cooperative Extension Service, utility companies, dairy councils and the Peace Corps.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses, other than home economics, from Humanities Area (H), including one literature course.
3. Two courses from Natural Sciences & Mathematics Area (NSM) in chemistry or physical science and chemistry.
4. Two courses from Social & Behavioral Sciences Area (SBS), including economics and either sociology or anthropology course.
5. Four additional courses, other than home economics, from any or all of the three areas above or in an elementary foreign language. Include Biology 101, 102; or 105 and one history course.

Note: Where appropriate, **teacher certification** course requirements (listed below) may be selected to fulfill liberal education requirements.

Major & Related Area Requirements

1. Home Economics 210, 212, 410, 446.
2. Home Economics 101 or 121, 103, 213, 267, 301 or 311, 302, 303, 357, 515.
3. Related Areas: English 102 or an approved English composition substitute; Art 140 or 190.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One speech course or speech clearance.
2. Mathematics: 3 semester hours.
3. Psychology 221.
4. Education 381, 450, 470.
5. Block semester: Home Economics 405, 467, 478 and 508.
6. Two semester hours in physical education.

Electives

Electives sufficient to complete total semester hours required for degree.

INTERIOR DESIGN MAJOR (Bachelor of Science)

Required: 142 semester hours.

The Interior Design Program is structured around a continuing sequence of major design studio courses. Studio experiences provide opportunity for the student to develop a deepening mastery of the problem-finding and problem-solving processes.

The first year of the Interior Design Program includes a series of small scale design problems that take the student through the total design process, from problem identification to graphic communication of the design solution.

Second year design courses focus on design as a response to the needs of the client/user and the development of technical skills that are



basic to the problem-solving and communication processes.

Twelve semester hours may be completed either through advanced interior design studio courses in the fifth year, through the Interior Design Internship Option or through a combination of both of these. The Internship Option provides opportunity for experiential learning in a business setting or government agency, while fifth year studio courses provide opportunity for independent thesis project work.

Admission Policy: Enrollment in the Interior Design Program is limited. Students who indicate interest in the interior design major on their University application will receive information on departmental admission. Students are admitted on evidence of scholastic and design potential, motivation and self-direction. Transfer students applying for advanced studio placement must present to the Interior Design screening committee portfolio and transcript evidence of relevant achievements through prior course work and/or experiences. Students who already hold a bachelor's degree in another field may apply for the Acceleration Option after completing the first year studio course requirements. Through this Option, exceptional students may complete the professional requirements in three years by utilizing summers.

In order to remain in the interior design major, students must maintain a minimum 2.0 grade point average in interior design courses.

○ Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses from Humanities Area (H) including Art 105.

3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS).
5. Four additional courses from any or all of the three areas above or in an elementary foreign language.

○ Major Design Studio Requirements

Interior Design 101, 102, 201, 202, 301, 302, 401, 402.

Support Courses: Interior Design 111, 112, 211, 212, 221, 222, 331, 332, 431, 451; Home Economics 341, 555; Biology 231.

Fifth Year/Internship Options

Sixteen semester hours from among the following: Interior Design 252, 352, 353, 432, 501, 502, 531.

Electives

Twenty-six hours of electives, twelve of which should be taken in one area of concentration that supports a specific Interior Design interest. If a minor desired, check individual departmental requirements.



Home Economics/courses

Courses for Undergraduates

- 101 Clothing Construction and Selection (3:1:6).** Basic principles of construction, selection, care and management of clothing.
- 103 Food Selection and Preparation (3:2:3).** Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage and preservation.
- 121 Clothing Selection and Construction for the Consumer (3:2:3).** Application of basic principles of construction, care, management and functional design to problem solving processes for client-centered problems. (May be taken in lieu of 101 for students passing the placement test.)
- 205 The House and Its Furnishings (3:3).** Planning and furnishing a livable home in relation to use, economy, beauty and individuality.
- 210 Aspects of the Personal Environment (3:3).** The study of psycho-social aesthetic requirements of individuals and families during the various stages of the life cycle. Pr. 212 recommended.
- 212 Developmental Patterns of the Family (3:3).** Developmental characteristics, behavior and interpersonal relations among family members in various stages of family life cycle. (SBS).
- 213 Nutrition (3:3).** Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Pr. or parallel one year of science.
- 223 Dietetics and Nutrition Laboratory (1:0:3).** Laboratory exercises in dietetics and nutrition designed to supplement lecture material received in 213. Pr. 213 (may be taken concurrently).
- 267 Introduction to Home Economics Education (in the Public Schools) (2:2).** Nature and scope of home economics in the public schools with particular emphasis on its relationship to the total educational experience. Observation and participation in teaching-learning environments will be included.
- 301 Apparel Design I: Flat Pattern Method (3:1:6).** Principles of fitting applied to the development of an individualized sloper; development of apparel by flat pattern techniques; theory of pattern grading; construction. Pr. 101 or 121.
- 302 Child Development (3:2:3).** A survey of basic principles of normal growth and development from conception to adolescence. Emphasizes physical, personal-social and intellectual development. Relates knowledge of normal growth patterns to the development of effective early learning programs for young children. Assigned observations required.
- 303 Meal Management (3:2:3).** Planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.
- 311 Apparel Design II: Art Principles Applied to Apparel Design (3:2:3).** Application of numerous artistic media to solve client-centered apparel problems. Pr. 101 or 121 and Art 140.
- 313 Nutrition and Dietetics (3:2:3).** Principles of nutrition; application to planning adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallel one year of science. Not offered every year.



- 341 Textiles (3:2:3).** Textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.
- 345 Home Furnishings Laboratory (2:0:6).** Study of specifications and use of materials and construction as related to design of the interior environment. Pr. 205, 341.
- 351 Introduction to the Sociopsychological Aspects of Clothing (3:3).** The interaction of clothing and textiles with the individual and society: sociological, psychological and economic implications as seen in an historical and contemporary setting. Pr. Sociology 211 and 3 hours of psychology or anthropology.
- 353 Food Preparation and Meal Service (3:2:3).** Selection, purchase, storage and preparation of food; planning and serving meals for different occasions at varying cost levels. Planned primarily for other than home economics majors. Not offered every year.
- 355 Planning and Furnishing the House (3:3).** The house as the immediate environment for living. The design of interior and exterior public, private and work zones in relation to structural and site limitations. Not offered every year.
- 357 Curriculum and Teaching Methods in Home Economics (3:3).** Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or consent of instructor.
- 361 Fashion Apparel Fundamentals I (3:3).** Scope and structure of the fashion apparel industry at the production level; fashion movements and adoption; theories of the cyclical and evolutionary nature of fashion; the French and European haute couture; American apparel designers, fashion auxiliary enterprises and career possibilities in the fashion industry. (Formerly 461).
- 401 Special Problems in Home Economics (1 to 4).** Individual study. Conference hours to be arranged.
- 405 Home Management House Residence (2).** Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks. For senior home economics majors.
- 410 Multidisciplinary Approaches to Issues Affecting Families (3:3).** Contemporary and changing issues affecting families and their environment. A multidisciplinary approach to decision making and problem solving. The course will include interaction of faculty and professionals and investigations of community concerns. For senior home economics majors only. Pr. 212, 210 or approved equivalents.
- 412 Family Relations (3:3).** Relationships of parents and children as they are affected by modern living. Research, case study materials and theories relative to decision making by families in different stages of the life cycle.
- 422 Interrelationships between Families and the Community (3:3).** Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families. Pr. 212, 302 and 3 semester hours in psychology and 3 semester hours in sociology.
- 441 Textile Analysis (3:2:3).** Advanced study of textile fibers, fabrics and products through the use of testing procedures. Pr.

341, Chemistry 104 or 205, Physics 305 or equivalents. (Formerly 541).

- 446 Family Economics and Management (3:3).** Management of resources by individuals and families in relation to human needs, goals and values.
- 452 Theories and Observations of Child Development (3:3).** A survey of the fundamental theories of child behavior and development. Frequent observations of children in the preschool laboratory enable students to view on-going behavior from a variety of theoretical perspectives. Includes in-depth coverage of the principles of observational child study and provides individualized experiences for recording observational data. Pr. 302, Psychology 221 or consent of instructor.
- 462 Supervised Teaching in the Nursery School (3:1:8).** Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psychology 221, Education 346, Home Economics 212, 302, 532, 542.
- 467 Supervised Teaching in Home Economics (6).** Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting and school and community activities. Course completed in nine weeks.
- 478 Planning and Evaluating the Consumer and Homemaking Program (3:2:3).** Planning the consumer and homemaking program in secondary schools in relation to total school program and the community. Supervised teaching of adults. Pr. 357.
- 493-494 Honors Work (3:3)-(3:3).**

Courses for Advanced Undergraduates and Graduates

- 500 Supervised Professional Experience (1-4:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.
- 502 Changing Roles of Men and Women (3:3).** Philosophical, political and technological influences on roles of men and women in the past, present and future and their relationship to the family.
- 503 Experimental Food Study (3:2:3).** Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent.
- 504 History of Costume (3:3).** Historical background, sequential development and function of costume since early times. Pr. two courses in history. (H).
- 508 Occupational Home Economics (3:2:3).** Emphasis on the philosophy and design of laboratory and cooperative occupational home economics programs. Work experience in home economics related occupations.
- 509 Quantity Cookery (3:1:6).** Principles of food preparation applied to large quantities. Emphasis on menu planning, correct use and care of power equipment, cost control and food service. Pr. 303 or approved equivalent.
- 512 Family Functions and Interaction Patterns (3:3).** Analysis of the interrelationship between the functions of the family for society and the individual and the patterning of family interaction. Broad background in study of the family. Required of all majors.



- 513 Nutrition Education (3:3).** Philosophy, principles, methods and materials involved in nutrition education. Emphasis on development of nutrition education curriculum and program in school and community. Pr. 213 or equivalent or consent of instructor.
- 514 History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries. Pr. two courses in history. (H).
- 515 Household Equipment (3:2:3).** Selection, operation, care and arrangement of household equipment in relation to family resources.
- 517 Management Problems in Teaching Foods (2:2).** Food preparation in relation to use of time, energy and equipment. Not offered every year.
- 518 Methods in Adult Homemaking Education (3:3).** Emphasis on scope, organization, implementation and evaluation of adult homemaking education. Not offered every year.
- 519 Food Service Management (3:3).** Planning, organization and administration of institution food service, personnel and work units. Pr. Business Administration 310.
- 520 Quantity Food Marketing (3:3).** Purchasing procedures, quantity buying guides, food storage and methods of cost control. Pr. or parallel 103 or 303. Field trips required.
- 522 Parent Education (3:2:3).** Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children. Pr. 212, 302 or equivalent.
- 523 Community Nutrition (3:2:3).** Current trends in community nutrition with emphasis on community services, government projects and international health organizations. Pr. 593 or approval of instructor.
- 524 Textile Technology (3:2:3).** Advanced study of chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, basic courses in chemistry and physics.
- 525 Work Simplification (3:2:2).** Principles of work simplification and their application to selected household procedures. Pr. 446 or equivalent. Not offered every year.
- 526 The Consumer in a Market Economy (3:3).** Consumer problems connected with the market economy. Emphasis on joint interest of consumer, industry and government in an effective marketing system. Areas covered include marketing structure and functions, consumer rights and responsibilities, technology of consumption and concentrated study of food, clothing, housing, home furnishings and household equipment markets. Pr. Economics 201 or equivalent.
- 527 Problems in Home Economics (2 to 6).** Individual study.
- 532 Preschool Education (3:3).** Philosophies, principles, methods and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities. Pr. or parallel 212 and 302 or approved equivalents.
- 533 Cultural and Economic Aspects of Food (3:3).** Food patterns and population groups; malnutrition and food habits; national and international programs towards improved food supply and food



- habits. Pr. 103 or 213 or 313 or consent of instructor.
- 534 Textiles in Home Furnishings (3:3).** Factors related to raw materials, quality, performance and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.
- 535 Lighting and Wiring Design (2:2).** Basic residential lighting and wiring design. Not offered every year.
- 536 History of Furniture (3:3).** Dominant influences and characteristics of historical and contemporary furniture design. (H). Not offered every year.
- 540 School Food Service (2:1:3).** Selection, purchase, preparation and service of food for school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms. Not offered every year.
- 541 Consumer Textiles: Product Standards (3:3).** The process of developing product standards and their ultimate significance to the consumer and to industry. Voluntary and regulatory procedures in the development of standards. Pr. 341, 441. 541 formerly **Textile Analysis**.
- 542 Creative Activities for Preschool Children (3:3).** Principles and components of a creative preschool program with emphasis on teacher's role and acquiring of knowledge and skill in presentation of creative materials and guidance of experiences. Pr. or parallel 212 and 302 or approved equivalents, Psychology 221.
- 543 Child and Infant Nutrition (3:3).** Nutrition related to well-being and needs of infants and children; methods of judging and appraising nutritional status; relationship of good pre- and post-natal habits with growth of infant. Pr. 213 or 313 or equivalent.
- 544 Clothing and the Environment (3:2:3).** Study of the balance between the individual, clothing and the environment, with emphasis on effects of fabric and clothing structure on comfort. Pr. 341 and Physics 305.
- 545 Family Finance (3:3).** Use of financial resources as situations, needs and preferences of families differ or change. Pr. 446 or course in economics recommended.
- 546 The Home Furnishings Industry (2:1:1).** Design, construction and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores and the Southern Furniture Market. By permission of instructor. Not offered every year.
- 547 Materials and Methods for Teaching Clothing (2:2).** Discussions, demonstrations and projects planned to meet student needs. Not offered every year.
- 549 Supervised Experience in Food Service Management (3:1:6).** Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.
- 551 Clothing for the Family (3:3).** Understanding family clothing problems and standards of buymanship.
- 552 Child Development: Advanced Course (3:3).** Introduction to the history, methods and findings of child development research. Classic research literature underlying current conclusions about the young child's behavior and development. Opportunities available for supervised observation and participation in a child care center. Pr. 302 and Psychology 221



- or consent of the instructor. Required of all majors.
- 555 Housing (2:2).** Survey of psycho-social, economic and business aspects of the housing industry and specific dwellings.
- 556 Methods and Materials for Teaching Housing (2:2).** Discussion, demonstration and projects to meet students' needs. Not offered every year.
- 559 Comparative Analysis of Food Service Systems (3:1:6).** Critical analysis of operational procedures of food service systems in the community. Pr. 509, 519, 520 (509 and 520 may be taken concurrently).
- 561 Clothing and Textile Economics (3:3).** Economic and social aspects of production, distribution and utilization of clothing and textiles. Pr. Economics 201 or approved equivalent.
- 562 Family Gerontology (3:2:3).** The study of the older family member and his relationships with other family members in regard to his physical, social and environmental situations, life adjustment and sources of assistance. Observation and participation included. Pr. permission of instructor.
- 563 Food Preservation (2:1:2).** Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. Not offered every year.
- 567 Teaching Family Life (3:2:3).** Principles, methods, materials for teaching family life. Observation and participation will be required. Pr. one undergraduate course in the study of the family.
- 571 Apparel Design III: Draping (3:1:6).** The interrelation of factors involved in creative clothing design for the mass market: emphasis on the draping method, cost analysis and factory methods. Pr. 101 or 121, 301, 311, Art 140; or consent of instructor.
- 572 Teaching Child Development (3:2:3).** Principles, methods, materials for teaching child development. Observation and participation will be required. Pr. 302, 452, 522, 552 or consent of instructor.
- 573 Diet Therapy (3:3).** Clinical aspects of nutrition. Study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 213 or 313, Biology 277.
- 583 Food Demonstration Techniques (2:1:2).** Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.
- 584 Contemporary Influences in Clothing Consumption (2:2).** Survey of developments in production, distribution and marketing of clothing and accessories. Not offered every year.
- 591 Apparel Design IV: Tailoring (3:2:3).** Principles of decision making and management applied to the construction of a tailored garment by custom and trade methods. Pr. 101 or 121 and 301 or approved equivalents. (Formerly 691).
- 593 Advanced Nutrition (3:3).** Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work and senescence. Pr. 213 or 313.
- 597 Survey of Pre-vocational Education (3:3).** Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative

measures. Pr. permission of department chairman. Same as Business and Distributive Education 597.

598 Curriculum and Classroom Organization of Pre-vocational Programs (3:3).

Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities and evaluation. Pr. permission of department head. Same as Business and Distributive Education 598.

Courses for Graduates

601 Special Problem in Home Economics (1 to 4).

602 Problems in Child Development (2 to 4).

603 Food Chemistry (4:3:4).

605 Advanced Home Management (2:2).

606 Social and Economic Problems of the Family (3:3).

607 Contemporary Issues in Home Economics Education (1 to 6).

608 Personality and Social Development (3:3).

611 Graduate Seminar (0).

612 (a) Seminar in Child Development (3:3).

(b) Seminar in Family Relationships (3:3).

(c) Seminar in Parent-Child Relations (3:3).

613 (a) Readings in Foods (3:3).

(b) Readings in Nutrition (3:3).

616 Problems in Family Economics and Home Management (2 to 4).

618 Intellectual Development in Young Children (3:3).

621 Advanced Textiles (3:3).

622 Family Life Education (3:3).

623 Current Trends in Nutrition (3:3).

626 Readings in Family Economics and Home Management (2 to 4).

627 New Perspectives in Home Economics Education (3:3).

628 The Family in the Middle Years (3:3).

629 Readings in Food Service Management (2:2).

630 Fundamentals of Laboratory Research in Home Economics (3:3).

631 (a) Problems in Clothing (1 to 6).

(b) Problems in Textiles (1 to 6).

632 Infant Development (3:2:3).

633 The Mineral Nutrients (3:3).

634 Evaluation in Clothing and Textiles (3:3).

637 Philosophy and Techniques of Supervision in Home Economics Education (3:3).

639 Advanced Food Service Management (3:3).

640 Design and Philosophy of Research in Home Economics (3:3).

641 Textile Finishes Influencing Product Performance (3:2:3).

642 (a) Readings in Child Development (3:3).

(b) Readings in Family Relationships (3:3).

643 Nutrition and Aging (3:3).

645 Seminar in Housing (3:3).

646 Practical Problems in Home Furnishings (2:2).

652 Theories of Human Development (3:3).

653 Problems in Foods and Nutrition (2 to 4).

657 Evaluation in Home Economics (3:3).

659 Advanced Quantity Cookery (2:1:3).

660 Problems in Food Service Management (2 or 4).

661 Sociological and Psychological Aspects of Clothing and Textiles (3:3).

- 662 The Family in Comparative Perspective (3:3).
- 663 Nutritional Aspects of Proteins and Amino Acids (3:3).
- 665 Problems in Housing (2 to 4).
- 668 Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3).
- 670 Minor Research (2 to 6).
- 671 Seminar in Clothing and Textiles (3:3).
- 673 Nutrition Research Methodology (4:2:6).
- 675 Advanced House Planning (3:1:6).
- 677 Curriculum in Home Economics (3:3).
- 681 Apparel Design V: Advanced Experimental Design (3:2:3).
- 682 Current Trends in the Field of Child Development (3:3).
- 683 Nutritional Aspects of Vitamins (3:3).
- 685 Readings in Housing (3:3).
- 687 Guidance in Home Economics (2:2).
- 691 Textile Conservation (3:3). 691 formerly Problems in Tailoring.
- 692 Contemporary Family Life (3:3).
- 693 Advanced Medical Dietetics (3:2:3).
- 694 (a) Readings in Clothing (3:3).
(b) Readings in Textiles (3:3).
- 695 Advanced Household Equipment (2:2).
- 699 Thesis Problem (1 to 6).
- 702 Research Methods in Child Development (3:3).
- 712 Research Design in Family Analysis (3:3).
- 740 Home Economics in Higher Education (3:3).
- 752 Theory Development and the Family (3:3).
- 799 Dissertation Problem (1 to 12).
- 800 Graduate Registration.
- 801 Graduate Registration.

Interior Design/courses

Courses for Undergraduates

- 101, 102 **Basic Environmental Design I, II (3:0:6), (3:0:6).** Investigation of the sensory environment as a design determinant. Emphasis is centered on individual discovery by the student who must function in problem-formulating and problem-solving processes. The development of skills simultaneously with the development of conceptual models. Pr. admission to the Environmental Design Program; to be taken concurrently with 111, 112.
- 111, 112 **Perception and Communication I, II (3:0:6), (3:0:6).** Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures. Pr. admission to the Environmental Design Program; to be taken concurrently with 101, 102.
- 201, 202 **Basic Environmental Design III, IV (4:1:6), (4:1:6).** Introduction to the disciplines of landscape architecture, architecture, product design and interior design through environmental studies, investigations of materials and processes and man-object-space relationships. Emphasis is placed on organizing and solving problems. Pr. 102.
- 211, 212 **Visual Communication I, II (2:0:4), (2:0:4).** Visual communication processes as they support design activities. Two- and three-dimensional studies as related to conceptual and definitive aspects of the design process. Exercises are aimed at developing a mastery of both technical and nontechnical methods of visual communication. Pr. 112.



- 221, History of Design I, II (3:3), (3:3).**
- 222** A survey of design forms evolved in response to man's needs for community, architecture, furnishings and artifacts from pre-historic periods through the modern era with reference to cultural, political and technological movements which affected their development.
- 252 Internship in Interior Design, Professional Awareness (1 to 2).** Self-directed learning experience both on and off-campus that allows students to validate their career choice and/or explore career opportunities. Each student is required to complete a learning plan prior to beginning field experience. Presentation of experience at end of semester to faculty and students will be required. May be repeated for a total of 2 hours credit. Pr. consent of instructor.
- 301 Interior Design I (4:1:6).** Design investigations of personal space of limited size and complexity for people of varying social, economic, educational and cultural backgrounds. Pr. 202, 212; to be taken concurrently with 331.
- 302 Interior Design II (4:1:6).** Design investigations of interior spaces of limited size and complexity for use by permanent, semi-transient or transient clientele. Pr. 202, 212; to be taken concurrently with 332.
- 331 Social and Behavioral Aspects of Interior Design (3:3).** Perception and use of the environment at personal scale; the influence of interior space on human behavior and interaction patterns among people of varying socio-economic, cultural and value orientations and in varying social contexts. Pr. 3 hours of psychology, sociology or anthropology at the 200 level or above; to be taken concurrently with 301.
- 332 Materials and Structures of Interior Architecture (3:3).** Investigation of contemporary materials, structural elements, environmental control and other mechanical systems and components of interior architecture. Emphasis is placed on measurements and specifications. Pr. 101, 102, 201, 202; to be taken concurrently with 302.
- 352 Internship in Interior Design, Skill Development (2 to 6).** Internship experiences in public or private sector organizations to focus on improvement/development of technical and interpersonal skills. Each student is required to complete a learning plan prior to field experience and participate in 353 the following semester. May be repeated twice for a maximum of six hours credit. Pr. 252 or consent of instructor.
- 353 Interior Design Internship Seminar (1 to 2).** Individual presentation of evidence demonstrating achievement of internship learning objectives as specified in 352. Group review of and feedback on this evidence will be required. Total credit available, two hours. Pr. to be taken in first regular semester following completion of 352.
- 401 Interior Design III (4:1:6).** Problems in the design of multi-function, multi-unit living environments considering future trends in urbanization, technology and population needs. Pr. 301, 302.
- 402 Interior Design IV (4:1:6).** Problems in the design of complex environmental situations with emphasis on collaboration with other members of a design team in the development of the design solution. Pr. 301, 302.
- 431 Interior Lighting Design (3:1:4).** Exploration of light as a design element in interior architecture: uses and control

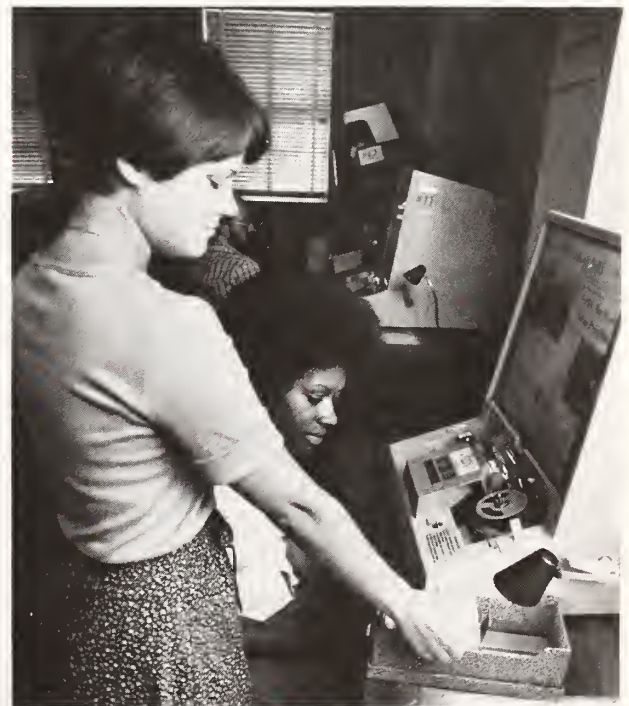


of light, lighting fixtures and lighting installation for desired effect. Emphasis is placed on experimentation with light in relation to other elements and on the design of lighting fixtures. Pr. 101, 102, 301, 302.

- 432 Special Problems in Interior Design (1 to 4).** Independent study of topics of special interest. Conference hours to be arranged. Pr. consent of instructor with whom student wishes to work.
- 451 Professional Practice in Interior Design (3:3).** Investigation of business, legal, ethical aspects of professional practice in interior design by students, staff and guest speakers. Pr. open to third, fourth and fifth year students in interior design.
- 452 Internship in Interior Design, Implementation (4 to 6).** Internship experiences in public or private sector organizations that utilize a broad range of design skills in solving design problems. Each student is required to complete a learning plan prior to field experience; and in the first regular semester following completion of the internship, one is required to schedule and present a summary of the experience to Interior Design faculty and students. Course may not be repeated. Pr. 352 and consent of instructor.
- 453 Interior Design Professional Internship Seminar (2:2).** Individual and group evaluation of professional internship experiences. Research paper exploring areas of interest or need relating to professional internship is required. Pr. 452 (may be taken concurrently with 452 or in the term immediately following it).
- 499 Studio Problems in Interior Design (4 to 6).** Self-directed investigation of design problems formulated in collaboration with faculty and that develop competencies

equivalent to those covered in interior design studio courses. May be repeated for a maximum of 16 hours credit. Pr. open only to students enrolled in the Accelerated Option in Interior Design.

- 501, 502 Advanced Interior Design I, II (6:0:12), (6:0:12).** Advanced design problems having complex functional, social and economic implications, with emphasis on problem identification, formulation and design development through the collaborative efforts of a design team. Pr. 401, 402.
- 531 Design Seminar (2:2).** Investigation of current research and subjects of topical interest in environmental design. May be repeated for credit. Pr. consent of instructor.





Honors Program

Honors Council:

Richard L. Shull, Professor, Department of Psychology, and Director of the Program.

James C. Barborak, Associate Professor, Department of Chemistry.

Ronald D. Cassell, Assistant Professor, Department of History.

Keith Cushman, Associate Professor, Department of English.

Barry T. Hirsch, Assistant Professor, Department of Economics.

Arthur B. Hunkins, Associate Professor, School of Music.

H. T. Kirby-Smith, Associate Professor, Department of English.

Steven J. Lautermilch, Associate Professor, Department of English.

Jarrett Leplin, Associate Professor, Department of Philosophy.

Ernest A. Lumsden, ex officio, Assistant Dean of College of Arts and Sciences and Professor, Department of Psychology.

Donald W. Russell, Professor, School of Education.

Sarah M. Shoffner, Assistant Professor, School of Home Economics.

Roch C. Smith, Associate Professor, Department of Romance Languages.

Barbara J. Cates, Class of 1980.

Nancy R. Lucas, Class of 1982.

Sybil G. Mann, Class of 1982.

Tim Maroney, Class of 1982.

Linda E. Murphy, Class of 1981.

Alan W. Purvis, Class of 1979.

The program is under the general supervision of an Honors Council composed of faculty and students from the various schools of the University, as well as from the College of Arts and Sciences. All are appointed by the Dean of the College of Arts and Sciences.

The Honors Program offers early opportunity for broad interdisciplinary study leading to increasingly focused and independent work as students progress toward the Bachelor's degree. In early stages of the program students gather in seminars to explore fundamental areas of study and to examine important questions which transcend departmental divisions. Later, students may choose to continue working in a seminar setting as they concentrate on more specialized areas, or they

may prefer to investigate independently a specific topic under direction of a faculty member. Whatever path is chosen, the program makes provision for those nearing the Bachelor's degree to continue in-depth study while maintaining meaningful contact with the wider community of honors students.

Topics of study are varied. Association with faculty and other honors students is close, a welcome contrast to large lecture classes. In fact, almost every aspect of the program, from team-taught interdisciplinary seminars and student initiated seminars to independent study and the senior project, is a special and often unique feature of honors work. It is an opportunity for highly qualified students to pursue a course of study together and to grow intellectually as they learn from each other.

Seminars have dealt with such subjects as "The Humanities in Contemporary Life" and "The Cathedral Builders" while topics like "Acoustics and Black Dialects" and "Monopoly in the Contemporary Economy" have been explored independently.

Clearly, this program is for students who enjoy intellectual stimulation and challenge. To such students, it has much to offer. It also demands academic ability, serious interest and commitment. For this reason, students are admitted to the program on the basis of faculty recommendation and class standing.

Requirements for Admission

Students recommended by the faculty and who are in the top 10% of their class are eligible. First semester freshmen are admitted on the basis of high school standing and S.A.T. scores or, exceptionally, through personal interview. All candidates are subject to approval of the Honors Council.

Eligible students who enter the program are encouraged to complete the minimum honors curriculum (10-12 hours) which consists of one



freshman and one sophomore seminar, a junior seminar or independent study and the senior honors project. Additional honors work may be taken, or students may elect to enroll in only a portion of the minimum curriculum. Students who take at least the minimum curriculum will be considered to have completed the Honors Program and, upon recommendation of the Honors Council, will have that accomplishment specifically indicated on their transcript. Otherwise, the transcript will reflect only the individual courses taken.

In order to remain in the program, students must maintain a high standard of academic performance. Students whose standing falls below the top 10% of their class may, at the discretion of the director, continue in the program for a probationary period of one semester, during which class standing will be expected to improve. Students whose class standing falls below the top 15% after the probationary period may not remain in the program.

600-Level (Graduate) Courses

Senior honors students may enroll in 600-level (graduate) courses subject to the approval of the head of the department in which the course is being offered. The Dean of Academic Advising must countersign this approval.

Honors Program/courses

Freshman Program

100 Freshman Honors Seminar (3:3). Interdisciplinary introduction to a unified area of knowledge such as humanities, natural science or social science. Taught jointly by two faculty members from different departments or schools. Area may vary each semester. May be repeated for credit if topic changes. Area credit

indicated by numbers: 100H (Humanities), 100N (Natural Sciences and Mathematics), 100S (Social and Behavioral Sciences), 100 (no area credit). Pr. recommendation of Honors Council.

Sophomore Program

Several programs are available at the sophomore level.

- 200 Sophomore Honors Seminar (3:3).** Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different departments or schools. Topic varies each semester. May be repeated for credit if topic changes. Area credit indicated by numbers: 200H (Humanities), 200N (Natural Sciences and Mathematics), 200S (Social and Behavioral Sciences), 200 (no area credit). Pr. recommendation of Honors Council.
- 220 Student Seminar (1:1).** Students (usually eight to 10) agree on a general topic for semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member is associated with the group for guidance. Not offered every year.
- 230 Sophomore Honors Independent Study (1 to 3).** Student, in consultation with a faculty member, develops a bibliography and specifies requirements to be completed in independent work. Pr. one previous course in the Honors Program and approval of the Honors Council.

Junior Program

300 Junior Honors Seminar (3:3). Qualified students engage in intensive study of a theme or topic within a particular discipline. May be repeated for credit if

topic changes. Area credit indicated by numbers: 300H (Humanities), 300N (Natural Sciences and Mathematics), 300S (Social and Behavioral Sciences), 300 (no area credit). Pr. recommendation of Honors Council.

- 330 Junior Honors Independent Study (3).** Student consults with a faculty member and develops a specific program of concentrated study and investigation within a particular discipline. May be repeated for credit if program of study changes. Pr. 100 or 200 and recommendation of Honors Council.

Senior Program

Seniors may select a thesis, seminar or project. They may also enroll in 600-level (graduate) courses.

- 493- Senior Honors Thesis (3)-(3).** Students **494** must register through respective departments. Pr. Junior Honors Seminar.

Honors thesis work in the senior year replaces six hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is devoted to the writing of an honors essay, to a creative project or to an experimental project, depending upon the nature of the student's material. A director guides and assists the student in correlating the two phases of the Honors Program. Credit earned in the major field through honors work is included in the total hours required for majoring in that field; however, an honors student in the B.A. program may take for credit the six hours of honors work in addition to the maximum allowed in the major subject. The honors candidate shall not be permitted to enroll for

more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester.

There are two alternatives to the thesis course for senior honors students.

- 400, Senior Honors Seminar (3), (3).** Provides **401** the opportunity for qualified students to study in the group-oriented atmosphere of a seminar with the amount of intense and rigorous discipline implied at the senior level. Pr. recommendation of the head of the department within which work is to be done and of the Honors Council.
- 490 Senior Honors Project (1 to 3).** After submitting a plan to the Honors Council for approval, no later than one semester before the project is to begin, a student engages in work on a project (essay, original creation, performance, etc.) under the supervision of a faculty member in the school or department of his major. Meets periodically with other honors students, similarly engaged, and a faculty coordinator to report on his progress. Project is presented to the group in its completed form and evaluated jointly by the school or departmental faculty and coordinator. Pr. 300 or 330 and approval of the Honors Council.

Instrumental Music Education—See Music.

Interdepartmental Studies

Interdepartmental Concentrations (Majors, Second Majors and Minors)

International Studies Program:

- Area I: "A Global Approach to International Affairs" (Second major and minor).
- Area II: "Cross-Cultural Understanding" (Second major and minor).
- Area III: "International Development" (Second major and minor).
- Area IV: "Regional Studies"
- Latin American Studies (Major and minor)
 - Russian Studies (Major and minor)
 - European Studies (Second major and minor)
 - African Studies (Minor only)
 - Asian Studies (Minor only)

Linguistics (Major and minor)

Population Studies (Minor only)

Urban Studies (Second major and minor)

Women's Studies (Minor only)

World Literature (Second major and minor)

Required: 122 semester hours. The Interdepartmental Major is of two kinds:

- (1) Programs designed by interested faculty from the various departments involved in the interdisciplinary area (e.g. International Studies, Linguistics, etc.). The specific requirements for these majors are delineated below.
- (2) Programs jointly designed by the individual student and the faculty from the departments involved in the program (see page 84 for details)

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses, other than the major, from Humanities Area (H).
4. Two courses, other than the major, from Natural Sciences and Mathematics Area (NSM).
5. Two courses, other than the major, from Social and Behavioral Sciences Area (SBS).
6. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

INTERNATIONAL STUDIES PROGRAM

- ***Claude Jean Chauvigné**, Director of International Studies Program, Department of Romance Languages.
- ***Joachim T. Baer**, Chairman, Russian Studies, Department of German and Russian.
- D. Gordon Bennett**, Department of Geography.
- ***James C. Cooley, Jr.**, SILP, Department of History.
- ***Paul Courtright**, Department of Religious Studies.
- Bert A. Goldman**, Dean of Academic Advising, School of Education.
- Joan Gregory**, Department of Art.
- John Jellicorse**, Department of Communication and Theatre.
- Harriet Kupferer**, Department of Anthropology.
- Thomas J. Leary**, Department of Economics.
- Paul Luebke**, Department of Sociology.
- ***Ernest A. Lumsden**, Director of Interdepartmental Studies, Office of Dean of Arts and Sciences, Ex Officio.
- David MacKenzie**, Department of History.
- ***George McSpadden**, Chairman, Latin American Studies, Department of Romance Languages.
- Frederick M. Reiner**, Department of German and Russian.
- Juel Schroeder**, Department of Chemistry.
- Chiranji Lal Sharma**, School of Education.
- Maurice D. Simon**, Department of Political Science.
- ***Members of Steering Committee**

Rationale and Course Content:

The Program is an enrichment to the present departmental offerings and given

the ever-increasing involvement at all levels and in all fields in international affairs, student participants will be better prepared to understand the world of the future. The International Studies Program (Major, Second major or Minor) is a background of a general sort for various careers in which knowledge of foreign cultures, professional skills and understanding of global processes would be most useful and helpful.

The Program consists of four "Areas of Concentration":

- 1) "A Global Approach to International Affairs": second major only (in tandem with another existing major), minor available.
- 2) "Cross-Cultural Understanding": second major only (in tandem with another existing major), minor available.
- 3) "International Development": second major only (in tandem with another existing major), minor available.
- 4) Regional Studies:
 - a) Major and minor
 - 1) Russian Studies
 - 2) Latin American Studies
 - b) Second major only (in tandem with another existing major), **and** minor
 - 1) European Studies
 - c) Minor only
 - 1) Asian Studies
 - 2) African Studies

As the title of each "Area of Concentration" implies, the Program will focus on the many relationships between peoples, governments, and nations of the modern world.

Requirements:

The student will choose from among available options for the concentration of his/her choice (major or minor); however, the

explicit approval of the Director of the International Studies Program is required.

A) MAJOR Concentration

42 semester hours above the 100 level (of which a minimum of 21 semester hours must be taken outside the student's major department if this concentration is a **second** major).

B) MINOR Concentration

- 1) The student must take either the Interdisciplinary Core Seminar 200 **OR** Seminar 400A or 400B in International Studies.
- 2) The student must take **FOUR** additional courses within a particular "Area of Concentration." All of these courses must be taken from the list of basic courses in at least **THREE** separate departments outside the department(s) in which the student is majoring. (For Latin American Studies minors one of the four courses must be LAS 220.)
- 3) Language requirement: Intermediate level of one foreign language **OR SILP** appropriate to region.

Area of Concentration I:

"A Global Approach to International Affairs"

A study of interdependence among people, governments and nations of the world as problems of progress or survival bear on the future of the entire planet.

A) Language Requirements . . 6 credit hours

Intermediate level of one foreign language
OR

Self-Instructional Language Program

(4 semesters of same language:

- e.g. Int'l Studies 350A Chinese I,
1 year, Int'l Studies 350B Chinese II, 1 year)



B) Core 6 credit hours

International Studies (Interdisciplinary

Studies): 6 hours

200 Seminar
and **EITHER**

400A Seminar

OR

400B Seminar

C) Basic Courses 24 credit hours

Anthropology (3 hours) 212, 485, 547

Biology (3 hours) 301, 499

Economics (3 hours) 540, 560

Geography (3 hours) 303, 322 (Guilford
College)

History (3 hours) 205, 206

Political Science (3 hours) 240, 340, 343

Religious Studies (3 hours) 318, 319, 322,
326, 351

Sociology (3 hours) 327, 339, 533

**D) Related Courses (from two separate
departments) 6 credit hours**

Art 301, 306

Chemistry 320

Communication and Theatre 380, 532, 538

Education 506

Music 241

Philosophy 321

Physical Education 201, 202, 215, 342

Physics 334

Psychology 347

Area of Concentration II:

“Cross Cultural Understanding”

A study of the common yet varied human
experience through the arts, literature, and the
social sciences.

A) Language Requirements

(Same as Area of Concentration I)

B) Core

(Same as Area of Concentration I)

C) Basic Courses 24 credit hours

Anthropology (6 hours) 313, 485, 547, 583

Art (3 hours) 301, 306, 313, 413

Geography (3 hours) 201

History (3 hours) 205, 206

Literature (3 hours) one course in
literature selected with
approval of Director of IS (must
be in a foreign language)

Music (3 hours) 241, 343

Sociology (3 hours) 366, 526, 543

**D) Related Courses (from two separate
departments) 6 credit hours**

Classical Civilization 201, 397, 398

Communication and Theatre 340, 530,
534, 582

Education 506

English 331, 548, 557, 582

Philosophy 251, 252

Political Science 512, 580

Psychology 345, 347

Religious Studies 211, 318, 319, 351

Area of Concentration III:

“International Development”

A study of socio-economics and political
change as they affect relationships between
nations of the world.

A) Language Requirements

(Same as Area of Concentration I)

B) Core

(Same as Area of Concentration I)

C) Basic Courses 24 credit hours

Anthropology (3 hours) 524

Economics (6 hours) 521, 540, 550, 560

Geography (3 hours) 303, 322 (Guilford
College)

History (3 hours) 205, 206

Political Science (3 hours) 250, 260

Psychology (3 hours) 361

Sociology (3 hours) 427, 543

D) Related Courses (from two separate departments) 6 credit hours

Art 301
 Biology 301
 Chemistry 320
 Communication and Theatre 380
 Mathematics 236
 Philosophy 231
 Physics 334
 Religious Studies 333

Area of Concentration IV:**“Regional Studies”**

Latin American Studies (Major and minor).
 Designed to provide the student with a comprehensive integrated view of Latin America. The objective is a balanced course of study among the various disciplines, with a degree of concentration available for students with special interests. The Latin American Studies Major provides a solid foundation in area competence that can be valuable in business, public service or graduate professional training. Individuals interested in teaching at the secondary level may combine the Latin American Studies major with teacher certification in social studies and/or in Spanish. Consult program chairman for details.

Committee Members:

George E. McSpadden, Chairman of Latin American Studies Program, Department of Romance Languages
José Almeida, Department of Romance Languages
Lols E. Andreasen, School of Health, Physical Education and Recreation
Craig Lanier Dozler, Head, Department of Geography
G. Donald Jud, Department of Economics
Ramiro Lagos, Department of Romance Languages
Jo Alice Leeds, Department of Art
Ronald Ray McIrvIn, Department of Anthropology
Joseph B. Mountjoy, Department of Anthropology
Franklin D. Parker, Department of History
Charles L. Prysby, Department of Political Science
José Sanchez-Boudy, Department of Romance Languages
Mark Shumacher, Assistant Librarian
Mark I. Smith, Department of Romance Languages
Linda Foster, Student Member
Louls Abramovltz, Student Member

A) Language Requirements Hours not to be applied toward major.

Proficiency beyond intermediate level, at the level of the courses listed below. Proficiency may be demonstrated by examination.
 Spanish 207, 209, 211

B) Core 6 credit hours
(Same as Area of Concentration I)**C) Basic Courses 30 credit hours**

- 1) **Specifically Required:** 6 credit hours
 Latin American Studies 220, 450
- 2) **Options:** 24 credit hours
 Anthropology 333, 531, 533
 Economics 403, (Guilford College),
 499, 540, 551
 Geography 338, 560a
 History 239, 240, 312, 338, 508, 540,
 541, 542
 Political Science 381, 401, 402
 Sociology 353 (Guilford College)
 Spanish 213, 317, 318, 326, 329, 401,
 538, 572

**Latin American Studies/
courses**

- 220 Latin America Today (3:3).**
 Interdisciplinary orientation in Latin America to acquaint students with the area, its people, their background and the contemporary scene. Open to non-majors. Required for all majors in Latin American Studies Program. Staff: Course coordinator and faculty members of the Latin American Studies Committee. (H), (SBS).
- 320 Summer Studies in Latin America (3:3).** An in-residence study of individual Latin American countries,



their history, economic life and culture. In addition to classroom study, the course will consist of guest speakers, visits to museums, galleries and government offices and varied excursions relevant to the subject matter. Students may repeat the course but not in the same country. 320a—Mexico; 320b—Colombia; 320c—Spain. (H or SBS).

450 Senior Seminar (3:3). Required of seniors majoring in Latin American Studies unless they opt for the study program in Latin America. Provides interdisciplinary experience dealing with different topics each year and involving bibliographical study, reading and discussion culminating in preparation of individual papers. Staff as above. (SBS).

Russian Studies (Major and minor). A solid foundation in Russian civilization and related areas and provides early preparation for graduate training and careers in government, law, teaching, journalism, international business and other aspects of public affairs.

Committee Members:

Joachim T. Baer, Chairman of Russian Studies Program,
Department of German and Russian
Thomas J. Leary, Department of Economics
David MacKenzie, Department of History
Maurice D. Simon, Department of Political Science

A) Language Requirements . 12 credit hours
Russian: (12 hours)
203 Intermediate Russian
204 Intermediate Russian
305 Advanced Grammar, Conversation
and Composition
306 Advanced Grammar, Conversation
and Composition

B) Core 6 credit hours
(Same as Area of Concentration I)

C) Basic Courses 12 credit hours
Economics (3 hours) *550
History (6 hours) *277, *278
Political Science (3 hours) *260, 346
*Each of these basic courses is required.

**D) Related Courses (at least two courses
from departments other than
German/Russian) 12 credit hours**
History 579, 580
Political Science 260, 346, 361
Russian 301, 302, 313, 314, 315, 401, 402,
511

European Studies (Second major and
minor). A study of contemporary Europe in
the light of past and present realities.

A) Language Requirements .. 6 credit hours
Intermediate level of one foreign language
OR
Self-Instructional Language Program
(4 semesters of same language:
e.g. Int'l Studies 350J Portuguese I, 1
year;
Int'l Studies 350K Portuguese II,
1 year.)

B) Core 6 credit hours
(Same as Area of Concentration I)

C) Basic Courses 24 credit hours
Anthropology (3 hours) 411, 458, 501, 502,
583
Art (3 hours) 301, 303, 304, 305, 306, 402,
403, 404, 405, 406, 407, 408, *410, *411
Geography (3 hours) 560
History (6 hours) 274, 278, 291, 292, 358,
*515, *566, *570, 573, 579, 580, 582
Political Science (3 hours) *250, *260, 333,
343, 346, 361, 550c

World Literature (6 hours) Two courses in literature in a European language beyond the intermediate level. Foreign students may use English literature and must exclude their own language (Must be in a European language other than English.)

D) Related Courses (from two separate departments) 6 credit hours

Classical Civilization 201, 211, 212, 311, 312, 313, 314

Communication and Theatre 517

English 201, 202, 241, 260, 548, 550, 557, 582

Music 241, 331, 332, 511, 528, 531, 537, 538

Philosophy *231, *251, *252, 267, 315, 321, 335, 348, 351, 505, 523, 545

Religious Studies 318, *319, 324, *325, *326, *333

Sociology 313, 533

*Most strongly recommended

African Studies (Minor only). A study of contemporary Africa in light of past and present realities.

A) Language Requirements .. 6 credit hours

Intermediate level of one foreign language

OR

Self-Instructional Language Program

(4 semesters of same language:

e.g. Int'l Studies 350G Arabic I, 1

year;

Int'l Studies 350H Arabic II, 1

year.)

B) Core 3 credit hours

(Same as Area of Concentration I)

C) Basic Courses (to be taken from at least three departments outside the department of the student's major) 12 credit hours

Anthropology *335, 501, 502, 583

Art 413

Geography 560

History *228, 301, 401, 402

Literature—African Literature in Translation

Music 343

Philosophy *231, 523, 545

Political Science *391, 550, 445 (North Carolina A and T State University), 446

(North Carolina A and T State University)

Religious Studies 351

Sociology 327, 526

*Strongly recommended

Asian Studies (Minor only). A study of contemporary Asia in the light of past and present realities.

A) Language Requirements .. 6 credit hours

Intermediate level of one foreign language

OR

Self-Instructional Language Program

(4 semesters of same language:

e.g. Int'l Studies 350A Chinese I, 1

year;

Int'l Studies 350B Chinese II, 1

year.)

B) Core 3 credit hours

(Same as Area of Concentration I)

C) Basic Courses (to be taken from at least three departments outside the department of the student's major) 12 credit hours

Anthropology *332, 337, 501, 502, 583, 354

(Guilford College)

Art 313, 440 (Guilford College)

Chemistry 335 (Guilford College)

Geography 560

History *215, *216, 361, *381, 384, 386,

515, 584

Music 343

Philosophy 259, 340 (Guilford

College), 395 (Guilford College), 396

(Guilford College), 203 (Guilford

College)

Political Science 372, *373, *374, 550
 Religious Studies 211, 351
 Sociology 327, 526
 Speech 300 (Guilford College)
 *Strongly recommended

junior year; 400b in senior year.
 Maximum credit 6 hours. Pr.
 membership in ISP or consent of
 instructor. (SBS).

International Studies/ courses

- 233 International Studies Seminar (3:3).**
 Interdisciplinary seminar to introduce students to methodology of investigation through library research, interviews and field trips, and to make them aware of global problems and opportunities. Required for majors.
- 350 Self-Instructional Language Program (3, with a maximum of 12).**
 Working with commercially available texts and tapes, assisted by native speaking drill masters recruited from foreign students resident on the campus and with end of term testing by outside language specialists from universities with nationally recognized language centers, selected students may take two or three years of work in many languages not normally available to them.
- 400a, Seminar in International Studies 400b (3:3), (3:3).** Required for all seniors participating in International Studies Program. Interdisciplinary seminar dealing with contemporary problems in international politics. 400a in

Linguistics

Committee Members

William Coleman, Chairman of Linguistics Program,
 Department of Anthropology
Jeutonne Brewer, Department of English
Walter Beale, Department of English
Jacqueline M. Strong, Department of Communication &
 Theatre

The interdepartmental linguistics major is designed to provide undergraduates with a grounding in the formal study of language and in its implications for the humanities, social sciences and sciences. It will include not only formal linguistic study but also aspects of the traditional disciplines of rhetoric, philosophy and philology, along with the developing disciplines of sociolinguistics, psycholinguistics and computational linguistics. The program will serve the purposes of general liberal education, preparation for graduate training in several disciplines and careers in teaching, especially in language arts and foreign languages.

Major Requirements

The interdepartmental major in linguistics consists of 36-42 hours above the 100 level distributed among at least three departments with no less than 6 hours in each (excluding the language requirement). Of these, 18 hours must be chosen from the following "core" courses:

Anthropology 387, 485, 585; Communication & Theatre 230, 567; English 260, 261, 321.

The remaining courses to complete the major are to be chosen from the following:

Communication & Theatre 331, 502; English 510, 513; French 350, 545; Philosophy 211, 311, 325, 523, 565; Spanish 350, 545, 546.

Foreign Language Requirement

Interdepartmental majors in linguistics will be required to present 6 hours above the elementary level in a foreign language.

Students may receive credit toward the major for special problems or topics courses under the following conditions:

1. The student's research project or research paper must be related specifically to the study of language.
 2. The topic must be approved by the student's faculty adviser in linguistics.
- Anthropology 497, 498; Psychology 433; Sociology 497, 498.

A student may count toward the major a course in statistics **or** one of the following computer courses:

Business & Distributive Education 234; Business Administration 235; Business & Distributive Education 361; Mathematics 136, 137, 236.

Minor

The interdepartmental minor in linguistics consists of a minimum of 18 hours and a maximum of 21 hours above the 100 level. Of these, 9 hours must be chosen from the "core" courses listed above. The additional hours may be chosen from any of the courses listed above with a maximum of 6 hours from one department.

Population Studies (available as minor only)

Committee Members:

D. Gordon Bennett, Chairman of Population Studies, Department of Geography
G. Donald Jud, Department of Economics
Paul E. Lutz, Department of Biology
Aden C. Magee, School of Home Economics

David F. Mitchell, Department of Sociology
Raymond J. Vincent, School of Health, Physical Education and Recreation

The Interdepartmental Studies Minor in Population Studies provides a broad-based study of population concepts and problems. It is taken in addition to an established major. At least 18 hours of course work are required, including Geography 303, Sociology 339 and a seminar described below. The other nine hours are to be selected from the departmental courses listed below, but may **not** be in the student's major discipline.

Population Studies Course

Current Topics in Population (3:3). A multidisciplinary seminar dealing with major topics concerned with national and international population issues.

The departmental courses from which the nine hours of electives are to be chosen are Biology 231; Economics 540; Geography 322; Geography/Sociology 522; Health 334, 560; Home Economics 212, 213, 523, 533; Sociology/Geography 522.

Urban Studies

Committee Members:

James Svara, Chairman of Urban Studies Program for 1978-79, Department of Political Science
John Neufeld, Department of Economics
Gary T. Barnes, Department of Economics
Gordon Bennett, Department of Geography
Jeremy Byman, Department of Political Science
William Coleman, Department of Anthropology
Charles Hayes, Department of Geography
Frank Melton, Department of History
David Mitchell, Department of Sociology
David Olson, Department of Political Science
Loren Schwenger, Department of History

There is an increasing need for citizens, scholars and officials who are prepared to comprehend and cope with the complexity of urban life. Understanding the city as a phenomenon requires the perspective of many disciplines. Analyzing the problems of the city



calls for methodological skills and broad training. Policy in the city must respond simultaneously to social, political and economic needs. The interdepartmental urban studies major attempts to meet these needs.

This major will in all cases be a second major combined with a major in one of the departments participating in the program; thus, the student's academic record will indicate a double major, for example, Geography and Interdepartmental Studies: Urban Studies Major. Students may also, by careful choice of courses in this major, simultaneously pursue a pre-professional program in planning, social work or education.

The program, administered by faculty drawn from the core disciplines of Economics, Geography, History, Political Science and Sociology, will involve 36 hours of approved course work drawn primarily from these departments plus Urban Studies 100. All students will engage in course work which promotes distinct kinds of learning which are essential to an understanding of, and involvement in, the city. The educational objectives are to provide (1) understanding of basic concepts of urbanism, (2) interdisciplinary perspective, (3) mastery of methodological tools and (4) field experience.

Major Requirements

Urban Studies 100 plus 36 hours above the 100 level distributed as follows: (At the discretion of the chairman of Urban Studies Program an independent studies course with an interdepartmental focus may be taken in lieu of US 100)

1. Concepts of Urbanism:
 - a. Five basic courses required of all students:
 - Economics 530 Urban and Regional Economics
 - Geography 302 Urban Land Use

- History 358 European and American Urban History since 1800
 - Political Science 223 Urban Government and Politics
 - Sociology 343 Urban Society
- b. Four additional courses in at least two departments chosen from the following: (no more than two from any one department)
 - Economics 527 State and Local Finance
 - Geography 301 Urban Patterns
 - Geography 202 Economic Geography
 - History 338 Urban History to 1800
 - Political Science 324 Urban Problems and Decision-making
 - Political Science 520 Urban Political System
 - Sociology 543 Urban Sociology
 - Sociology/Geography 522 Seminar in Population (depending on topic)
 - Classical Civilization 314 Cities of Greece and Rome
2. Research Methodology, total of 6 semester hours:
 - a. Statistics—3 semester hours chosen from the following: Mathematics 351, Economics 350; Sociology 314; Psychology 310.
 - b. Social Science Methods—3 semester hours chosen from the following: Economics 552; Geography 322; Political Science 301; Sociology 318.
 3. Practicum: 3 semester hours of field experience or approved independent study chosen from Economics, Geography, History, Political Science, Sociology, Urban Studies Practicum, Independent Studies courses.

Minor

Fifteen hours listed as part "a" under "Concepts of Urbanism" above plus the Urban Studies 100: Introduction to Urban Studies.

Urban Studies/Course

- 100 Introduction to Urban Studies (3:3)**
Investigation of the city from diverse perspectives. Examination of historical, social, political, economic and cultural dimensions of urban life. Staff: faculty members of the Urban Studies Committee. (SBS).

Women's Studies (available as minor only)

Committee Members:

Jean Gordon, Chair, Women's Studies Program,
Department of History

Rosaleen Clark, Coordinator of the Women's Studies
Program

Charles Church, Department of Mathematics

Jacquelyn Gaebelin, Department of Psychology

Mary Ellis Gibson, Department of English

Herbert Gochberg, Department of Romance Languages

Ruth Hege, Department of English

Margaret Hunt, Department of Political Science

Mary Kidd, Department of Romance Languages

Sheryl Kunkle, Department of Sociology

Harriet Kupferer, Department of Anthropology

Ernest Lumsden, ex-officio, Assistant Dean of the College
of Arts and Sciences

Jane DeHart Mathews, Department of History

John Scanzoni, Department of Child Development

Roy Schantz, Department of History

Mary Wakeman, Department of Religious Studies

Requirements:

1. The introductory course in Women's Studies 250
2. Five courses from the following with no more than three courses in any one discipline: Anthropology 550, Economics 499C, English 331, History 331, 531, 532, Home Economics 502, Political Science 335, Psychology 346, Religious Studies 309, Sociology 529, Approved courses in the Residential College*

WOMEN'S STUDIES/Courses

- 250 An Introduction to Women's Studies: The American Woman (3:3).** A multidisciplinary introduction to the study

of the images, roles and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them. (SBS).

- 450 Topics, Seminar in Women's Studies (3:3).** An in-depth study of a selected topic or topics in Women's Studies involving directed reading and research. Can also be taken as independent study under the direction of one of the Women's Studies faculty members. (SBS).

*All courses in the Women's Studies Program are described in the departmental listing.

World Literature

Committee Members:

Robert P. Newton, Chairman of World Literature Program,
Department of German and Russian

Joachim T. Baer, Department of German and Russian

Charles E. Davis, Department of English

Anthony N. Fragola, Department of Romance Languages

Ruth C. Hege, Department of English

John D. Minyard, Department of Classical Civilization

Samir H. Rizk, Department of Romance Languages

Mark I. Smith, Department of Romance Languages

Jeffrey S. Soles, Department of Classical Civilization

The interdepartmental World Literature major is motivated by the conviction that literature, in addition to possessing national characteristics, also transcends national boundaries. Literary movements as well as literary genres have had, and continue to have, an international impact. The program will focus on this international and cross-cultural aspect of movements, genres and literary themes, providing interested students with a deeper and broader understanding of the nature and history of the art of literature. Depth in the study of national literatures will continue to be the central aim of departmental majors; breadth and synthesis among various national belles lettres are the supplementary aim of this program.

The interdepartmental World Literature major can be taken only by students **double-majoring**

in tandem with any existing major in the College of Arts and Sciences.

Major Requirements

36 semester hours above the 100 level, distributed in the categories below. Courses must be taken in at least three participating departments.

1. Four survey courses in foreign literatures (in translation or in the original), in languages other than those used to satisfy requirement 3 below, from the following: Classical Civilization 335, 336; English 201, 202, 549; French 301, 302; German 301, 302; Russian 301, 302, 313, 314, 315, 316; Spanish 301, 302.
2. Two multinational period, genre or theme courses from the following: Classical Civilization 221, 397, 398; English 241, 331, 548, 582; German 303, 304; Russian 511.
3. Three courses in literature in a foreign language beyond the intermediate level. Foreign students may use English or American literature and must exclude their own language. Choose from the following: German 215, 216, 311, 312, 313, 314, 317, 318, 321, 322, 325, 326, 327, 328, 331, 332, 337, 338, 345, 346, 401, 402, 410; Greek 325, 326, 350, 351, 352, 353, 395, 396, 401, 402, 403, 404, 450, 493-494; Latin 203, 204, 301, 302, 303, 326, 331, 333, 342, 395, 396, 401, 402, 450; Russian 401, 402; all French and Spanish courses other than those mentioned in requirement 1 above.
4. One course in English or American literature.
5. Introductory Seminar to World Literature.
6. Senior Seminar in World Literature.

Minor

1. Two reading courses in intermediate level foreign language.

2. Three courses in foreign literatures in translation in three national literatures, with no courses in the field of another major.
3. Two multinational period, genre or theme courses.
4. Introductory Seminar to World Literature.

World Literature/Course

- 301 Introductory Seminar to World Literature (3:3).** Introduction to the basic concepts of the historical and critical study of literature, in particular as they are found applicable to the comparative study of the literary works and traditions of various nations. Students will also read and analyze important basic works of criticism and literature. (H).
- 401 Senior Seminar in World Literature (3:3).** Seminar on specific problems, themes or periods of literature, emphasizing international trends and contrasts. Topics vary from year to year. Pr. senior standing or permission of instructor. (H).

Interdepartmental Minors

There are three means of minoring in Interdepartmental Studies:

1. Because a student can minor in any program in which the College offers a major, it is possible to minor in any of the above Interdepartmental Majors. The specific requirements for such minors are listed above or are available from the chairmen of the respective programs.
2. An individual student can design an Interdepartmental Studies Minor in consultation with a faculty committee and the Board of Interdepartmental Studies. Interested students should contact the Assistant Dean of the College of Arts and Sciences, Room 116, Graham Building.

3. There are interdepartmental concentrations which were designed by faculty committees as minors only. These are listed above in alphabetical order among the interdepartmental concentrations: Population Studies and Women's Studies.

Interior Design—See Home Economics.

Intermediate Education Certification—See Education.

International Studies—See Interdepartmental Studies.

Italian—See Romance Languages.

Junior Year Abroad—See Study Abroad.

Latin—See Classical Civilization.

Latin American Studies—See Interdepartmental Studies.

Law—Preprofessional Program

Advisory Committee:

Malcolm L. Myers, Jr., Chairman of Advisory Committee and Assistant Professor, Department of Business Administration.

Richard Bardolph, Jefferson Standard Professor, Department of History and Acting Head, Department of Classical Civilization.

L. Dean Fadely, Director of Forensics and Assistant Professor, Department of Communication and Theatre.

Margaret A. Hunt, Associate Professor, Department of Political Science.

William G. Lane, Professor and Head of Department of English.

Students who plan to prepare for law school may select their major in any field, although a sound grounding in business and the liberal arts is regarded as very helpful. Law schools do not generally require specified subjects. Students are selected primarily on the basis of their college records, material furnished in

their application for admission and their score on the Law School Admission Test. Interested students should contact a pre-law adviser.

Linguistics—See Interdepartmental Studies.

Literature in Translation

For courses in foreign literature taught in English translation, see the following departmental listings: Classical Civilization, English, German and Russian, Romance Languages.

Mathematics—Department of

(451 Graham Bldg./College of Arts and Sciences)

Eldon Eugene Posey (1964), Professor and Head of Department/B.S., East Tennessee State/M.A., Ph.D., Tennessee.

Kenneth A. Byrd (1969), Assistant Professor/B.S., Duke/Ph.D., N.C. State.

Charles A. Church Jr. (1967), Associate Professor/B.S., Virginia Polytechnic Institute and State University/Ph.D., Duke.

Nancy L. Elliott (1975), Instructor/B.S., M.A., UNC-G.

Karl Ray Gentry (1965), Associate Professor/B.S., Wake Forest/M.A., Ph.D., Georgia.

Patricia Anne Griffin (1968), Instructor/B.A., M.A., UNC-G.

David G. Herr (1973), Associate Professor/B.E.E., M.S., Georgia Institute of Technology/Ph.D., U.N.C. at Chapel Hill.

Theodore W. Hildebrandt (1976), Professor and Director of Academic Computer Center/A.B., A.M., Michigan/S. M., Massachusetts Institute of Technology/Ph.D., Michigan.

Hughes B. Hoyle III (1967), Associate Professor/B.S., M.A., Ph.D., U.N.C. at Chapel Hill.

Ivan Ivansic (1978), Visiting Associate Professor/B.S., M.Sc., University of Zagreb/Ph.D., Georgia.

Guler Johnson (1978), Instructor/A.B., Duke/M.Ed. UNC-G.

Martha A. Keith (1978), Instructor/B.A., M.A., UNC-G.

Linda S. Kilgariff (1970), Instructor/B.A., M.A., UNC-G.

Andrew F. Long Jr. (1967), Associate Professor/B.S.E.E., M.S., West Virginia/Ph.D., Duke.

William P. Love (1970), Assistant Professor/B.S., Ph.D., Florida State.

Angela F. Pope (1978), Instructor/B.A., M.A., UNC-G.

William A. Powers III (1971), Associate Professor/B.S., Richmond/M.S., Ph.D., Connecticut.

Terence J. Reed (1976), Instructor/B.A., M.A., Rice/Ph.D., Minnesota.

Margaret H. Saunders (1963), Instructor/B.A., Southwestern/M.A., Virginia Polytechnic Institute and State University.



- Richard B. Sher** (1974), Professor/B.S., Michigan Technological/M.S., Ph.D., Utah.
- Edith V. Sloan** (1966), Lecturer/B.A., UNC-G/M.A., Wake Forest. Part-time.
- Grace K. Tennis** (1974), Instructor/B.A., M.A., UNC-G.
- Jerry E. Vaughan** (1973), Professor/B.S., Davidson College/Ph.D., Duke.
- Theresa P. Vaughan** (1973), Lecturer/B.A., Antioch College/M.A., American/Ph.D., Duke. Part-time.
- Roy W. Whitmore** (1978), Assistant Professor/B.S., M.S., Texas Tech./Ph.D., Texas A & M.
- Richard M. Willett** (1972), Associate Professor/B.S., U.S. Air Force Academy/M.A., Ph.D., N.C. State.

The Department of Mathematics offers undergraduate programs leading to the B.A. or B.S. degrees and graduate programs leading to the M.A. or M.Ed. degrees.

The mathematics major may elect concentrations which include: mathematics/computing; statistics; mathematics/management and administration/computing; applied mathematics; mathematics/biology; mathematics/chemistry; and mathematics/physics. One purpose of a concentration is to give a professional direction to the student's liberal arts education. Two factors that should most influence a student in choosing a concentration are his academic talents and his professional interests.

It is, of course, not necessary to choose a concentration. Mathematics is an excellent major for the student whose immediate objective is to acquire a good liberal arts education. The small number (12 semester hours) of specified courses required and the large variety of courses to choose from give the student an opportunity to test his talents and his interests without total and final commitment.

There are many opportunities for the undergraduate mathematics major in industry, government, business and secondary school teaching. With graduate work in mathematics the individual can take advantage of the

demands for people capable of mathematical research in industry, government and academic institutions and of teaching at the college and university level. The requirements for the mathematics major are flexible enough to allow preparation for any of these goals.

Students seeking **teacher certification** should see Teacher Education Chapter.

The departmental offices, classrooms, library and a student study hall occupy the fourth floor of Graham Building. Computing facilities include: portable teletype terminals for conversational programming systems and 20 Monroe Model 990 electronic calculators located in the statistics laboratory in Graham; a data transmission terminal (UCC 1225) connected to an IBM 370/165 computer.

MATHEMATICS MAJOR AND CONCENTRATIONS (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours.

The Mathematics Major is discussed in the preceding paragraphs.

Bachelor of Arts

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than mathematics, from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).

- Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements & Related Area Requirements

24-36 semester hours in mathematics above the 100 level including the core courses and specific mathematics courses listed for each concentration. Additional mathematics courses needed to complete the semester hours in the major may be selected without restriction.

Mathematics Core Courses.

Mathematics 191, 292, 311 and 340.

Mathematics/Computing Concentration

- Six courses selected from Mathematics 236, 293, 336, 342, 343, 351, 538, 543, 544, 553.
- Recommended: Mathematics 390, 394, 540, 547, 573, 574, 595, 596.

Statistics Concentration

- Either Mathematics 343, 351, 573, 574 or 343, 552, 573, 574 or 551, 552, 573, 574.
- Two courses selected from Mathematics 293, 342, 390, 394, 540, 543, 544, 547, 572, 575.

Mathematics/Management and Administration/Computing Concentration

- Mathematics 342 and 343 or 551, 552.
- Accounting 201, 202. Accounting 400 may be substituted for 201, 202 with adviser's approval.
- Business Administration 235 or Mathematics 137, Business & Distributive Education 360-COBOL.
- Recommended: Mathematics 336, 390, 538, 541, 542, 543, 544, 553.
- Minimum of two optional courses selected from Business Administration or Business and Distributive Education.

Applied Mathematics Concentration

- Six courses selected from Mathematics 345, 390, 394, 522, 540, 545, 546, 549, a course in computer programming and a course in statistics.

Mathematics/Biology Concentration

- Mathematics 571, 572 or 343, 351.
- Minimum of 15 semester hours in biology. Biology department personnel will assist students in selecting a proper sequence of courses.

Mathematics/Chemistry Concentration

- Mathematics 390.
- Minimum of 4 courses in chemistry. Chemistry department personnel will assist students in selecting a proper sequence of courses.

Mathematics/Physics Concentration

- Mathematics 293, 390, 345 or 394.
- Physics 191, 292, 303, 322, 450.
- Also recommended: Physics 321, 324; Mathematics 540, 545, 546.

Secondary Teacher Certification

Mathematics 292 or 233, 293, 311, 340, 342, 343, 351, 420, 513, 515 or 518 or 520, 514 or 519 or 521, (Total of 33 semester hours above grade 1).

Electives

Electives sufficient to complete total semester hours required for degree.

Bachelor of Science

Requirements are the same as above except that 42 semester hours may be counted toward the major.

MATHEMATICS MINOR

The minor in mathematics consists of at least 15 hours of work in the department, to be arranged in consultation with an adviser, and with 12 semester hours in courses above grade 1.

Mathematics/courses

Courses for Undergraduates

- 108 Elementary Introduction to Probability and Statistics (3:3).** Finite sample spaces, discrete probability, random variables, expected value, binomial distribution, independent trials, random samples, point estimation, hypothesis testing and confidence intervals. (NSM).
- *112 Contemporary Topics in Mathematics (3:3).** Selected topics from among sets, logic, mathematical systems, probability, statistics, geometry. (NSM).
- *119 College Algebra (3:3).** Review of elementary algebra, equations, inequalities, relations, functions, transformations, complex numbers, polynomial and rational functions sequences, series, mathematical induction. (NSM).
- *121 Analytic Trigonometry (3:3).** Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. (NSM).
- *Note:** Only 6 semester hours credit from a combination of these courses may be counted toward a degree.
- 133, Calculus with Computing I, II (5:5), (5:5).**
- 233** A two-semester sequence including the basic topics from calculus (functions, limits continuity, differentiation and integration) and elementary computer programming skills and techniques. The programming language, PL/C, is used to write programs specifically relevant to problems in calculus. No experience with computers necessary. Students may transfer from 133 or 233 into 191 or 292, but students taking 191 may not take 233. Pr. 4 units of high school mathematics including advanced algebra and trigonometry or either 119 or 121. 133 is pr. for 233. (NSM).
- 136 Introduction to Computer Concepts (3:3).** Introduction to the computer and general problem-solving techniques; emphasis on the logical processes involved in analyzing and planning computer-based solutions to a variety of problems; this treatment is independent of a computer programming language. Examples of computer applications and their present and future impact on society; computer hardware components and their internal operation; no mathematical or computing prerequisite. May not be taken for credit after Business Administration 235. (NSM).
- 137 Introduction to Computer Programming (3:3).** Introductory-level treatment of a computer programming language, such as PL/1. Emphasis on programming style and the analysis of problems for computer solution drawn from various disciplines. Rudiments of second computer language introduced as time permits. No college-level mathematics required. May not be taken for credit by students who have taken or may take Business Administration 235.
- 191, Calculus I, II, III (3:3), (3:3), (3:3).** Three-semester sequence of integrated analytic geometry, differential and integral calculus. Pr. 4 units of high school mathematics including advanced algebra and trigonometry or 119 or 121. (NSM).
- 292, 293**
- 201 Principles of Business Mathematics (3:3).** Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices and basic computer concepts. Designed primarily for business education majors.

- 220 Plane and Solid Analytic Geometry (3:3).** Pr. 119 or 121 or consent of department. (NSM).
- 236 Computer Algorithms (3:3),** Design, implementation and documentation of digital computer algorithms in mathematics and computing. Pr. 191 and knowledge of computer programming or consent of department.
- 301, 302 Number Systems (3:3), (3:3).** Intuitive-development of real number system with emphasis on arithmetic properties, elementary set theory, basic concepts of algebra and informal geometry. Junior or senior elective for students who have not taken 119 or equivalent. 301 is a prerequisite for 302. Designed primarily for prospective elementary teachers.
- 303 Topics in Mathematics (3:3).** An extensive study of decimals—rational, irrational and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models will be used to illustrate many of the mathematical concepts studied. Pr. 301, 302 or consent of department.
- 304 Introduction to the Foundations of Geometry (3:3).** An introductory course primarily for prospective elementary teachers. It is designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area and volume measures. Pr. 301, 302 or consent of department.
- 311, 312 Modern Algebra I, II (3:3), (3:3).** Algebraic structures. Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. Elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 292 or consent of department. (NSM).
- 320, 321 Theory of Convex Sets (3:3), (3:3).** Basic properties of convex bodies, topology, Helly's theorem, sets of constant width, transformation groups, Euclidean motions, similarities, decompositions, duality, the isoperimetric problem. Blaschke's selection theorem, mixed volumes, symmetrization, convex functions, inequalities, linear programming, metric spaces, Minkowski spaces. Pr. 292. (320 NSM).
- 336 Structure and Management of Data (3:3).** Introduction to data quanta and management methods including access theory, hardware and classical processing scheme. The data management features of OS/360 are presented in detail. Course work includes planning and construction of major-scale data management system. Pr. 191 and knowledge of computer programming or permission of instructor. (NSM).
- 340 Matrix Theory (3:3).** Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations. (NSM).
- 342 Linear and Convex Programming (3:3).** The problem of linear programming, properties of a solution to the linear-programming problem, generating extreme-point solutions, the Simplex computational procedure, minimum feasible solution, artificial-basis technique, slack variables, dual problems, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, decomposition algorithm, digital-computer codes, transportation problems,



- production-scheduling, inventory-control, interindustry and diet problems. Pr. linear or matrix algebra. (NSM).
- 343 Probability (3:3).** Random phenomena. Basic probability theory; combinatorial probability, independent events, conditional probability. Independent trials, Markov Processes. Probability laws. Random Variables. Pr. 191. (NSM).
- 345 Vector and Tensor Analysis (3:3).** Vectors, scalar fields, vector fields. The dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence and curl. Pr. 293 and 390. (NSM).
- 351 Fundamental Concepts of Statistics (3:3).** Survey of basic descriptive and inferential statistics for undergraduates from any discipline. Graphical and descriptive techniques. Measures of central tendency, variability, correlation. Estimation. Normal tests, t-test, analysis of variance. Emphasis on statistical literacy and interpretation. Pr. 108 or 343. (NSM).
- 390 Ordinary Differential Equations (3:3).** Pr. 292. (NSM).
- 394 Advanced Calculus IV (3:3).** Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293 and 390. (NSM).
- 420 Foundations of Geometry (3:3).** Primarily for secondary school teachers. Block course. Pr. 311 and 340.
- 493, 494 Honors Work (3:3), (3:3).**
- Courses for Advanced Undergraduates and Graduates**
- 505 Fundamental Investigations in Advanced Mathematics (4).** The content will consist of (a) Topics from Modern Algebra, (b) Introduction to Set Theory and Transfinite Arithmetic, (c) Mathematical Foundations and Non-Euclidean Geometry, and (d) Recent Research and Developments in Mathematics Education.
- 513 Development of Mathematics and Logic (3:3).** This course is a study of the historical development of mathematics and logic — not a history of the men involved in this development. Pr. 292 and 311.
- 514 Theory of Numbers (3:3).** Introduction to multiplicative and adaptive number theory. Divisibility, prime number, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, representations as sums and continued fractions. Pr. 292 and 311.
- 515 Mathematical Logic (3:3).** Functional analysis, normal schemata and duality, quantification and validity of quantificational schemata, conversion of quantifiers, existence and singular inference, theory of definition, consistency, class theory, mathematics, theory of formal and informal proofs. Pr. 292 and 311.



- 516 Polynomial Rings (3:3).** Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. 292 and 311.
- 517 Theory of Groups (3:3).** Homomorphism, subgroups, generators, sequences of groups, normal subgroups, conjugate subgroups, complete groups, invariant subgroups, composition series, direct products, free groups, defining relations, the ring of endomorphisms of an abelian group, the fundamental theory of abelian groups, decomposable groups, torsion-free groups. Pr. 292 and 311.
- 518 Set Theory and Transfinite Arithmetic (3:3).** Existence in theory of sets, extensionality, power-set, axiom of infinity, axiom of choice, duality, relations, functions, cartesian products, sequences of sets, ordered sets, power of sets, similarity, ordinal numbers, cardinal numbers. Pr. 292 and 311.
- 519 Intuitive Concepts in Topology (3:3).** Euclidean geometry, what is topology, traversability of networks, planar networks, four color problem, topological equivalence, classification of surfaces, simple connected sets, spheres with handles, Jordan curve theorem, transformations, metric spaces, topological spaces, compact sets. Pr. 292 and 311.
- 520 Non-Euclidean Geometry (3:3).** The fifth postulate, hyperbolic geometries, elliptic geometries, consistency of Non-Euclidean geometries, models for geometries, elements of inversion. Pr. 292 and 311.
- 521 Projective Geometry (3:3).** Transformation groups and projective, affine and metric geometries of the line, plane and space. Homogeneous coordinates, principle of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models and Euclidean specializations. Pr. 292 and 311.
- 522 Hilbert Spaces and Spectral Theory (3:3).** Vector spaces: basic and dimension. Hilbert spaces: Pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces: annihilators, closed and complete subspaces, convex sets. Continuous linear mapping: normed spaces, Banach spaces, Banach algebras, dual spaces. Riesz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoint. Operators in Hilbert space: isometric, unitary, self-adjoint, projection and normal operators. Invariant subspaces. Continuous operators. Spectral theorems for a normal cc-operator. Pr. 292, 311 and either 312 or 340.
- 538 Computer Organization (3:3).** Introduction to computer architecture and operating systems including assembler languages, macro processing, compilers, data structures and their maintenance. Pr. 191 and a knowledge of computer programming.
- 540 Complex Functions with Applications (3:3).** Analytic functions, the geometry of elementary functions, integrals. Laurent's series, residues and poles, conformal mapping, Schwartz-Christoffel transformations, analytic continuation. Riemann surfaces. Pr. 293.
- 541, 542 Mathematical Methods in Decision Problems (3:3), (3:3).** Optimization techniques,



- non-linear programming, dynamic programming, calculus of variations, continuous and discrete maximum principle, stochastic processes, Markov processes, queueing, decision making and games, graphs and networks. Pr. 342 and 390.
- 543 Numerical Analysis and Computing (3:3).** Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. 293. Same as Business Administration 543.
- 544 Numerical Analysis and Computing (3:3).** Continuation of 543 with special topics in numerical analysis, emphasis on applied mathematics. Pr. 543. Same as Business Administration 544.
- 545 Differential Equations and Orthogonal Systems (3:3).** Singular points of linear second-order differential equations. The method of Frohenius. Bessel, ber and bei, Legendre and the hypergeometric functions together with the related differential equations. The rotating string, rotating shaft, buckling of columns under axial loads. Orthogonality of characteristic functions. Expansion of functions in series of orthogonal functions. Fourier, Fourier-Bessel and Legendre series. Pr. 293 and 390.
- 546 Partial Differential Equations with Applications (3:3).** Linear and quasi-linear equations of the first and second order. Initial-value problems. Characteristics of linear first and second order equations. Singular curves on integral surfaces. Heat flow. Temperature distributions on plates, solid spheres, parallelepipeds, etc. Fluid flow over and around a surface. Heat flow in a rod. A vibrating membrane. A pulsating cylinder. Laplace's equation, Poisson's equation, wave equation, equation of heat conduction and the telegraph equation. Pr. 545.
- 547, Combinatorial Analysis (3:3), (3:3).**
- 548** Permutations, combinations, generation functions, principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292 and 311. 547 Pr. to 548.
- 549 Topics in Applied Mathematics (3:3).** Infinite products. Asymptotic series. Gamma and beta functions. Hypergeometric functions. Bessel functions. Generating functions. Orthogonal polynomials. Legendre, Hermite, Laguerre and Jaboci polynomials. Elliptic functions. Theta functions. Sheffer classifications. Symbolic relations among polynomials. Recurrence relations. Pr. 293 and 390.
- 551, Introduction to Probability and Mathematical Statistics (3:3), (3:3).**
- 552** Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions. Pr. 293 or consent of instructor.
- 553 Mathematical Models in Computing (3:3).** Introduction to mathematical models in computer science including computability, automata theory, switching theory, formal languages, graph theory and coding and information theory. Pr. computer programming experience and 311.

**571 Statistical Methods for Research I (3:3).**

Introduction to statistical concepts intended primarily for graduate students with little or no college mathematics but with a serious interest in quantitative research. Descriptive statistics. Probability. Measures of central tendency, measures of variation and correlation. Estimation, confidence intervals and tests of hypotheses. Analysis of variance. (NSM).

572 Statistical Methods for Research II (3:3).

Survey of statistical methods of data analysis including use of pre-written computer programs. Assumes a working knowledge of basic concepts of statistics, but a knowledge of computer programming is not necessary. Analysis of variance and co-variance. Multiple and partial correlation and regression analysis. Nonparametric methods. Pr. a knowledge of basic statistics (including hypotheses testing) and consent of instructor. (NSM).

573- The General Linear Model in Statistical

574 Analysis (3:3)-(3:3). The Spectral Theorem in finite dimensional inner product spaces, least squares estimation, best linear unbiased estimation, Gauss-Markov Theorem, linear prediction, multivariate normal theory, confidence sets and testing hypotheses in a general linear model, One-way ANOVA, two-way ANOVA, multiple regression, multiple comparisons. Pr. 340, 343, 351 or consent of instructor.

575 Nonparametric Statistics (3:3).

Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric

correlation and measures of association. Pr. one semester of statistics and consent of instructor.

591 Modern Algebra (3:3). Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Pr. 311.

592 Abstract Algebra (3:3). Vector spaces: linear independence, bases, dual spaces, inner product spaces, modules. Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions, Galois theory, solvability by radicals. Linear transformations: characteristic roots, canonical forms of matrices, trace and transpose, Hermitian, unitary and normal transformations. Pr. 591 or both 311 and 312 with consent of instructor.

593, Directed Study in Mathematics (3), (3).
594

595, Mathematical Analysis (3:3), (3:3). Real number axioms, point set theory, transfinite numbers, sequences, series continuity, differentiation, Riemann-Stieltjes Integral. Text Rudin. Pr. 293 or consent of department.


Courses for Graduates

613 Development of Mathematics and Logic (3:3).

614 Advanced Number Theory (3:3).

615 Symbolic Logic (3:3).

616 Polynomials over General Rings (3:3).

617 Algebraic Theory of Semigroups (3:3).

618 Transfinite Ordinal and Cardinal Numbers (3:3).



- 619 **Conceptual Topology (3:3).**
 620 **A Survey of Geometry (3:3).**
 641 **Mathematical Statistics (3:3).**
 643, **Numerical Mathematics (3:3), (3:3).**
 644
 645, **Approximation Theory (3:3), (3:3).**
 646
 647, **Matrix Theory with Applications (3:3),**
 648 **(3:3).**
 649 **Topics in Operations Research (3:3).**
 650 **Management Decision-Making under**
Uncertainty (3:3).
 651, **Mathematical Statistics (3:3), (3:3).**
 652
 661 **Advanced Statistics in Behavioral**
Science Research I (3:3).
 661L **Advanced Statistics Laboratory (1).**
 662 **Advanced Statistics in Behavioral**
Science Research II (3:3).
 671 **Statistical Methods for Research III (3).**
 673 **Statistical Linear Models I (3:3).**
 674 **Statistical Linear Models II (3:3).**
 676 **Sample Survey Methods (3:3).**
 688, **Mathematical Logic and Axiomatic Set**
 689 **Theory (3:3), (3:3).**
 690 **Mathematics Seminar (2:2).**
 691, **Modern Abstract Algebra (3:3), (3:3).**
 692
 693, **Complex Analysis (3:3), (3:3).**
 694
 695, **Real Analysis (3:3), (3:3).**
 696
 697, **General Topology (3:3), (3:3).**
 698
 699 **Thesis (3 to 6).**
 800 **Graduate Registration.**
 801 **Graduate Registration.**

Medical Technology

Adviser: Sarah Sands, Assistant Professor, Department of Biology/308 Life Sciences Bldg.

UNC-G students interested in medical technology have two programs of study from which to choose:

1. A four-year program leading to the Bachelor of Science in Medical Technology.
2. A five year program which includes receipt of a bachelor's degree with a major in either biology or chemistry and the completion of an additional 12 months of study and work in a school of medical technology which has been approved by the Committee on Allied Health Education and Accreditation (CAHEA).

Because the recommended courses of study for both programs are essentially the same during the freshman year, students do not have to make a choice of programs until the end of the freshman year.

B.S.M.T.: Four-Year Program

UNC-G through the College of Arts and Sciences offers a Bachelor of Science in Medical Technology (B.S.M.T.) in conjunction with the following clinical schools: Moses H. Cone Memorial Hospital, Greensboro; Forsyth Memorial Hospital, Winston-Salem; North Carolina Baptist Hospital-Bowman Gray School of Medicine, Winston-Salem; Mercy Hospital, Charlotte; Charlotte Memorial Hospital, Charlotte.

Students pursuing this degree program take their first three years of work at UNC-G and then complete 12 months at one of the affiliate Schools of Medical Technology. The B.S.M.T. is awarded only after completion of the fourth year of study at one of the five affiliate clinical schools. Students earning the degree are

eligible for state and/or national certification, registration and/or licensure.

Participation in and completion of the three-year UNC-G program does not guarantee acceptance in the 12-month medical technology course at one of the affiliate schools. Students should apply for admission to an affiliate school early in their junior year at UNC-G.

A recommended outline for the four-year program leading to the B.S.M.T. follows:

MEDICAL TECHNOLOGY (Bachelor of Science in Medical Technology)

Required: 135-155½ semester hours.

Three years at UNC-G: 94 semester hours.

12 months in the School of Medical Technology at either Moses H. Cone Memorial Hospital, Forsyth Memorial Hospital, Baptist Hospital-Bowman Gray School of Medicine, Mercy Hospital, Charlotte Memorial Hospital.

Three-Year UNC-G Curriculum Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM), including one mathematics course. A physics course is strongly recommended.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements

Recommended:

1. Biology 101, 102, 277, 283, 383, 581, 582, 584, 592; Physics 305 (Physics 101, 102 may be substituted for 305).
2. Chemistry 111, 111L, 114, 114L, 231, 233, 351, 352, 354.
3. College level mathematics (usually 121 or 191 or 292).

Related Area Recommended Courses:

Recommended courses in related areas include Biology 372, 535, 538, 545, 583, Chemistry 451.

Electives

Electives sufficient to complete total semester hours required for degree. Especially recommended are courses in education, management, statistics and computer programming.

Note:

The B.S.M.T. program must include these minimum requirements: 16 semester hours in biology, including a course in microbiology and immunology; 16 semester hours in chemistry including organic chemistry; and 3 semester hours in college level mathematics.

Fourth Year (12-Month) Affiliate School Curriculum

The number of semester credit hours earned from the affiliate clinical schools which are applied toward a Bachelor of Science degree in Medical Technology at UNC-G are:

N.C. Baptist Bowman Gray				
Moses H. Cone Mem. Hosp.	Forsyth Mem. Hosp.	School of Medicine	Mercy Hospital	Charlotte Mem. Hosp.
55½ hrs.	30 hrs.	34 hrs.	30 hrs.	30 hrs.

The hours credit are earned from the following areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology)



Biochemistry and Isotopes
 Clinical Microscopy
 Hematology and Immunology
 Blood bank
 Cytology and Cytogenetics
 Basic Electronics, Instrumentation, Computer
 Technology
 Ethics and Laboratory Management
 Laboratory Seminars, Medical Mortality
 Conferences and Abnormal Laboratory
 Rounds.

Five-Year Program

Students electing the five-year program earn a Bachelor of Arts with a major in either biology or chemistry or a Bachelor of Science in chemistry from UNC-G. After graduation from UNC-G they enroll in a school of medical technology approved by the Committee on Allied Health Education and Accreditation (CAHEA) for their fifth year of study.

Students electing the five-year program must take the same subjects listed as major requirements for the B.S.M.T. program. They must consult with the head of the department in which they are majoring or their faculty adviser in selecting other courses necessary to fulfill the B.A. or B.S. degree requirements.

Eligibility for certification, registration or licensure does not come until the student completes the fifth year (12 months) of work and study in a CAHEA approved school of medical technology.

Medicine and Dentistry— Preprofessional Programs

Advisory Committee:

Robert E. Cannon, Chairman of Advisory Committee and Associate Professor, Department of Biology.

John L. Graves, Assistant Professor, Department of Chemistry.

Gregor G. Cleveland, Assistant Professor, Department of Physics.

Rachel H. Allred, Assistant Professor, School of Nursing.
Beverly Olson, Associate Physician, Student Health Service.
Walter L. Salinger, Assistant Professor, Department of Psychology.

(Students may contact any member of this committee for assistance in planning their program of study.)

The requirements for admission to a medical or dental school are the completion of a minimum set of science courses, the attainment of the intellectual skills and attitudes basic to lifelong professional growth and personal qualities appropriate to the health professions. Nonacademic experiences contribute to personal growth and should not be neglected. About 95% of entering medical students and a majority of entering dental students have completed the bachelor's degree, and this plan is recommended.

For detailed differences among medical and dental school requirements, individual catalogs should be consulted. Also two books which should be consulted for both general and specific information are **Medical School Admission Requirements** and **Admission Requirements of American Dental Schools** published annually by the Association of American Medical Colleges and the American Association of Dental Schools, respectively.

The minimum requirements are, in terms of UNC-G's courses: Biology 101, 102; Chemistry. 111, 111L, 114, 114L, 351, 352, 354; Physics 191 and 292 (or 101 and 102). Mathematics is an important part of liberal studies and is strongly recommended through Mathematics 292 (or 233). The entering student should begin at a level suited to his background as outlined by the Department of Mathematics.

The minimum requirements give medical schools the freedom to admit from a wide variety of undergraduate fields excellent students who may decide on medicine late in



their college career. Demonstrated excellence in science, as well as in other areas, is necessary to enter into the study of medicine. The importance of good communication skills in writing and speaking should be recognized.

Many students entering medical school have taken one or more of the following courses: Quantitative Analysis, Chemistry 231, 233; Vertebrate Morphogenesis, Biology 353; Biochemistry, Biology 535, 545; Physical Chemistry, Chemistry 506, 508 or 461, 462, 463, 464, Genetics, Biology 592. The entering student should plan to take more than the minimum in one or more of the sciences and should take two (or occasionally three) courses in the natural sciences and mathematics in the freshman year. The major may be in any field, since there is no premedical major as such, and need not be decided until after the sophomore year. The first two years of college should be used to explore the various fields of natural science, social science and humanities that might develop into the major interest.

The student should be open to the varieties of preparation for medicine and also to the whole range of fields related to medicine as possible career choices. The office of the Coordinator of Health Sciences serves as a resource for opportunities in health-related fields including medicine, dentistry, and veterinary medicine.

The student applying to medical school should normally take the Medical College Aptitude Test (MCAT) in the spring before he applies. Application forms are available from the premedical advisory committee and from medical schools. The student applying to dental schools should take the Dental Admission Test about one year before the date he seeks entrance.

Applications to medical and dental schools are made a year before expected enrollment,

usually between July 1 and November 30. Early application is encouraged. The American Medical College Application Service (AMCAS) is the agent for many medical schools, and the American Association of Dental Schools Application Service is the agent for many dental schools. Application request forms are available from the committee. Schools not using this service must be contacted individually. The committee assists in the transmission of letters of recommendation without adding its own evaluation but reserves the right to decline assistance to unrealistic applicants.

Merchandising—See Business and Distributive Education.

Merchandising (Fashion)—See Home Economics.





Music—School of

(107 Brown Music Bldg.)

Lawrence Hart (1966), Professor and Dean of School/B.M., M.M., Colorado/D.Mus. A., Eastman School of Music.

Barbara B. Bair (1973), Associate Professor/B.S., Ohio State/M.Ed., UNC-G.

Don R. Baker (1978), Instructor/A.B., Adrian College/M.Ed., Indiana of Pennsylvania.

Eddie C. Bass (1968), Associate Professor/B.A., M.M., Ph.D., U.N.C. at Chapel Hill. Leave of absence, fall semester 1978-79.

Richard Garner Cox (1960), Professor/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., Northwestern/Diploma, Conservatoire national de la musique, Paris, France.

Robert Arthur Darnell (1949), Associate Professor/B.M., Colorado/M.M., Texas/Certificate, Ecoles des Beaux Arts, Fontainebleau, France.

Joseph DiPiazza (1974), Assistant Professor/B.M., DePaul/M.M., D.M.A., Wisconsin.

Edward Dixon (1976), Instructor/B.M., M.M., Southern California.

Eve-Anne Eichhorn (1974), Instructor/B.S., M.M., UNC-G.

Kathryn Frances Eskey (1966), Associate Professor/B.M., UNC-G/M.M., New England Conservatory/A.Mus.D., Michigan.

Norman Farrow (1969), Artist-Teacher and Professor/B.A., M.A., Western Ontario.

Stanley A. Friedman (1976), Assistant Professor/B.M., Memphis State/M.M., D.M.A., Eastman School of Music.

Peter P. Fuchs (1976), Visiting Lecturer/Diploma, Austrian State. Part-time.

Raymond John Gariglio (1966), Professor/B.M., Clarinet; B.M., Theory; B.M., Composition; American Conservatory of Music/M.M., Northwestern.

Aubrey S. Garlington Jr. (1977), Professor/B.M., Baylor/M.A., Chicago/Ph.D., Illinois.

James P. Gavigan (1976), Assistant Professor/B.M., North Texas State/M.M., Northwestern/D.M.A., Illinois.

Louis J. Gehring (1975), Instructor/B.M., Loyola/M.M., Southern Methodist.

Michelle R. Gehring (1977), Instructor/B.M., Washburn/M.M., Southern Methodist. Part-time.

Don Gibson (1973), Assistant Professor/B.M., M.M., Duquesne.

Kyung-Ae Gibson (1975), Instructor/B.M., Duquesne/M.M., Boston. Part-time.

Judson Griffin (1977), Assistant Professor/B.M., Eastman School of Music/M.M., Ph.D., Juilliard School of Music.

Frank M. Hammond (1970), Assistant Professor/B.S., East Carolina/M.S., Illinois/Ed.D., UNC-G.

Judith L. Harrison (1978), Instructor/B.M.E., Florida State/M.A.T., U.N.C. at Chapel Hill. Part-time.

Barbara Ferrell Hill (1975), Associate Professor/B.A., Rochester/B.M., M.M., Eastman School of Music/D.M.A., Colorado.

Arthur Byron Hunkins (1965), Associate Professor/B.A., Oberlin College/M.F.A., Ohio/D.M.A., Michigan.

Brian K. Kershner (1978), Instructor/B.S., Duquesne/M.M., New England Conservatory.

George Anthony Kiorpes (1965), Associate Professor/B.M., M.M., Peabody Conservatory/D.M.A., Boston.

Arvid J. Knutsen (1977), Instructor/B.M., M.M., Northwestern.

Roman U. Lavore (1975), Assistant Professor/B.M., M.S., Juilliard School of Music/Ph.D., Florida State.

David G. Lewis (1974), Instructor/B.M., UNC-G/M.M., New England Conservatory of Music, Part-time.

Charles A. Lynam (1964), Associate Professor/B.A., Elon College/M.A., New York.

Frank L. McCarty (1976), Associate Professor/A.B., San Diego State College/M.M., Southern California/Ph.D., California at San Diego.

Eleanor F. McCrickard (1976), Assistant Professor/B.A., B.M., Birmingham-Southern College/M.M., Michigan/Ph.D., U.N.C. at Chapel Hill.

William W. McIver (1970), Associate Professor/B.A., B.M., Oberlin College/M.M., Illinois/D.M.A., West Virginia.

Jack Francis Masarie (1972), Instructor/B.M., Juilliard School of Music/M.M., Bowling Green State.

Inga Borgstrom Morgan (1946), Associate Professor/B.M., M.M., Eastman School of Music.

David H. Moskovitz (1967), Professor/B.M., M.M., Illinois/Ph.D., Iowa.

Marla Mutschler (1975), Associate Professor/B.M., Eastman School of Music/M.M., D.M.A., Illinois.

David Lester Pegg (1975), Instructor/B.M., M.M., UNC-G.

Lynn Ellen Peters (1972), Instructor/B.Mus. Education, M.M., Indiana. Part-time, second semester 1978-79.

Ellen Poindexter (1973), Instructor/B.M., Oberlin Conservatory of Music/M.M., New England Conservatory of Music. Part-time.

Carol M. Rowan (1978), Instructor/B.A., Stanford.

James W. Sherbon (1975), Assistant Professor/B.M.E., M.S., Kansas State Teachers College/Ph.D., Kansas.

Ann R. Small (1977), Assistant Professor/B.M.E., Wheaton College/M.Ed., Auburn/Ph.D., Florida State.

Paul B. Stewart (1970), Assistant Professor/B.M.E., B.M., Indiana/M.M., Illinois.

Phyllis M. Tekttonidis (1978), Visiting Lecturer/B.M., M.M., Eastman School of Music.

Walter L. Wehner (1969), Professor/B.M.E., M.M.E., Wichita State/Professional Diploma, Columbia/Ed.D., Kansas.

John F. Weigand (1976), Instructor/B.M., Oberlin Conservatory/M.M., Northwestern.

J. Kent Williams (1970), Assistant Professor/B.M.E., M.M., Indiana.

The School of Music is a full member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.



Programs of study in music are designed to help students perfect their performance skills and develop a broad knowledge of music theory, literature and interpretation. Students may select one of several programs, depending upon personal preference and educational goals. For instance, some students may wish to prepare for a career as a teacher of music in the schools, teaching in private studios or at home or serving as music directors for church or community activities. Others will plan to continue their musical education through graduate study in preparation for professional performance, composition or conducting or college teaching. Still others may consider music only for its cultural or avocational values, not strictly related to career goals.

The differences between the various degree programs are slight, since all music students share a common purpose: to become thinking and feeling musicians, rather than narrow specialists. Course sequences have consequently been planned to allow ample time for choosing the specific degree program, perhaps delaying the decision until the close of the freshman year, after the student has experienced a period of concentrated study in music in close association with other musicians, students and faculty members.

All music degree programs require four years of study. Thus it is important that the student be sure of his suitability for the **study of music** (in general terms) even before he has established his **special goals in music** (the particular degree program). To provide a method for determining suitability as well as interest in music study, the School of Music requires all prospective music majors to audition with members of the music faculty for acceptance into the School of Music and for approval of the major or principal area for study in applied music.

The required auditions should be arranged in advance through the School of Music.

Taped auditions are acceptable if distance prohibits a personal audition. Composition majors should be prepared to submit scores or recordings of completed compositions.

Students who earn a Bachelor of Music degree will spend approximately two-thirds of their time in music study, the remainder in the study of other areas of knowledge. Those who earn the B.A. in Music will spend approximately one-half of their time in music study.

Aspects of Music Study

Applied Music. Throughout the four years of undergraduate enrollment, the music student will study in one or more areas of applied music: piano, organ, voice, band or orchestral instruments or composition. This study will include private instruction in the **principal or major applied subject**. It will also include some group instruction, so that each student will have the advantage of observing and to some extent participating in the instruction of other students. Group instruction is also arranged for **secondary applied study** (instruments or voice outside the principal or major area).

Requirements in applied music are defined in terms of proficiency level, rather than credit hours only. The level of study for each semester is determined by faculty committees, in auditions which are referred to as "jury examinations." The specific requirements for these examinations are provided by the faculty in each area of applied study and serve as the syllabus for lessons.

Performance Activities. In addition to their study in applied music, music students will participate in one or more of the major performance organizations each semester (choral organizations, bands or orchestras) and will frequently also perform in smaller



ensembles, such as trios, quartets or quintets. Each year advanced students may apply for positions as vocalists or instrumentalists in the performances of opera and musical comedy, which the School of Music presents in cooperation with the Department of Communication and Theatre. Also for the advanced students, there are opportunities for positions in the Greensboro Symphony Orchestra and other semi-professional ensembles; for positions as church organists, vocal soloists and directors; and for memberships in orchestras hired locally for touring events appearing in the community.

Community Opportunities. As students in a university located in a major urban area of the state, music majors will have numerous opportunities to attend concerts sponsored by agencies in the community as well as by UNC-G. In a typical year these events will include concerts by touring, community and student symphonic and chamber orchestras, concert bands, jazz ensembles and choral organizations; outstanding solo artists in recital or in concerto or oratorio performances; and chamber concerts presented by professional string quartets, brass quintets, woodwind quintets and other ensembles. A very important feature of these programs is the frequent scheduling of a UNC-G "residency" of two or three days. During a "residency" students are given an opportunity to hear the artist in informal discussions, open rehearsals or critique sessions.

Faculty. The music faculty includes experienced artists/teachers who provide inspiration and example through their solo and ensemble performances or as conductors, composers or scholars and through their close association with music students throughout their university study.

Facilities. The School of Music occupies two

major buildings in UNC-G's Fine Arts Complex. These, in combination with other buildings on the campus, provide large and small auditoriums, choral and instrumental rehearsal halls and more than forty practice rooms. The music listening center, located in the Brown (Music) Building, houses a large collection of recordings and scores and is open to students throughout the week.

Many students will find special interests and educational value in the Moog Synthesizer and other equipment located in the Electronic Studio. Also of special interest are the following:

- Electronic pianos—the studio used for keyboard instruction and, by means of prerecorded tapes, for aural training.
- The Birdie H. Holloway Music Education Laboratory—houses not only reference material but also television and sound recording equipment, projectors and other media and the various teaching instruments required for music instruction in the lower schools.

Students in instrumental areas, although they are encouraged to own the best possible instruments for their personal use, have access to the school's large inventory of orchestral and keyboard instruments. Many of these are of artist quality and are reserved for use by outstanding student performers. Others, more practical in value but nevertheless selected with careful attention to quality, are used principally for class instrumental instruction.

Applied Music

Music majors are enrolled each semester in a combination of private and group instruction in the major or principal instrument, for two or three credit hours. Secondary applied study, or applied study by non-majors, grants one credit. For composition students, major applied study

will be in composition. Study in secondary instruments or voice will consist of group instruction and will be assigned in accordance with the requirements of the student's degree program. Total number of credit hours offered for completion of degree requirements in applied music will be determined by the proficiency examinations. Course number and credit hours will be determined by the applied faculty. Due to inherent schedule problems, late registration in applied music cannot be accepted.

Advancement in applied music is measured by proficiency examination. Students who do not meet proficiency requirements at any level will be required additional study in the applied area.

Students who are not music majors are also accepted for enrollment in applied music when instructor time is available. Instruction will be in classes or small groups, sometimes combined with individual instruction. Advance approval must be obtained from the School of Music to assure instructor time and to determine the appropriate course level.

Non-credit registration in applied music is not permitted. Students enrolled for part-time study will not be assigned to instruction in applied music unless they are also carrying a minimum of two three-credit courses appropriate to the degree program for the undergraduate or one three-credit course for the graduate student.

Practice requirements are prescribed by the credit hour. See Expenses Chapter for applied music fees.

Credit	Course number
1-2	151
1-3	251
1-3	351
1-3	451
1-3	551
1-3	651

○ MUSIC MAJOR (Bachelor of Arts)

Concentrations in

Applied Music

Music History

Music Theory

Required: 122-126 semester hours.

The B.A./Music Major provides a somewhat flexible combination of professional training and general studies.

○ Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Three courses, other than music, from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM).
4. Two courses from Social & Behavioral Sciences Area (SBS).
5. Four additional courses, other than music, from any one, all or combination of the three areas above or in an elementary foreign language.

○ Major Requirements

29-35 semester hours in music above the 100 level.

Core Courses for All Concentrations

1. Music 101, 102, 105, 106, 201, 202, 205, 206, 301, 331, 332.
2. Music 131, 132, 133, 134 or substitutions if exempt.
3. Participation in large performance organization each semester.

Applied Music Concentration

1. Principal applied music: 16 semester hours including at least 1 semester hour in Music 451.
2. Music 203, 508.
3. Music 400.



Music History Concentration

1. Principal applied music: 10 semester hours (through the 251 level).
2. Music 507.
3. Music literature courses at the 500 level: six courses to be selected from 511, 520, 521, 529, 530, 531, 533, 534, 537, 538, 561, 568 (Note: to include six hours of 547 culminating in a senior thesis).

Music Theory Concentration

1. Principal applied music: 10 semester hours.
2. Music 203, 507.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

APPLIED MUSIC MAJOR and COMPOSITION MAJOR (Bachelor of Music)

Required: 122-130 semester hours.

The Applied Music Major provides a four-year concentration in one area of performance, either voice or an instrument.

The Composition Major provides special training in composition, together with substantial theoretical preparation. Students will be expected to demonstrate proficiency in at least one performance area for acceptance; further study in applied music will be advised according to individual needs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)
Same as for Bachelor of Arts listed above.

Major & Related Area Requirements

Core Courses for All Majors

1. Theory: Music 101, 102, 105, 106, 201, 202, 205, 206, 301.
2. History & Literature: Music 331, 332, one 500-level course.
3. Applied Music: Music 131, 132, 133, 134 to satisfy keyboard proficiency, except keyboard majors.
4. Participation each semester in performance organization.

Applied Music Major (Instrumental Students)

1. Applied Music: 22 semester hours in principal applied, including 3 semester hours in Music 451; Music 400; and 2 semester hours in Music 396 or equivalent.
2. Literature course for instrument.
3. Piano students: Music 365 and 366.
4. Organ students: Music 319; 419 or 372. Instrumental students: 372.
5. Music electives: 507, 508, 500-level course in Music History and Literature.

Applied Music Major (Voice Students)

1. History & Literature 2-3 semester hours from Music 511, 513, 514, 521 and/or 541.
2. Applied Music: 22 semester hours in applied voice including 3 semester hours in Music 451, Music 400.
3. Music 170, 319, 575.
4. Music electives: 507, 508, 500-level course in Music History and Literature.

Composition Major

1. Theory: Music 203, 507, 508.
2. History & Literature: Music 531 and additional courses as advised.
3. Applied Music: 14 semester hours in composition; minimum of 2 semesters in secondary applied subject, including 2 semester hours at 351 level.

4. Conducting: Music 372.
5. Orchestration: Music 566.
6. Electronic Music: Music 390.

Electives

Electives sufficient to complete total semester hours required for degree.

GENERAL MUSIC EDUCATION MAJOR and INSTRUMENTAL MUSIC EDUCATION MAJOR (Bachelor of Music)

Required: 124-138 semester hours.

A Music Education Major provides preparation for positions as choral director or as teacher of general music (principal applied area, usually voice, piano or organ) or for positions as instrumental director (principal applied area in orchestral or band instruments).

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

Same as for Bachelor of Arts listed above.

Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major & Related Area Requirements

Core Courses for All Majors

1. Theory: Music 101, 102, 105, 106, 201, 202, 205, 206, 301.
2. History & Literature: Music 331, 332, one 500-level course.
3. Applied Music: Music 131, 132, 133, 134 to satisfy keyboard proficiency except keyboard principals.
4. Participation in performance organization each semester.
5. Music electives: 507, 508, 500-level course in Music History and Literature.

General Music Education Major

1. Theory: Music 203.
2. Music Education: Music 111, 161, 163, 164, 166; 319, 419 or 372; 363, 464, 465.
3. Keyboard and guitar principals must take Music 125, 126, 225, 226 and/or completion of vocal proficiency.
4. Applied Music: Instrument and voice principals take 15 semester hours in applied music including 3 semester hours of 351, also 170. Voice principals also take 171a or 171b.

Instrumental Music Education Major

1. Theory: Music 203; 357, 563 or 566.
2. Music Education: Music 111, 125, 161, 163, 164, 165, 166; 319, 419 or 372; 465, 467.
3. Applied Music: 15 semester hours including at least 3 semester hours in Music 351 and 2 semester hours in Music 396.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.
2. Health 101 or 301.
3. Mathematics and science: 3 semester hours each.
4. Two courses from two of the following: anthropology, sociology, economics, geography, history or political science.
5. Psychology 221 or 223.
6. Education 381, 450.
7. In addition, competence in teaching reading must be attained. (Education 470, 517).
8. Two semester hours in physical education.

Electives

Electives sufficient to complete total semester hours required for degree.



MUSIC MINOR

Students with a major in another division of the University may choose music as a minor upon approval of the major department and the School of Music. A minimum of 21 credits is required for the music minor. Because of the extensive and clearly defined requirements in the music major, music is not available as a second (or double) major.

1. Music Theory (Music 101, 102, 105, 106) 8 credits
2. Principal applied area (must satisfy requirements for entrance to 251 level) 4 credits
3. Music Literature (Music 331 or 332) 3 credits
4. Performance Ensembles 4 credits
5. Music Electives 2 credits

101, Theory I, II, Fundamentals of Music

102 (2:3), (2:3). Basic musicianship. Study of principles of rhythmic, melodic, contrapuntal and harmonic procedures. Diatonic major-minor tonal system. Emphasis on development of aural skills necessary for musical competency.

105, Ear-Training I, II (1:2), (1:2). Sight-singing, dictation and keyboard exercises. Performance, aural recognition and notation of basic elements of music. Subject to exemption through diagnostic testing.

111 Introduction to Music as a Profession (1:1:1). The presentation of materials and experiences related to a realistic concept of the roles of the music educator and musician/teacher. Included will be visitations to actual teaching-learning environments. Pr. acceptance into the University and School of Music as a degree student. Strongly recommended for students considering music education.

118 Summer Composition Seminar (2). Creative writing for chamber music groups, mixed media and theatre pieces. Pr. admission to Eastern Music Festival as composition major.

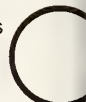
119 Summer Workshop in Twentieth Century Composition Techniques (3). A study of the techniques, forms and styles of twentieth century composers from Debussy to Stockhausen. Major topics will include polytonality, serial writing, electronic music and mixed media. Pr. admission to Eastern Music Festival as composition major.

121, Class Piano for the Non-Music Major
122 (1:2), (1:2). An introduction to the piano and exposure to basic music materials for

Music/courses

Courses for Undergraduates

- 90 Convocation (0:1).** Undergraduate music majors are required to register for convocation each semester and to perform as recommended by the major applied teacher; attendance required. Grading on P/NP basis; requirements fulfilled with P grade only.
- 91 Recital Attendance (0).** Music majors are required to report attendance at a minimum of ten approved public performances per semester. Required four semesters of entering freshmen, three semesters of entering sophomores, and two semesters of entering juniors. Grading on P/NP basis; requirements fulfilled with P grade only.



the beginning pianist. Open to non-music majors only, approval by the instructor required.

125, Class Voice (1:2), (1:2), (1:2), (1:2).

126, Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. May be repeated for credit. Prior permission from School of Music to enroll.

131, Class Piano (1:2), (1:2), (1:2), (1:2).

132, Laboratory instruction in piano. Offered as preparation for the piano proficiency required of music majors whose major or principal area is not piano. **131,** first level; **132,** second level; **133,** third level; **134,** fourth level. In special circumstances, the faculty may recommend the repetition of one level for credit.

161 Class Strings (1:3). Class instruction in all stringed instruments. Required of majors in general and instrumental music education.

163 Class Clarinet (1:3). Laboratory lessons in clarinet, using methods and materials suitable for public school teaching. Required of majors in general and instrumental music education.

164 Class Brass (1:3). Class instruction in brass instruments. Required of majors in general and instrumental music education.

165 Class Woodwinds (1:3). Class instruction in woodwind instruments. Pr. 163 and permission of instructor. Required of majors in instrumental music education.

166 Class Percussion (1:3). Class instruction in percussion instruments. Required of majors in general and instrumental music education.

167 Class Guitar (1:2). Group instruction in functional guitar for beginning guitar students. Designed for those interested in using the guitar in classroom situations and in leading group singing. May be repeated for credit. Prior permission from School of Music to enroll.

170 Diction for Singers (2:2:1). Study of phonetics and its application to pronunciation of English, Italian and ecclesiastical Latin; special problems involved in singing in English.

171a French Diction for Singers (1:1:1). Phonetic alphabet as it relates to French language and special problems involved in singing this language.

171b German Diction for Singers (1:1:1). Phonetic alphabet as it relates to German languages and special problems involved in singing this language.

181 Women's Glee Club (1:3). Membership is open to all students subject to auditions which are held before each semester begins. Inquire at School of Music office. May be repeated for credit.

183 Men's Glee Club (0.5:1.5). Membership in the Men's Glee Club is open to all students subject to tryouts which are held before each semester begins. Inquire at School of Music office. May be repeated for credit.

201, Theory III, IV, Musical Structure (2:3), 202 (2:3). Study of structural elements of representative works from sixteenth to nineteenth centuries. Renaissance, Baroque and Classical forms emphasized in first semester. More complex forms of eighteenth and nineteenth centuries emphasized in second semester. Continuation of aural training to include more complex patterns.



- 203 Instrumentation (2:2).** Study of orchestral and band instruments, their ranges, technical limitations and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs.
- 205 Ear-Training III (1:2).** Sight-singing, dictation and keyboard exercises. Performance, aural recognition and notation of musical passages more complex than those presented in 106. Subject to exemption through diagnostic testing. Pr. 106.
- 206 Ear-Training IV (1:2).** Sight-singing, dictation and keyboard exercises. Performance, aural recognition and notation of musical passages more complex than those presented in 205. Subject to exemption through diagnostic testing. Pr. 205.
- 207 Fundamentals of Music (3:3).** Rudiments of music for students whose background has included a limited study of the elements of music theory. Recommended for prospective elementary school teachers or any student interested in receiving basic fundamental knowledge of music. Required of all students seeking a BFA with major in dance.
- 214 History of Jazz (3:3).** Introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. (H).*
- 241 Music Appreciation (3:3).** Introduction to literature of music, designed to give students a general understanding of musical forms and styles. Does not require previous musical training. Listening labs will be scheduled at the discretion of the instructor. Not open to music majors. (H).*
- 301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:2:3).** Analysis of music from Wagner to present, with emphasis on discovery of basic structural principles; composition of short works or sections based on works analyzed; ear-training designed to promote aural comprehension of material studied through analysis. Pr. 101, 102, 105, 106, 201, 202, 205, 206.
- 319 Choral Laboratory I (1:1:1).** Conducting techniques, especially as related to choral conducting; rehearsal procedures; continued study of choral repertory. Pr. 125 or one semester of voice study; corequisite 181, 380, 382 or 383 (except instrumentalists).
- 321, 322 Jazz Improvisation I, II (3:3), (3:3).** A basic course for the student with little or no previous experience at jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation. Pr. successful completion of 101, 102, 105, 106 and attainment of the 251 level in applied music. Second semester: continued development of knowledge and skills presented in 321 with emphasis on increased fluency and mastery. Pr. 321 or consent of instructor.
- 331, 332 History of Music I, II (3:3), (3:3).** Detailed study of music history. First semester: music to about 1600; second semester: from 1600 to the present. Pr. 101, 102, 105, 106 or consent of the instructor. (H).
- 342 Music Appreciation: Twentieth Century (3:3).** Nontechnical study of musical styles, forms and techniques of twentieth

*Open to all University students.



century. Designed particularly for junior and senior non-music majors. Not applicable to music degree. (H).*

- 343 Music Appreciation: The Non-Western World (3:3).** Musical culture of non-Western world, with emphasis on determinants of musical tradition. (H).*
- 357 Marching Band Techniques (3:3).** Study of marching band techniques, including pageantry and arranging. Practical exercises in writing marching band shows. Pr. 202 and 206 or permission of instructor.
- 361 Music for the Classroom Teacher (3:3).** General school music program and its place in curriculum, with emphasis on fundamentals of music, materials and techniques of teaching and on interrelationship of the arts. Required of all early childhood and elementary education majors.
- 363 Curriculum and Teaching Methods in the Elementary School (3:3).** An overview of the music curriculum in the elementary school. Emphasis on effective methods and techniques of teaching, survey and evaluation of materials, development of behavioral objectives and musical activities appropriate for grades K-6. Includes observations, laboratory and field experience. Required of students in choral-general music education.
- 365, Piano Pedagogy I, II (3:3), (3:3).**
- 366** Fundamental teaching materials and their application for private and group instruction. First semester: supervised teaching of beginning students in piano. Second semester: a history of attitudes toward teaching of piano technique. Basic pedagogical approaches to fingering, pedalling, sight-reading, practicing, memorization, improvisation,

ornamentation and interpretation. Continued survey of materials and teaching experience.

- 368 Band Instrument Repair (1:3).** Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. Pr. Instrumental methods courses and/or performance knowledge of band instruments. Not offered every year.
- 370 Film Music (3:3).** Historical survey of film music. Specific technical processes involved in writing for motion pictures. The psychological-aesthetic problems of film music. The responsibilities of the composer from prefilming preparation to evaluating the end result. Same as Communication & Theatre 370 (H).*
- 372 Conducting (2:2).** Basic conducting techniques, with emphasis on instrumental conducting.
- 380 University Women's Choir (1:3).** Choral organization for women's voices. Open to all students by audition and permission of director. May be repeated for credit.
- 382 University Chorale (1:3).** Mixed choral organization, selected voices. Membership by audition. May be repeated for credit.
- 383 Symphonic Chorus (1:3).** A select mixed choir, drawing its membership from the Greensboro community at large as well as from UNC-G students and faculty. Repertoire includes a wide variety of choral literature, particularly works for large chorus and for chorus and orchestra. Membership open by audition only. May be repeated for credit.
- 388 Chamber Singers (1:3).** Small vocal ensemble(s) for selected voices. May be repeated for credit.

*Open to all University students.



- 390 Electronic Music (3:2:3).** Introductory course in electronic composition. Lecture and laboratory experience.**
- 391 University Symphony Orchestra (1:3).** Full symphony orchestra, performing important works from the symphonic repertoire of the eighteenth, nineteenth and twentieth centuries. Membership by audition. May be repeated for credit.
- 392 University Concert Band (1:3).** Performs literature from all eras, including contemporary works for this medium. Open to all students by audition and permission of director. May be repeated for credit.
- 393 String Orchestra (.5:1.5)** Adjunct to University Symphony Orchestra, 301. Activities include string sectional rehearsals for the University Symphony Orchestra as well as the preparation and performance of string orchestra literature. Pr. membership in University Symphony Orchestra. May be repeated for credit.
- 394 University Wind Ensemble (1:3).** Small wind ensemble for advanced students. Performs appropriate wind ensemble works from all eras. Membership by audition. May be repeated for credit.
- 396 Small Ensemble (1:3).** Participation by advanced students in trios, quartets, quintets and other ensembles appropriate to the performance area. Open to all students by audition and permission of instructor. May be repeated for credit.
- 398 Jazz Laboratory Ensemble (1:3).** Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary composition. Open to all students by audition and permission of director. May be repeated for credit.
- 400 Recital (1:1).** Presentation of a varied program of music, 45 to 50 minutes in duration. Co. 451.
- 419a, Choral Laboratory II (2:1:3) or (1:1:3).**
- 419b** Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 319 or 372; 181, 183, 380, 382 or 383.
- 464 Curriculum and Teaching Methods in the Secondary School (3:3).** Survey of general music, choral and humanities program in secondary school. Includes evaluation of materials, instructional objectives, observation, organization, methods; field experience during a part of the semester. Offered on the block. Pr. 363, senior standing in music education.
- 465 Student Teaching (6).** Block registration. Daily teaching in primary and secondary grades under University supervision. Section 1, general music; section 2, wind and percussion; section 3, strings. Pr. 363 and 419 for section 1; 372 and 467 for sections 2 and 3. Completion of all requirements in theory. Classification of 351 level in applied principal for all sections.
- 467 Instrumental Music in the Schools (3:3).** Block registration. Philosophies and methods of teaching instrumental music including an examination of curriculum, scheduling and administrative problems, repertoire and program building, evaluation of music materials, teaching aids and professional publications.

○ **Courses for Advanced Undergraduates and Graduates**

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule.

*Open to all University students.

**Open to all University students by permission of instructor.

- 507 Counterpoint (3:3).** Study of contrapuntal techniques of the sixteenth, eighteenth, late nineteenth and early twentieth centuries with emphasis on developing compositional skills through the writing of musical passages based on models from standard musical literature.
- 508 Analysis and Interpretation of Music (3:3).** Principles of musical interpretation, as applied to representative works from eighteenth, nineteenth and twentieth centuries. Emphasis on derivation of rational bases for interpretative decisions, based on musical analysis. Pr. 201 and 205 or graduate standing in music theory.
- 511 History of Opera (3:3).** Classic, romantic and modern eras. Principal operatic composers and styles from 1750 to present; analytical study of selected major works. (H).* Not offered every year.
- 513, 514 Song Repertory I, II (1:0:2), (1:0:2).** Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior and graduate music majors. Pr. Voice 251 or Piano 251 or permission of instructor.
- 519 Seminar in Choral Repertory (1).** A detailed study of a limited area of choral literature to determine the existence, publications, stylistic features and performance requirements of music within this area. May be repeated once, Pr. undergraduate or graduate music major. Not offered every year.
- 520 Piano Literature (3:3).** Development of literature for the piano from English virginal school to present. (H).* Not offered every year.
- 521 History of Art Song (3:3).** Detailed study of art songs representative of various styles and periods from late sixteenth century to present. (H).* Not offered every year.
- 522 Guitar Literature (3:3).** A survey of guitar literature from the Renaissance to the present; detailed study of lute tablatures, instrument construction and the development of technique. Pr. two years of classic guitar study or the equivalent.* Not offered every year.
- 528 The Interpretation of Choral Music since 1750 (3:3).** A survey of choral literature since 1750; detailed study of selected works with special attention to the problems of rehearsing and conducting these works, including practical application. Pr. 319, 372 or equivalent; at least one year of participation in a college choral ensemble.
- 529 Classicism and Romanticism in Music: 1750-1850 (3:3).** An examination of the major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc. to the western tradition. Special attention to be given to the development of music for the symphony orchestra and the piano. Pr. 332 or permission of instructor. (H).* Not offered every year.
- 530 The Post-Romantic Tradition in Music: 1850-1914 (3:3).** A study of developments in the history of music from Wagner through early Schoenberg. Special attention will be given to changes in styles and techniques as well as the interactions between music and the other arts. Pr. 332 or permission of instructor. (H).* Not offered every year.

*Open to all University students by permission of instructor.



- 531 Introduction to Twentieth Century Music (3:3).** Survey of twentieth century music from impressionism to present. (H)* Not offered every year.
- 532 Contemporary Trends in Music Education (3:3).** Current philosophies and concepts which are influencing forces in contemporary music education practices, methods and materials. Investigation into social psychology of music as applied to existing musical organizations and classes in public schools.
- 533 The Baroque Period in Music (3:3).** A comprehensive, historical survey of music of the Baroque era from Monteverdi through Bach and Handel with a detailed study of styles of representative composers evidenced in selected monumental works. Attention will be given to bibliography and discography for further study. Pr. 332 or permission of instructor. (H)* Not offered every year.
- 534 Renaissance Music (3:3).** A comprehensive, historical survey of music of the fifteenth and sixteenth centuries with a detailed study of styles of representative composers evidenced in selected monumental works. Attention will be given to bibliography and discography for further study. Pr. 331 or permission of instructor. (H)* Not offered every year.
- 536 Band Literature (3:3).** Band literature and origins of the band emphasizing its important, expanded cultivation during past century in United States and Europe. (H)* Not offered every year.
- 537 Chamber Music Literature (3:3).** Advanced study of styles and compositional techniques employed in chamber music from Haydn to present. (H)* Not offered every year.
- 538 Symphonic Literature (3:3).** Advanced study of symphonic styles and techniques from baroque era to present. (H)* Not offered every year.
- 539 Advanced Conducting (3:3).** Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. Instrumental emphasis. Pr. 419 or 372. Permission of instructor required.
- 540 Piano Teachers' Seminar (3:3).** Teaching repertoire and studio technique for private teachers of piano. Not offered every year.
- 541 Principles of Vocal Pedagogy (3:3).** Teaching process as applied to singing. Includes historical development, an examination and evaluation of concepts and approaches past and present and consideration of style and technique. Pr. senior or graduate standing as a voice major or principal. Not offered every year.
- 547 Individual Study in Music History and Literature (1 to 3).** Directed reading and research in specialized areas of music history and literature. Requires permission of Dean of School of Music. May be repeated for credit.
- 561 Experimental Music (3:3).** Study of recent musical and related intermedia creative trends.
- 563 Band Arranging (3:3).** Arranging, editing and rescoring for concert and marching bands for performance at various levels. Not offered every year.
- 564 Jazz Arranging (3:3).** Advanced study of techniques and disciplines employed in arranging for jazz ensembles. Pr. 201,
- *Open to all University students by permission of instructor.

- 202, 203, 205 and 206 or graduate standing in music theory. Not offered every year.
- 566 Orchestration (3:3).** Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.
- 568 Organ Literature (3:3).** Survey of organ literature from sixteenth century to present. (H). * Not offered every year.
- 575 Opera Workshop (3:3:3).** Techniques for the singing actor; study of technical problems of musical theatre. May be repeated for credit. Graduate students may count only three semester hours of credit toward degree requirements.
- 579 Music Education Workshop (1 to 3).** Intensive study involving specific experiences related to pedagogical problems in music education. Credit hours, duration and subject emphasis for the course will vary as announced. Pr. permission of School of Music, to be based upon appropriate academic or professional training.
- 590 Electronic Music (3:2:3).** Same as 390 above. Introductory course in electronic composition. Lecture and laboratory experience.*
- *Open to all University students by permission of instructor.
- 592 University Concert Band (1:3).**
- 593 Chamber Orchestra (5:1.5).**
- 594 University Wind Ensemble (1:3).**
- 596 Small Ensemble (1:3).**
- 598 Jazz Laboratory Ensemble (1:3).**
- 600 Recital (2:1).**
- 601 Research Methods in Music (3:3).**
- 602 Research Seminar in Music History (3:3).**
- 605 The Measurement of Musical Behaviors (3:3).**
- 606 Seminar in Music Literature (3:3).**
- 610 Lecture-Demonstration (2:1).**
- 611 Analysis of Music—Contemporary Music (3:3).**
- 615 Written Document (2).**
- 618 Psychology of Music (3:3).**
- 619 Acoustics of Music (3:3).**
- 628 The Interpretation of Choral Music of the Renaissance and Baroque (3:3).**
- 629 Choral Laboratory III (2:1:3).**
- 630 The Study of Phonetics As Applied to Singing (3).**
- 641 Advanced Vocal Pedagogy (3:3).**
- 644 Pedagogy of Theory (3:3).**
- 645 Individual Study in Music Theory (1 to 3)**
- 646 Individual Study in Music Education (1 to 3).**
- 647 Individual Study in Music History and Literature (1 to 3).**
- 650 Seminar in Music Education (3:3).**
- 652 Music Supervision (3:3).**
- 655 Music in Higher Education (3:3).**
- 661 Advanced Analytical Techniques (3:3).**
- 699 Thesis (3 to 6).**
- 750 Doctoral Seminar (3:1:4).**
- 799 Dissertation (12).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Courses for Graduates

- 525 Class Voice (1:2).**
- 580 University Women's Choir (1:3).**
- 582 University Chorale (1:3).**
- 583 Symphonic Chorus (1:3).**
- 588 Chamber Singers (1:3).**
- 591 University Symphony Orchestra (1:3).**

Nursing—School of

(112 School of Nursing Bldg.)

- Eloise R. Lewis** (1966), Professor and Dean of School/B.S.N., Vanderbilt/M.S. Ed., Pennsylvania/Ed.D., Duke, F.A.A.N.
- Rachel H. Allred** (1972), Assistant Professor/B.S.P.H.N., M.P.H., U.N.C. at Chapel Hill.
- Maude H. Alston** (1978), Instructor/B.S., Tift College/M.S.N., Medical College of Georgia. Part-time, second semester 1978-79.
- Marjorie G. Anderson** (1973) Visiting Assistant Professor and Director of Nursing Education, Northwest AHEC/B.S., Florida State/B.S.N., Duke/M.S.H.E., UNC-G.
- Gwendolyn J. Andrews** (1977), Adjunct Assistant Professor/B.S.N., Tuskegee Institute/M.S.N., U.N.C. at Chapel Hill.
- Doris W. Armenaki** (1975), Assistant Professor/B.S.N., UNC-G/M.S.N., Alabama in Birmingham.
- Ruby G. Barnes** (1977), Professor/B.S.N.Ed., Duke/M.S.N., U.N.C. at Chapel Hill/Ed.D., N.C. State.
- Susan A. Beeson** (1973), Instructor/B.S.N., M.S.N., UNC-G.
- Gall E. Bentley** (1977), Instructor/B.S.N., East Carolina/M.S.N., Vanderbilt.
- Mary S. Brodish** (1976), Assistant Professor/B.A., Wellesley College/M.A., New York/M.N., Yale.
- Hazel N. Brown** (1974), Assistant Professor/B.S.N., Berea College/M.A., Wake Forest.
- Margaret Ann Chatham** (1978), Visiting Instructor and Assistant Director of Nursing Education, Northwest AHEC/B.S.N., U.N.C. at Chapel Hill/M.S.N., UNC-G.
- Nancy F. Courts** (1973), Visiting Assistant Professor/B.S.N., Emory/M.S.N., U.N.C. at Chapel Hill. Part-time.
- Frances L. Crosby** (1978), Instructor/B.S.N., Winston-Salem State/M.S., Medical College of Georgia.
- Claudia B. Deese** (1974), Visiting Assistant Professor/B.S.N., M.P.H., U.N.C. at Chapel Hill. Part-time.
- Elizabeth B. Dickson** (1973), Instructor/B.S.N., West Virginia/M.S.N., UNC-G.
- Elizabeth R. DiMeo** (1973), Assistant Professor/B.S.N., Union/M.S., Boston.
- Frankie M. Duncan** (1976), Instructor/B.S.N., Lenoir Rhyne College/M.S.N., U.N.C. at Chapel Hill.
- Vercie M. Eller** (1976), Adjunct Associate Professor/B.S.N., U.N.C. at Chapel Hill/M.Ed., Ed.D., N.C. State.
- Betty R. Erlandson** (1977), Associate Professor/B.S.N., M.S.N., Boston.
- Marilyn L. Evans** (1973), Assistant Professor/B.S.N., Skidmore College/M.Ed., Teachers College, Columbia.
- Loletta A. Faulkenberry** (1974), Assistant Professor/B.S.P.H.N., M.P.H., U.N.C. at Chapel Hill.
- Gwendolyn B. Fisher** (1978), Instructor/B.S.N., Duke/M.P.H., U.N.C. at Chapel Hill.
- Beverly D. Hansen** (1975), Assistant Professor/B.S.N., U.N.C. at Chapel Hill/M.S., Pittsburgh.
- Margaret V. Hargett** (1978), Assistant Professor/B.S.N., M.S.N., Ph.D., U.N.C. at Chapel Hill.
- Virginia B. Karb** (1978), Assistant Professor/B.S.N., West Virginia/M.S.N., Case Western Reserve.
- Margaret G. Klemer** (1967), Associate Professor/B.S.N.E., Pittsburgh/M.S.N., Alabama.
- Margaret Anne Landon** (1971), Associate Professor/B.S., Siena Heights/M.S.N., Catholic University of America.
- Eileen C. Leaphart** (1976), Instructor/B.S.N., M.N., South Carolina. First semester 1978-79.
- Dianne J. Leonard** (1975), Instructor and Director of Nursing Education, Greensboro AHEC/B.S., Bob Jones/M.S.N., UNC-G.
- Timothy A. McBride** (1979), Assistant Professor/B.S.N., College of Mount Saint Joseph on the Ohio/M.P.H., U.N.C. at Chapel Hill. Second semester 1978-79.
- Gracia S. McCabe** (1975), Assistant Professor/B.S., M.S.N., Maryland.
- Jeanne Margaret McNally** (1974), Professor/A.D., Sacred Heart College/B.S.N., M.S., Ph.D., Catholic University of America.
- William K. McRae** (1978), Clinical Professor/B.S., Wake Forest/M.D., Bowman Gray School of Medicine of Wake Forest.
- Edith M. Millsaps** (1974), Instructor/B.S.N., N.C. A & T State/M.S.N., UNC-G. Part-time.
- Adelma E. Mooth** (1978), Visiting Professor/A.B., Indiana/M.S., Chicago/Ed.D., Teacher's College, Columbia.
- Saranel M. Niver** (1976), Assistant Professor/B.S.N., South Carolina/M.Ed., UNC-G.
- Rebecca S. Parrish** (1977), Assistant Professor/B.S.N., South Carolina/M.S.N., Kentucky.
- Rebecca J. Patterson** (1978), Instructor/B.S., Medical College of Virginia/M.S.N., U.N.C. at Chapel Hill.
- Nancy G. Poplin** (1978), Instructor/B.S.N., Wisconsin/M.S.N., U.N.C. at Chapel Hill.
- Carol W. Post** (1978), Instructor/B.S.N., M.S.N., UNC-G.
- Evangeline S. Poulos** (1976), Associate Professor/B.S.N., M.S.N., Boston.
- Sandra D. Reed** (1967), Associate Professor/B.S.N., U.N.C. at Chapel Hill/M.S.N., Boston.
- Matilde M. Rice** (1972), Instructor/B.S.N. Ed., Boston/M.Ed., UNC-G.
- Janice G. Robinson** (1978), Instructor/B.S.N., N.C. A & T State/M.S.N., Emory.
- Rebecca B. Saunders** (1977), Instructor/B.S., Queens College/M.S.N., UNC-G.
- Ernestine B. Small** (1967), Assistant Professor/B.S., Tuskegee Institute/M.S.N., Catholic University of America.
- Starr S. Sordelett** (1976), Instructor/B.S.N., UNC-G/M.S.N., Alabama in Birmingham.
- Sarah F. Sparrow** (1974), Instructor/B.S.N., Duke/M.S., U.N.C. at Chapel Hill, Part-time.
- Marilyn B. Spong** (1975), Instructor/B.S.N., Duke/M.N., South Carolina.
- Ora Strickland** (1973), Assistant Professor/B.S.N., N.C. A & T State/M.S.N., Boston/Ph.D., UNC-G.
- Rebecca H. Taylor** (1970), Assistant Professor/B.S., M.P.H., U.N.C. at Chapel Hill.
- Sandra W. Taylor** (1973), Assistant Professor/B.S.N., Duke/M.A., Wake Forest.

- Alice I. Tetreault** (1969), Associate Professor/B.S., Pembroke College, Brown/M.A., Teacher's College, Columbia/M.P.H., Yale/Ed.D., N.C. State. First Semester 1978-79.
- Russell E. Tranbarger** (1978), Adjunct Associate Professor/A.D., Blackburn College/B.S.N., DePaul/M.S.N., U.N.C. at Chapel Hill.
- Catherine M. Turner** (1971), Associate Professor and Assistant Dean/Ph.B., Siena Heights/B.S.N., M.S.N., Catholic University of America.
- Carol L. Watters** (1977), Instructor/B.S.N., Vermont/M.S.N., U.N.C. at Chapel Hill.
- Ellen F. Wells** (1974), Teaching Assistant/B.S.N., Duke.
- Pamela O. Werstein** (1975), Assistant Professor/B.S.N., East Carolina/M.N., Florida.
- Marjene D. White** (1975), Instructor/B.S.N., M.S. U.N.C. at Chapel Hill. Part-time.
- Marian D. Whiteside** (1975), Assistant Professor/B.S.N., N.C. A & T State/M.P.H., U.N.C. at Chapel Hill.
- Mary T. Wigodsky** (1978), Instructor/B.S.N., Duke/M.S.N., Yale. Part-time.

The School of Nursing offers an undergraduate curriculum leading to the degree of Bachelor of Science in Nursing.

The first two years of study are in general education, providing knowledge in the basic sciences and humanities. Nursing courses begin in the third year and comprise the majority of the work in the junior and senior years.

The Master of Science in Nursing Program builds upon the baccalaureate preparation for nursing. The School of Nursing offers a Master of Science in Nursing Degree program designed to prepare persons for a leadership role in nursing education or administration. The development of this functional competency is founded upon specialization in a selected area of clinical practice and is supported by a strong research emphasis.

Philosophy

The School of Nursing at The University of North Carolina at Greensboro offers degrees at the baccalaureate and at the master's level.

We believe that man is a unique, holistic being with dignity, worth and potential for change. He possesses rights and is responsible

for his actions. Man confronts constant change within himself and in his environment and is interacting continually with these changes. The most salient environment for man is his family, a functional social unit to which man belongs and through which he relates to others.

The society wherein man lives and functions is an aggregate of dynamic, complex relationships influencing man and family in a reciprocal exchange. We believe that access to health care is the right of all persons. Health is a purposeful adaptive response of the total person to internal and external stimuli in order to maintain stability and comfort.

Practitioners within the health care delivery system share a common goal: to promote and maintain optimal health and to treat illness and disability in individuals and groups. The nursing profession is an integral part of the practitioner component of health care.

Nursing is a socially significant activity concerned with man as a total being with health care needs. Nursing is a goal-oriented, interpersonal process directed toward the promotion, maintenance and restoration of health and/or assisting with the termination of life. Professional nursing not only encompasses the physical and psychosocial components of care but also expands the involvement of the practitioner to include roles of leadership, research, advocacy, teaching, primary care giver and change agent. The primary tools of the professional nurse are the nursing process, leadership process and research process. These processes provide logical, systematic problem-solving methods by which the goals of health may be promoted.

Education is a positive force that facilitates learning and promotes adaptation to an ever-changing society. Learning is a dynamic interaction among the teacher, the learner and elements of the environment resulting in



behavioral change. Education for professional nursing is achieved at the baccalaureate level in institutions of higher learning that provide a combination of experiences in the humanities, the natural, behavioral and social sciences and nursing. Integration and transfer of knowledge gained from lower-division cognate courses support and augment the upper-division preparation in nursing. Education provides opportunities for the learner to broaden and deepen his interests so he can continue his development.

Nursing education at the master's level builds upon and articulates with baccalaureate preparation and enhances knowledge and competency for role expansion in nursing. Expertise in research and theory utilization attained at the master's level facilitates knowledge transference for leadership in nursing and the health care system.

Continuing education for nursing provides educational opportunities for self-directed practitioners, administrators and educators to develop and/or enhance professional knowledge and skills.

Purpose

The school's purpose is to provide for excellence of educational opportunity by adherence to the principles of this philosophy and by the competence and dedication of its faculty in preparing students to practice and to advance professional nursing.

Objectives

The School of Nursing faculty assumes the responsibility for developing, implementing and auditing a curriculum within the stated philosophy and purpose. The faculty shall provide the combination of experiences that will:

1. Encourage the student to combine concepts from the humanities, sciences

and life into a coherent conception of nursing.

2. Encourage the student to combine developing skills from the humanities, sciences and life with skills that are basic to nursing.
3. Foster maturity and self-direction that prepare the student for independent and interdisciplinary functioning in nursing.

Accreditation

The program offered by the School of Nursing is accredited by the North Carolina Board of Nursing and the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

Admission

Admission to the University does not guarantee acceptance into the nursing major. Eligibility to enter the nursing major as a junior depends upon: (1) the satisfactory completion of all prerequisite courses; (2) a grade of "C" or better in each of the following courses — Biology 277, Sociology 355 or Home Economics 212, Psychology 221, Health 369 or Home Economics 302, Nursing 211 Lecture and Nursing 211 Laboratory ; (3) an overall quality point average of 2.0 or better; and (4) endorsement by faculty of the School of Nursing.

The size of each incoming junior class is determined by the availability of clinical resources for student learning experiences. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

Registered nurses are considered for admission to the program on the same basis as any other undergraduate. The registered nurse who brings advanced placement has an

opportunity to build a minor in the College of Arts and Sciences in order to complete the 122 hours required for graduation. When the registered nurse has completed the prerequisite academic work and is ready to enter the professional major, she may earn up to 20 semester hours of credit for selected courses by special examination. The length of time required to complete the program varies with each individual.

Progression Within the Major and Graduation

Policies regarding progression within the nursing major are:

1. Practicum Courses
 - a. A student must maintain a quality point average of 2.0 in the practicum courses.
 - b. A student who earns a D or F in Nursing 311 is ineligible to proceed.
 - c. A student who receives a D in any **one** of the following (312, 411) may proceed providing he maintains the 2.0 QPA for the practicum courses.
 - d. A student may not proceed with a second D in a practicum course regardless of QPA.
 - e. A student may not repeat a practicum course in which he has earned an F.
2. Theory Courses
 - a. A student may earn **one** D in a theory course and proceed in the major.
 - b. A student may repeat one theory course in which he earns an initial grade of F provided there are no other grades below C in nursing.
 - c. A student earning a second D or F in any course is ineligible to proceed.
3. General
 - a. A student who earns a second grade below C in the nursing major is ineligible to proceed.

Graduation requirements follow the guidelines of the University.

General Information

Nursing majors are required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is \$125.00. Beginning in the sophomore year, nursing students are required to furnish the University evidence that they have secured liability insurance in the amount of \$15,000.00 covering their actions as student nurses while having the practicum experience. If the student desires to obtain the coverage through the School of Nursing, it will be available at a cost of approximately \$8.00 per year.

A variety of health care agencies located in the Piedmont Crescent of North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students.

Students enrolled in Nursing 211 and the Practicum I, II, III & IV are individually responsible for their own transportation to and from the community agencies used for practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.

National League for Nursing Achievement Tests are administered during the second semester of the junior year and both semesters of the senior year. A total fee of approximately \$15.00 is required. Students in the major also are required to subscribe to the **American Journal of Nursing** at a cost of approximately \$10.00 per year.

NURSING MAJOR (Bachelor of Science in Nursing)

Required: 122 semester hours.

Liberal Education Requirements

(See Curriculum Chapter for full explanation)

1. One course in English composition or exemption.

2. Three courses from Humanities Area (H).
3. Two courses from Natural Sciences & Mathematics Area (NSM): Physics 305, Chemistry 306.
4. Two courses from Social & Behavioral Sciences Area (SBS): Psychology 221 and sociology.
5. Four additional courses from Natural Sciences & Mathematics (Biology 271, 277) and Social & Behavioral Sciences (sociology, psychology) areas.

Note: If student's background is not sufficient to take Biology 271 and 277 (required No. 5 above), elective hours should be used to take Biology 101 and 102 as preparation for the 200-level required courses.

Major Requirements

1. Nursing 211, 301, 302, 311, 312, 321, 322, 401, 402, 411, 412, 421, 422, 432.

Related Area Requirements

1. Health 369 or Home Economics 302.
2. Biology 380.

Electives

Biology 101, 102 plus additional electives sufficient to complete total semester hours required for degree.

Nursing/courses

Courses for Undergraduates

- *211 Introduction to Principles and Practice of Nursing (3:2:3).** General conceptual framework of nursing, with emphasis on basic principles and practice of patient care. Opportunity to apply principles of nursing practice provided through concurrent laboratory experiences. Pr. intent to major in nursing, Pr. or corequisite Biology 271 or 277.

- 301 Dynamics of Professional Nursing I (3:3).** Components of the professional nurse-patient relationship and of selected concepts as they relate to utilization of the nursing process. Pr. 211.
- 302 Dynamics of Professional Nursing II (3:3).** A continuation of 301 with additional concepts related to the practice of professional nursing. Pr. 301, 311, 321.
- *311 Practicum in Nursing I (4:12).** Through supervised clinical experiences, the student applies knowledge gained from concurrent nursing courses. Opportunities are provided for the performance of previously learned and newly acquired techniques. Emphasis is placed on the Nursing Process in providing patient care in a variety of settings. Pr. 211.
- *312a, Practicum in Nursing II (3:9), (3:9).**
- *312b** A continuation of 311 with learning experiences selected to allow application of concurrent theory courses.
- 321 Nursing Care of Adults and Children (5:5).** Study of selected concepts and theories related to care of the Pediatric, Maternity and Medical-Surgical patient and his family. Pr. 211.
- 322 Nursing Care of Adults and Children (5:5).** A continuation of 321. Pr. 301, 311, 321.
- 401 Dynamics of Professional Nursing III (3:3).** Exploration of professional nursing roles in providing comprehensive health care for individuals and families.

***NOTE:** Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

Emphasis on the Nursing Process. Pr. completion of the first two semesters in the nursing major.

- 402 Dynamics of Professional Nursing IV (3:3).** Wider application of problem solving approach in nursing research; exploration of leadership roles of the professional nurse as practitioner and citizen. Pr. completion of first three semesters of nursing major.
- *411a, Practicum in Nursing III (3:9), (3:9).**
- *411b** Provides opportunities for utilizing basic concepts and principles of Community, Mental Health and Advanced Medical-Surgical Nursing Care of individuals and families. A variety of clinical settings are utilized. Pr. completion of first two semesters in nursing major.
- *412 Practicum in Nursing IV (6:18).** A continuation of 411 with opportunities for application of leadership concepts.
- 421 Care of Patients and Families with Complex Nursing Problems (4:4).** Study of selected concepts and theories of Community, Mental Health and Advanced Medical-Surgical Nursing. Pr. completion of first two semesters in nursing major.
- 422 Care of Patients and Families with Complex Nursing Problems (4:4).** A continuation of 421. Pr. completion of first three semesters of nursing major.
- 432 Professional Progress (1:1).** Identification and analysis of selected current issues affecting the nursing profession. Pr. completion of first three semesters in nursing major.

***NOTE:** Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

Courses for Graduates

- 601 Nursing Theory I (3:3).**
- 602 Nursing Theory II (0).**
- 611 Advanced Nursing I (6:2:12).**
- 612a Advanced Nursing II — Track A: Nursing Administration (6:2:12).**
- 612b Advanced Nursing II — Track B: Nursing Education (6:2:12).**
- 631 Professional Nursing in the Health Care System (3:3).**
- 632 Professional Nursing in Perspective (3:3).**
- 692 Independent Study (1 to 3).**
- 699 Thesis (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Office Systems Administration—See Business and Distributive Education.

Overseas Study—See Study Abroad.

Painting—See Art.

Pharmacy — Preprofessional Program

Adviser: Sherri R. Forrester, Associate Professor, Department of Chemistry/324 Petty Science Bldg.

Students seeking a Bachelor of Science in Pharmacy degree may follow a pre-pharmacy curriculum at UNC-G for two years before transferring to a school of pharmacy. An additional three years will be required at the pharmacy school.

Students planning to apply to the U.N.C. School of Pharmacy at Chapel Hill should complete the following courses the freshman year:

Chemistry 111, 111L, 114, 114L
 Mathematics — 2 semesters (should include 191)



English 101, 102

Social Science — 2 semesters

Biology 101, 102

Courses for the sophomore year will include:

Chemistry 351, 352, 354

Physics 101, 102

Biology 271, 380

Social science and humanities electives
(including Economics 201) making a total
of 62 hours of pre-pharmacy work.

Students will also be required to take the
Pharmacy College Admission Test in the
sophomore year.

Completion of the pre-pharmacy work at
UNC-G does **not** guarantee admission to the
U.N.C. School of Pharmacy at Chapel Hill.
Students should consult the pre-pharmacy
adviser before registering for courses. Those
planning to apply to other pharmacy schools
should bring along information from those
schools.

Philosophy—Department of

(315 McIver Street/College of Arts and Sciences)

Arnold B. Levison (1976), Professor and Head of
Department/B.A., M.A., Ph.D., Virginia.

Warren H. Ashby (1949), Professor/B.A., Maryville
College/B.D., Ph.D., Yale.

Thomas Bjurlof (1979), Lecturer/B.A., Hvitfeldtska
College/M.A., University of Gothenburg. Part-time,
second semester 1978-79.

Joshua Hoffman (1973), Assistant Professor/B.A., Trinity
College/Ph.D., Brandeis.

John L. King (1974), Assistant Professor/B.A., M.A., Ph.D.,
Wisconsin.

Jarrett Leplin (1971), Associate Professor/B.A., Amherst
College/M.A., Ph.D., Chicago.

Terrance C. McConnell (1976), Assistant Professor/B.A.,
Wittenberg/Ph.D., Minnesota.

Gary S. Rosenkrantz (1976), Assistant Professor/B.A., City
College of New York/Ph.D., Brown.

Robert B. Rosthal (1961), Professor/B.A., Wisconsin/M.A.,
Chicago/Ph.D., Michigan.

The Department of Philosophy offers courses
designed to acquaint students with:

major figures, ideas and movements in the
history of Western thought;

perennial philosophical problems such as
existence and identity, freedom and
necessity, experience and knowledge,
language and reality, values and society,
mind and matter;

conceptual problems which arise in the arts,
the sciences, religion and law; and
principles and methods of rational inference
and decision-making which are applicable to
these problems and to practical problems of
contemporary concern.

Courses in formal logic (211, 311, 575) carry
Natural Sciences and Mathematics Area (NSM)
credit. All other courses in philosophy carry
Humanities Area (H) credit. (Students may not
use courses from the same department toward
satisfaction of both the NSM and the H
portions of the liberal education requirement.)

All courses under 300 and some higher level
courses are open to students without previous
training in philosophy. Prerequisites for other
courses may be waived at discretion of
instructor. Students are encouraged to begin
work in philosophy by taking 111, 115, 119,
211, 251 or 252; those seriously contemplating
a major in philosophy are advised to begin with
200 level courses on this list.

The department sponsors a philosophy club
open to all undergraduates, regardless of
major. Each year the department sponsors a
number of lectures by distinguished scholars
from other institutions.

PHILOSOPHY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Philosophy Major is recommended for
students primarily interested in pursuing a
liberal education, students preparing for
professional school in a field such as law or
medicine and students who are contemplating
graduate study in philosophy or the history of

ideas. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are especially encouraged to consider the double major option.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H) not including philosophy courses.
4. Two courses from Natural Sciences & Mathematics Area (NSM) not including philosophy courses.
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from the two Areas which do not include the Philosophy Major, with at least one course from each of the two Areas. A Philosophy Major may be counted as either a Humanities or a Natural Sciences and Mathematics Area major for the purpose of this requirement.

Major Requirements

1. Philosophy 115 or 211.
2. 24-36 hours in philosophy courses above the 100 level, including
3. Two courses from the History of Philosophy sequence, 251, 252, 315, 351, 353, 535 with at least one at the 300 or 500 level.

Related Area Requirements

Cognate courses to be determined by departmental adviser where necessary.

Electives

Electives sufficient to complete total semester hours required for degree.

PHILOSOPHY MINOR

The Philosophy Minor requires a minimum of 18 hours.

Philosophy/courses

Courses for Undergraduates

- 111 Introduction to Philosophy (3:3).** Discussion of the views and methods of major philosophers. Consideration of such topics as the foundation and scope of human knowledge, personal identity, freedom and the concept of mind. (H).
- 115 Elementary Logic (3:3).** An introduction to basic principles of reasoning including the syllogism, truth tables, induction and probability, fallacies and related topics. (H).
- 119 Ethics (3:3).** Fundamental questions of ethics, such as the origin and validity of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, subjectivism and related topics. Readings from representative philosophers from Plato to the present. (H).
- 121 Contemporary Moral Problems (3:3).** Philosophical readings and discussion of topics such as abortion, euthanasia, capital punishment, pornography and censorship, sexual morality, preferential hiring, environmental ethics and population control and the morality of war. (H).
- 201 Topics in Philosophy (3:3).** Variable content. May be repeated for credit with different topics. (H).
- 211 Introduction to Formal Logic (3:3).** Validity, consistency, implication and the formal analysis of language. Propositional logic with completeness results. (NSM).



- 220 Medical Ethics (3:3).** Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, medical and religious conflicts concerning blood transfusions and genetic engineering. (H).
- 231 Social and Political Philosophy (3:3).** Study of the views of major political philosophers, such as Plato, Aristotle, Locke, Hobbes, Rousseau, Hegel and Mill. Emphasis on ideas of social responsibility, freedom, rights, justice and the basis of political authority. (H).
- 251 History of Ancient and Medieval Philosophy (3:3).** Selections from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans and major philosophers from St. Augustine to St. Thomas Aquinas. Special attention to the influences that earlier thinkers had on those who followed them. (H).
- 252 History of Modern Philosophy (3:3).** A survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influence on subsequent intellectual developments. Readings from major figures of the period including Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume and Kant. (H).
- 259 Philosophy of Religion (3:3).** God's existence, the problem of evil, God's fore-knowledge and human freedom. Selections from traditional and contemporary sources. (H).
- 267 Existentialism (3:3).** An introduction to existentialism as the conceptual manifestation of an attitude of revolt against traditional western rationalistic philosophy. Readings from Kierkegaard, Nietzsche, Heidegger, Sartre and similar sources. (H).
- 311 Intermediate Formal Logic (3:3).** Quantification theory with completeness results, identity, functions, decidability and axiomatic method. Pr. 211 or consent of instructor. (NSM).
- 315 History of Nineteenth Century Philosophy (3:3).** Readings from Hegel, Feuerbach, the young Marx, Mill, Brentano, Meinong, Bradley and the early work of Moore and Russell. Pr. 251 or 252 or consent of instructor. (H).
- 319 Knowledge, Truth and Belief (3:3).** Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception and the reasonableness of belief. Readings from historical and contemporary works. (H).
- 321 Contemporary Ethical Thought (3:3).** Analysis of meaning of moral concepts such as good, right, ought, duty and of the nature of ethical argument. Attention to current theories in normative ethics. (H).
- 322 Philosophy of the Arts (3:3).** Philosophical problems concerning description, interpretation and evaluation of the visual, performing and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory. (H).
- 325 Introduction to the Philosophy of Science (3:3).** Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the



history of science. Pr. 211 or one course in mathematics or natural science or consent of instructor. (H).

- 330 Philosophy and Literature (3:3).** Philosophy problems confronting modern man as reflected in modern literature. Discussions of such authors as Joyce, Mann, James, Beckett and others. (H).
- 335 Philosophy of Law (3:3).** Theories of the origin and justification of legal systems, the grounds, if any, of our obligation to obey the law, justice, punishment and related issues. Readings from classical and contemporary sources. (H).
- 341 American Philosophy (3:3).** Selections from Jonathan Edwards, C. S. Peirce, William James, John Dewey and similar sources. Emphasis on the development of pragmatism from James to Dewey and contemporary pragmatists. (H).
- 343, 344 The History of Western Ethics (3:3), (3:3).** An exploration of the origins and meanings of major ethical perspectives in Western history. First semester: Greek, Hebrew, Early Christian, Roman. Second semester: Medieval, Renaissance, Reformation. Same as Religious Studies 343, 344. (H).
- 348 Existentialism, Phenomenology and Structuralism (3:3).** Recent philosophical movements in France and Germany. Nihilism, Husserl and phenomenological method, structural linguistics. Applications of the linguistic model to social anthropology, ideology, psychoanalysis and Marxism. Selections from such writers as Levi-Strauss, Foucault, Lacan, Althusser and Derrida. (H).
- 351 Major Philosophers (3:3).** Systematic examination of the works of a major philosopher, such as Plato, Aristotle,

Descartes, Locke, Hume, Berkeley, Kant, Spinoza, Leibniz or Hegel. May be repeated for credit with change in topic. Pr. two courses in philosophy or consent of instructor. (H).

- 353 Philosophical Movements (3:3).** Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism or idealism. May be repeated for credit with different topic. Pr. two courses in philosophy or consent of instructor. (H).
- 375 Philosophy of Education (3:3).** Readings from classical and contemporary sources, such as Plato, Rousseau, Dewey and Whitehead, on the aims of education, the relation of educational theories to theories of human nature and the relevance of philosophy to education. Same as Education 375. (H).
- 401 Reading Course for Seniors (3:3).** Supervised reading and research for students who fulfill requirements for the major in philosophy. Pr. consent of instructor.
- 402 Independent Study (3:3).** Pr. satisfaction of requirements for the major in philosophy and consent of instructor.



Courses for Advanced Undergraduates and Graduates

- 523 Philosophy of Social and Behavioral Science (3:3).** Central issues in philosophy of social and behavioral science considered from the perspective of their historical development from Hume to the present. Topics include the thesis of unity of method between social and natural sciences, the nature of societal knowledge, the explanation of human action, scientific psychology and



the problem of intentionality. Historical issues are used as a vehicle for introducing contemporary problems. Pr. two courses in philosophy or one in philosophy and two in social and behavioral science or consent of instructor. (H).

- 525 Philosophy of Physical Science (3:3).** Concepts central to the development of modern physical science such as mass, energy, particle, wave, space and time. Philosophical problems raised by particular physical theories such as conventionalism in relativity theory and determinism in quantum mechanics. Pr. two courses in natural science or mathematics and one in philosophy or consent of instructor. (H).
- 527 Philosophy of Biological Science (3:3).** Examination of concepts of law, theory, explanation, evidence, classification and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter and the place of biology among the natural sciences. Pr. two courses in biology and one in philosophy or consent of instructor. (H).
- 535 Contemporary Analytic Philosophy (3:3).** Readings from Russell, Moore, Wittgenstein, Carnap, Ayer and other writers. Emphasis on learning methods and techniques of analytic philosophy and on the rise and fall of positivism and of ordinary language philosophy and later developments. Pr. one course in history of philosophy or consent of instructor. (H).
- 545 Social Philosophy (3:3).** Topics from social, political and legal philosophy,

such as property, justice, punishment, liberalism, conservatism and a study of such major figures as Hobbes, Rousseau and Marx. Pr. two courses in philosophy or consent of instructor. (H).

- 555 Epistemology (3:3).** Skepticism, knowledge, confirmation and induction, *a priori* knowledge. Pr. two courses in philosophy or consent of instructor. (H).
- 557 Metaphysics (3:3).** Philosophy of space and time, causality, necessity and theory of reference, counterfactuals and nomic universality, freedom and determinism, action theory. Pr. two courses in philosophy or consent of instructor. (H).
- 559 Philosophy of Mind (3:3).** The mind-body problem, identity theories, reductive and eliminative materialism, behavioral and causal theories of mind. Pr. two courses in philosophy or consent of instructor. (H).
- 565 Philosophy of Language (3:3).** Theories of truth, meaning and reference. Semantics of natural language. Pr. two courses in philosophy or consent of instructor. (H).
- 575 Advanced Logic (3:3).** Axiomatic first order quantification theory with completeness theorems. Numbers and sets, paradoxes and type theory. Pr. 311 or consent of instructor. (NSM).



Courses for Graduates

- 661 Ethics and Education (3:3).**
690 Aesthetics (3:3).

Physical Biology—See Physics.

Physical Education—See Health, Physical Education and Recreation.

Physical Therapy—Preprofessional Program

Adviser: Laura Gaddes Anderton, Professor, Department of Biology/427 Life Sciences Bldg.

Basically there are two avenues at UNC-G to preprofessional preparation for physical therapy, namely, the bachelor's degree program and the certificate program.

Bachelor's Degree Program

In the bachelor's degree sequence, a program of courses taken at UNC-G is designed to prepare students for transfer at the end of their sophomore year to a school of physical therapy such as The University of North Carolina at Chapel Hill or East Carolina University. A bachelor's degree in physical therapy is then conferred by the university to which the student transfers.

Certificate Program

A second avenue to physical therapy, the certificate program, requires obtaining a bachelor's degree here in any subject. The courses required for entrance to the selected school of physical therapy are then taken here in place of electives. Most students electing this avenue to physical therapy obtain a bachelor's degree here in one of the following: physical education, biology, child development, psychology, sociology. Other majors are possible. After graduation here, students go to a school of physical therapy where a certificate in physical therapy is awarded at the end of a professional course in physical therapy. Examples of such schools are found at the University of Pennsylvania and Ohio State University. Students who obtain a bachelor's degree here may also qualify for admission to schools which offer a Master's Degree in Physical Therapy. Examples of these schools are found at Duke University and Baylor University (Army Program).

The adviser for this program will help students interested to prepare a curriculum

suitable to their individual needs. Course requirements differ at each school of physical therapy, but in general a pre-physical therapy program should include mathematics, biology, chemistry, physics, psychology and sociology.

Physics—Department of

(101 Petty Science Bldg./College of Arts and Sciences)

Gaylord T. Hageseth (1965), Professor and Head of Department/B.S., U.N.C. at Chapel Hill/M.S., Ph.D., Catholic University of America.

Clifton Bob Clark (1965), Professor/B.A., M.A., Arkansas/Ph.D., Maryland.

Charles L. Cleveland (1978), Visiting Assistant Professor/B.S., M.S., Ph.D., Georgia Institute of Technology.

Gregor G. Cleveland (1975), Assistant Professor/B.S., Louisiana Tech/M.A., Ph.D., Rice.

Stephen C. Danford (1976), Assistant Professor/B.A., Dartmouth/M.S., Ph.D., Yale.

Suzanne M. Lea (1977), Research Associate/B.A., Rice/M.S., Ohio State/Ph.D., Duke.

Francis J. McCormack (1967), Professor/B.S., Spring Hill College/Ph.D., Florida State.

Gerald W. Meisner (1970), Associate Professor/B.A., Hamilton College/Ph.D., California, Berkeley.

Robert B. Muir (1966), Associate Professor/B.A., Maryville College/M.S., Ph.D., Tennessee.

Richard T. Whitlock (1967), Associate Professor/B.S., Capital/M.S., Ph.D., Western Reserve.

Physics has long been recognized as constituting the basis for study, research and understanding in all the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, he should be able to readily adapt to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics offers for the non-major,



with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (Physics 101, 102, 135, 209, 235, 305, 333 and 334).

The department also offers graduate programs at the master's degree level. Its faculty members are involved with graduate and, in some cases, undergraduate students in research in kinetic theory of gases and plasmas, theoretical lattice dynamics, thermoluminescence of solids, the kinetics and thermodynamics of seed germination, biophysics, astronomy and astrophysics.

The building in which the Department of Physics is located houses a machine shop, electronics repair shop, teleprocessing terminal connected to an IBM 370/165 computer and auxiliary computing equipment. Some of the many pieces of modern equipment used in laboratory and research work include oscilloscopes, nuclear counting equipment, lasers, electron spin-and magnetic-resonance apparatus, x-ray diffraction spectrometer, multi-channel analyzer, elementary particle optical scanning table, 12 inch reflecting telescope and audiofrequency sound equipment used in bioacoustic research.

An undergraduate should have the general background upon graduation as a physics major which would qualify one for many different career fields and opportunities.

PHYSICS MAJOR AND CONCENTRATIONS (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours.

The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science or physics.

Although several concentrations are listed below, students are not required to select a

concentration. The concentrations are representative of programs of study which can be planned in cooperation with the head of the Department of Physics to relate the physics major to the special interests or specific career goals of students. The courses suggested or required for the concentrations are in addition to the core of physics and related area courses ordinarily required for the major.

Students seeking **teacher certification** should see Teacher Education Chapter.

Bachelor of Arts

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than physics, from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Social & Behavioral Sciences areas. At least one course must be taken from each of the two areas.

Major Requirements & Related Area Requirements

24-36 semester hours in physics above the 100 level.

Core Courses for Physics Major and All Concentrations

Courses ordinarily required for the physics major and any concentration selected:

1. Physics 191, 292, 207, 208, 303, 307, 308, 321, 322, 323, 324 and one selected from 550 and 452, 500, 505, 507, 509, 535.

2. Related Areas: Chemistry 111, 111L, 114, 114L; Mathematics 133, 233 or (191, 292, 137), 293, 345 and either 390 or 394.

Physics/Mathematics Concentration

Select from Mathematics 137 and Mathematics 236, 340, 390, 394, 522, 540, 545, 546, 549, 551, 552.

Physics/Computer Mathematics Concentration

1. Mathematics 137.
2. Mathematics 236, 340, 342, 543, 544.

Physics/Premedical Concentration

1. Chemistry 351, 352, 354.
2. Biology 101, 102, 241.

Physical Biology Concentration

1. Biology 101, 102.
2. Chemistry 351, 352.
3. Two courses from Biology 277, 535, 554, 592.

Professional Physics Concentration

1. Physics 452, 505, 507, 535, 550.
2. Mathematics 390, 394.

Electives

Electives sufficient to complete total semester hours required for degree.

Bachelor of Science

Requirements are the same as above except that a maximum of 42 semester hours in physics may be counted toward the degree.

PHYSICS MINOR

A minimum of 15 semester hours in physics courses is to be planned in consultation with a physics faculty member. The usual physics minor program will consist of Physics 191, 292 and at least 7 semester hours of additional courses (excluding Physics 135, 209, 235, 305, 333 and 334). Other quite different programs may be fitted to the individual student's interests and objectives.

Physics/courses

Courses for Undergraduates

- 101, General Physics (4:3:3), (4:3:3).** Introduction of laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in development of this material. (NSM).
- 102** Introduction of laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in development of this material. (NSM).
- 135 Conceptual Astronomy (3:3).** A study of fundamental phenomena of the universe, with emphasis on understanding the physical forces which govern the existence and evolution of astronomical structures in a conceptual way. Some of the topics to be covered include black holes, quasars, possible existence of extraterrestrial life and a contrast between the scientific study of astrophysical phenomena and other viewpoints as provided by theories of Velikovsky, von Däniken and UFO's. (NSM). (Formerly 335).
- 191 Mechanics, Heat and Sound (4:3:3).** Basic principles of mechanics, heat and sound will be developed using the calculus. 191 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Corequisite Mathematics 191. (NSM).
- 207 Modern Physics Laboratory (1:0:3).** Performance of atomic, nuclear and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. Pr. 292 (or 101, 102 with permission of instructor). (NSM).
- 208 Classical Physics Laboratory (1:0:3).** Performance of experiments emphasizing



concepts of classical physics. Topics include force, energy, resonance and relaxation. Pr. 292 (or 101, 102 with permission of instructor). (NSM).

- 209 Astronomy: The Solar System (3:3).** An introductory nonmathematical study of the solar system. The sun and planets will be studied with special attention given to the evolution of life in the solar system. The course will include telescopic and naked-eye observations of the constellations and planets. 209 is intended to complement 235. May not be taken for credit by students who have received credit for Mathematics 209. (NSM).
- 235 Astronomy: The Universe (3:3).** A study, emphasizing conceptual, rather than mathematical, ideas of the physical processes responsible for the evolution of stars, galaxies and the universe. Stellar and galactic formation, interstellar communication and observations relating to cosmological models will be discussed. Sky observations with telescopes, naked eye. Complements 209. (NSM).
- 292 Optics, Electricity, Magnetism and Modern Physics (4:3:3).** Introduction to the basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 191 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. Pr. 191 or permission of instructor, corequisite Mathematics 292. (NSM).
- 303 Introduction to Modern Physics (3:3).** Fundamental concepts of atomic, molecular, nuclear and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions and molecular and solid state physics. Pr. 292 (or 101, 102 with permission of instructor). (NSM).
- 305 Conceptual Physics (4:3:3).** Introduction to the basic laws of physics is made by extensive use of demonstrations. The labs use the discovery approach. Concepts are emphasized, and mathematical manipulations are held to a minimum. (NSM).
- 307 Electricity and Magnetism Laboratory (1:0:3).** Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. Pr. 207, 208 or permission of instructor. (NSM).
- 308 Optics Laboratory (1:0:3).** Performance of geometrical and physical optics experiments with both microwaves and visible light. Pr. 207, 208 or permission of instructor. (NSM).
- 321 Optics (3:3).** Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). Pr. 322 or permission of instructor. (NSM).
- 322 Electricity and Magnetism (3:3).** Study, using techniques of vector algebra and calculus, of topics in theory of electric and magnetic fields, including Gauss', Ampere's and Faraday's laws and Maxwell's equations. Pr. 292 (or 101, 102 with permission of instructor) and Mathematics 293. (NSM).
- 323 Thermal Physics (3:3).** Properties of matter developed by combining

thermodynamic reasoning with molecular theory. Pr. 292 (or 101, 102 with permission of instructor). (NSM).

324 Mechanics (3:3). Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. Pr. 101, 102 or 292; corequisite Mathematics 293 or consent of instructor. (NSM).

331, 332 Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed. (NSM).

333 Selected Topics (1 to 3). Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems; ideas involved in special relativity, cosmology and quantum mechanics for those with little mathematical background; importance of understanding physical laws in development of art, music and architecture; relationship between physical laws and communications. No previous science course required. Interested students should inquire at

physics department office for further details. Selected topics for science majors may also be given upon request.

334 Energy Options and the Environment (3:3). A course dealing with the energy dilemma facing the U.S. Fundamentals of fission and fusion will be discussed, and military and commercial uses of nuclear energy will be analyzed. Risks and benefits of fossil fuel use, extent and uses of geothermal energy, basic elements of wind energy and feasibility of biomass use will be studied. Passive and active solar energy fundamentals and techniques will be studied and demonstrated. (NSM).

452 Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear and solid state physics as well as contemporary experiments, where facilities permit. Pr. or corequisite 550. (NSM).

493-494 Honors Work (3:3)-(3:3). (NSM).

Courses for Advanced Undergraduates and Graduates

500 Seminar (1, 2 or 3 semester hours of credit). Selected topics of current interest in physics. Pr. 322, 324.

501a,b Physics for Teachers (3:3), (3:3). Study of particle and wave motion from dynamical point of view, as presented in the Physical Science Study Committee physics course and in other treatments. Study of electricity and magnetism and physics of atom using knowledge of dynamics. Pr. one year of college physics, one year of college mathematics and consent of instructor. Cannot be used for credit toward M.S. degree in physics.



- 505 Electromagnetism (3:3).** Advanced course in electromagnetic theory. Development of Maxwell's equations. Electrostatics and magnetostatics. Solution of Laplace's and Poisson's equations. Application to wave propagation and radiation. Pr. 322, Mathematics 394.
- 507 Analytical Mechanics (3:3).** Extension of classical laws of particle motion to treatment of general motion of a rigid body, noninertial reference frames, introduction to generalized coordinates, normal coordinates, introduction to topics and techniques based on calculus of variations. Pr. 324, Mathematics 390.
- 509 Astrophysics (3:3).** An introduction to the study of the physics of the universe. Emphasis will be given to the structure and evolution of stars and galaxies as gleaned from observations and as predicted by current theories. Cosmological models will be studied in some detail, as well as the interstellar medium. Pr. 191, 292, 303, 322, 324.
- 535 Electronics for Scientists (3:2:3).** Introduction to integrated circuits: digital logic and linear devices. Electronic circuits useful for measurement, signal processing and control. Course especially designed to meet needs of experimental scientist. Pr. permission of instructor or head of student's major department.
- 550 Modern Physics with Quantum Mechanics (3:3).** Study of Modern Theories of Matter by applying quantum mechanics to atomic, molecular, nuclear and solid state systems. Pr. 303 and 322. (NSM).

Courses for Graduates

- 601a Basic Concepts in Physics (3:3).**
601b Selected Topics in Physics (3:3).

- 602a,b Modern Physics for Teachers (3:3), (3:3).**
- 603 Laboratory for Teachers of Physical Science (1 to 3).**
- 621 Introduction to Quantum Mechanics (3:3).**
- 622 Quantum Mechanics (3:3).**
- 623 Classical Dynamics (3:3).**
- 624 Introduction to Theoretical Physics (3:3).**
- 625 Electrodynamics (3:3).**
- 626 Statistical Physics (3:3).**
- 631, Introduction to Solid State Physics (2:2), 632 (2:2).**
- 640 Introduction to Nuclear Physics (3:3).**
- 695 Individual Study (1 to 3).**
- 699a,b Thesis (3), (3).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Political Science—Department of

(237 Graham Bldg./College of Arts and Sciences)

- David M. Olson** (1971), Professor and Head of Department/ B.A., M.A., Ph.D., California, Berkeley.
- Carolyn H. Beyer** (1979), Instructor/B.A., Greensboro College/M.A., Duke. Part-time, second semester 1978-79.
- Jeremy Byman** (1976), Assistant Professor/A.B., Carleton College/A.M., Ph.D., Chicago.
- James Clotfelter** (1977), Professor/B.A., U.N.C. at Chapel Hill/M.A., Wisconsin/Ph.D., U.N.C. at Chapel Hill.
- Dennis L. Hanratty** (1978), Instructor/B.A., Fordham/M.A., Duke. Part-time.
- Charles D. Hounshell** (1972), Professor and Vice Chancellor for Administration/B.A., Emory and Henry College/Ph.D., Virginia.
- Margaret A. Hunt** (1961), Associate Professor/B.A., Michigan State/M.A., Ph.D., U.N.C. at Chapel Hill.
- B. David Meyers** (1970), Associate Professor/B.A., SUNY, Binghamton/M.A., Boston/Ph.D., U.C.L.A.
- Michael E. Milakovich** (1972), Assistant Professor/B.A., California, Santa Barbara/M.S., M.A., Ph.D., Indiana.
- Charles L. Prysby** (1971), Associate Professor/B.S., Illinois Institute of Technology/Ph.D., Michigan State.
- Maurice D. Simon** (1973), Assistant Professor/B.A., California, Berkeley/M.A., Columbia/Ph.D., Stanford.
- James H. Svava** (1972), Associate Professor/B.A., Kentucky/M.A., Ph.D., Yale.
- James Clay Thompson** (1976), Assistant Professor/B.A., Wisconsin/M.A., American/Ph.D., Michigan.

Political science includes the study of the governments, politics and policies of American and foreign nations; of all levels of government within those nations, such as city and state; and of relationships among nations.

All 100- and 200-level courses are introductions to the study of political science. The beginning student is urged to take any 100- or 200-level course in which he may be interested.

Students seeking electives in political science may elect from the entire range of offerings. No University program requires any specific political science course. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experience are available to both majors and non-majors in urban politics, public administration and practical politics. These courses are offered in both the academic year and during the summer.

Students seeking **teacher certification** should see Teacher Education Chapter.

POLITICAL SCIENCE MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The **Political Science Major** is suitable for students with career interests in law, participation in electoral politics or governmental service (at local, state or federal levels), as well as for students who have more general intellectual interests in government, politics and international relations as part of their effort to obtain a good education.

No specific courses are required. Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty

advisers to plan programs most suitable to their individual interests and needs.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than political science, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from the Humanities and the Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

24-36 semester hours in political science above the 100 level.

Students should take a variety of courses to gain a broad view of the subject matter and methods within political science. Students are encouraged to take any 200-level course first.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences are recommended. Electives sufficient to complete total semester hours required for degree.

POLITICAL SCIENCE MINOR

A student may minor in Political Science by taking at least 15 hours of course work. The student should select from the full range of course offerings to best suit his own intellectual and career interests.

Political Science/courses

Introductory Courses

- 105 Political Analysis (3:3).** Introduction to the basic concepts, ideas, approaches and methods used to study political institutions and behavior. Emphasis on the fundamental aspects of politics in general rather than on specific societies or communities. Prysby. (SBS).
- 106 Politics of the Future (3:3).** Introduction to the study of politics, especially key concepts and processes, through the analysis of contemporary trends and future possibilities. Political science materials, science fiction and speculative essays will be utilized. Simon. (SBS).
- 205 The Individual in Politics (3:3).** Introduction to the development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence. Byman. (SBS).
- 210 Introduction to Public Policy and Administration (3:3).** Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. Clotfelter. (SBS).
- 221 American National Government (3:3).** Organization and behavior of the institutions, groups and persons in American national government and politics. Emphasis varies by instructor and semester. An introductory level course. (SBS).
- 223 Urban Governments and Politics (3:3).** Examination of political behavior, processes and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current developments in Greensboro and other American cities. An introductory level course. Svara, Byman. (SBS).
- 240 The International System (3:3).** Introduction to international politics focusing upon major changes in the international system since 1945. An introductory level course. Meyers. (SBS).
- 250 Democratic Political Systems (3:3).** Comparative examination of political institutions and behavior in selected democratic nations, with emphasis on major Western European nations. An introductory level course. Prysby, Olson. (SBS).
- 260 Communist Political Systems (3:3).** Political traditions, cultures and institutions of Communist systems with particular emphasis on Soviet Union and Eastern Europe. An introductory level course. Simon. (SBS).

Courses for Juniors and Seniors

- 300 Experimental Course.**
- 301 Research Methods in Political Science (3:3).** Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required. Non-majors interested in taking the course should secure the consent of instructor. Prysby. (SBS).
- 310 Public Law and Policy Administration (3:3).** Presentation of public

- administration and bureaucratic concepts, including systems analysis, organization theory, public law, comparative administration and decision-making. Emphasis on problems of intergovernmental relations and public policy education, urban and rural community development, transportation and criminal justice administration. Milakovich, Thompson. (SBS).
- 312 Federalism and Intergovernmental Relations (3:3).** Focuses on changing relationships of local-state-federal agencies, expanding role of regional planning boards and recent developments in sharing of federal tax revenue with non-national governments. Pr. consent of instructor or 210, 310 or 221. Milakovich. (SBS).
- 314 Directed Research in Public Administration (3:2:6).** Analysis of contemporary research in public administration with emphasis on policy implementation. Theories, methods and findings of recent research presented. Instructor directs student research on selected topics. Pr. consent of instructor; 223 or 310 recommended.
- 316 Introduction to Law (3:3).** Survey of development of common law, civil and criminal court procedures, legal reasoning, use of precedent and introduction to the case study method. Emphasis on law as instrument of social change, legal institutions and processes and constitutional law. Pr. junior standing or consent of instructor. Milakovich. (SBS).
- 317 Law Enforcement and Criminal Justice Administration (3:3).** Emphasizes political role and interaction of police, courts, correctional and community service agencies in administering criminal justice. Pr. consent of instructor or 316. Milakovich. (SBS).
- 322 American State Politics (3:3).** Comparison of political behavior and institutions among the 50 American states. Olson. (SBS).
- 324 Urban Problems and Decision-Making (3:3).** Major themes of course are: (1) exploration of major problems confronting cities, their causes and wide range of solutions which have been proposed to meet them and (2) examination of decision-making processes associated with various policy areas. Intended to increase student's understanding of urban political system and to develop ability to critically analyze proposals for government action. Svara, Byman (SBS).
- 325 Selected Topics in Urban Politics (3:3).** In-depth study of a specific topic in government, politics and policy of the city. Students may repeat the course but not the same topic. 325a. Leadership in the City; 325b. Urban Parties and Elections; 325c. Metropolitan Reorganization; 325d. Power Structure and Community Organization. Pr. consent of instructor. (SBS).
- 327 American Political Parties (3:2:2).** Party development and organization, campaigns and elections, political machines. Hunt. (SBS).
- 328 North Carolina and Southern Politics (3:3).** Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government. Olson, Clotfelter. (SBS).
- 329 American Political Movements (3:3).** An examination of recent American political



- movements. Emphasis on their ideologies, their tactics and their effect on public policy. Byman. (SBS).
- 330, 331 Workshop in Practical Politics (3:2:6), (3:2:6).** Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently. Offered only during election years. Pr. consent of instructor; 327 or 328 recommended. Olson, Svara. (SBS).
- 332 Voting Behavior (3:3).** Analysis of influences on voting behavior and of the relationship among voting behavior, elections and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby. (SBS).
- 333 The Legislative Process (3:3).** Examination of contemporary legislative bodies — Congress, state legislatures and foreign parliaments. Attention given to their internal organization and politics and to their relationship to their Chief Executive. Olson. (SBS).
- 334 The Contemporary American Presidency (3:3).** Examination of the contemporary American presidency. Attention will be given to the multiple roles of the President, to the rise of the Presidency in American government and politics and to the implications of a powerful Presidency for democratic government. Thompson. (SBS).
- 335 Women in Politics (3:3).** Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation and leadership selection. Hunt. ((SBS).
- 340 International Politics (3:3).** Analysis of the Nation State; the Cold War; problems of underdevelopment and problems of regionalism. (SBS).
- 341 International Organization (3:3).** Role of United Nations and other major organizations in contemporary international system. Meyers. (SBS).
- 342 American Foreign Policy (3:3).** Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers. (SBS).
- 343 Comparative Foreign Policy (3:3).** Comparative analysis of foreign policy, with emphasis on major nation states. (SBS).
- 344 International Law (3:3).** Nature of international law and its role in contemporary international politics. Hounshell. (SBS).
- 345 National Security Policy (3:3).** Development of national security policy and the role of military forces in the United States and selected other nations. Clotfelter. (SBS).
- 346 Contemporary Soviet Foreign Policy (3:3).** Analysis of the development and implementation of current Soviet foreign policy, with an emphasis on contemporary issues. Simon. (SBS).
- 355 Selected Topics in Comparative Politics (3:3).** Cross-national examination of specific topic in political organization and behavior. Students may repeat course but not same topic. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial

Societies; 355e. Legislative Process; 355f. Politics of the Future; 355g. Political Ideologies. (SBS).

- 361 European Communist Systems (3:3).** Analysis of patterns of political power in European nations ruled by Communist parties, including an examination of the development of political liberalization, dissent and intra-bloc relations. Simon. (SBS).
- 372 South Asian Political Systems (3:3).** Political systems of India and Pakistan, with some reference to Ceylon. Emphasis on the last 100 years. (SBS).
- 373 Far Eastern Political Systems: China (3:3).** Political system of China, with emphasis on developments of last 100 years in Mainland China. Includes examination of social, economic, political and ideological factors. (SBS).
- 374 Far Eastern Political Systems: Japan (3:3).** Political system of Japan, with emphasis on developments since 1868. Includes examination of social, economic, political and ideological factors. (SBS).
- 381 Latin American Political Systems (3:3).** Political institutions and behavior in Latin America, with particular emphasis on relationship between political change and socio-economic modernization. Prysby. (SBS).
- 391 African Political Systems (3:3).** Political institutions and problems in independent states and department territories of Africa. Emphasis on different responses to common problems of attaining independence, nation-building and development. Meyers. (SBS).
- 399 Public Affairs Internship (1 to 3).** Field learning experience in governmental agencies and private organizations

involved in the political process. Academic supervision provided by faculty adviser and direction in field provided by job supervisor. A written report on a substantive topic related to the internship is required. Students may repeat the course. Pr. consent of instructor. (SBS).

- 401, Individual Study (1 to 3), (1 to 3).**
- 402** Reading or research. Available to qualified students upon recommendation of an instructor. (SBS).
- 493- Honors Work (3:3)-(3:3).** (SBS).
- 494**

Courses for Advanced Undergraduates and Graduates

- 501 Selected Topics in Political Science (1 to 3).** Opportunity for advanced students to study in depth a topic of special interest. May be repeated for credit when topics vary. Pr. major in political science or consent of instructor.
- 503 Survey Methods for Policy Research (3:3).** Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in the public sector. Prysby.
- 505 Problems in Politics (3:3).** Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline. (SBS).
- 510 Topics in Public Policy (1 to 3).** Intensive analysis of a major area of public policy. Examination of the sources of policymaking, the policy-making process and the impact of policy. Students may



repeat the course but not the same topic.
 510a. Politics of Education; 510b. Criminal Justice; 510c. Politics of Poverty; 510d. Foreign and Defense Policy; 510e. Ethnic Politics; 510f. Urban Development Policy; 510g. Health and Social Policy. Pr. consent of instructor. (SBS).

511 Problems in Public Management (1).

Intensive examination of important current problems related to the management of public institutions. Students may repeat the course when topics vary up to a limit of three credit hours. Pr. consent of instructor.

514 Urban Service Evaluation (3:3). Political, legal and environmental issues associated with measurement of municipal services, including police and fire protection, education, streets and highways and location of water and sewer extensions. Emphasis on social science research problems in effective evaluation of urban services. Research proposal, computer-assisted analysis and oral presentation may be required. Pr. consent of instructor for non-political science advanced undergraduate and graduate students. Milakovich. (SBS).

520 Urban Political System (3:3). Examination of major topics in the study of urban government and policy. The systems approach will provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power and administration. Pr. 223 or 324 or consent of instructor. Svara, Byman. (SBS).

521 Politics of Metropolitan Reorganization (3:3). Government and politics in metropolitan areas; approaches to partial

or complete reorganization of governmental structure; the political issues involved in such change. Annexation, city-county consolidation, urban counties, functional consolidation, special districts and regional councils of governments are among the approaches covered. Pr. consent of instructor. Svara. (SBS).

523 Ethnic Politics and Urban Policy (3:3).

Survey of continuing policy conflicts between ethnic, race and class groups in metropolitan areas. Emphasis on competing arguments, interests represented and the implications of alternative policies. Pr. for undergraduate students, previous work in political science or consent of instructor. Byman.

528 The Supreme Court and the Judicial Process (3:3).

Leading principles and practices of Supreme Court decision-making with emphasis on interplay of social and political factors. Hunt. (SBS).

529 Civil Liberties and the Judicial Process (3:3).

Supreme Court decision-making in civil liberties and civil rights with emphasis on interplay of social and political factors. Hunt. (SBS).

530 Administrative and Elected Leadership (3:3).

Recruitment, selection and roles of executives and legislators; organization and activities of the offices; and relationships among executive offices, administrative offices and legislative bodies. Pr. consent of instructor. Olson. (SBS).

535 Citizen Participation in Policy-Making (3:3).

Political participation and citizen involvement in governmental policy-making. Both citizen initiated and

government sponsored efforts to increase popular input will be analyzed. Assessment of the impact of citizen participation on policy-making in specific areas of policy and on the performance of government in general. Pr. consent of instructor. Svara. (SBS).

- 550 Survey of Regional Politics (3:3).** Survey of political problems and processes in international regions, intended primarily for teachers and education majors seeking an introduction to selected geographic areas of the world. Students may repeat course but not same topic. 550a. Africa; 550b. Asia; 550c. Eastern Europe and the Soviet Union. (SBS).
- 580 Political Change and Alternative Futures (3:3).** Potential socio-economic and political consequences of contemporary societal policies, including the examination of policy options and planning processes. Simon. (SBS).

Courses for Graduates

- 601 Politics of Public Policy (3:3).**
- 602 Quantitative Political Analysis (3).**
- 603 Public Administration and Management (3:3).**
- 605 Research Seminar in Political Behavior (3:3).**
- 610 Public Policy Analysis (3:3).**
- 612 Organizational Behavior (3:3).**
- 613 Local Government Administration (3:3).**
- 620 Research Seminar in Urban Policy (3:3).**
- 630 Research Seminar in American Politics (3:3).**
- 635 Political Ideologies (3:3).**
- 650 Research Seminar in Comparative Public Policies (3:3).**
- 690 Public Affairs Seminar (3:3).**
- 695 Public Affairs Internship (3 to 6).**

- 696 Directed Field Research (3 to 6).**
- 697, Special Problems in Political Science 698 (1 to 3), (1 to 3).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Population Studies—See
Interdepartmental Studies.

Pre-Engineering—See Engineering.

Pre-Law—See Law.

Pre-Medicine, Pre-Dentistry—See
Medicine and Dentistry.

Pre-Pharmacy—See Pharmacy.

Professional Physics—See Physics.

Psychology—Department of

(296 Life Sciences Building/College of Arts and Sciences)

- Robert G. Eason** (1967), Rosenthal Excellence Fund Professor and Head of Department/B.A., M.A., Ph.D., Missouri.
- Aaron J. Brownstein** (1968), Professor/B.A., City College of New York/M.A., Ph.D., Missouri.
- Anthony J. DeCasper** (1975), Assistant Professor/B.A., Akron/M.A., Ph.D., Emory.
- Jacquelyn Gaebelein** (1971), Associate Professor/B.A., M.A., Ph.D., Kent State.
- Mary Fulcher Geis** (1974), Associate Professor/B.A., Mary Washington College/M.A., Richmond/Ph.D., Emory.
- M. Russell Harter** (1968), Professor/B.A., M.A., San Diego State College/Ph.D., Arizona.
- Steven C. Hayes** (1976), Assistant Professor/B.A., Loyola/M.A., Ph.D., West Virginia.
- R. Reed Hunt** (1977), Assistant Professor/B.A., William and Mary/M.A., Wake Forest/Ph.D., New Mexico.
- Richard A. Hussian** (1978), Instructor/B.A., Davidson College/M.A., Ph.D., UNC-G. Part-time.
- P. Scott Lawrence** (1970), Associate Professor/B.S., Maryland/Ph.D., Arizona State.
- G. Evelyn LeSure** (1975), Assistant Professor/B.A., Michigan/M.A., Ph.D., Illinois.
- Cheryl Logan** (1974), Assistant Professor/B.A., S.M.U./Ph.D., California at San Diego.
- Ernest A. Lumsden Jr.** (1966), Professor and Assistant Dean of Arts and Sciences/B.A., Richmond/Ph.D., Duke.



- Rosemery O. Nelson** (1971), Associate Professor/B.S., St. Louis/Ph.D., SUNY, Stony Brook.
- Joan E. Regan** (1978), Assistant Professor/B.A., M.A., San Jose State/Ph.D., California, Berkeley.
- Arnold Rincover** (1976), Assistant Professor/B.A., California at Los Angeles/M.A., Ph.D., California at Santa Barbara.
- Richard N. Roberts** (1978), Assistant Professor/A.B., Columbia/M.S.W., Ph.D., Hawaii.
- Walter Louis Salinger** (1972), Assistant Professor/B.A., Houston/Ph.D., U.C.L.A.
- John J. Seta** (1976), Assistant Professor/B.A., Manhattan College/M.A., Ph.D., Texas at Arlington.
- Richard L. Shull** (1969), Professor/B.A., Brown/Ph.D., Arizona State.
- Kendon Smith** (1954), Alumni Professor/B.A., Minnesota/M.A., Ph.D., Princeton.
- David Soderquist** (1968), Associate Professor/B.S., M.S., Utah State/Ph.D., Vanderbilt.
- Elisabeth Talbert** (1979), Instructor/B.A., Converse College/M.A., Ph.D., UNC-G. Part-time, second semester 1978-79.
- Henry Herbert Wells III** (1968), Professor and Assistant Vice Chancellor for Academic Affairs/B.A., Duke/M.S., Ph.D., Yale.

The Department of Psychology approaches its subject matter as a scientific discipline, emphasis being placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Physiological psychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to learning, sensation and perception, personality, developmental and social psychology. Behavior modification emphasizes the application of learning principles to clinical problems and other aspects of adult and child behavior.

To supplement reading and lecture material, a number of courses have laboratories where students can see the principles of behavior in operation first hand. In addition to the B.A. program for undergraduates, the department offers a certificate program in behavioral technology. It also offers training at both the M.A. and Ph.D. levels.

Students may take any 300- and 400-level psychology course for which they satisfy the stated prerequisites.

Students seeking **teacher certification** should see Teacher Education Chapter.

PSYCHOLOGY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses, other than psychology, from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than psychology, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from the two areas which exclude the area of the major. At least one course must be taken from each of the two areas.

Note: A psychology major can be classified in either the Natural Sciences & Mathematics Area or the Social & Behavioral Sciences Area, depending upon the student's choice of courses and interest.

Major Requirements

24-36 semester hours in psychology above the 100 level.

1. Psychology 221 or 223, 310, 341 or 347, 326 or 342 or 345, 425 or 450, 451 or 452, 453 or 454, 515.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

PSYCHOLOGY MAJOR (Bachelor of Arts with Behavioral Technology Certificate)

To earn a Behavioral Technology Certificate, a student must: (1) complete all requirements for the Bachelor of Arts degree; (2) take prescribed courses as shown under departmental requirements below. The 9 semester hours of practicum, which constitutes a major portion of the professional package, **cannot** count toward the minimum of 122 hours required for the Bachelor of Arts degree. Thus, the student must take a minimum of 131 semester hours in order to be awarded the certificate.

Departmental requirements leading to the Bachelor of Arts degree and Behavioral Technology Certificate:

Bachelor of Arts: 221 or 223; 310, 341 or 347, 326 or 342 or 345, 425 or 450, 451 or 452, 453 or 454, 515.

Behavioral Technology Certificate: 440 (junior year); 406 (junior year); 445 (6 hours, senior year).

PSYCHOLOGY MINOR

A student may earn a minor in psychology by completing a minimum of 15 hours in the department.

Psychology/courses

Courses for Undergraduates

- 221 General Psychology (3:3).** Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality (normal and pathological), statistics, testing, intelligence, aptitudes and achievement. Students may not take both 221 and 223 for credit. (SBS).
- 223 General Experimental Psychology (4:3:2).** One-semester laboratory course covering same topics as 221. Emphasis on experimental methodology and laboratory experience. Students may not take both 221 and 223 for credit. (NSM).
- 310 Statistics in Behavioral Science Research (3:3).** Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level. Requires knowledge of elementary algebra. Pr. Math 108.
- 312 Psychology of Learning (3:3).** Principles of learning and their application to everyday human behavior. Analysis of learning situations involved in child-rearing, classroom teaching and deviant behavior. Pr. 221 or 223. (SBS).
- 314 Industrial and Organizational Psychology (3:3).** An introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training and organizational determinants of employee behavior. Pr. 221 or 223. Same as Business Administration 314. (Formerly 404).
- 326 Developmental Processes: Learning, Cognition and Motivation (3:3).** Survey of



- development of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology and findings of research in the areas of learning, cognition and motivation. Pr. 221 or 223. (SBS).
- 341 Abnormal Psychology (3:3).** Introduction to behavior pathology. Description, dynamics and modification of abnormal behavior, including neuroses, psychoses, character disorders and psychosomatic reactions. Pr. 221 or 223. (SBS).
- 342 Developmental Processes: Perception, Personality and Social (3:3).** Survey of development and behavior of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology and findings of research in the areas of perceptual, personality and social development. Pr. 221 or 223. (SBS).
- 345 Introduction to Personality (3:3).** Study of individual differences in behavior and of biological and social factors which produce these differences. Pr. 221 or 223. (SBS).
- 346 Psychology of Sex Differences (3:3).** Evaluation of sex differences on performance, roles and personality through examination of empirical research findings. Pr. 221 or 223. (SBS).
- 347 Dynamics of Social Behavior (3:3).** Study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 221 or 223. (SBS).
- 361 Environmental Psychology (3:3).** Evaluation of research in environmental psychology. Content areas will include attitude change, crowding, the effect of an unpredictable environment, helping and helplessness. Pr. 221. (SBS).
- 406 Introductory Practicum for Behavioral Technology Students (3).** This course for behavioral technology students only focuses on the acquisition of basic skills in behavioral assessment and intervention including interviewing, the administration of standardized tests, conducting naturalistic observations and developing and implementing intervention methods based on operant and classical conditioning.
- 425 Animal Behavior (3:3).** Application of the theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. Pr. 221 or 223. (NSM).
- 433, 434 Special Problems in Psychology (1 to 3), (1 to 3).** Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. A paper or other formal evaluation will be required. Open to juniors and seniors with at least 9 hours of psychology.
- 437 Psychological Tests and Measurements (3:2:3).** Major principles of measurement of psychological attributes. Factors essential for reliable and valid measuring instrument. Fundamentals of testing in areas of achievement, personality,

intelligence, attitudes and projective techniques. Experience in constructing, giving and evaluating tests provided in laboratory. Pr. 221 and 310.

- 440 Behavior Assessment, Analysis and Therapy (3:3).** The methodology and techniques of behavior assessment, analysis and therapy are described. Also surveyed are their theoretical underpinnings, empirical support and current controversial issues. Pr. 15 hours of psychology including 341.
- 445 Practicum in Behavior Modification (3 to 6).** Application of intervention skills in community service-oriented institutions, such as detention homes, speech and hearing centers, institutions for the retarded, special remedial classrooms, home settings and in the public schools. Pr. psychology major, 406, 440.
- 450 Physiological Psychology (3:3).** Role of central and peripheral nervous systems, muscles and glands in mediation of behavior. Pr. 221 or 223 or Biology 101, 102, (NSM).
- 451 Experimental Analysis of Operant Behavior (3:2:3).** Methodological and theoretical considerations of basic factors of generation, maintenance, extinction, differentiation, discrimination, generalization, chaining and motivation of operant behavior. Pr. 221 or 223. (NSM).
- 452 Human Learning and Complex Processes (3:2:3).** Processes involved in human learning, memory, problem solving and related performances; examination of typical experimental techniques, results and current theoretical accounts of these processes. Pr. 221 or 223. (NSM).
- 453 Sensory Processes (3:2:3).** Sensory systems and how they receive and modify information about external environment;

the structures, function and phylogenetic development of eye, ear (including labyrinth), nose and organs of touch. Pr. 221 or 223. (NSM).

- 454 Perceptual Processes (3:2:3).** Examination of perceptual processes of detection, discrimination and scaling of changes in visual and auditory stimulus input, as well as study of instances of perceptual stability. Pr. 221 or 223. (NSM)
- 493- Honors Work (3)-(3).**
494

Courses for Advanced Undergraduates and Graduates

- 502 Psychology of the Exceptional Child (3:3).** General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of teachers in special education. Pr. 221 or 223 and consent of instructor. May not be taken by students who have credit for Education 540.
- 503 Mental Deficiency (3:3).** Definitions, theories, classifications, etiology, diagnosis and psychotherapy in area of mental deficiency. Pr. 221 or 223 and consent of instructor.
- 504 Behavior Disorders in Children (3:3).** Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 326, 342 or consent of instructor.
- 505 Behavior Principles: Foundation and Applications (3:3).** Foundation course in principles of behavior with special reference to modifiable aspects of behavior. Emphasis on principles of behavior that form basis for current applications to educational and



counseling technology. Recommended for students in education, child development, counseling, speech, sociology, physical education, nursing. Pr. 221 or 223 or consent of instructor.

- 515 History and Systems of Psychology (3:3).** Discussion of prescientific thinking on psychological problems, origin of systems of psychology and ways systems are reflected in contemporary psychology. Pr. senior or graduate status with minimum of 12 hours of psychology, including 221 or 223 or consent of instructor.
- 524 Consumer Behavior (3:3).** Psychological and socio-economic factors affecting consumer motivation, behavior and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. 221 or 223 or Business Administration 490 or consent of instructor. Same as Business Administration 524. (SBS). (Formerly 534).
- 535 Personnel Psychology (3:3).** Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary administration, performance appraisal, attitude-morale measurements. Pr. 221 or 223 or consent of instructor. Same as Business Administration 535.

Courses for Graduates

- 601 Graduate Problems in Psychology (1 to 3).**
- 602 Seminar in Systematic Issues (3:3).**
- 604 Behavior of Individuals in Work Organizations (3:3).**
- 608 Personality and Social Development (3:3).**
- 611 Experimental Design in the Behavioral Sciences (3:3).**
- 617 Behavior Theory (3:3).**
- 620 Principles of Behavioral Assessment (3:3).**
- 621 Principles and Theory of Behavioral Intervention (3:3).**
- 625 Advanced Animal Behavior (3:3).**
- 630 Instrumentation in Psychology (3).**
- 638 Assessment and Interventions in the School (3:3).**
- 640 Introductory Practicum in Behavioral Assessment (3).**
- 641 Introductory Practicum in Behavioral Intervention (3).**
- 642 Practicum in Behavioral Intervention (1 to 6).**
- 644 Human Behavioral Development (3:3).**
- 645 Cognitive Development (3:3).**
- 646 Theories of Personality (3:3).**
- 647 Advanced Social Psychology (3:3).**
- 649 Motivational Processes (3:3).**
- 650 Physiological Psychology (3:3).**
- 650L Physiological Psychology Laboratory (1:0:3).**
- 651 Experimental Analysis of Operant Behavior (3:2:3).**
- 652 Human Learning and Complex Processes (3:2:3).**
- 653 Sensory Processes (3:2:3).**
- 654 Perceptual Processes (3:2:3).**
- 661 Advanced Study of Behavior Disorders in Children (3:3).**
- 662 Advanced Study of Behavior Disorders in Adults (3:3).**
- 675 Internship in School Psychology (1 to 6).**
- 683 Contemporary Problems (3:3).**
- 699 Thesis (3 to 6).**

- 751 Independent Doctoral Research (1 to 6).
- 762 Advanced Practicum (1 to 12).
- 799 Doctoral Dissertation Research (6 to 12).
- 800 Graduate Registration.
- 801 Graduate Registration.

Recreation—See Health, Physical Education and Recreation.

Related Sciences — See Home Economics.



○ **Religious Studies**—Department of (210 McIver Street/College of Arts and Sciences)

Alan B. Anderson (1978), Associate Professor and Head of Department/B.A., Knox College/B.D., M.A., Ph.D., Chicago.

Warren H. Ashby (1949), Professor/B.A., Maryville College/B.D., Ph.D., Yale.

James C. Carpenter (1972), Assistant Professor/B.A., Culver-Stockton College/B.D., M.A., Ph.D., Vanderbilt.

Paul B. Courtright (1976), Assistant Professor/B.A., Grinnell College/B.D., Yale/M.A., Ph.D., Princeton.

James T. Faucette (1978), Instructor/B.A., Wake Forest/M.A., Duke.

Sidney L. Kelly (1977), Lecturer/B.A., Wofford College/B.D., Yale/Ph.D., Vanderbilt. Part-time.

Benjamin Ladner (1969), Associate Professor/B.A., Baylor/B.D., Southern Seminary/Ph.D., Duke.

Mary K. Wakeman (1973), Associate Professor/B.A., Cornell/M.A., Ph.D., Brandeis. Leave of absence 1978-79.

The Department of Religious Studies is oriented around the impact, manifestation and criticism of religion within the whole of man's meaningful experience. Its focus of inquiry is informed by crossing-points of the human condition, the central concern being not simply to transmit information about religious traditions but to understand the full scope of the reality of the human situation. It relates both to the humanities and the sciences in seeking imaginative understanding of the interaction of sacred and profane in all its forms. In purpose and resources, therefore, it is at one with other studies in the exploration of man and universe. The contemporary culture in which the student lives is regarded as a congenial and proper setting for this inquiry.

Most courses may be selected to satisfy Humanities Area requirements.

○ **RELIGIOUS STUDIES MAJOR** **(Bachelor of Arts)**

Required: 122 semester hours.

In view of the inescapably self-reflexive and self-involving nature of learning generally and of the discipline of Religious Studies in



particular, the undergraduate major in Religious Studies is arranged individually with each student. An effort is made to balance differing intellectual interests and aspirations with the possibilities and demands of various forms of inquiry into the phenomenon of religion. Each person's program of study is prepared in collaboration with and is subject to the approval of the faculty in the Department of Religious Studies.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses, other than major, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements

1. 24-36 semester hours in Religious Studies above the 100 level, including 410 (Religious Studies Colloquium) and 411 (Senior Project).
2. While areas of study within the department are not rigidly demarcated, it is assumed that each student's program will be formulated to allow for recognizable areas of concentration as well as a distribution of courses from different faculty in the department.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.

RELIGIOUS STUDIES MINOR

18 semester hours are required (counting 100-level courses) including a distribution of courses from different faculty.

Religious Studies/courses

Courses for Undergraduates

- 110 Introduction to Religious Studies (3:3).** Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols and practices which characterize man's religious experience. (H).
- 202 Introduction to the Old Testament (3:3).** Study of the Hebrew Scriptures in historical, sociological and literary context. (H).
- 204 Introduction to the New Testament (3:3).** A study of the synoptic gospels (Matthew, Mark and Luke) and a brief introduction to the thought of Paul and the Gospel of John. (H). (Formerly 308).
- 211 Hinduism (3:3).** Introduction to the Hindu religious tradition, its myths, rituals, music, social structure and philosophical thought. (H). (Formerly 311).
- 221 The Buddhist Religious Tradition (3:3).** An inquiry into the origin, development and impact of Buddhism in Asian cultures. The course will focus on religious doctrines, forms of community religious practices, techniques, art and

- iconography and the implications of the Buddhist perspective for the contemporary world in both Asia and the West. (H).
- 250 Experimental Course: Introduction to Religious Symbolism and Imagination (3:3).** A study of the religious imagination as seen in selected symbols from the texts and artifacts of ancient and modern cultures.
- 307 The Prophets of Israel (3:3).** Study of the origins of the prophetic faith and its expression in the books of Job, Amos, Hosea, Jeremiah, Isaiah and Jonah, with emphasis on their historical, sociological and literary contexts. (H).
- 309 Women and Religion (3:3).** Examination of current trends of thought among women theologians on the relation between feminist concerns and Biblical teaching. (H).
- 313 Asian Religion (3:3).** A study of the religious philosophies, traditions and practices in China, Japan and India. Pr. 110 suggested. (H).
- 315 Religious Images of Identity and the Self (3:3).** An exploration of important similarities and differences in images of the self and modes of identity transformation in spiritual autobiographies from a variety of religious traditions. (H).
- 318 Religion and Rebellion (3:3).** An investigation of alternative modes of rebellion — including “the nihilist,” “the outsider,” “the martyr” and “the sacred clown” — as possible vehicles toward the re-creation of vision in the twentieth century. (H).
- 319 Atheism in the Modern World (3:3).** Humane questions occasioned by atheism in the West and their influence on religion in contemporary culture, with special emphasis on religion in radical perspective: new humanism, origins of “the death of God” and rebellion. (H).
- 320 Social Reality and the Sacred (3:3).** Origin and meaning of the “sacred” (with emphasis on text and ritual) in light of differing social realities. (H).
- 322 Death as Human Experience (3:3).** A study of death and dying under various aspects including the personal, the imaginative, the theological and philosophical, and the social and medical. (H).
- 324 Philosophical Issues in Religion (3:3).** Modes of philosophical reflection, grounds of human conceptuality and their relation to the truth of religious claims. (H).
- 325 Madness and Spirit (3:3).** A study of ecstasy and insanity — their history, relations and forms of appearance in modernity. (H).
- 326 Religion and Contemporary Culture (3:3).** Religious apprehension of man and the world as disclosed by analysis of conceptual commitments embodied in contemporary social institutions, the arts, politics and philosophy. (H).
- 333 Technology and Human Spirit (3:3).** Relation between “reverence” and “production” in modern industrial society, with emphasis on interaction between self and world in light of influence of technology. (H).
- 341 Vision and Choice in Morality (3:3).** Investigation of dynamics of human choice and of ways in which images of past and future inform moral decisions, actions and intentions. Involves a consideration of interaction between moral choice and human temporality. (H).



- 343, The History of Western Ethics (3:3), (3:3).**
- 344** An exploration of the origins and meanings of major ethical perspectives in Western history. First semester: Greek, Hebrew, Early Christian, Roman. Second semester: Medieval, Renaissance, Reformation. Same as Philosophy 343, 344. (H).
- 351 Primitive Religion (3:3).** A study of primitive religion in which the basic question "what is it to be human?" will be raised by entering into the symbolic worlds of primitive peoples. (H).
- 352 Ancient Religions (3:3).** Exploration of ancient religious symbols through a study of archaeological and written records in light of the work of contemporary symbolic anthropologists. Emphasis on those symbols pertinent to an understanding of our own cultural heritage. (H).
- 355 Comparative Religious Cosmologies (3:3).** An inquiry into the notion of "cosmos," or a coherent world of experience and action, through the study of myth, ritual, social organization and belief in selected traditional, historical and contemporary societies. Pr. 110 or one 200 level course in religious studies, anthropology or sociology. (H).
- 365 Mythology and the Religious Imagination (3:3).** A study of the imaginative and religious dimensions of mythology, with special emphasis upon the role mythology plays in both traditional religions and modern, secular culture. (H).
- 401, Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3).**
- 402,** Directed program of reading, research
- 403,** and private instruction. Pr. permission of
- 404** instructor. (H).
- 410 Religious Studies Colloquium (3).** Colloquium on unifying theme in

Religious Studies. Required for senior majors. Open to others with permission of instructor.

- 411 Senior Project (3).** Individually supervised inquiry for senior majors. Pr. senior standing, major in Religious Studies.

Course for Graduates

- 695 Independent Study (1 to 3).**

Residential College

(Mary Foust Hall/College of Arts and Sciences)

Richard T. Whitlock (1967), Director, Residential College and Associate Professor, Department of Physics/B.S., Capital/M.S., Ph.D., Western Reserve.

Frances C. Arndt (1977), Instructor of English in Residential College/B.A., William and Mary/M.A., Ph.D., Duke. Part-time.

Linda B. Bragg (1970), Instructor of English in Residential College/B.A., Bennett College/M.A., Western Reserve.

Betty Carpenter (1972), Assistant to the Director and Instructor in Residential College/B.S., M.A., George Peabody College. Part-time.

Michael W. Miles (1978), Instructor in Residential College/B.A., Princeton/M.A., California at Berkeley. Part-time.

Lynda M. Moss (1975), Instructor of Art in Residential College/B.A., George Washington/M.A., City College of City University of New York. Part-time.

Margaret Thomson (1978), Instructor in Residential College/B.A., Greensboro College/M.A., Florida State. Part-time.

Murray Arndt, Assistant Professor, Department of English.

Warren H. Ashby, Professor, Department of Religious Studies.

Robert M. Calhoon, Professor, Department of History.

L. Dean Fadely, Associate Professor, Department of Communication and Theatre.

Nancy Clark Fogarty, Head Reference Librarian.

Herbert S. Gochberg, Professor and Head, Department of Romance Languages.

Richard E. McFadyen, Assistant Professor, Department of History.

Roy Neil Schantz, Associate Professor, Department of History.

James H. Svava, Associate Professor, Department of Political Science.

Charles P. R. Tisdale, Assistant Professor, Department of English.

Henry Herbert Wells III, Professor, Department of Psychology and Assistant Vice Chancellor for Academic Affairs.

The Residential College was created at UNC-G to provide a setting which encourages innovative study, small classes, unity of academic and social experiences and close student-faculty contacts.

The Residential College is primarily a two-year program for freshmen and sophomores with a limited number of upperclassman participants. Members of the program live and have classes in a coed dormitory. A faculty couple resides there as counselors, and faculty members have offices in the residence hall.

Faculty members from many different departments and schools teach in the Residential College, and courses taught meet degree requirements in Humanities, Social & Behavioral Sciences, Natural Sciences and English Composition areas.

All students participate in an interdisciplinary core course and choose from a wide range of other educational opportunities such as experimental seminars, varied types of independent study, community service work and workshops based on student interests. These activities make up nine hours of a student's semester course load. The remaining six semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNC-G and are expected to participate in the life of UNC-G.)

In the Residential College students and faculty serve on governing committees and participate together in special events within the dormitory.

All students who have been admitted to UNC-G automatically qualify for application to the Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

Residential College/ courses

- 101 English Composition (3:3).** Designed to develop the student's ability to read with discrimination and write effectively. F. Arndt, Bragg. (EC).
- 201, 202 Residential College Core Course: European Civilization (3), (3).** A parallel course to American Civilization, each offered for Residential College students in alternate years. An interdisciplinary course concerning Europe since 1500.
- 201-01, Major Philosophers.** Ashby.
202-01 (H).
- 201-02, Selected Literary Masterpieces.**
202-02 Tisdale. (H).
- 201-03, Political and Social History.**
202-03 McFadyen. (SBS).
- 201-04, History of Science.** Whitlock.
202-04 (SBS).
- 201-05 Elizabethan England.** Miles.
(SBS).
- 131, 132, 231, 232 Residential College Seminars (9), (9), (3 to 9), (3 to 9).** Concentrated and in-depth seminars meeting University requirements in humanities, social sciences and natural science areas are created by faculty and students. Seminars are set up each year, each with 3 hours credit. Seminars for 1978-79 were:
- 221-36 Indian Art and Culture.** Moss.
(H).
- 221-37 Selected Plays.** Tisdale. (H)
- 221-39 Poetry of Song.** (H).
- 221-41 Folk Expression in the Third World.** Bragg, Moss. (H).
- 221-42 Black Female Consciousness.**
Bragg. (H).



- 221-44 **Visual Arts of Europe Since 1500.** Thomson. (H)
- 224-33 **Workshop in Practical Politics.** Svava. (SBS).
- 224-34 **Great World Traditions.** Schantz. (SBS).
- 224-35 **America in the Depression Years: 1929-1940.** McFadyen. (SBS).
- 224-36 **Puritans and Evangelicals.** Calhoon. (SBS).
- 241-04 **Grail Literature.** F. Arndt, M. Arndt. (H).
- 241-13 **Songs of Innocence and Experience.** F. Arndt. (H).
- 241-37 **Lost Literature.** Gochberg. (H).
- 241-38 **Japanese Art and Culture.** Moss. (H).
- 241-39 **Selected Plays II.** Tisdale. (H).
- 241-40 **From Fiber to Fabric.** Moss. (H).
- 241-41 **Visual Arts of Modern Europe.** Thomson. (H).
- 241-42 **Myth, Symbol and Metaphor in Literature.** Bragg. (H).
- 244-31 **American Lives: History Through Biography.** McFadyen. (SBS).
- 244-32 **Introduction to Psychology.** Wells. (SBS).
- 247-06 **Physics of Musical Sounds.** Whitlock. (NSM).
- 251 **Creative Writing Workshop (1 to 3).** Bragg.
- 256 **Service Learning (1 to 3).** Whitlock.
- 262 **Independent Study (1 to 3).** Carpenter.
- 271 **Elective Seminars (1 to 3).**
- 271-01 **Introduction to the Library and Its Resources.** Fogarty.
- 271-02 **A Study of Alternative Education.** Tisdale.
- 271-03 **Evidence and Argument in Public Communication.** Fadely.
- 271-04 **Forms of Public Address.** Fadely.
- 271-05 **Alternative Education.**
- 301 **Independent Study (3).** Carpenter.
- 302 **Advanced Study (3).** Carpenter.
- **Romance Languages—Department of**
(319 McIver Bldg./College of Arts and Sciences)
- Herbert S. Gochberg** (1977), Professor and Head of Department/B.A., The City College of New York/M.A., Ph.D., Brown.
- José A. Almeida** (1966), Associate Professor/B.A., Baylor/M.A., Ph.D., Missouri.
- James C. Atkinson** (1958), Professor/B.A., M.A., Duke/Ph.D., Johns Hopkins.
- Sarah F. Bell** (1967), Associate Professor/B.A., M.A., Ph.D., U.N.C. at Chapel Hill.
- Hortensia S. Boudy** (1977), Instructor/M.A., U.N.C. at Chapel Hill/Ph.D., Havana. Part-time.
- Kathleen M. Bulgin** (1965), Instructor/B.A., Sweet Briar College/M.A., Bryn Mawr College.
- Scott B. Bushell** (1978), Instructor/B.A., University of Hull, United Kingdom/M.A., U.N.C. at Chapel Hill. Part-time.
- Claude J. Chauvigné** (1965), Associate Professor/B.S., Southwest Missouri State/M.A., Ph.D., Colorado.
- J. Philip Couch** (1958), Associate Professor/B.A., U.N.C. at Chapel Hill/Ph.D., Yale.
- Paul M. Descouzis** (1966), Professor/B.A., Collège de Notre Dame/M.A., Boston/Ph.D., Maryland. Part-time.
- David A. Fein** (1976), Assistant Professor/B.A., Brown/Ph.D., Cornell.
- Anthony N. Fragola** (1975), Instructor/B.A., Columbia/M.A., U.N.C. at Chapel Hill.
- William O. Goode** (1974), Associate Professor/B.A., Washington and Lee/M.A., Ph.D., Duke. Leave of absence, first semester 1978-79.
- Karen A. Gruendler** (1978), Instructor/B.S., Wisconsin at Madison/B.A., M.A., UNC-G. Part-time.
- Mary E. Kidd** (1975), Assistant Professor/B.A., Mary Washington College/M.A., Ph.D., Minnesota.
- Kathleen V. Kish** (1969), Associate Professor/B.A., California at Berkeley/M.A., Ph.D., Wisconsin.
- Jean Paul Koenig** (1962), Assistant Professor/B.A., Aix-Marseille/M.A., U.N.C. at Chapel Hill/Docteur d'Université, Toulouse.
- Ramiro Lagos** (1965), Professor/B.A., La Porciúncula/M.A., Ph.D., Universidad Javeriana.
- F. Giraudet-Lay** (1963), Instructor/Baccalauréat, Paris/Licence ès Lettres, Université de Bordeaux.
- George E. McSpadden** (1967), Professor/B.A., M.A., New Mexico/Ph.D., Stanford.

Jane T. Mitchell (1970), Associate Professor, School of Education and Department of Romance Languages/B.A., Mary Baldwin College/M.A., George Washington/Ph.D., U.N.C. at Chapel Hill.

Lillian A. Nordenholz (1978), Instructor/B.A., Redlands/M.A., UNC-G. Part-time.

Samir H. Rizk (1968), Assistant Professor/B.B.A., Miami/B.A., Damascus/M.A., Ph.D., Illinois.

José Sanchez-Boudy (1965), Assistant Professor/B.A., Chagnagnat/M.A., U.N.C. at Chapel Hill/Doctor en Derecho, Havana/Diploma de Doctor, Madrid.

Mark I. Smith (1975), Assistant Professor/B.A., M.A., Ph.D., California at Berkeley.

Roch C. Smith (1970), Associate Professor/B.A., M.A.T., Florida/M.A., Ph.D., Emory.

Robert R. Stinson (1966), Associate Professor/B.A., Lenoir Rhyne College/M.A., Ph.D., U.N.C. at Chapel Hill.

Peggy E. Sussman-Fort (1978), Instructor/B.A., SUNY at Albany/M.S., C. W. Post Campus, Long Island. Part-time.

Shirley B. Whitaker (1960), Associate Professor/B.A., M.A., Duke/Ph.D., U.N.C. at Chapel Hill.

Pamela D. Williams (1976), Instructor/B.A., UNC-G/M.A., U.N.C. at Chapel Hill. Part-time.

Jim Wayne Yates (1977), Instructor/B.A., M.A., Appalachian. Part-time.

The Department of Romance Languages offers a variety of programs in language, literature and culture of the three major Romance areas of French, Spanish and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation.

At all levels the department's aims are two-fold:

1. Practical training in understanding, speaking, reading and writing a foreign language.
2. Promotion of those values in the liberal arts tradition that derive particularly from language study: increased understanding of language itself as structure and process, the enlightening encounter with modes of thought and expression different from one's own and an introduction to another culture.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts and the Master of Education degrees in French and in Spanish.

Special facilities and features include two modern language laboratories; the International House, where students use French or Spanish in daily living under guidance of resident native speakers; the Junior Year Abroad; summer classes in France, Spain and Latin America; and active French and Spanish clubs and honorary societies. Achievement in Romance studies is recognized by four annual awards to outstanding majors.

FRENCH OR SPANISH MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The French and Spanish Majors are designed to insure a well-rounded preparation in language and literature. Students interested in a teaching career pursue a sequence of courses that develop the special competencies required of the professional, whereas others may follow a general program in preparation for graduate studies or for employment in government or industry.

The programs in French and Spanish are designed to allow latitude for the student's election of areas of personal interest and to avoid undue specialization or imbalance. Specific course and area requirements and electives in language, literature and culture characterize all programs.

Students seeking **teacher certification** should see Teacher Education Chapter.

All majors in French or Spanish have advisers to help them make choices most appropriate to their needs and interests.



Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated. Satisfied by the major.
3. Three courses, other than major, from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Natural Sciences & Mathematics and Social & Behavioral Sciences areas. At least one course must be taken in each of the two areas.

Major Requirements

30-36 semester hours in French or Spanish above the 100 level.

1. Two literature courses: French or Spanish 207, 208, 251, 252.
2. Four language courses: French or Spanish 209, 210, 211, 212, 213, 350, 353, 354.
3. Three literature courses: French or Spanish at the 300 and 500 levels.
4. Additional courses in French or Spanish at the 200 level or above to fulfill hours in major.

Note: Students seeking **teacher certification** must take courses in the major dealing with phonetics, civilization and composition: French or Spanish 350; 371, 571 or 572; 209, 210 or 353, 354. These requirements are in addition to the other certification requirements discussed in the Teacher Education Chapter.

Related Area Requirements

Suggested: second foreign language and literature; English or American literature;

classical civilization; European, French or Latin American history; international studies; Latin American studies; world literature; linguistics; music; art; philosophy.

Electives

Electives sufficient to complete total semester hours required for degree.

FRENCH OR SPANISH MINOR

Required: 15-21 semester hours.

The French or Spanish Minor offers students in other disciplines an opportunity to develop proficiency in a foreign language or to explore in depth the literature and culture of France, Spain or Latin America. The program of studies for the minor will be tailored to the needs and interests of the student; there are no specific course requirements, but only courses at the 200 level or above may be counted toward the minor.

French/courses

Courses in English Translation

French Literature in English translation courses are as follows:

- 301, French Literature in Translation (3:3).**
302 (3:3).

A full description of these courses will be found in numerical order in the French courses listed below.

Courses for Undergraduates

- 101, Elementary French (3:3), (3:3).**
102 Introduction to French with practice in listening, speaking, writing and reading. Supplementary instruction in the language laboratory.



- 103, Intermediate French (3:3), (3:3).** Review and further study of basic French structures with emphasis on active use of language skills: listening, speaking, writing, reading. Supplementary instruction in the language laboratory. 103 is prerequisite to 104. (H).
- 105, Intermediate French for Voice Majors (3:3), (3:3).** Introduction to main elements of grammar. Emphasis on pronunciation and diction for singers, with practice in intonation, interpretation, vocabulary building and comprehension. Readings based especially on texts from French vocal and literary works. Supplementary instruction in the language laboratory. Not offered every year.
- 113 Conversation in France (3).** Extensive formal and informal training in French conversation in a living French setting. Open only to students who do not meet the prerequisites for 213. Offered as a summer program in France only. Pr. two semesters of elementary French courses or permission of instructor.
- 150 Applied French (International House) (1:1).** Students living on the French Floor of the International House use the language for communication and participation in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to French Floor of International House. May not be used to satisfy the foreign language requirement.
- 201, Intensive Reading Course in French (3:3), (3:3).** Designed to develop the student's ability to read French. Grammar is emphasized first semester; vocabulary building and reading, the second.
- Reading material depends on interests of the class. May not be used to satisfy the foreign language requirement.
- 203, Accelerated French (3:3), (3:3).** Intensive course designed to cover both elementary and intermediate levels in one year. Extensive readings. Supplementary instruction in the language laboratory. Pr. intermediate proficiency in another foreign language. (H) for 204.
- 207, Survey of French Literature (3:3), (3:3).** Reading in chronological order of selections from French literature. (H).
- 209, Intermediate French Composition (3:3), (3:3).** Intensive study of grammar and idiom. Formal and informal writing.
- 211, French Conversation (3:3), (3:3).** Intensive and methodical training in spoken French.
- 213 Conversation in France (3).** Intensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in France. Pr. 104 or permission of instructor.
- 220 Experimental Course: Camus in English Translation (3:3).**
- 251, Major French Writers (3:3), (3:3).** Selected readings from particular periods, genres or themes in French literature. Topics to be announced annually. (H).
- 271 Introduction to Contemporary French Culture (3:3).** Introduction to the modern culture of the French-speaking world. Emphasis on the description of cultural characteristics and contemporary life, institutions and attitudes. Pr. 104 or equivalent. (H).
- 301, French Literature in Translation (3:3), (3:3).** First semester: major plays, fiction and poetry from the Middle Ages through



- the seventeenth century. Second semester: major works of the nineteenth century and the first half of the twentieth century. May not be used for credit toward French major. (H).
- 313 The Contemporary French Novel (3:3).** Significant works of French novelists, from World War I to the present. New trends in the novel in France. Pr. 207, 208 or equivalent. R. Smith. (H).
- 327 Seventeenth-Century French Classical Literature (3:3).** Representative works of the classical period. Pr. 207, 208 or equivalent. Goode. (H).
- 330 Eighteenth-Century French Literature (3:3).** Selected works of Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais and Bernardin de St.-Pierre. Pr. 207, 208 or equivalent. Rizk. (H).
- 331 French Romanticism (3:3).** Romantic poetry, novels and dramas with emphasis on poetry. Pr. 207, 208 or equivalent. Bell. (H).
- 333 The Nineteenth-Century French Novel (3:3).** Intensive study of some of the most important French novels of the nineteenth century. Includes Constant, Stendhal, Balzac, Flaubert and Zola. Pr. 207, 208 or equivalent. Couch. (H).
- 336 Nineteenth-Century French Theatre (3:3).** Selected works of Pixérécourt, Dumas père, Hugo, Musset, Vigny and Scribe representing the earlier part of the century; and Dumas fils, Augier, Pailleron, Becque, Rostand and Maeterlinck the later part. Pr. 207, 208 or equivalent. Bell. (H).
- 338 French Lyric Poetry to 1850 (3:3).** Textual and historical study of French lyric poetry from Villon to Nerval, with readings from related critical theory. Pr. 207, 208 or equivalent. Smith. (H).
- 340 Modern French Poetry (3:3).** Study of Baudelaire, Lautréamont, Rimbaud and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Pr. 207, 208 or equivalent. Chauvigné. (H).
- 345 French Literature to 1500 (3:3).** Readings from major genres of the Middle Ages in modern French translation. Pr. 207, 208 or equivalent. Fein. (H).
- 350 Practical French Phonetics (3:3).** Students learn to read and write phonetic symbols for sounds of French and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212 or equivalent or permission of instructor. Mitchell.
- 353, 354 Advanced French Composition (3:3), (3:3).** Intensive study of modern French prose. Translations into French of literary and colloquial English. Pr. 207, 208 or equivalent. Koenig.
- 368 Experimental Course: Twentieth-Century French Theatre (3:3).**
- 371a, 371b Culture and Civilization in France (3), (3).** A study of French culture and civilization as manifested in France today. Special emphasis on Paris and one other region of France. Offered only as a summer program in France. 371a taught in French. Pr. 104 or permission of instructor. 371b taught in English. Open only to students not meeting prerequisites for 371a; may not be used for credit toward French major. (H).
- 493-494 French Honors Work (3:3)-(3:3).**

Courses for Advanced Undergraduates and Graduates

- 517 The Auteur Director (3:2:3).** Study of the works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. Communication and Theatre 171 or English 330 or graduate standing. Same as Communication and Theatre, English, Italian, Spanish 517. (H).
- 518 Studies in Film Genre (3:2:3).** Study of the technical, dramatic, social and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. Communication and Theatre 171 or English 330 or graduate standing. Same as Communication and Theatre, English, Italian, Spanish 518. (H).
- 545 Old French Literature (3:3).** Readings in literature of the Old French period (9th-13th centuries). Pr. one 300-level course in French literature or permission of instructor. Atkinson. (H).
- 547 Middle French Literature (3:3).** Readings in fifteenth-century literature exploring each of the major genres: the nouvelle, farce and lyric poetry. Pr. one 300-level course in French literature or permission of instructor. Fein. (H).
- 549 Eighteenth-Century French Novel (3:3).** Study of most significant French novels of the eighteenth century with a view to tracing the evolution of this literary genre and its tendencies toward nineteenth-century realism. Pr. one 300-level course in French literature or permission of instructor. Rizk. (H).
- 558 French Literary Criticism (3:3).** Major developments in French literary criticism from Boileau through Diderot and Baudelaire to the present, followed by the most significant aspects of contemporary French literary criticism. Pr. one 300-level course in French literature or permission of instructor. Chauvigné. (H).
- 561 Molière (3:3).** Intensive study of Molière's plays, taken chronologically, revealing his developing mastery of the art of comedy and of stage technics. Pr. one 300-level course in French literature or permission of instructor. Goode. (H).
- 563 Seventeenth-Century French Baroque and Pre-Classical Literature (3:3).** Representative works of the baroque and pre-classical period. Pr. one 300 level course in French literature or permission of instructor. Goode. (H).
- 565 Rousseau (3:3).** Major writings of Rousseau, tracing development of his ideas and his literary artistry. Pr. one 300-level course in French literature or permission of instructor. Rizk. (H).
- 567 Stendhal (3:3).** Stendhal's major works of fiction read in conjunction with selections from his journals and critical pieces. Pr. one 300-level course in French literature or permission of instructor. Couch. (H).
- 568 Modern French Theatre (3:3).** French drama from Symbolists to the present, including works by Claudel, Romain, Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco and others. Pr. one 300-level course in French literature or permission of instructor. Couch. (H).
- 569 Gide, Malraux and Camus (3:3).** Thematic analysis of major works of Gide, Malraux and Camus, with attention to novelistic theory. Pr. one 300-level course in French literature or permission of instructor. Smith. (H).



571, French Civilization (3:3), (3:3). Study of
572 France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions and culture. Stress on present-day France. Pr. one 300-level course in French literature or permission of instructor. Chauvigné. (H).

573 Sixteenth-Century French Literature (3:3). Survey of sixteenth-century literature including works of Marot, Rabelais and poets of the *Pléiade*. Special emphasis on the *Essais* of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Couch. (H).

Courses for Graduates

- 601, Seminars in French Literature (3:3),**
602 (3:3).
610 History of the French Language (3:3).
625 Studies in French Style (3:3).
630 Applied French Linguistics (3:3).
650 Advanced French Phonetics (3:3).
680 Romance Philology and Linguistics (3:3).
693 Special Problems in French Language and Literature (3:3).
699 Thesis (3 to 6).
800 Graduate Registration.
801 Graduate Registration.

Spanish/courses

Courses in English Translation
 Spanish Literature in English translation courses are as follows:

301, Spanish Literature in Translation
302 (3:3), (3:3).

A full description of these courses will be found in numerical order in the Spanish courses listed below.

Courses for Undergraduates

- 101, Elementary Spanish (3:3), (3:3).** Introduc-
102 tion to Spanish with practice in listening, speaking, writing and reading. Supplementary instruction in the language laboratory.
- 103, Intermediate Spanish (3:3), (3:3).** Review
104 and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. Supplementary instruction in the language laboratory. 103 is prerequisite to 104. (H).
- 150 Applied Spanish (International House) (1:1).** Students living on the Spanish Floor of International House use the language for communication and participation in conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to Spanish Floor of International House. May not be used to satisfy the foreign language requirement.
- 203, Accelerated Spanish (3:3), (3:3).**
204 Intensive course designed to cover both elementary and intermediate levels in one year. Extensive readings. Supplementary instruction in the language laboratory. Pr. intermediate proficiency in another foreign language. (H) for 204.
- 207, Survey of Spanish Literature (3:3), (3:3).**
208 Reading in chronological order of selections from Spanish literature. (H).

- 209, Intermediate Spanish Composition (3:3),**
210 (3:3). Intensive study of grammar and idiom. Formal and informal writing.
- 211, Spanish Conversation (3:3), (3:3).**
212 Intensive and methodical training in spoken Spanish.
- 213 Conversation in a Spanish-Speaking Country (3).** Intensive formal and informal training in Spanish conversation in a Latin American setting. Offered only in UNC-G/Guilford College Summer Program Abroad. Pr. 104 or permission of instructor.
- 251, Major Spanish/Latin American Writers**
252 (3:3), (3:3). Selected readings from particular periods, genres or themes in Spanish/Latin American literature. Topics to be announced annually. (H).
- 271 Introduction to Hispanic Culture (3:3).** Introduction to the culture of the Hispanic world. Selected readings on the culture by noted Hispanic authors, films, slides with classroom discussions. Pr. 104 or equivalent. (H).
- 301, Spanish Literature in Translation (3:3).**
302 (3:3). First semester: major works of the medieval period and the Golden Age. Second semester: major works of the nineteenth and twentieth centuries. May not be used for credit toward the Spanish major. (H).
- 317 Spanish-American Colonial, Independence Literature (3:3).** Study of key authors and texts of Spanish territories of the western hemisphere with attention to thought, form, style and spirit of their works. Colonial literature to Independence. Pr. 207, 208 or equivalent. M. Smith. (H).
- 318 Spanish-American Romantic Literature (3:3).** Study of key authors and texts of Spanish territories of the western hemisphere with attention to thought, form, style and spirit of their works. Literature of the Romantic Period. Pr. 207, 208 or equivalent. M. Smith. (H).
- 321 Twentieth-Century Spanish Novel (3:3).** Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín and Pérez de Ayala. Brief survey of the post-Civil War novel. Pr. 207, 208 or equivalent. (H).
- 324 Nineteenth-Century Spanish Theatre (3:3).** Survey of the Spanish drama from neoclassicism to the late nineteenth century. Includes Moratín, Duque de Rivas, Zorrilla, Tamayo y Baus, Echegaray, Pérez Galdós. Pr. 207, 208 or equivalent. (H).
- 326 Spanish-American Literature from Modernism to the Present (3:3).** Analysis of representative works from Modernism to present. Lectures on social, literary and cultural backgrounds. Pr. 207, 208 or equivalent. Lagos. (H).
- 329 Spanish-American Fiction (3:3).** Development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Pr. 207, 208 or equivalent. Lagos. (H).
- 330 Eighteenth-Century Spanish Literature (3:3).** Literature of the Enlightenment in Spain (fiction, prose, poetry and drama), with attention to major literary movements. Pr. 207, 208 or equivalent. Kish. (H).
- 331 The Essay in Latin America (3:3).** Historical evolution, thematic diversification, cultural content and stylistic traits. Pr. 207, 208 or permission of instructor. Lagos. (H).
- 332 Experimental Course: The Spanish Imagination (3:3).**



Spanish attitudes is best reflected. Pr. one 300-level course in Spanish literature or permission of instructor. (H).

- 525 Spanish Prose Fiction of the Renaissance and Golden Age (3:3).** Representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 300-level course in Spanish literature or permission of instructor. Whitaker. (H).
- 531 The Nineteenth-Century Spanish Novel (3:3).** The Spanish novel from the **costumbrista** movement to the naturalistic novel, including works of Mesonero Romanos, Larra, Enrique Gil Carrasco, Fernán, Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr. one 300-level course in Spanish literature or permission of instructor. (H).
- 535 Twentieth-Century Spanish Theatre (3:3).** The Spanish drama from realistic to present-day writers, including works by Benavente, los Quintero, los Machado, Marquina, García Lorca and other more recent dramatists, such as Aub, López Rubio and Sastre. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (H).
- 538 Twentieth-Century Spanish-American Theatre (3:3).** Comprehensive view of the twentieth-century Spanish-American theatre with special emphasis on Central American dramatists. Pr. one 300-level course in Spanish literature or permission of instructor. Almeida. (H).
- 545, 546 Old Spanish Literature (3:3), (3:3).** Readings in Spanish literature of the Middle Ages with attention to special features of literature and development of the

language. Pr. one 300-level course in Spanish literature or permission of instructor. Stinson. (H).

- 571 Spanish Civilization (3:3).** Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts and institutions. Pr. one 300-level course in Spanish literature or permission of instructor. (H).
- 572 Spanish-American Civilization (3:3).** Development of Spanish-American culture. Pr. one 300-level course in Spanish literature or permission of instructor. Lagos. (H).

○ Courses for Graduates

- 601, 602 Seminars in Spanish Literature (3:3), (3:3).**
- 610 History of the Spanish Language (3:3).**
- 615 The Generation of 1898 (3:3).**
- 625 Studies in Spanish Style with Special Emphasis on Literary Methods and Bibliographical Tools (3:3).**
- 630 Applied Spanish Linguistics (3:3).**
- 650 Advanced Spanish Phonetics: Problems of Pronunciation and Intonation (3:3).**
- 680 Romance Philology and Linguistics (3:3).**
- 693 Special Problems in Spanish Language and Literature (3:3).**
- 699 Thesis (3 to 6).**
- 800 Graduate Registration.**
- 801 Graduate Registration.**

Italian/courses

Courses for Undergraduates

- 101, Elementary Italian (3:3), (3:3).**
102 Introduction to Italian with practice in hearing, speaking, reading and writing. Supplementary instruction in the language laboratory. Fragola.
- 203, Intermediate Italian (3:3), (3:3).** Review
204 and further study of Italian, followed by reading of contemporary authors. Fragola. (H).
- 293 Readings in Modern Italian Literature (3:3).** Selected readings from the modern period. Pr. 204 or permission of instructor. (H).
- 294 Advanced Readings in Italian (3:3).** Selected readings from Dante, Boccaccio, Petrarca and Machiavelli. Pr. 204 or permission of instructor. (H).

Courses for Advanced Undergraduates and Graduates

- 517 The Auteur Director (3:2:3).** Study of the works of an individual film director. Subject differs from offering to offering. May be repeated for credit. Pr. Communication and Theatre 171 or English 330 or graduate standing. Same as Communication and Theatre, English, French, Spanish 517. (H).
- 518 Studies in Film Genre (3:2:3).** Study of the technical, dramatic, social and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit. Pr. Communication and Theatre 171 or English 330 or graduate standing. Same as Communication and Theatre, English, French, Spanish 518. (H).

Russian—See German and Russian.

Russian Studies—See Interdepartmental Studies.

Sculpture—See Art.

Social Studies Teacher Certification (Economics Major)—See Economics.

Social Studies Teacher Certification (Sociology Major)—See Sociology.

Social Work — Undergraduate Program (333 Graham Bldg./College of Arts and Sciences)

- Virginia J. Stephens** (1962), Assistant Professor and Director/B.A., Meredith College/M.S.S.W., Texas.
- Carolyn S. Allen** (1978), Lecturer/B.A., Texas/M.A., Florida State. Part-time.
- Pearl M. Bacote** (1977), Assistant Professor/B.A., North Carolina Central/M.S.W., New York/Advanced Curriculum Certificate, Columbia.
- Andrew W. Dobelstein** (1978), Visiting Associate Professor/B.A., Valparaiso/M.A., Western Reserve/Ph.D., Duke. Part-time, first semester 1978-79.
- Ronald C. Federico** (1973), Visiting Associate Professor/B.A., Yale/M.S.W., Michigan/Ph.D., Northwestern. Part-time.
- Janet K. Gnuse** (1979), Lecturer/B.A., Baylor/M.S.S.W., Texas. Part-time, second semester 1978-79.
- Shirley J. McKinnon** (1975), Instructor/B.S., Hampton Institute/M.S.W., Illinois.
- Sarah G. Medlin** (1978), Instructor/B.A., Berea College/M.S.W., U.N.C. at Chapel Hill.
- John C. Murray** (1977), Visiting Assistant Professor/A.B., M.R.E., Southern Baptist Theological Seminary/M.S.W., U.N.C. at Chapel Hill.
- Robert J. Wolf** (1976), Instructor/B.A., Drake/M.A., Chicago/M.A., Ph.D., California at Santa Barbara. Part-time.

SOCIAL WORK MAJOR (Bachelor of Science)

Required: 122 semester hours.

The undergraduate social work program provides a curriculum for persons interested in moving directly into social work practice and for those preparing for graduate study. The

program is accredited by the Council on Social Work Education in which UNC-G holds membership.

Students preparing for other human service professions or wishing to strengthen their work in the liberal arts may elect courses from the Social Work Program. However, Methods of Social Work Intervention I (SWK 411), Methods of Social Work Intervention II (SWK 412), along with Field Instruction I and II (SWK 413, 414) and Field Instruction Seminars I and II (SWK 415, 416), may be taken only by persons planning to complete the Social Work Program. Social work majors must be advised by social work faculty.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities area (H).
4. Two courses from Natural Sciences & Mathematics area (NSM).
5. Two courses, other than social work (or required cognate courses), from Social & Behavioral Sciences area (SBS).
6. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken in each of the two areas.

*Work taken to satisfy Natural Sciences & Mathematics (NSM), number 4 above, or in other portion of the program must include Biology 105 or the equivalent.

Major Requirements

24-42 semester hours in the major above 100 level.

Social Work 112, 212, 311, 312, 411, 412, 413, 414, 415, 416.

Related Area Requirements

1. Anthropology 313.
2. Communication & Theatre 106.
3. Economics 101.
4. Political Science 221.
5. Psychology 223 or 221.
6. Sociology 211, 314, 318.
7. Health 369.

Electives

Electives sufficient to complete total semester hours required for degree.

Social Work/courses

- 112 Social Work in the Community: An Introduction (3:3).** Introduction to Social Welfare Programs and Social Work Practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.
- 212 Social Welfare as a Social Institution (4:3:3).** Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services; and an overview of interventive methods used in social welfare contexts. Supervised volunteer experience required. Same as Sociology 212.
- 311 The Uses of Social Science in Social Work (3:3).** Provides an opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis will be on theories relevant to understanding and influencing change on the societal, organizational, group and individual levels. Pr. 212 and consent of instructor. Same as Sociology 311. (SBS).



- 312 Social Policies and Issues in Social Welfare (3:3).** Examination of policy formulation, development, and implementation and the effects of administrative structure upon delivery of social welfare programs. Current welfare policies will be used as illustrations. Role of the professional in policy making will be examined. Same as Sociology 312.
- 411 Methods of Social Work Intervention I (3:3).** An introduction to the knowledge, values, processes and skills upon which social work practice is based, and to the range of interventive measures available to the social worker. Pr. 212 and the instructor's permission. Must be taken concurrently with 413 and 415.
- 412 Methods of Social Work Intervention II (2:2).** Emphasis on development of social work practice skills with particular attention on the range, functions, tasks and processes required in the delivery of social services. Pr. 411, 413; must be taken before or concurrently with 414 and 416.
- 413 Field Instruction I (4:0:16).** Students obtain experience in performing a range of activities appropriate for entry level practice. Pr. 212 and conference with the Director of Field Instruction. Grade: Satisfactory/Unsatisfactory (S/U). Taken concurrently with 415.
- 414 Field Instruction II (4:0:16).** An opportunity for students in the Social Work Program to continue their supervised experiences in applying interventive techniques and skills in selected social service settings. Pr. 413. Grade: Satisfactory/Unsatisfactory (S/U). Taken concurrently with 416.
- 415 Field Instruction Seminar I (1:1).** Taken concurrently with 413, Field Instruction I. Provides an opportunity for critical review and analysis of students' application of social work theory in the practice setting.
- 416 Field Instruction Seminar II (1:1).** Provides an opportunity for students to demonstrate an advanced level of skill in analyzing and evaluating the application of social work theory in the practice setting. Taken concurrently with 414, Field Instruction II.
- 451 Special Problems in Social Work (1 to 3).** Opportunity for students to pursue intensive individual study of a particular topic under the direction of a social work faculty member. Pr. consent of instructor and approval from Director of Social Work Program.
- 484 Policies and Practices in Child Welfare (3:3).** An introduction to the development of child welfare policies and services in the United States with emphasis upon the issues, basic principles and social values which influence welfare programs. Pr. 411 or consent of instructor.
- Courses for Advanced Undergraduates and Graduates**
- 551 Special Problems in Social Work (1 to 3).** Opportunity for student to pursue intensive individual study of a particular topic under the direction of a social work faculty member. Pr. consent of instructor and approval from Director of Social Work Program.
- 570 Social Services for the Aging (3:3).** A systematic study of social work approaches to providing services to the aging. Primary focus will be on current policies, services and models of practice. Pr. 411 or consent of instructor.
- 584 Social Services for Children (3:3).** An advanced course designed to provide a knowledge for working with children and to teach strategies, techniques and skills for effective treatment. Pr. 412, 484 or consent of instructor.



Sociology—Department of

(337 Graham Bldg./College of Arts and Sciences)

Daniel O. Price (1978), Burlington Industries Professor and Head of Department/B.S., Florida Southern College/M.A., Ph.D., U.N.C. at Chapel Hill.

Donald Floyd Allen (1962), Assistant Professor/B.A., North Texas State/M.A., Ph.D., Texas.

Elaine Burgess (1960), Professor/B.A., M.A., Washington State/Ph.D., U.N.C. at Chapel Hill.

Joseph S. Himes (1969), Professor/B.A., M.A., Oberlin College/Ph.D., Ohio State. Part-time.

John A. Humphrey (1972), Associate Professor/B.A., St. Anselm's College/M.A., Ph.D., New Hampshire. Leave of absence, second semester 1978-79.

William Elliott Knox (1963), Associate Professor/B.A., Colgate/Ph.D., Cornell.

Sheryl B. Kunkle (1977), Instructor/B.A., M.A., California State at Fullerton.

Paul Lindsay (1978), Visiting Assistant Professor/A.B., Princeton/M.Div., Union Theological Seminary/M.A., Miami/Ph.D., U.N.C. at Chapel Hill.

Paul Luebke (1976), Assistant Professor/B.A., Valparaiso/Ph.D., Columbia.

Charles Pelrice McDowell (1978), Visiting Assistant Professor/B.S., North Texas State/M.P.A., Bernard M. Baruch College/Ph.D., North Texas State. Part-time, second semester 1978-79.

David F. Mitchell (1971), Assistant Professor/B.S., M.A., Ph.D., Kansas.

E. William Noland (1967), University Distinguished Professor/B.A., M.A., West Virginia/Ph.D., Cornell.

David J. Pratto (1969), Associate Professor/B.A., Ph.D., Colorado.

Elisha M. Rallings (1966), Associate Professor/B.S., M.S., Clemson/Ph.D., Florida State.

Robert J. Wolf (1976), Instructor/B.A., Drake/M.A., Chicago/M.A., California at Santa Barbara.

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for advanced study and for a variety of occupations.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered both during the regular academic year and

during the summer session. For details, see the **Graduate School Catalog**.

SOCIOLOGY MAJOR (Bachelor of Arts)

Required: 122 semester hours.

The **Sociology Major** provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skill in laboratory and field research.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than major, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Major Requirements

Normally 36 semester hours in the major above the 100 level.

1. Sociology 313, 314, 318, 495.
2. Four courses in sociology at the 400 or 500 level (495 counts as one of the four).

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete total semester hours required for degree.



SOCIOLOGY MAJOR (Bachelor of Arts)

Social Studies Certification Concentration

Required: 122 semester hours.

The Social Studies Certification Concentration

prepares teachers of social studies for secondary schools; but by satisfying the requirements for the major in sociology, a student has all the options of this major, including continuation in graduate study in sociology or in education.

Liberal Education Requirements

(See Curriculum Chapter for full explanation.)

1. One course in English composition or exemption.
2. Two courses in foreign language unless proficiency through intermediate level demonstrated.
3. Three courses from Humanities Area (H).
4. Two courses from Natural Sciences & Mathematics Area (NSM).
5. Two courses, other than sociology, from Social & Behavioral Sciences Area (SBS).
6. Four additional courses from Humanities and Natural Sciences & Mathematics areas. At least one course must be taken from each of the two areas.

Note: Where appropriate, teacher certification course requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

24 semester hours in sociology above the 100 level.

1. Sociology 313, 314, 318, 495.
2. Four courses in sociology at the 400 or 500 level (495 counts as one of the four).

Related Area Requirements

Students seeking social studies certification

must take six hours in anthropology, economics, geography, history and political science and three additional hours in one of these departments.

Teacher Certification Requirements

(See Teacher Education Chapter for full explanation.)

1. One course in speech or clearance.
2. Health 101 or 301.
3. Psychology 221.
4. Education 381, 450, 453, 465, 470.

Electives

Electives sufficient to complete total semester hours required for degree.

SOCIOLOGY DOUBLE MAJOR

24-36 hours in sociology, including the required courses and levels (some courses may fulfill requirements for both majors — see your adviser.); 24-36 hours in another approved major.

SOCIOLOGY MINOR

A student may take a minor in sociology by taking and passing at least 18 hours of work in sociology at the 200 level or above. Six hours of this work must be at the 400 or 500 level.

Sociology/courses

Courses for Undergraduates

101 American Society (3:3). Contemporary American society and social problems from sociological perspective. Attention given to value systems and institutions and to social processes which are of major current significance. Not open to seniors. (SBS).



- 211 Introduction to Sociology (3:3).** Scientific study of social behavior including factors involved in functioning and development of human society as culture, personality, social organization, institutions, stratification, social process and social change. Open to freshmen. (SBS).
- 212 Social Welfare as a Social Institution (4:3:3).** Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services; and an overview of interventive methods used in social welfare contexts. Supervised volunteer experience required. Same as Social Work 212.
- 222 Sociology of Deviant Behavior (3:3).** Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Open to freshmen. (SBS).
- 232 Introduction to Social Psychology: Self in Society (3:3).** Perspectives and concepts of social psychology for understanding selected topics, such as: conceptions of human nature, social perception, acquisition of morality, sex roles, social interaction, attitude and behavior change, group dynamics, deviance, commitment, rebellion. May not be taken for credit if student has had Psychology 347 or Sociology 571. (SBS).
- 311 The Uses of Social Science in Social Work (3:3).** Provides an opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis will be on theories relevant to understanding and influencing change on the societal, organizational and group levels, although some emphasis will be given to theories of individual change. Pr. 212, Social Work 112 and consent of instructor. Same as Social Work 311. (SBS).
- 312 Social Policies and Issues in Social Welfare (3:3).** Examination of policy formulation, development, and implementation and the effects of administrative structure upon delivery of social welfare programs. Current welfare policies will be used as illustrations. Role of the professional in policy making will be examined. Same as Social Work 312.
- 313 The Development of Sociological Theory (3:3).** Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science. Pr. 211 or consent of instructor. (SBS).
- 314 Introduction to Sociological Statistics (3:2:1).** Statistical concepts and procedures as applied to sociological inquiry. Topics include elementary descriptive statistics, probability and statistical inference, elementary sampling procedures, simple correlation, statistical significance and reliability. Pr. 211, Mathematics 108, or consent of instructor.
- 317 Law Enforcement and Criminal Justice Administration (3:3).** Emphasizes political role and interaction of police, courts, correctional and community service agencies in administering criminal justice. Pr. consent of instructor or Political Science 316. Humphrey. (SBS).
- 318 Introduction to Social Research (3:3).** Problems and procedures in research design and data processing in social



- research. Topics covered include function of theory in research, concept formation, study design, data collection and analysis. Analysis and interpretation of selected research will be critically examined. Pr. 211 or consent of instructor. (SBS).
- 324 Criminology (3:3).** Nature of crime, criminal statistics and theories of criminal causation. Attention given to nature of criminal law; selected current issues in penology. Pr. one course in sociology or consent of instructor. Humphrey. (SBS).
- 327 Race and Ethnic Relations (3:3).** Interaction between peoples of differing racial, ethnic and cultural backgrounds, with brief comparison of American relationships to those in other parts of world. Pr. one course in sociology or Anthropology 212 or consent of instructor. Burgess. (SBS).
- 331 Public Opinion and Mass Communication (3:3).** Social, psychological and political determinants of public opinion. Examination of how opinions are formed, changed and influenced and how social action is related to public opinion. Particular attention given to propaganda, pressure groups and mass communication media in affecting public opinion. Pr. one course in sociology or consent of instructor. Knox. (SBS).
- 339 Population Problems (3:3).** Sociological study of basic population processes of fertility, migration and mortality, including examination of problems associated with changing population size, composition and distribution, Pr. one course in sociology or consent of instructor. Mitchell. (SBS).
- 343 Urban Society (3:3).** Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social and cultural differentiation within urban settlements. Mitchell. (SBS).
- 355 Marriage and the Family (3:3).** Analysis of marriage and family in North America with particular attention to change and interrelationships with other institutions. Pr. one course in sociology or consent of instructor. Rallings. (SBS).
- 366 Sociology of Religion (3:3).** Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles. Pr. one course in sociology or consent of instructor. Allen. (SBS).
- 413 Corrections and Penology (3:3).** Major sociological issues concerning the process of sentencing, incarceration and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives. Pr. 6 hours of sociology or consent of instructor. Humphrey. (SBS).
- 415 Sociological Perspectives on Adolescence (3:3).** Concept of adolescence as a social phenomenon and relationship of adolescence with other populations, e.g., parents, teachers, peers, vis-a-vis social behavior, social attitudes and aspirations for intergenerational continuity. Pratto. (SBS).
- 426 Contemporary Institutional Change (3:3).** Examination of changing cultural forces in terms of their implication for institutional changes. Emergence of non-bureaucratic institutions, including communes, free schools, free clinics, underground press and alternate religious



and economic institutions, will be considered from within historical, cultural and social perspectives. Pr. one course in sociology or consent of the instructor. (SBS).

- 427 Social Change (3:3).** Examination of nature, process and consequences of social change with consideration of its control in all types of societies. Pr. one course in sociology or consent of instructor. Luebke. (SBS).
- 428 Collective Behavior (3:3).** Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fad, public opinion, propaganda, mass phenomena and social movements. Pr. one course in sociology or consent of instructor. Himes. (SBS).
- 436 Social Stratification (3:3).** Structural inequality in modern society: class, caste, prestige and power systems. Examination of the social psychological and structural differentials among various status groupings; elitism vs egalitarianism; patterns of mobility; stratification and social organization—consensus, conflict and change. Burgess. (SBS).
- 461 Sociology of Health (3:3).** Examination of process by which people come to be defined and treated as ill or mentally ill by society. Relationship of physiological, psychological and social causes treated from point of view of several sociological theories and bodies of research. Consideration given to organization of health care and to professions involved in adjudication and treatment. Pr. one course in sociology or consent of instructor. Wolf. (SBS).
- 491 Current Topics in Population (3:3).** A multidisciplinary seminar dealing with major topics concerned with national and

international population. May be repeated for credit when topic varies. Pr. 339 and Geography 303. Same as Geography 491. Mitchell. (SBS).

493- Honors Work (3)-(3). (SBS).

494

495 Senior Seminar: Contemporary Works in Sociology (3:3). Critical review of significant recent books representing various fields in sociology. Pr. senior major.

497, 498 Special Problems in Sociology (2 to 3), (2 to 3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom students wish to work. (SBS).



Courses for Advanced Undergraduates and Graduates

501, 502 Selected Topics in Sociology (3:3), (3:3). Opportunity for advanced students to study in depth topic or issue of special interest. Pr. major in sociology or consent of instructor. (SBS).

518 Advanced Sociological Statistics (3:2:2). Statistical concepts and procedures as applied to sociological inquiry proceeding from elementary techniques to more advanced techniques such as multiple and partial correlation, analysis of variance and covariance, sampling procedures and advanced tests of significance. Computer application to data processing and statistical analysis included. Pr. 319 or consent of instructor. Pratto, Price. (SBS).

519 Practicum in Evaluative Research (3:1:6). Practicum in Evaluative Research examines efforts, effects and processes of social organizations and social action



programs. Students prepare, organize and carry out evaluative research of their own interest under the guidance of the instructor. Evaluative research reports will be examined by students and the instructor from the perspective of professional research, of the clientele goals and of the subjects of the research. Pr. permission of instructor and one course in statistics and research methods. Pratto.

- 521 Juvenile Delinquency (3:3).** Social dimensions of juvenile delinquency, comparisons of agencies of control and correction and programs of treatment and prevention. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Primarily for undergraduates. Humphrey. (SBS).
- 522 Seminar in Population (3:3).** An advanced study of population processes from an interdisciplinary viewpoint. The course will deal with several theoretical and methodological approaches to the study of population. Particular attention will be given to the synthesis of these approaches. Pr. 339, Geography 303 or permission of instructor. Same as Geography 522. Mitchell. (SBS).
- 526 Comparative Minority Relations (3:3).** Comparative study of racial, religious, ethnic and cultural conflict and resolution in selected contemporary societies. Emphasis on theoretical and empirical connections leading to more unified theory of majority-minority group structure and process. Pr. 6 hours of sociology at the 300 level or above or consent of instructor. Burgess. (SBS).
- 529 Sociological Perspectives on Women (3:3).** Sociological inquiry into the status of women in contemporary societies, with

emphasis on socialization and cultural discontinuities, structural and institutional relationships, models of inequality and research priorities. Pr. 6 hrs. of sociology and/or women's studies courses at 300 level or above or consent of instructor. Kunkle. (SBS).

- 533 The State and Society (3:3).** Political sociology. Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories. Pr. one course in the field of large-scale organization or consent of instructor. Luebke. (SBS).
- 543 Urban Sociology (3:3).** Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Mitchell. (SBS).
- 551 Social Relations in Formal Organizations (3:3).** Formal organization of work. Various types of organizations—industrial company, business firm, hospital, government agency, educational institution, labor union—as bureaucracies and as other forms of organization. Internal adjustments of personnel. Informal organization. External constraints on organizations—community, government, union, changing value systems. Representative topics covered are division of labor, authority structure, communication, motivation, reward systems, occupational types, professionalization, impact of automation.



- Pr. 6 hours of sociology at 300 level or above or consent of instructor. Noland. (SBS).
- 552 Sociology of Science and Technology (3:3).** Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Not offered every year. (SBS).
- 553 Sociology of Occupations and Professions (3:3).** Nature and significance of work; cultural perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Noland. (SBS).
- 555 Sociology of the Family (3:3).** Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data and substantive findings. Pr. 318, 355 or consent of instructor. Rallings. (SBS).
- 561 Sociology of Leisure (3:3).** Sociological inquiry into nature and use of leisure in American life, analyzed in relationship to other selected institutions of American society. Pr. 211 or equivalent. Noland. (SBS).
- 562 Sociology of Education (3:3).** Education as social system, its functions and its structural bases. Attention given to internal processes and structure of educational institutions and to their interdependent relationships with
- enviroming society. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Lindsay. (SBS).
- 571 Social Psychology (3:3).** Individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory intensively examined in social and cultural perspective. Pr. 232 or Psychology 347; or 6 hours of sociology, 300 level or above; or consent of instructor. Knox. (SBS).
- 572 The Small Group (3:3).** Structure and functioning of various kinds of small groups. Emphasis on objectives of groups; on processes of leadership, decision-making, interaction and change; and on consequences of group participation for individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Pr. one course in sociology, one course in psychology or consent of instructor. Rallings. (SBS).
- 574 Socialization (3:3).** Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society and the individual throughout the life cycle. Pr. 6 hours of sociology at 300 level or above or consent of instructor. Knox. (SBS). Not offered every year.
- 584 Marriage and Family Therapy (3:3).** Professional issues related to marriage and family therapy as practiced in the United States today, with emphasis on the socio-cultural environment, methods and techniques of treatment and evaluation of treatment. Pr. consent of instructor. Rallings.



- 586 Social Aspects of Aging (3:3).**
Development of age status systems with special emphasis on old age in industrial societies. Problems viewed in the light of research findings. Pr. 6 hours of sociology at the 300 level or above or consent of instructor. Kunkle. (SBS).
- 597, Special Problems in Sociology (3), (3).**
598 Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. (SBS).

Courses for Graduates

- 601 Seminar in Sociological Analysis (3:3).**
605 Seminar in Management Organization Theory (3:3).
614 Contemporary Sociological Theory (3:3).
615 The Logic of Sociological Inquiry (3:3).
616 Advanced Research Methods (3:1:3).
627 Social Conflict (3:3).
628 Social Movements (3:3).
636 Seminar in Stratification Theory and Research (3:3).
643 Seminar in Urban Sociology (3).
697, Special Problems in Sociology (3), (3).
698
699 Thesis (3 to 6).
800 Graduate Registration.
801 Graduate Registration.

Spanish—See Romance Languages.

Speech Pathology and Audiology—See Communication and Theatre.

Statistics—See Mathematics.

Studio Art—See Art.

Study Abroad

Administrative Coordinator: Dean of Academic Advising/159 Mossman Administration Building

UNC-G students interested in study abroad for academic credits may select from several opportunities. Additional information on any of the programs listed below may be secured from the administrative coordinator.

Junior Year Abroad

A UNC-G student, who has completed his sophomore year in good standing and who has sufficient language training, may spend his junior year abroad under the auspices of an approved group or at an acceptably accredited institution. The group or institution must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

UNC-G/Guilford College Summer Study and Travel Abroad

UNC-G and Guilford College jointly sponsor a six-week summer study program at each of several overseas locations with an opportunity for three additional weeks of travel. During the summer of 1979, programs are planned for England, France, Germany and Greece.

Six hours of credit with quality points may be earned upon successful completion of any one of the programs.

Additional Study Abroad Programs

Additional opportunities for study and travel abroad are available. Students should consult

the administrative coordinator of study abroad programs for current and additional information.

Teacher Certification, General — See Teacher Education Chapter.

Teacher Education, Elementary—See Education.

Urban Land Management—See Geography.

Urban/Regional Planning—See Geography.

Urban Studies—See Interdepartmental Studies.

Women's Studies—See Interdepartmental Studies.

World Literature—See Interdepartmental Studies.



Appendix A

Statistical Summaries

Enrollment Summary for The Fall Semester 1978

	1978
Seniors	1831
Juniors	1739
Sophomores	1503
Freshmen	1490
Graduates	2773
Specials and Unclassified	519
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Total	9855
Continuing Education	325
	<hr/>
Total Collegiate Enrollment Fall 1978	10180

Summer School 1978

Summer Session	4524
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Summary of Earned Degrees Granted at UNC-G on May 14, 1978

Source: Commencement Program for the 86th Annual Commencement

Doctor of Philosophy	23
Doctor of Education	34
Specialist in Education	10
Master of Arts	81
Master of Arts in Education	1
Master of Education	224
Master of Library Science	50
Master of Science	7
Master of Science in Home Economics	18
Master of Fine Arts	47
Master of Music	22
Master of Science in Physical Education	4
Master of Business Administration	60
Master of Science in Business Education	23
Master of Public Affairs	15
Master of Science in Nursing	10
	<hr/>
TOTAL GRADUATE DEGREES	629
Bachelor of Arts	573
Anthropology	7
Art	25
Biology	58
Chemistry	2
Drama	3
Drama and Speech	31

Early Childhood Education	95
Economics	1
Economics and Business Administration	14
Intermediate Education	30
English	68
French	7
Geography	8
German	3
History	46
Laboratory Technician	*
Linguistics	1
Mathematics	2
Music	8
Philosophy	3
Plan II	3
Political Science	23
Psychology	81
Religious Studies	3
Russian Studies	1
Sociology	16
Spanish	2
Special Education	8
Speech Pathology	23
Urban Studies	1
Bachelor of Science	381
Accounting	25
Business Administration	55
Business and Distributive Education	26
Chemistry	5
Dance Education	10
Economics	9
Economics and Business Administration	100
Education of the Deaf	8
Health Education	28
Interior Design	9
Mathematics	30
Physical Education	24
Physics	1
Recreation	10
Social Work	41
Bachelor of Science in Home Economics	203
Bachelor of Science in Behavioral Technology	3
Bachelor of Science in Medical Technology	9**
Bachelor of Fine Arts	76
Art Education	19
Art, other	40
Dance	10
Drama	7
Bachelor of Music	56
Bachelor of Science in Nursing	139
	<hr/>
TOTAL BACHELOR DEGREES	1440
TOTAL EARNED DEGREES	2069

*Reported as biology and chemistry majors.

**9 candidates to complete practicum in August 1978.

Appendix B

Affirmative Action Plan for The University of North Carolina at Greensboro

(Revised)

University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of opportunity in its relationships with all members of the University community whether they be students, faculty, non-academic personnel or administrative staff. This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of the University of North Carolina affirms the following statement:

"Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter I, Section 103).

At the University of North Carolina at Greensboro the Chancellor has approved as University policy the following statement which was formulated by an advisory committee representative of all groups of employees in the University:

"It is the goal of the University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions.

"The University is committed to a policy to recruit, appoint and promote for all job classifications without regard to race, creed, color, national origin, sex or age¹ as is consistent with achieving a staff of diverse and competent persons.

"The University will administer all personnel actions such as compensation, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreation programs without regard to race, creed, color, national origin, sex or age.

"The University will establish a standing committee on equal employment opportunity and intergroup relations, appointed by the Chancellor, to act in an advisory capacity to him and to other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action."

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Any employee with responsibility and authority in the area of personnel relations who imposes or may impose any detriment on any other employee through failure or refusal to subscribe to the principle of equal employment opportunity shall be subject to appropriate internal disciplinary action.

¹Consistent with University retirement policies.

* **Affirmative Action Plan** for the University of North Carolina at Greensboro, submitted to Chancellor James S. Ferguson by the Committee on Equal Employment Opportunity and Intergroup Relations, March 25, 1973. Chapter II.

Appendix C

Residence Status for Tuition Payment

The Law: The tuition charge for legal residents of North Carolina is less than for nonresidents. The North Carolina law (General Statute Nos. 116-143.1 and 116-143.2) which provides for this differential in tuition are quoted below:

"Provisions for determining resident status for tuition purposes. (a) As defined under this section:

- (1) A "legal resident" or "resident" is a person who qualifies as a domiciliary of North Carolina; a "non-resident" is a person who does not qualify as a domiciliary of North Carolina.
- (2) A "resident for tuition purposes" is a person who qualifies for the in-State tuition rate; a "non-resident for tuition purposes" is a person who does not qualify for the in-State tuition rate.
- (3) "Institution of higher education" means any of the constituent institutions of The University of North Carolina and the community colleges and technical institutes under the jurisdiction of the North Carolina State Board of Education.

(b) To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his length of residence in the State.

(c) To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

(d) An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-State tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-State tuition rate.

(e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose

parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or reregistering at the institution of higher education at which resident status for tuition purposes is sought.

(f) In making domiciliary determinations related to the classification of persons as residents or non-residents for tuition purposes, the domicile of a married person, irrespective of sex, shall be determined, as in the case of an unmarried person, by reference to all relevant evidence of domiciliary intent. For purposes of this section:

- (1) No person shall be precluded, solely by reason of marriage to a person domiciled outside North Carolina, from establishing or maintaining legal residence in North Carolina and subsequently qualifying or continuing to qualify as a resident for tuition purposes;
- (2) No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina and subsequently to have qualified or continued to qualify as a resident for tuition purposes;
- (3) In determining the domicile of a married person, irrespective of sex, the fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

(g) Any non-resident person, irrespective of sex, who marries a legal resident of this State or marries one who later becomes a legal resident, may, upon becoming a legal resident of this State, accede to the benefit of the spouse's immediately precedent duration as a legal resident for purposes of satisfying the 12-month durational requirement of this section.

(h) No person shall lose his or her resident status for tuition purposes solely by reason of serving in the armed forces outside this State.

(i) A person who, having acquired bona fide legal residence in North Carolina, has been classified as a resident for tuition purposes but who, while enrolled in a State institution of higher education, loses North Carolina legal residence, shall continue to enjoy the in-State tuition rate for a statutory grace period. This grace period shall be measured from the date on which the culminating circumstances arose that caused loss of legal residence and shall continue for 12 months; provided, that a resident's marriage to a person domiciled outside of North Carolina shall not be deemed a culminating circumstance even when said resident's spouse continues to be domiciled outside of North Carolina; and provided, further, that if the 12-month period ends during a semester or

academic term in which such a former resident is enrolled at a State institution of higher education, such grace period shall extend, in addition, to the end of that semester or academic term."

"Tuition of Indochina refugees. Any alien paroled into the United States after March 31, 1975, under the United States Immigration and Nationality Act as a refugee or orphan from the Republic of Vietnam, Laos, or Cambodia shall, if properly admitted to an institution of higher education as defined in G. S. 116-143.1, be eligible to be charged the in-State tuition rate immediately after completing 12 consecutive months presence in this State and continuing so long as the parolee abides in this State.

This act shall become effective upon ratification (June 16, 1977), and it shall expire absolutely on July 1, 1982; the act shall not apply to, and no person shall be eligible for the act's special circumstances in-State tuition rate for, any term or semester which will end after July 1, 1982."

University Regulations: University regulations concerning the classification of students by residences, for purposes of applicable tuition differentials, are set forth in detail in "A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes." Each enrolled student is responsible for knowing the contents of that Manual, which is the controlling administrative statement of policy on this subject. Copies of this Manual are on file, and are available for inspection upon request, at the Business Office, the Admissions Office, the Graduate School Office, the Summer School Office and the Library.

Responsibility of Students: Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Business Office. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Business Office of this circumstance in writing. A form, available in the Business Office, is the preferred method of furnishing such information.

In many instances, the residence classification of a prospective student is obvious from the information on the application for admission, and the admitting office makes the initial residence classification.

A residential classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at the beginning of the next semester, or term of summer school.

Appeals of Rulings of the Business Office: A student may appeal a residence classification of the Business Office to the

campus Residence Appeals Committee; and thence to the State Residence Committee. Instructions for entering appeals are available in the Business Office.

Age of Student: A minor is any person who has not reached the age of eighteen years. The domicile of a minor is usually that of the father, although some exceptions are specified in the Manual referred to above. After a student has reached eighteen years of age, his legal residence does not automatically follow that of his father, but is determined on the basis of his own intent and actions, as specified in the Manual.

Aliens and Foreigners: Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident. Foreigners admitted to the United States on temporary basis (such as on a student visa) cannot establish a permanent residence in this country. In addition, Indochina refugees may qualify for the in-State tuition as provided by General Statute 116-143.2, as set forth above.

Appendix D

UNC-G Scholarships and Loans

The following scholarship and loan funds lists are arranged in alphabetical order by the key word in each title. The description of each fund includes the major criteria by which awards are made. All funds are administered and awarded according to the guidelines established by the donors and to institutional, state, and federal policies for financial aid awards.

Scholarships and Awards

The Rev. and Mrs. G. D. Albanese Scholarship. This scholarship was established in 1971 in honor of The Reverend and Mrs. G. D. Albanese, parents of Dean Naomi G. Albanese of the School of Home Economics. Awards are made annually to students in the School of Home Economics.

The Charles Burchette Allen Scholarship. This scholarship was established in 1975 in memory of Charles Burchette Allen, U.S. Navy, who died while in the service of his country, by his parents Dr. Roscoe J. Allen, Director of the Administrative Computer Center and Professor of Business, and Mrs. Allen. The income is to be awarded to a student in business education.



Alpha Phi Omega Service Award. The University's Kappa Chapter of Alpha Phi Omega Service Fraternity established a scholarship fund in 1972. Income from the fund will be awarded each year by the University Scholarship Committee to an incoming freshman student who has displayed significant service to his high school or community, who shows potential leadership and scholarship ability and who has financial need.

Alumni Scholarships. The Alumni Association of the University through its Alumni Annual Giving Program has established a scholarship program for incoming freshmen. Recipients, who are designated as Alumni Scholars, are selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need and demonstrated ambition. The amount of the scholarship stipends will range from \$500 per year up to the amount needed by the student to meet UNC-G expenses. Although these scholarships are awarded for one year only, they may be renewed if the Scholar's performance is satisfactory. An interested student should complete the Competitive Scholarships application, available from the Student Aid Office.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships for deserving students desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the University Scholarship Committee working with the educational chairmen of the chapters involved.

The Kristin Anderson Scholarship. The parents of Miss Kristin Anderson, a member of the class of 1965, established a scholarship in memory of their daughter who was killed in an airplane crash in 1969. The scholarship is awarded to a student who is majoring in interior design in the School of Home Economics.

Henry L. Anderson Memorial Scholarship. The Henry L. Anderson Memorial Scholarship fund was established in 1972 by friends of Dr. Anderson, who was a member of the faculty in the Department of Chemistry. The income from the endowment will be awarded each year by the head of the Chemistry Department to an upperclass student majoring in chemistry. Selection will be on the basis of academic record and promise of achievement in the field of chemistry.

Angels of UNC-G Theatre. Awards are made annually by the Theatre Division of the Department of Communication and Theatre to upperclass theatre majors who serve as undergraduate assistants to the faculty of the Theatre in the areas of management, scenery, lighting, costuming. The Angels of

UNC-G Theatre are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

The Winfield S. Barney Award. In 1956 the colleagues, friends and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is periodically used for an award to senior students of Romance Languages with distinguished academic records.

Helen Barton Scholarship. Dr. Helen Barton, a member of the faculty in the Department of Mathematics, provided in her will funds for the establishment of a scholarship to be awarded annually (or every two years) to a mathematics major who has shown real interest and ability in mathematics.

The Aubrey Lee Brooks Scholarships. An endowment fund of approximately \$1,000,000 was established in 1955 by Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at The University of North Carolina at Chapel Hill, The North Carolina State University at Raleigh, and The University of North Carolina at Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry, Stokes, Rockingham, Caswell, Person, Granville, Alamance, Orange, Durham, Guilford and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at \$1,000 for each year.

Frances B. Buchanan Scholarship in Home Economics. A scholarship is awarded in memory of Dr. Buchanan who was a member of the faculty in clothing and textiles for fourteen years before her death in 1974.

Henry K. Burtner American Legion Post 53 Scholarship. A scholarship program for students in the School of Nursing was established in 1970 by the Henry K. Burtner American Legion Post 53 in Greensboro. Nursing students from North Carolina are eligible for consideration for these awards, and preference is given to students from within 50 miles of Greensboro.

The Hennie Bynum Fund. The late Judge John Gray Bynum bequeathed to the University a fund which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

The Bess Scott Causey Scholarship. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965, The Bess Scott Causey Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering the senior year.

Class of 1965 Scholarship. The income from a fund established by the Class of 1965 will be given each year to a rising junior who has financial need.

The Class of 1966 Scholarship. This fund was established by the Class of 1966 in memory of Dr. Helen Bedon, Dr. John Bridgers, Jr., and Randall Jarrell. The income from this fund is to be given to students on the basis of financial need.

Oliver Perry and Betty Carol Clutts Scholarship. The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the School of Education, and to Dr. Betty Carol Clutts, a member of the faculty in the Department of History. Income from the fund will be used to support scholarships which shall be awarded annually to a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

The Mary Channing Coleman Memorial Fund. This fund was established by the faculty and the graduates of the School of Health, Physical Education and Recreation in memory of Miss Mary Channing Coleman, who was head of the physical education department from 1920 until her death in 1947. The scholarship is awarded to a senior candidate for a degree in physical education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed undergraduate professional education at UNC-G within the preceding five years.

Barbara and Herman Cone Jr. Scholarships. Mr. and Mrs. Herman Cone Jr., established The Barbara and Herman Cone Jr. Scholarships in January 1967. An award will be made each year to a freshman student majoring in music. The value of this scholarship is \$400, renewable each year so long as the student maintains satisfactory scholastic and musical progress. Deadline for application is March 1. Applicants must have been previously approved for the music major. For information write to the Dean of the School of Music.

Moses Cone Hospital Scholarship-Loan Fund. This fund, which was established in 1960 by the Moses H. Cone Memorial Hospital, provides scholarship-loans of up to \$500 annually to deserving students in nursing. Awards are based on financial need, character and academic standing. The full amount of each scholarship-loan, including interest, will be cancelled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital.

Alyse Smith Cooper Scholarships. The Alyse Smith Cooper Scholarships were established by Mrs. Alyse Smith Cooper in 1962 as an aid to talented students in music. The scholarships, which may vary from \$150 to \$375 per year, are awarded to undergraduate music students, selected on the basis of performance ability, as well as financial need. Deadline for application is March 1. Applicants must have been previously approved for the music major. Further information may be obtained from the Dean of the School of Music.

Maggie E. Davis Scholarship. In 1972, Mrs. Iva Davis Holland established a scholarship fund in honor of her mother. Scholarships are awarded to students who have a genuine desire to obtain an education and who are willing to exert to the full extent of his or her individual capacity to obtain that education. Residents of North Carolina are given priority. **The Maggie E. Davis Fund**, also provided by Mrs. Iva Davis Holland, makes assistance available to students who need relatively small amounts for books, educational material or expenses in order to stay in school.

Delta Kappa Gamma Recruitment Grants. The Greensboro Chapters of the Delta Kappa Gamma Society—Alpha, Beta, Beta Delta and Beta Gamma—established the Delta Kappa Gamma Recruitment Grants in 1968. Grants are made annually to worthy members of the senior class in teacher education. The primary purpose of the grants is to help with expenses incurred in student teaching.

Hermene Warlich Eichhorn Scholarship. In 1974, anonymous friends of Hermene Warlich Eichhorn established a scholarship through the endowed funds of the UNC-G Musical Arts Guild. The award honors Mrs. Eichhorn, a School of Music alumna, for her years of service to the musical life of the campus and community as composer, organist and community leader. The scholarship is awarded annually to an outstanding student in the School of Music. Deadline for application is March 1. Applicants must have been previously approved for the music major. For information write to the Dean of the School of Music.

Harriet Elliott Scholarship. The Class of 1950 established this scholarship in 1970, on the occasion of the 25th anniversary of their graduation, in memory of Harriet Elliott, who served on the history faculty and as Dean of Women. An annual award is made to a rising senior who has done well at the University and has financial need.

Kathryn McA. England Scholarship. The fund was established in 1977 to honor the many years of service and inspired teaching at UNC-G by Kathryn England, a member of the faculty of the Department of Communication and Theatre. The Kathryn England Scholarship will be awarded annually to a graduate theatre student participating in the UNC-G Summer Repertory Theatre.

Escheats Fund. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of The University of North Carolina.

The Faculty Scholarship Fund originated with the fiftieth anniversary gift of the faculty to the University. Under the leadership of the late Professor Helen Ingraham, the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership and need.



The Louise and Herbert Falk Scholarship. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award to a worthy and needy student in the Department of Art.

The James S. and Frances C. Ferguson Scholarship. The James S. and Frances C. Ferguson Scholarship was established in 1978 to honor Dr. and Mrs. James S. Ferguson, in appreciation for their years of service to the University. Additional gifts were added to the fund at the time of Dr. Ferguson's retirement in 1979 as Chancellor of UNC-G. An annual scholarship award of at least \$2,000 is made to an outstanding out-of-state student selected on the basis of leadership, extracurricular attainments and high scholastic ability. The award, which is given to an entering freshman, may be renewed for three successive years of undergraduate study at UNC-G.

Sue Ramsey Ferguson Scholarship. An endowed scholarship fund was established in 1978 in memory of Sue Ramsey Ferguson, of Taylorsville. Mrs. Ferguson served the University as vice president and president of the Home Economics Foundation and as president of the Alumnae Association. Scholarships from the fund will be awarded to students in the School of Home Economics.

Fieldcrest Foundation Scholarship in Home Economics. The Fieldcrest Foundation established in 1969 a scholarship to be awarded to a rising senior in the School of Home Economics who is majoring in a textile-related curriculum. The award, to be made by the School of Home Economics, is valued at \$1,000.

Forsyth County Alumni Chapter Scholarship. The Forsyth County Chapter of the Alumni Association established this fund in 1961 to honor all UNC-G alumni from Forsyth County. Awards are made to entering freshman students from Forsyth County, and selection is on the basis of financial need and academic promise.

The Vera Armfield Foscue Memorial Scholarship. Established by Mr. and Mrs. Henry A. Foscue of High Point, this scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

Julius I. Foust Scholarship. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is to be awarded to a rising senior who is definitely planning to go into teaching. Financial need, integrity, ability to inspire children, sense of reverence, sense of humor and ability to work happily with people are criteria which are followed in selecting the recipient.

Galloway Scholarship in Teacher Education. Any rising junior or senior student in the School of Health, Physical Education and Recreation who enrolls in a teacher education sequence in Physical Education, Dance or Health may apply for the Galloway Scholarship in Teacher Education. The recipient must have an academic standing of at least 2.0. Teaching potential and need will be the two major factors considered in the selection.

Margaret Bynum Glen Scholarship. This fund was endowed by Lily Glen Richmond, in honor of her mother Margaret Bynum Glen. Preference for the scholarship is given to students who are lineal descendants or relatives, but other students are eligible to receive the award.

Golden Chain Scholarship. This award was established in 1973 in honor of Katherine Taylor by the student members of the Golden Chain. The recipient of the award is chosen annually by the University Scholarship Committee on the basis of scholarship, leadership, service, and financial need.

Ione Holt Grogan Scholarship. A bequest to the University from Frank Elmer Grogan established this scholarship fund in 1976 in memory of Ione Holt Grogan. Awards are made to undergraduate North Carolina students who are mathematics majors and who have good scholarship and leadership ability.

Rene Hardré Scholarship Fund. A fund was established and endowed in 1974 by Mrs. Josefina E. Hardré, formerly on the Spanish faculty at UNC-G, as a memorial to her husband, Professor Rene Hardré, and his son, Dr. Rene Hardré. Additional contributions have been made by friends of the younger Hardré. The income from this fund is to be awarded annually to upperclassmen on the basis of achievement in advanced French studies.

The Elizabeth Hathaway Scholarship in Home Economics. This fund was established in 1968 by members of the faculty of the School of Home Economics in honor of Miss Elizabeth Hathaway. An award is made each year to a student majoring in home economics.

The Kathleen Hawkins Student Aid Fund. Administered by the Director of Student Aid, this fund is used for students who have special emergency needs. Formerly known as the "Alumni Student Aid Fund," the Alumni Annual Giving Council changed the name to the Kathleen Hawkins Student Aid Fund in recognition of the contribution during her long tenure as Student Aid Officer and of her retirement from that position in 1967.

Ellen Hickman Scholarship. The Ellen Hickman Endowed Scholarship was established in 1975 in memory of Ellen Hickman, a graduate of UNC-G with a major in Child Development and Family Relations. The award is given annually to an undergraduate or graduate student, selected by a committee in the Department of Child Development and Family Relations on the basis of academic achievement.

Home Economics Staff Scholarships. The awards, supported by contributions from members of the staff of the School of Home Economics, are given annually to undergraduates on the basis of scholarship and need.

Jennie Cummings and Benjamin H. Hoskins Scholarship. The fund was endowed in 1976 as a tribute to Jennie Cummings and Benjamin H. Hoskins. An annual award is made by the University Scholarship Committee.

Kenneth C. Hunt Memorial Scholarship Fund. The fund was established in 1975 in memory of Kenneth C. Hunt, a student at UNC-G. Income from the fund is awarded annually to an upperclass student, selected on the basis of need, talent, and academic achievement.

Eugenia Hunter-Curry School Scholarship. Funds have been provided by friends of Dr. Hunter and by the Parent-Teacher Organization of Curry School to establish an endowment in honor of Dr. Hunter, a long-time member of the faculty of the School of Education. A scholarship is awarded annually to a deserving student in need of financial assistance.

Mary Alford Hunter Scholarship. This scholarship honors the memory of Mrs. Mary Alford Hunter, member of the class of 1936, who served the University for many years as a teacher at Curry School, as a member of the faculty of the School of Education and as a member of the Scholarship Committee. The income from the fund provides a scholarship to a deserving student in the School of Education.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

The Randall Jarrell Writing Scholarship. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic, and for

nineteen years a member of the UNC-G faculty in the Department of English. The award will be made annually to a student on the basis of creative imagination, writing ability and interest in writing.

The Dr. Elisabeth Jastrow Scholarship. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enrolled in a course in art history or who has been enrolled in a course in art history).

The Jefferson Standard Scholarships. These scholarships were established by Jefferson Standard Life Insurance Company in 1961. A grant of \$4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership and financial need. An award of \$1,000 will be made each year to an incoming freshman. The scholarship is renewable subject to satisfactory performance by the scholar. An interested student should complete the Competitive Scholarships application, available from the Student Aid Office.

Betty Brown Jester Scholarship. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

Mary Frances Johnson Scholarship. The Library Education/Instructional Media Alumni Association established the scholarship in 1975, in honor of Mary Frances Johnson, member of the faculty in The Library Education/Instructional Media Center. The income from the fund is awarded each year to a student majoring in Library Education/Instructional Media.

James M. Johnston Awards. The James M. Johnston Trust, administered by the Student Aid Office at the University of North Carolina at Chapel Hill, provides scholarship assistance to a limited number of freshman students who plan to enroll at UNC-G and to major in fields of study not offered on the Chapel Hill campus. Scholarship stipends are determined by the financial need of the selected recipients. All eligible students who apply for financial aid from UNC-G will be considered for the Johnston Awards.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

Pauline E. Keeney Scholarship In Home Economics. This fund was begun in 1975 by members of the



faculty of the School of Home Economics, alumni and friends. Awards are made to rising juniors or seniors who are majors in the Clothing and Textiles area and who have financial need.

The Albert S. Keister Scholarship in Economics.

This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten '33, Mary Elizabeth Keister '34, Katherine Keister Tracy '36, Phyllis Keister Schaefer '39, Jane Keister Bolton '43, Alice Keister Condon '48, in honor of Dr. Keister who served thirty-three years as member of the UNC-G faculty and for thirty-two of these years as head of the Department of Economics. The scholarship will be awarded annually to a rising junior or senior who is majoring in economics.

The Mrs. John A. Kellenberger Scholarship in Home Economics.

Mrs. Rachel Shipps Venette of Jacksonville, N.C., a 1932 graduate, bequeathed to UNC-G funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to needy students who are from Johnston or Onslow counties and who are home economics majors.

The Roxie Armfield King Scholarships. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King bequeathed to UNC-G a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

The Ethel Stewart Kiser Scholarship. This fund was established in 1968 by the friends and family of Ethel Stewart Kiser. An award is made every four years to a deserving needy student who is interested in pursuing a four-year course in the School of Nursing. Preference is given to students from Harnett County. The fund provides a grant of \$200 per year for four years.

Mose Kiser Scholarship. Earnings from this fund, contributed by friends and family of Mose Kiser Sr., are awarded annually to a student in the School of Home Economics who is majoring in foods and nutrition.

Neil Hendrix Knight Scholarship. The Greensboro Branch of the Guilford County Medical Auxiliary established this fund in 1965. Scholarship awards are made each year to deserving students in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

The Anna M. Kreimeier Scholarship.

This scholarship was established by Lillian Peaslee Brennan, '51, and Elizabeth Peaslee Apple, '61, in honor of their aunt, Miss Kreimeier, who was a member of the faculty for 40 years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the Scholarship Committee from recommendations made by the School of Education.

The Vera Largent Scholarship in History.

Established by a bequest of the late Miss Vera Lone Largent, Professor Emeritus of History, this grant is to be awarded to a rising senior history major to be selected by a committee composed of the head of the Department of History and two other senior members of the department. Friends and former students of Miss Largent, including the Class of 1944, have also contributed to this fund.

Amon Liner Poetry Award. A gift from Dr. E. D. Shackelford established this fund in 1976. An annual award is made to a student-poet selected by the Department of English.

Vance T. Littlejohn Scholarship. Students, alumni and friends of Dr. Vance T. Littlejohn established a scholarship in his honor at the time of his retirement in 1973 as chairman of the Department of Business and Distributive Education. The scholarship is awarded by a committee appointed by the chairman of the department, and selection is based on scholarship, leadership, professional life goals, service and financial need.

The Spencer Love Scholarships in Fine Arts. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine Arts which are awarded to four incoming freshmen each year. The scholarships, for students in art, drama and music, are valued at \$500 and are renewable, provided the scholastic record and conduct of the scholar are satisfactory to the Spencer Love Scholarship Committee. Interested students should complete the Competitive Scholarships application, available from the Student Aid Office. Applicants in music must have been previously approved for the music major.

Louise Lowe Scholarship in Home Economics. A scholarship is awarded in honor of Miss Lowe,

retired associate professor in home economics education.

Helen McBee Scholarship. A scholarship fund was established in 1977 by Helen McBee, Class of 1929, for the purpose of assisting needy students from Mitchell High School (or its successor school). If there are no eligible students from Mitchell High School, awards can be made to students from Western North Carolina. Recipients of the scholarships are selected by the University Scholarship Committee.

The James G. K. McClure Educational and Development Fund, Inc. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties. The value of each scholarship is \$600. The Awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need." A special application form, which may be obtained from the Student Aid Office, is required.

The Mrs. Charles D. McIver Memorial Scholarship Fund. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

Maryland Alumni Chapter Scholarship. The fund was established in 1976 by the Baltimore Chapter of the Alumni Association to honor all UNC-G alumni from Maryland. An award is made annually to an entering undergraduate student who is a resident of Maryland and who has academic promise and financial need.

The Mendenhall Scholarship Fund. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, left a fund to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

Meta Miller — Elizabeth Barineau Scholarship. An annual award is given to a rising junior or senior majoring in French, on the basis of superior work in French studies and financial need. The scholarship is named in honor of Dr. Meta Miller, former chairman of the Department of Romance Languages, and Dr. Elizabeth Barineau, former member of the Romance Language faculty.

Minority Presence Scholarships. The North Carolina General Assembly allocates funds to UNC-G for scholarships to increase the presence of minority students on the campus. The awards are intended to encourage black students to enroll at UNC-G and are available to entering graduate and undergraduate North Carolina residents who will be full-time students in degree programs and who have financial need. Application should be made to the Student Aid Office.

Virginia Moomaw Scholarship. This fund was established in 1975 in honor of Virginia Moomaw, Coordinator of the Dance Division at the University for thirty years. A scholarship will be awarded each year to a dance major who is entering the junior or senior year and has demonstrated an outstanding contribution to dance.

Margaret C. Moore Scholarship Fund. Established in 1975 by friends, faculty and students, this fund provides a yearly scholarship honoring the memory of Margaret C. Moore, an alumna of UNC-G and faculty member in the School of Nursing.

The Grace Van Dyke More Memorial Scholarship. Miss Grace Van Dyke More, a member of the faculty of the School of Music for 22 years, bequeathed to the University an endowment which has been supplemented by gifts from Edna Williams Curl, '33, Nita Williams Dunn, '28, and Carlotta B. Jacoby, '26. The income is awarded annually to a student in music education. Deadline for application is March 1. Applicants must have been previously approved for the music major.

The Hattie DeBerry Meisenheimer Scholarship Fund. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of UNC-G.

Music Scholarships. A number of scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School



of Music. Deadline for application is March 1. Applicants must have been previously approved for the music major.

North Carolina Association of Insurance Agents, Inc. Scholarship. A scholarship of \$1,000 is provided each year by the N.C. Association of Insurance Agents, Inc. for a Business Administration major who plans to take courses in insurance. The recipient is selected by the faculty of School of Business and Economics.

The Mollie Ann Peterson Scholarship. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNC-G to be used to provide assistance to Negro women students who are preparing to teach. The award is based upon financial need and academic promise.

Palmyra Pharr Scholarship Fund. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. Preference is given to residents of Rowan and Cabarrus counties.

Charles W. Phillips Scholarship Fund. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962, after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund is awarded to a deserving student in need of financial assistance.

Pi Kappa Lambda Scholarship. Tau Chapter of Pi Kappa Lambda, National Music Honorary, has established an annual award to be given to the student initiated into the Pi Kappa Lambda Honor Society in his junior year who has the highest cumulative point in his class. The award will carry a stipend of \$75.

Helen Lee Pickard Memorial Fund. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the University. The income from the fund is given annually to a needy student.

A. M. Pullen and Company Scholarship in Accounting. A. M. Pullen and Company established this scholarship in 1979. An annual award of \$750 is made by the Department of Accounting to a rising senior majoring in accounting.

Quota Club of Greensboro — Quota International, Inc., Scholarship. A \$400 scholarship, based on merit and need, is presented to a senior student

majoring in speech pathology and audiology. The monies should be used for tuition and fees payment. In accepting this scholarship, the student is urged to secure a position in the profession in North Carolina for a period of one year following graduation.

Alice McArver Ratchford Scholarships. Mrs. Audrey R. Wagner of Charlotte, N.C., established the Alice McArver Ratchford Scholarship fund in 1972 in honor of her mother. Annual awards are made by the University Scholarship Committee to undergraduate students at the University. Recipients are selected on the basis of financial need and promise of development into worthy members of the student body and into good citizens.

Myrtle Spaugh Reeves Scholarship Fund. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

Katharine Smith Reynolds Scholarships. This scholarship program was established by the Z. Smith Reynolds Foundation in 1962 as a memorial to Mrs. Katharine Smith Reynolds. All entering freshmen who are legal residents of North Carolina and who meet the requirements for admission to the undergraduate program of UNC-G are eligible to apply for the Reynolds Scholarships. Scholars are selected on the basis of superior academic achievement and potential, evidence of moral force of character, qualities of leadership and interest in others and motivation towards useful purposes in life. Scholarship awards range in value from \$500 to \$2,000 per year. An interested student should complete the Competitive Scholarships application, available from the Student Aid Office.

Dr. Moses Edward Rice Jr. Town Student Scholarship. An endowed scholarship was established in 1973 by the Town Students Association in memory of Dr. Moses Edward Rice Jr. a member of the staff of the University Health Service. The scholarship is awarded annually by the University Scholarship Committee to a deserving town student in need of financial assistance.

The Bessie Holmes and George B. Robbins Scholarship Fund. Endowed in 1975 by the Estate of George B. Robbins, educator and school principal from Alamance County, scholarships will be awarded annually for undergraduate students who have financial need. Special consideration will be given to

students from Alamance County and from the Jamestown High School in Guilford County.

The David B. and Mary Umstead Roberts

Scholarship. Established in 1968 by bequest from Miss L. Pauline Roberts, the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

School of Music Dean's Award in Piano. A gift in 1978 established an endowment which will provide an annual award to a piano student selected by the School of Music Scholarship Committee. The stipend for this award will be variable. The deadline for application is March 1.

School of Music Student and Faculty Scholarship.

The scholarship is awarded annually to an undergraduate or graduate music major selected for special recognition of outstanding musical achievement. The stipend is \$300 for the year. The deadline for application is March 1.

The Anna Howard Shaw Scholarship Fund. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

Lyda Gordon Shivers Memorial Fund. This fund was established in 1972 by friends and family of Lyda Gordon Shivers, a long-time faculty member in sociology. Income from the fund is awarded to students majoring in sociology on the basis of merit and need.

The Judge H. Hoyle Sink Scholarship. Established in 1968 by Mrs. Wilson Brown Prophet Jr., (1944) in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement. The amount of the award is based upon the student's demonstrated financial need.

Ila L. Hensley, Virginia Jeter Sneed and Virginia Elizabeth Sneed Scholarship. This fund was established as a memorial to Ila L. Hensley in 1977, the 50th anniversary of her graduation from the University. Miss Hensley was a music educator in North Carolina for many years. The scholarship pays an annual stipend of \$300. Recipients will be selected by the School of Music Scholarship Committee. The deadline for application is March 1.

Speech and Hearing Association Scholarship. This fund was established in 1972 by the University Speech and Hearing Association. The income from the fund is to be used to support an annual scholarship to a rising junior or senior majoring in speech pathology and audiology. The basis for selection will be academic merit, character, leadership and financial need.

Irwin V. Sperry Scholarship in Home Economics. A scholarship has been established in memory of Dr. Irwin V. Sperry, former chairman of child development and family relations. The award is made to an undergraduate child development student.

Mary Eliza Spicer Scholarship. This award of \$500 is given annually to a rising junior or senior majoring in one of the Romance languages. The recipient is selected on the basis of demonstrated ability in French or Spanish and of need. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

Betty Anne Ragland Stanback Scholarship. In 1977, friends and family of Betty Anne Ragland Stanback, a member of the Class of 1946, established the scholarship fund in her memory. Mrs. Stanback served UNC-G as president of the Alumni Association, chairman of the Alumni Annual Giving Council, and member of the Board of Trustees. The scholarship is awarded annually by the University Scholarship Committee to a student selected on the basis of academic excellence and financial need. Special consideration is given to students from Rowan County.

Taylor George Steele Memorial Scholarship. Mr. and Mrs. George H. Steele Jr., family and friends established a scholarship in 1973 as a memorial to Taylor George Steele, member of the UNC-G Class of 1975. The scholarship is awarded annually to a student entering the freshman class from Western Guilford High School. Applicants for the scholarship are to be recommended to the University Scholarship Committee by the counseling and teaching staff of the high school.

The Sigmund Sternberger Scholarships. These scholarships were established on January 15, 1970, by the Sigmund Sternberger Foundation Trustees in honor of Sigmund Sternberger. Sternberger was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro and/or Guilford County.



The Susan Stout Scholarship. Established by her family, her classmates and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in physical education with the highest academic average for five semesters.

The Madeleine B. Street Scholarship in Home Economics. This fund was established in 1965 by members of the faculty of the School of Home Economics in honor of Mrs. Madeleine B. Street. An award is made each year to a student majoring in home economics.

Cornelia Strong Memorial. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

Student-to-Student Grant. The Student Government Association at UNC-G initiated this grant program in 1970 and has contributed \$10,000 each year from the proceeds of the Refrigerator Rental Project. Grant awards are made by the University Scholarship Committee to students who are in need of assistance to meet their expenses at UNC-G.

David Spurgeon, Wincy Juliette Black and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Juliette Black Sumner, and her sister, Fannie Sumner. The income from the fund is to be awarded to a student from Randolph County entering the University to pursue studies in the liberal arts. The scholarship is awarded on the basis of merit and financial need.

W. Raymond Taylor Scholarship in Drama. A cash award is made each year to the junior or senior who shows the greatest promise for a career in the theatre. The fund was established in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

William Holt and Ella Rae Turrentine Scholarships. The Turrentine Scholarships, provided by the William Holt and Ella Rae Turrentine Memorial Educational Foundation, are available to needy students from Alamance County. Eligible students who apply to UNC-G for financial assistance will be considered for the Turrentine Scholarships. Scholarship stipends are based on financial need, with the maximum award being \$1,200 per year.

UNC-G Musical Arts Guild Scholarship. These scholarships were established in 1973 to provide recognition and assistance to students majoring in music. The award carries a cash stipend provided from the earnings of Guild endowments. Deadline for application is March 1. Applicants must have been previously approved for the music major. For information write the Dean of the School of Music.

University Stores. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, financial need and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

University Women's Club Scholarship. The fund was established in 1971 by the University Women's Club of UNC-G. An annual scholarship is awarded to an incoming freshman student on the basis of financial need and academic potential.

Ethel F. Vatz Scholarship. By a bequest to the University, Mrs. Ethel F. Vatz established this scholarship fund. Awards are made on the basis of character ability and financial need.

Wake County Alumni Chapter Scholarship. Members of the Wake County Chapter of the UNC-G Alumni Association provide funds for awards to students from Wake County. The selection of recipients is based on academic promise and achievement and on financial need.

Henry Weil Fellowship. The late Mrs. Henry Weil of Goldsboro, N.C., established the Henry Weil Fellowship Fund in memory of her husband. The fellowship is awarded each year to a member of the graduating class for use in graduate school. A special committee appointed by the Chancellor selects the recipient of the fellowship.

The Mina Weil Memorial Scholarship Fund. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil established a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

The Mina Weil Scholarship Fund. Mrs. Janet Weil Bluethenthal has established an endowment in honor of her mother. The income from this fund is granted for scholarships.

Mina Weil Scholarship for Foreign Students. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant to a foreign

student. The recipient is selected by the Committee on Scholarships and Student Aid.

Mina Weil Special Scholarship Fund. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

The Wesley Long Hospital Scholarship-Loan Fund for Nursing Students. Awards are available from this fund to students interested in the Bachelor of Science in Nursing at UNC-G. These scholarship-loans have a potential value of \$1,400 over a four-year period. If the borrower successfully completes the degree program in nursing, the hospital will allow credits on the loan for each full year of employment as a nurse at Wesley Long Hospital.

The Wesley Long Hospital Scholarship. Awards are offered each year to two students in the School of Nursing. The awards are based upon academic merit and financial need and amount to \$250 each.

The Wesley Long Hospital Scholarship-Loan. The Wesley Long Hospital, Inc. contributes funds to the University for scholarship-loan awards of \$600 per year to students in the junior and senior years of the nursing program at UNC-G. An annual award may be cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

D. Elizabeth Williams International Scholarship. In 1975, Miss D. Elizabeth Williams, a retired home economist, contributed \$10,000 to the Home Economics Foundation at UNC-G to establish an endowed scholarship for an international student in home economics.

The Jewel Sydney Williams Scholarship. This fund was established in 1970 in memory of Miss Jewel Sydney Williams, who at the time of her death was a member of the faculty of the Department of History and Political Science. Awards are made by the University Scholarship Committee to incoming freshmen.

The Winfield Scholarship Fund. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment, from which the income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

The Betty Woodroof Scholarship. The Women's Auxiliary of the Moses H. Cone Memorial Hospital established this scholarship in 1970 as a memorial to one of its members. The fund provides a \$2,600 scholarship for four years of study to a student in the School of Nursing. Selection is made by the Faculty Scholarship Committee and the Dean of the School of Nursing on the basis of financial need, academic standing and character.

Lillian B. Wortham and Callie Bronson Wortham Scholarship. The Lillian B. Wortham and Callie Bronson Wortham Fund was established by a bequest from Thomas A. Wortham. Income from the account is awarded to deserving women students who have demonstrated academic achievement.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

Loan Funds

Maude L. Adams
 Alamance County Chapter of the Alumni Association
 Alumnae Class Organ
 Alumni
 Sarah Atkinson
 Emily S. Austin
 Annette Beck
 James Boyd
 *Belinda Brandon Memorial
 Victor Bryant
 Gladys Bullock Memorial
 Daphne Carraway Memorial
 Annie Anderson Chandler Nursing
 Class of 1915
 *Class of 1920 Memorial Fund
 Class of 1925
 Class of 1929
 Class of 1935
 Class of 1936
 Class of 1940
 *Class of 1971



Judge E. B. Cline
 Laura H. Coit
 Ida Houghton Cowan
 Federation of Women's Clubs
 Mollie K. Fetzer
 Julius Foust
 *Galloway
 *Frank P. Graham
 Martha Irvin Groome Memorial
 Claude Heath
 Home Economics Club
 Lucille Horn Memorial
 J. B. Ivey
 North Carolina Association of Jewish Women
 Terry Kellar
 Nancy Lee Kiser Memorial
 Flora Patterson Lane
 Bertha Marvin Lee Memorial
 McIver
 Jessie McLean
 Elizabeth Crow Mahler
 *Katherine Mavity Martin
 Masonic Theatre Educational Fund of New Bern
 Virginia Barker Moffitt Memorial
 Lily Conally Morehead
 Musgrove Memorial
 North Spencer
 Mary Oettinger Memorial
 *Dorothy R. Phillips
 Rebecca Christine Phoenix Memorial
 Winfield H. Rogers
 Rotary
 Royal Arch and Knights Templar
 Patty Spruill Memorial
 Lizzie Stewart
 *Joseph B. Strohl Memorial
 Students
 Mary McLean Taylor Memorial
 Carrie MacRae Tillett Memorial
 Town Students
 Tuition

*Hilda Weil Wallerstein
 *Gertrude Weil
 Mrs. Hazel Ervin Wheeler Memorial
 *Nancy Wilson
 Ruth Gooding Worley
 Doris Wright Memorial
 Pearl Wyche
 Julia Frances Yancey
 *Short-term Emergency Loan Funds



Appendix E

Faculty Committees (1978-79)

Elective

Academic Cabinet (36 members, plus 7 ex officio). A deliberative body to advise the Chancellor concerning formulation of academic policies and procedures. Membership: Chairman-Chancellor; Vice Chairman of the Faculty Council; Twelve members-at-large; Twelve representatives from Schools; Four representatives from College of Arts and Sciences; One representative from Council of Deans; Three representatives from Student Government Association; Two representatives from Graduate Students' Association. Ex officio membership: Six Vice Chancellors; Director of Library.

Committee on Committees (6 faculty members). Makes recommendations to the Chancellor concerning appointment of faculty members to standing committees.

Community Forum-Executive Committee (24 members). The Community Forum is a "town meeting" of the campus and the surrounding community. The Executive Committee is the agency through which the Forum operates.

Curriculum (9 faculty members-at-large; 6 faculty representatives from schools; 1 faculty representative from College of Arts and Sciences. Ex officio, (without vote): Vice Chancellor for Academic Affairs; Registrar. Basic functions are to approve introduction of new courses for undergraduates; to evaluate courses and programs for new undergraduate majors and degrees; and to make recommendations to Faculty Council.

Due Process (7 faculty members). Receives evidence, conducts hearings and renders judgment on appeals from administrative decisions involving tenure of faculty members.

Faculty Assembly of University of North Carolina (3 delegates, 3 alternates). The Faculty Assembly of The University of North Carolina gathers and exchanges information on behalf of the faculties of the sixteen constituent institutions of the University. It advises, through proper channels, the President of The University, the Board of Governors, the General Assembly and other governmental agencies on matters of university-wide import.

Faculty Grievances (5 faculty members from ranks of assistant professor, associate professor and full professor, with at least one member from each rank).

Committee hears, mediates and advises with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships in accordance with the provisions of the Code of the University.

Graduate Administrative Board (11 faculty members, plus 2 ex officio). This Board, under the Chairmanship of the Vice Chancellor for Graduate Studies, is the policy making body of the Graduate School.

Appointive

Academic Appeals (7 faculty members, including 1 from each of the schools and 1 from College of Arts and Sciences). Acts in a judicial capacity to hear appeals related to University-wide undergraduate academic regulations.

Admissions Policies (7 faculty members, plus 3 ex officio; 2 student members). To recommend policies governing admissions and to advise Director of Admissions on specific cases which require special attention.

Calendar and Scheduling (5 faculty members, 1 staff member-AASA; plus 4 ex officio; 3 student members). Makes recommendations to Faculty Council for University Calendar, examination schedules and class scheduling policy.

Campus Planning (5 faculty members, plus 4 ex officio, 1 being Chairman of Traffic Committee; 3 students). Advises administration; coordinates current and long-range planning and development of physical facilities of the campus. Concerned with the architectural and ecological impact of land-use patterns including the location of buildings, roadways, parking areas, walkways, recreational areas and facilities, landscaping and the general beauty of the campus. Total planning of specific buildings is to be accomplished through ad hoc committees reporting to Campus Planning Committee and to the Administration.

Campus Security (4 faculty members, 1 serving as Chairman; 1 staff member-AASA; 1 ex officio-Director of Security; 3 students, 1 serving as Vice Chairman). Receives information concerning campus security conditions and makes recommendations regarding security problems and needs.

Campus Stores (6 faculty members, plus 1 ex officio; 5 student members). Advises administration on management of Bookstore, University Restaurant and Soda Shop, Robot Room and all vending machine operations on campus.



- Commencement** (6 faculty members, 1 staff member, plus 5 ex officio; 4 student members). Plans and recommends commencement activities to the Chancellor and sees that adopted plans are executed.
- Computer Science** (11 faculty members, plus 3 ex officio). Committee serves as a policy formulation group with respect to academic computing on campus.
- Elections** (5 faculty members). Determines the eligibility of candidates for elective faculty offices or committee positions, prepares petition forms and ballots and oversees the mechanics of the election.
- Equal Employment Opportunity and Intergroup Relations** (11 faculty members, 2 staff members). Reviews and advises administration regarding the implementation of affirmative action policy for equal employment opportunity.
- Faculty Government** (7 faculty members). Conducts continuous review of Instrument of Government and proposes amendments to it to the Faculty Council.
- Faculty Welfare** (5 faculty members, 1 staff member-AASA; plus 1 ex officio). Concerns itself with all matters which may pertain to the welfare of members of the faculty.
- Fulbright Student Applicants** (7 faculty members, plus 2 ex officio). Evaluates student applications for U.S. Government (Fulbright) grants and other foreign study grants.
- Gardner Award** (6 faculty members). Receives nominations of persons for O. Max Gardner Award and forwards recommendation through the Chancellor to Committee of Board of Governors for final decision.
- Health Information** (8 faculty members, 2 staff members, plus 1 ex officio; 3 student members). Work involves all health-related aspects of university life and the dissemination of health information to students.
- Honorary Degrees** (5 faculty members, plus 1 ex officio). Receives and screens recommendations for persons to receive honorary degrees and recommends these persons to Faculty Council for approval.
- Intercollegiate Athletics** (11 members: 5 from general faculty; 2 from Health, Physical Education and Recreation (1 female, 1 male); 4 students; 2 ex officio (Dean of HPER: Vice Chancellor for Student Affairs)). Advises the administration concerning principles and policies to be followed in the University's intercollegiate athletic program (for men and women), recommending the sports in which teams will compete, the standards of eligibility to be applied and the forms of management and operation to be followed (including such matters as scheduling).
- Library** (14 faculty members, plus 3 ex officio; 3 student members). Develops and recommends policies and procedures which will give the Library its most effective role in the University; acts as liaison agency in interpreting library policies to the faculty and faculty opinion to the Director of the Library. University Archives operates under this committee.
- Performing Artist Series** (5 faculty members, plus 1 ex officio; 3 student members). Schedules series of programs in the performing arts that are of interest to the University community and which are related to the academic program.
- Piney Lake Recreation Center** (9 faculty members; 2 student members). Studies existing policies for use of Piney Lake and makes recommendations for changes when deemed necessary.
- Premedical Advisory** (5 faculty members, plus 1 ex officio). Advises premedical students and counsels the administration on University programs which relate to premedical work.
- Research Council** (9 faculty members, plus 5 ex officio). Receives and acts upon requests for faculty research grants.
- Residence Appeals** (5 faculty members). Processes appeals of students who question their initial classification of residence for tuition purposes; advisory to Chancellor.
- Student Financial Aid** (12 faculty members, plus 4 ex officio; 3 students). Committee has responsibility of overseeing all matters related to student financial aid.
- Traffic** (5 faculty, 1 of which serves as Chairman; 1 staff member-AASA; 4 students, including one town student and one graduate student — male and female; 1 ex officio-Director of Security). Assesses parking needs, develops parking and traffic regulations for campus and makes recommendations to Administration concerning enforcement of traffic and parking regulations.
- Undergraduate Academic Regulations** (5 faculty members, plus 3 ex officio; 4 students). Develops recommendations for Academic Cabinet action on academic policies and requirements for undergraduates.
- Weil Fellowship** (4 faculty members, plus 1 ex officio). Reviews qualifications of candidates and makes recommendations for their selection.

Personnel Directory

Officers/The University of North Carolina

(Sixteen Constituent Institutions)

President

William Clyde Friday, B.S., LL.B., LL.D., D.C.L.

Vice President—Academic Affairs

Raymond Howard Dawson, B.A., M.A., Ph.D.

Vice President—Research and Public Service Programs

Edgar Walton Jones, B.S., M.S., Ph.D.

Vice President—Finance

L. Felix Joyner, A.B.

Vice President—Planning

Roy Carroll, B.A., M.A., Ph.D.

Vice President—Student Services and Special Programs

Cleon Franklyn Thompson, B.S., M.S., Ph.D.

Director of Educational Television

George Eldridge Bair, B.A., M.A., Ph.D.

Associate Vice President—Finance

Hugh S. Buchanan, Jr., B.A.

Associate Vice President—Finance

Kennis R. Grogan, B.S., M.B.A.

Assistant to the President

James L. Jenkins, Jr., A.B.

Secretary of the University

John P. Kennedy, Jr., S.B., B.A., M.A., J.D.

Assistant to the President

Arnold Kimsey King, A.B., A.M., Ph.D.

Assistant to the President for Governmental Affairs

Roscoe D. McMillan, Jr., B.S.

Associate Vice President—Academic Affairs

Jeanne Margaret McNally, B.S.N., M.A., Ph.D.

Assistant to the President

Richard H. Robinson, Jr., A.B., LL.B.

Associate Vice President—Academic Affairs

Donald J. Stedman, B.A., M.A., Ph.D.

Associate Vice President—Academic Affairs

Robert W. Williams, A.B., M.A., Ph.D.

The University of North Carolina was chartered in 1789 and opened its doors to students at its Chapel Hill campus in 1795. Throughout most of its history, it has been governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of **ex-officio** members.

By act of the General Assembly of 1931, without change of name, it was merged with The North Carolina College for Women at

Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University,



and Winston-Salem State University. This merger, which resulted in a statewide multicampus university of sixteen constituent institutions, became effective on July 1, 1972.

The constitutionally authorized Board of Trustees was designated the Board of Governors, and the number was reduced to thirty-two members elected by the General Assembly, with authority to choose their own chairman and other officers. The Board is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected

president of the student body, serves *ex officio*. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The General Administration office is located in Chapel Hill.

The chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.

Board of Governors/The University of North Carolina

William A. Johnson, Chairman
Mrs. Howard Holderness, Vice Chairman
E. B. Turner, Secretary

Class of 1979

Kathleen R. Crosby, Charlotte
Dr. Hugh S. Daniel, Jr., Waynesville
William A. Dees, Jr., Goldsboro
Jacob H. Froelich, Jr., High Point
William A. Johnson, Lillington
Robert L. Jones, Raleigh
E. B. Turner, Lumberton
Mrs. George D. Wilson, Fayetteville

Class of 1981

Hugh Cannon, Raleigh
Philip G. Carson, Asheville
T. Worth Coltrane, Asheboro
John Edwin Davenport, Nashville
George Watts Hill, Durham
Luther H. Hodges, Jr., Charlotte
Mrs. Hugh Morton, Linville
David J. Whichard, II, Greenville

Class of 1983

Irwin Belk, Charlotte
Wayne Corpening, Winston-Salem
Daniel C. Gunter, Gastonia
Mrs. Howard Holderness, Greensboro
John R. Jordan, Jr., Raleigh
J. Aaron Prevost, Hazelwood
Louis T. Randolph, Washington
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 Yates, J.W., 330
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- Zacharias, L.A., 185

Library Faculty

- Mildred Lee Carr** (1958), Head Circulation Librarian/B.A., College of William and Mary/B.S., Columbia.
- Barbara Beuthlen Cassell** (1973), Assistant Catalog Librarian/B.A., M.A. in L.S., Michigan.
- Mary Jane Conger** (1977), Assistant Catalog Librarian/B.A., Mary Baldwin/M.A., Virginia/M.S. in L.S., U.N.C. at Chapel Hill.
- Louise Thompson Deshaies** (1972), Assistant Catalog Librarian/B.A., Meredith College/M.S. in L.S., U.N.C. at Chapel Hill.
- Grace Betts Farrior** (1957), Head Acquisitions Librarian/B.A., Meredith College/M.S. in L.S., U.N.C. at Chapel Hill.
- Nancy Clark Fogarty** (1970), Head Reference Librarian/B.A., UNC-G/M.S. in L.S., U.N.C. at Chapel Hill.
- Alice Holmes Gadsden** (1976), Assistant Reference Librarian/B.A., Bennett College/M.S. in L.S., Atlanta.
- Robert Fulgham Gaines** (1974), Documents Librarian/B.A., M.A., Vanderbilt/M.S. in L.S., Tennessee.
- Patricia Russell Hausman** (1976), Assistant Reference Librarian/B.A., College of William and Mary/M.A. in L.S., Michigan. Leave of Absence, 1978-79.
- Blanche L. Jantzen** (1977), Assistant Special Collections Librarian/B.A., St. Louis/M.A., Chicago/M.L.S., California, Berkeley. Part-time.
- James R. Jarrell** (1970), Assistant Acquisitions Librarian/B.S., Winston-Salem State/M.S. in L.S., Atlanta.
- Marcia Stevenson Kingsley** (1973), Assistant Reference Librarian/B.A., Manhattanville College/M.A., Duke/M.S. in L.S., U.N.C. at Chapel Hill.
- Lois M. Lietz** (1977), Assistant Catalog Librarian/B.A., Agnes Scott College/M.A., Virginia/M.S. in L.S., U.N.C. at Chapel Hill.
- Marjorie Whittington Memory** (1949), Head Serials Librarian/B.A., UNC-G/M.S. in L.S., U.N.C. at Chapel Hill.
- Emilie Ward Mills** (1972), Special Collections Librarian/B.A., M.F.A., UNC-G/M.S., Illinois.
- John Thomas Minor** (1971), Assistant Director/B.A., Moravian College/M.Div., Christian Theological Seminary/M.S. in L.S., U.N.C. at Chapel Hill.
- Elizabeth Wharton Newland** (1967), Head Catalog Librarian/B.A., UNC-G/B.A. in L.S., U.N.C. at Chapel Hill.
- Sarah Gayl Winchester Pearman** (1978), Visiting Assistant Reference Librarian/B.A., Greensboro College/M.S. in L.S., U.N.C. at Chapel Hill.
- Martha Williams Ransley** (1972), Assistant Circulation Librarian/Assoc. B.A., Mars Hill College/B.A., Carson-Newman College/M.R.E., Southwestern Seminary/M.S. in L.S., U.N.C. at Chapel Hill.
- Nancy B. Ryckman** (1977), Assistant Reference Librarian/B.A., M.A. in L.S., Michigan.
- Mark Schumacher** (1978) Assistant Reference Librarian/B.A. Stanford/M.A., U.N.C. at Chapel Hill.
- Roberta S. Williams** (1969), Assistant Serials Librarian/B.A., Longwood College/M.A., U.N.C. at Chapel Hill/M.A., Denver.

Emeriti Faculty

- Alice Katherine Abbott** (1927), Associate Professor, Department of Romance Languages, Emeritus (1965)/B.A., Smith College/M.A., Illinois/Diploma, Centro de Estudios Históricos, Madrid.
- Olivia Abernethy** (1963), Associate Physician, Student Health Services, Emeritus (1972)/B.A., U.N.C. at Chapel Hill/M.D., Medical College of Virginia.
- Charles Marshall Adams** (1945), Professor, Librarian, Archivist, Emeritus (1969)/B.A., Amherst College/B.S., M.A., Columbia/L.H.D., UNC-G.
- Donald B. Anderson** (1964), Professor, Department of Biology, Emeritus (1970)/B.A., B.S.Ed., M.A., Ph.D., Ohio State.
- Helen Catherine Burns** (1937), Associate Professor, Emeritus (1964)/B.A., Iowa/M.A., Columbia.
- May Dulaney Bush** (1934), Professor, Department of English, Emeritus (1968)/B.A., Hollins College/M.A., Columbia/Ph.D., Johns Hopkins.
- Esther Inez Coldwell** (1922), Associate Professor, Department of Biology, Emeritus (1961)/B.A., Southwestern.
- Ruth Mary Collings** (1925), Physician and Professor, Department of Health, Emeritus (1963)/B.A., Pomona College/M.D., Pennsylvania.
- Elizabeth Cowling** (1945), Professor, School of Music, Emeritus (1976), B.A., Carleton College/M.A., Columbia/M.M., Ph.D., Northwestern.
- Helen Frances Cutting** (1931), Assistant Professor, Department of Romance Languages, Emeritus, (1962)/B.A., Adelphi/M.A., Columbia/M.A., Chicago/Certificate, Centro de Estudios Históricos, Madrid/M.S.L.S., Catholic University of America.
- Dorothy Davis** (1930), Associate Professor, School of Health, Physical Education and Recreation, Emeritus (1971)/B.A., Western/M.A., Wisconsin/S.S., New York.
- Charlotte Webster Dawley** (1944), Associate Professor, Deptment of Biology, Emeritus (1968)/B.A., Carleton/M.S., Washington/Ph.D., Minnesota.
- Marie B. Denneen** (1926), Associate Professor, School of Education, Emeritus (1956)/B.A., M.A., Minnesota.
- Paul M. Descouzis** (1966), Professor, Department of Romance Languages, Emeritus (1978)/B.A., Notre Dame/M.A., Boston/Ph.D., Maryland.
- William Conrad DeVeny** (1946), Associate Professor, School of Music, Emeritus (1970)/B.A., North Central/B.M., Oberlin Conservatory.
- George W. Dickieson** (1938), Associate Professor, School of Music, Emeritus (1977)/B.M., Salem College/M.M., Cincinnati Conservatory/L'Ecole Monteaux.



- Arthur W. Dixon** (1957), Associate Professor, Department of English, Emeritus (1977)/B.A., U.N.C. at Chapel Hill/Ph.D., Yale.
- William N. Felt** (1947), Associate Professor, Department of Romance Languages, Emeritus (1972)/B.A., Clark/M.A., D.M.L., Middlebury.
- Annie Beam Funderburk** (1921), Associate Professor, Department of Romance Languages, Emeritus (1961)/B.A., UNC-G/M.A., U.N.C. at Chapel Hill.
- Ruth Gunter** (1931), Associate Professor, School of Education, Emeritus (1959)/B.A., UNC-G/M.A., Columbia.
- Alonzo C. Hall** (1916), Professor, Department of English, Emeritus (1956)/B.A., Elon College/M.A., Columbia.
- Mathilde Hardaway** (1941), Professor, School of Business and Economics, Emeritus (1973)/B.B.A., Texas/M.B.A., Chicago/Ph.D., Yale.
- Noma Hardin** (1944), Associate Professor, Department of Art, Emeritus (1970)/B.A., Baylor/B.S., M.A., Texas.
- Hilda T. Harpster** (1944), Associate Professor, Department of Biology, Emeritus (1971)/B.A., Sweet Briar College/M.A., Ph.D., Michigan.
- Martha Elizabeth Hathaway** (1936), Associate Professor, School of Home Economics, Emeritus (1968)/B.S., UNC-G/M.A., Columbia.
- Elma Josephine Hege** (1934), Associate Professor, Department of History, Emeritus (1971)/B.A., UNC-G/M.A., Virginia/L.L.D., UNC-G.
- Julla Hell Heinlein** (1952), Associate Professor, Department of Psychology, Emeritus (1962)/B.S., M.A., Ph.D., Johns Hopkins.
- James Albert Highsmith** (1916), Professor, Department of Psychology, Emeritus (1953)/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., George Peabody College.
- Joseph S. Himes** (1969), Excellence Fund Professor, Department of Sociology, Emeritus (1977)/B.A., M.A., Oberlin College/Ph.D., Ohio State.
- Elizabeth Holder** (1963), Head Reference Librarian, Emeritus (1976)/B.A., Salem College/M.S. in L.S., U.N.C. at Chapel Hill.
- Birdie Helen Holloway** (1935), Professor, School of Music, Emeritus (1965)/B.S.M., M.S.M., Oberlin Conservatory.
- Marjorie Jane Hood** (1929), Archivist, Library, Emeritus (1973)/B.A., UNC-G/B.S. in L.S., Emory.
- Margaret K. Horney** (1961), Assistant Catalog Librarian, Emeritus (1973)/B.A., UNC-G/B.S. in L.S., Columbia.
- Evelyn Louise Howell** (1937), Associate Professor, School of Home Economics, Emeritus (1956)/B.S., M.A., UNC-G.
- Eugenia McIver Hunter** (1935), Professor, School of Education, Emeritus (1970)/B.A., Goucher College/M.A., Columbia/Ph.D., Ohio State.
- Ellsabeth Anna Marie Jastrow** (1941), Associate Professor, Department of Art, Emeritus (1961)/Ph.D., Heidelberg, Germany.
- George Minor Joyce** (1935), Professor, Emeritus (1969)/B.S., Indiana State Teachers/M.S., Pittsburgh.
- Pauline E. Keeney** (1949), Professor, School of Home Economics, Emeritus (1975)/B.S., M.S., Ph.D., Pennsylvania State College.
- Mary Elizabeth Kelster** (1965), Excellence Fund Professor, School of Home Economics and School of Education, Emeritus (1978)/B.S., UNC-G/M.A., Iowa State/Ph.D., Chicago.
- Anna Mary Kremler** (1927), Assistant Professor, School of Education, Emeritus (1965)/Ph.B., Chicago/M.A., Columbia.
- Augustine LaRochelle** (1922), Professor, Department of Romance Languages, Emeritus (1958)/B.A., Vermont/M.A., Columbia/Diploma, Centro de Estudios Históricos, Madrid.
- Ethel M. Lawther** (1931), Dean and Professor, School of Health, Physical Education and Recreation, Emeritus (1974)/B.A., Brown/M.S., Wellesley.
- Marjorie Leonard** (1941), Associate Professor, School of Health, Physical Education and Recreation, Emeritus (1978)/B.S., UNC-G/M.A., U.N.C. at Chapel Hill.
- Virgil E. Lindsey** (1940), Associate Professor, Department of Economics and Business Administration; Emeritus (1968)/B.A., Missouri Wesleyan/M.A., Iowa.
- Vance T. Littlejohn** (1938), Professor, School of Business and Economics, Emeritus (1973)/B.A., B.S., Bowling Green/M.Ed., Ph.D., Pittsburgh.
- Lila Belle Love** (1926), Associate Professor, Department of Biology, Emeritus (1953)/B.A., Mississippi State College for Women/M.S., Nebraska.
- E. Louise Lowe** (1941), Associate Professor, School of Home Economics, Emeritus (1973)/B.S., Georgia State College for Women/M.S., Georgia.
- Thomas J. McCook** (1968), Visiting Professor, School of Education, Emeritus (1974)/B.A., Boston College/Ed.M., Boston/Ed.D., Harvard.
- William McGehee** (1965), Visiting Professor, School of Business and Economics, Emeritus (1978)/B.A., University of the South/M.A., Ph.D., George Peabody College.
- Franklin Holbrook McNutt** (1941), Professor, School of Education, Emeritus (1958)/B.A., M.A., Wittenberg/Ph.D., Ohio State/LL.D., Dayton/L.H.D., Wittenberg.
- Gulta Marble** (1949), Associate Professor, Department of Chemistry, Emeritus (1970)/B.A., M.A., Ph.D., Kansas.
- Gertrude Vermillion Mitchell** (1957), Associate Professor, Department of Chemistry, Emeritus (1968)/B.A., Furman/B.S., George Peabody College/M.A., Columbia/Ph.D., Duke.



- Virginia G. Moomaw** (1945), Professor, School of Health, Physical Education and Recreation, Emeritus (1975)/B.S., Nebraska/M.A., Columbia.
- Vivian C. Moose** (1947), Archivist, Library, Emeritus (1972)/B.A., Lenoir Rhyne College/B.S., in L.S., U.N.C. at Chapel Hill.
- Edwin Phillip Morgan** (1946), Professor, School of Music, Emeritus (1975)/B.M., Tulsa/M.M., A.M.D. A.M.D., Eastman School of Music.
- Mereb E. Mossman** (1937), Professor, Department of Sociology and Anthropology, Emeritus (1973)/B.A., Morningside College/M.A., Chicago/L.H.D., Queens College/Lit.D., Morningside College/L.L.D., UNC-G.
- Mildred Pendleton Newton** (1926), Director of Admissions, Emeritus (1959)/B.A., Goucher College. Deceased March 1979.
- Victoria Carlson Nielson** (1930), Professor, School of Health, Physical Education and Recreation, Emeritus (1948)/B.S., M.S., M.A., Ph.D., Columbia.
- E. William Noland** (1967), Distinguished Professor, Department of Sociology, Emeritus (1978)/B.A., M.A., West Virginia/Ph.D., Cornell.
- Kathleen Sharer Palnter** (1929), Instructor, Department of English, Emeritus (1963)/B.A., Tennessee.
- Jessie Peden** (1946), Assistant Professor, School of Education, Emeritus (1973)/B.A., Winthrop College/M.A., U.N.C. at Chapel Hill.
- Margaret Ellen Penn** (1946), Professor, School of Home Economics, Emeritus (1967)/B.S., Kansas State/M.A., Columbia.
- Charlotte Perkins** (1960), Assistant Professor, Department of Drama and Speech, Emeritus (1977)/B.A., M.A., Louisiana State.
- Eugene E. Pfaff** (1936), Professor, Department of History, Emeritus (1977)/B.A., M.A., U.N.C. at Chapel Hill/Ph.D., Cornell.
- Charles Wiley Phillips** (1935), Professor, Emeritus (1962)/B.A., U.N.C. at Chapel Hill/M.A., Columbia/L.L.D., UNC-G.
- Viva M. Playfoot** (1925), Professor, School of Home Economics, Emeritus (1954)/B.S., M.A., Columbia.
- Ruth R. Prince** (1963), Assistant Catalog Librarian, Emeritus (1977)/B.A., Meredith College/B.S. in L.S., U.N.C. at Chapel Hill.
- Anna Joyce Reardon** (1941), Professor, Department of Physics, Emeritus (1975)/B.A., College of St. Teresa/M.S., Ph.D., St. Louis.
- Anna Reger** (1931), Assistant Professor, School of Education, Emeritus (1959)/B.S., West Virginia Wesleyan College/B.S. in L.S., Columbia.
- Clara Ann Ridder** (1959), Professor, School of Home Economics, Emeritus (1978)/B.S., Nebraska/M.S., Arizona/Ph.D., Cornell.
- Bess Naylor Rosa** (1934), Associate Professor, School of Home Economics, Emeritus (1958)/B.S., M.A., Missouri.
- Victor Salvln** (1967), Professor, School of Home Economics, Emeritus (1976)/B.S., M.S., Wesleyan College/Ph.D., Yale.
- Rolf Sander** (1967), Professor, School of Music, Emeritus (1977)/Diploma, Conservatory Frankfurt.
- Alvin Scaff** (1972), Excellence Fund Professor and Head, Department of Sociology, Emeritus (1978)/B.A., Texas/B.D., Chicago Theological Seminary/M.A., Ph.D., Texas.
- Florence Louise Schaeffer** (1922), Professor, Department of Chemistry, Emeritus (1964)/B.A., Barnard College/M.A., Mount Holyoke College.
- Alice Schriver** (1949), Professor, School of Health, Physical Education and Recreation, Emeritus (1966)/B.S., M.A., New York/Ed.D., Columbia.
- Mary Robert Seawell** (1945), Bibliographer and Reference Librarian, Emeritus (1970)/B.A., Meredith College/B.A. in L.S., U.N.C. at Chapel Hill.
- Esther Segner** (1955), Associate Professor, School of Home Economics, Emeritus (1958)/B.S., Wisconsin/M.S., Minnesota.
- Anne Christian Shamburger** (1925), Assistant Professor, School of Health, Physical Education and Recreation, Emeritus (1968)/Guilford College; Johns Hopkins.
- Ruth Agnes Shaver** (1937), Associate Professor, Department of Romance Languages, Emeritus (1966)/B.A., Ohio Wesleyan/M.A., Columbia.
- Jeannette Dorothy Sievers** (1957), Assistant Professor, School of Business and Economics, Emeritus (1971)/B.A., State College of Washington/M.S., Simmons College.
- Emeve P. Singletary** (1959), Instructor, School of Home Economics, Emeritus (1976)/B.S.H.E., M.S., UNC-G.
- Tommie Lou Smith** (1951), Assistant Professor, School of Business and Economics, Emeritus (1975)/B.A., M.A., East Carolina.
- John Luther Steinmetz** (1961), Instructor, Department of Mathematics, Emeritus (1968)/B.S., U.S. Coast Guard Academy/M.A., Duke.
- Madeleine Blakey Street** (1930), Professor, School of Home Economics, Emeritus (1965)/B.S., College of William and Mary in Virginia/M.A., Columbia.
- Jane Summerell** (1926), Professor, Department of English, Emeritus (1958)/B.A., UNC-G/M.A., Columbia/L.H.D., UNC-G.



- Arthur Svenson** (1967), Burlington Industries Professor, School of Business and Economics, Emeritus (1976)/B.A., Montana/M.A., Columbia/Ph.D., New York.
- Katherine Henrietta Taylor** (1929), Professor and Dean of Student Services, Emeritus (1972)/B.A., UNC-G/M.A., Radcliffe College.
- Helen Alverda Thrush** (1939), Professor, Department of Art, Emeritus (1969)/B.F.A., Pennsylvania/M.A., Columbia.
- Virginia Trumper** (1922), Head Serials Librarian, Emeritus (1963)/Denison; Louisville Public Library Training Class.
- Emily Holmes Watkins** (1926), Professor, Department of Mathematics, Emeritus (1958)/B.A., Randolph-Macon Woman's College/M.A., Columbia.
- Rowena Wellman** (1943), Associate Professor, Department of Business Education, Emeritus (1958)/B.A., Iowa/M.A., Ph.D., Columbia.
- Esther Boyd White** (1957), Assistant Professor, School of Health, Physical Education and Recreation, Emeritus (1973)/B.A., Arkansas A. and M./M.S., Louisiana State/M.P.H., U.N.C. at Chapel Hill/Ed.D., Louisiana State.
- V. Louise Whitlock** (1944), Associate Professor, School of Business and Economics, Emeritus (1977)/B.S., Oregon State/M.S., Tennessee.
- Maude Ferrell Williams** (1927), Associate Professor, Department of Biology, Emeritus (1962)/B.A., M.S., Ph.D., Illinois.
- Sue Vernon Williams** (1926), Head Reference Librarian, Emeritus (1963)/B.A., M.A., Randolph-Macon Woman's College/Certificate, Carnegie Library School, Atlanta.
- Lenoir Chambers Wright** (1953), Professor, Department of History and Political Science, Emeritus (1978)/B.A., U.N.C. at Chapel Hill/B.A., M.A., Oxford/M.A., Ph.D., Columbia/LL.B., Harvard.

Clinical Faculty

The following individuals at the Moses H. Cone Memorial Hospital School of Medical Technology in Greensboro, N.C., the Forsyth Memorial Hospital Medical Technology Program in Winston-Salem, N.C., the North Carolina Baptist Hospital-Bowman Gray School of Medicine Medical Technology School in Winston-Salem, N.C. and the Mercy Hospital, Charlotte, hold clinical faculty appointments at UNC-G. The position each occupies and his/her hospital affiliation is in parentheses.

- H. Wallace Baird** (1973), Clinical Lecturer, Department of Chemistry/B.A., M.D. (Pathologist, Cone)

- Jean G. Basch** (1975), Clinical Instructor, Department of Biology/B.S., S.H. (ASCP). (Educational Coordinator, Forsyth)
- Ruth S. Comer** (1976), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP). (Instructor-Blood Bank, Cone)
- Howard T. DeHaven, M.D.** (1977), Clinical Professor, Medical Director, School of Medical Technology, Mercy Hospital, Charlotte.
- Joseph B. Dudley, M.D.** (1975), Clinical Professor, Department of Biology/B.S. (Pathologist and Medical Director, Forsyth)
- Robert M. Gay, M.D.** (1972), Clinical Professor, Department of Biology/A.B. (Pathologist and Medical Director, Cone)
- Charles M. Hassell** (1972), Clinical Lecturer, Department of Biology/B.S., M.D. (Chief of Pathology, Cone)
- Betty B. Hill** (1972), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP). (Instructor-Serology, Mycology, Parasitology, Cone)
- Ilene Johnson** (1977), Clinical Teaching Assistant, Department of Biology/A.B., M.T. (ASCP). (Instructor Microbiology, Cone)
- Donald D. Leonard** (1972), Clinical Lecturer, Department of Biology/B.S., M.D. (Pathologist, Cone)
- Michael L. O'Connor, M.D.** (1977), Director, School of Medical Technology, Bowman Gray School of Medicine.
- Nancy A. Roth** (1977), Clinical Teaching Assistant, Department of Chemistry/B.S., M.T. (ASCP). (Instructor Chemistry, Cone)
- Phyllis Ann Shinn** Clinical Instructor, Department of Biology, B.S., M.T. (ASCP), SH. (Instructor-Hematology, Cone)
- Sister Mary Matthew Snow** (1977), Coordinator, School of Medical Technology, Mercy Hospital, Charlotte.
- J. Marue Summerlin** (1972), Clinical Instructor, Department of Biology/B.A., M.Ed. (Chief Medical Technologist, Cone—Instructor in Management)
- Carolyn P. Taylor** (1972), Clinical Instructor, Department of Biology/A.B., M.Ed., M.T. (ASCP). (Program Director, Cone)
- Dewey W. Taylor** (1972), Clinical Instructor, Department of Chemistry. (Quality Control Supervisor, Cone)
- Anne R. Towne** (1972), Clinical Instructor, Department of Biology/A.B., M.T. (ASCP). (Instructor-Bacteriology, Cone)
- Tommy A. Weisner** (1972), Clinical Instructor, Department of Chemistry/B.Ch.E., M.T. (ASCP). (Assistant Chief Technologist and Clinical Chemist, Cone)
- Peggy Wills, M. T.** (ASCP), Coordinator, School of Medical Technology, Bowman Gray School of Medicine.



UNC-G Administrative Staff

Administration

Chinqua-Penn

George W. Hamer (1962), Executive Director/**Bobbie R. Boyles** (1965), Security Officer/**Dwight Talley** (1973), Superintendent of Grounds/**Vivian B. Forrester** (1976) House Manager.

Television

Emil W. Young (1954), Radio and Television/**William Alspaugh** (1957), Television Producer-Director.

The administrators responsible for the offices listed below may be found under the heading **Officers/The University of North Carolina at Greensboro**, pages 370-371.

Academic Affairs

Academic Advising

Dorothy Darnell (1963), Assistant Dean, B.S.S.A., M.Ed./Assistants to Dean; **Margery D. Knight** (1962), B.A., M.A., Part-time; **Jean G. Wall** (1978), B.A., M.S.H.E., Ph.D./Part-time Academic Advisers; **James Crisson** (1978), B.A.; **Ellen Day** (1968), B.S., M.Ed.; **Elizabeth Dickson** (1977), B.S.N., M.S.N.; **Mary A. Dickey** (1957), B.S., M.S.; **Patricia Griffin** (1968), B.A., M.A.; **Karen L. Meyers** (1975), B.A., M.A.; **Lee Royall** (1977), B.A., M.S.B.E.; **Patricia Sink** (1978), B.M.; **James Swiggett** (1967), B.S., M.Ed.

Academic Affairs

Paula A. Andris (1960), University Administrative Manager, C. C.; **Deidre Washington-Morton** (1978), Field Experience Facilitator, B.S., M.P.A.

Academic Computer Center

Joretta K. Klepfer (1969), Manager-Consultant, B.A., Part-time/**Suzanne M. Miller** (1979), Assistant Director for Systems Programming, B.S., M.S./**Marlene Pratto** (1973), Programmer-Consultant, B.A., Part-time.

Administrative Computer Center

Charles D. Barbour (1963), Data Processing Manager/**Robert J. Reavis** (1967), Programmer Manager, B.A./**Robert J. Iscaro** (1971), Systems Analysts Manager.

Admissions Office

Associate Director: **Jerry Harrelson** (1978), B.A., M.A./Assistant Directors: **Malinda Richbourg** (1974),

B.S.H.E.; **Barbara L. Hardy** (1977), B.A.; **Phyllis V. Johnson** (1976), B.A.; **Charles McCurry** (1973), B.A., M.Ed.; **Bobbie C. Minton** (1957), B.A.; **Debra Turner** (1978), B.A.

Office for Adult Students

Barbara B. Weiss (1973), Counselor, B.A., M.Ed., Part-time. **Joyce W. Wainer** (1977), Counselor, B.A., Part-time.

Instructional Resources Center

Duane King (1967), Electronics Technician/**Fred Goodman** (1972), Electronics Technician/**Jack W. Simpson** (1971), Electronics Technician/**Janice C. Hernandez** (1976), Artist Illustrator/**Addie S. Eidam** (1978), Artist Illustrator/**Charles C. Craven** (1975), Television Engineer/**Neil Thacker, Jr.** (1977) Electronics Technician.

Continuing Education

William H. Browder (1977), Assistant Director, B.A., M.P.A.

Library Staff

Margaret B. Berry (1978), Bindery Division, B.A./**Coleen Ann Blumenthal** (1975), Catalog Department, B.A./**Coria Elizabeth Breedlove** (1969), Catalog Department, A.A./**Marie Brennan Bullard** (1975), Reference Department, B.A./**Barbara Ann Butler** (1972), Serials Department/**Margaret Lynn Cartner** (1972), Catalog Department, B.A./**Sharon Lavon Dockham** (1973), Serials Department, B.A./**Ronald Wayne Duehr** (1971), Bindery Division/**Rita L. Fein** (1978), Documents Division, B.A., M.A.T./**Louise S. Glenn** (1978), Reference Department, A.B./**Ibrahim Hanif** (1978), Serials Department, B.S./**Wilma J. Haynes** (1976), Serials Department/**Julia G. Henry** (1978), Catalog Department, A.A., A.A.S., B.A./**Lucinda Alston Herring** (1977), Reserve Reading Division, B.A./**Harriet Battle Holder** (1965), Acquisition Department/**Shirley C. Howell** (1971), Acquisition Department/**Modgie Enzlow Jeffers** (1972), Reserve Reading Division, B.A./**John L. Jones** (1976), Administrative Offices, A.B./**Nancy Miller Jones** (1977), Serials Department, B.A./**George A. Keck** (1978), Circulation Department, B.A., M.Div., B.A., M.F.A./**Teresa G. Kelly** (1978), Catalog Department/**Ann Page Ketchum** (1974), Catalog Department/**Lucile Horne Kurfirst** (1968), Circulation Department, B.A., M.A./**Barbara G. Ladd** (1976), Reference Department, A.B./**Mary Walker Mallison** (1953), Acquisition Department/**Lois S. Miller** (1976), Catalog Department, B.A., M.Ed./**Eleanor Echols Mills** (1966), Acquisition Department, B.A./**Betty Waynick Moricle** (1978), Serials Department, B.A./**Betty Stanford Morrow** (1974), Serials Department, B.A./**Teresa Benditz Needham** (1975), Circulation Department/**Ralph G. Nelms** (1976), Circulation Department, B.A./**John L. Overly** (1976), Circulation Department, B.A./**James Arlyn Rogerson**



(1975), Special Collections Division, B.A., M.A./**Ella L. Ross** (1966), Documents Division, B.A./**Franca White Rubio** (1972), Serials Department, B.A./**Mary Frances Shanks** (1978), Reserve Reading Division, B.A., M.A.T./**Virginia Millsaps Smith** (1964), Catalog Department/**Cynthia Beth Stout** (1977), Catalog Department, B.A./**Clara Palmer Stratton** (1977), Circulation Department, B.F.A./**Virginia C. Swanson** (1969), Acquisition Department/**Sigrid Lischka Walker** (1974), Acquisition Department/**Nancy L. Williams** (1976), Circulation Department, A.A., B.A./**Elizabeth B. Williamson** (1978), Catalog Department, B.A.

Registrar's Office

Elizabeth P. Collins (1961), Assistant Registrar, B.S., M.Ed.

Sponsored Programs

Shelia B. Smith (1977), Assistant Director, B.A., M.A.

Summer Session

Brooks D. Graham (1977), Assistant Director, B.A.

Student Affairs

Elaine Teresa Fuller (1971), Assistant to the Vice Chancellor for Student Affairs, B.A., M.A.

Aycock Auditorium

Phillip Myers-Reid (1967), Manager

Career Planning and Placement Center

Geraldine E. Wilson (1975), Assistant Director, B.A., M.Ed./**Patricia Barrie** (1978), Career Counselor, B.A., M.Ed.

Counseling and Testing Center

Lawrence E. Sykes (1966), Vocational Counselor, B.A., M.Ed./**Richard Willis** (1969), Counselor, B.A., M.A., Ph.D., Part-time/**Mary B. Abu-Saba** (1975), Counselor, A.B., M.A., Ph.D./**Del R. Suggs** (1976), Counselor, B.A., M.Div., Th.M. Ed.D., Part-time.

Elliott University Center

Elizabeth Carriker (1964), Program Director, B.S.H.E., M.S.H.E./**Terrell Weaver** (1963), Assistant Director, B.S.S.A./**James Lancaster** (1974), Assistant Dean of Students for Student Development and Programs, B.A., M.A./**Bruce Harshbarger** (1978), Assistant Program Director, B.A., M.A.

Residence Life Staff

Residence Administrators: **Madeleine Bombeld** (1972), B.A., M.Ed./**Stanley S. Maleski** (1978), B.S./**N. Elizabeth**

Watlington (1965), B.A., M.Ed. **Residence Supervisors:** **Carolyn Chadwick** (1978), Moore, B.S.H.E./**Howard Coleman** (1978), Strong, B.A./**Martha Faye Collins** (1977), Ragsdale, B.S., M.Ed./**Martha Ann Goff** (1978), Cone, B.A., M.Ed./**Peggie Norris** (1970), Gray/**Susan Persinger** (1978), Hawkins, B.M./**Frederick R. Phillips** (1978), Hinshaw, B.S., M.Ed./**Judith Schachtschneider** (1976), North Spencer, B.S./**Johnnie Self** (1968), Reynolds/**Lona Stanley** (1971), International House/**Susan L. Stevens** (1978), Residential College, B.S.M.S./**Stella Taylor** (1970), Coit/**Chloe E. Wiggins** (1970), Jamison.

Student Aid

Patsy M. Braxton (1971), Assistant Director, B.A., M.S.

Student Health Center

Jayne A. Ackerman (1978), Associate Physician, B.S., M.S., M.D./**Owen W. Doyle** (1964), Consulting Radiologist, M.D., Part-time/**Kenneth H. Epple** (1960), Consultant in Psychiatry, B.A., M.D., Part-time/**Chris W. Guest** (1977), Assistant Director and Associate Physician, B.A., M.D./**Marilyn A. Lockwood** (1977), Associate Physician, B.A., M.D./**Beverly A. Olson** (1977), Associate Physician, B.S., M.S., M.D./**Robert W. Whitener** (1971), Consultant in Psychiatry, B.A., M.D., Part-time.

Business Affairs

Business Office

Jennifer T. Brown (1973), Accountant, A.B., B.S./**Mazie B. Bullard** (1958), Personnel Officer, C.C./**Lucille M. Guyer** (1968), Head, Duplicating Service/**Albert K. Harrison** (1975), Systems Accountant, A.B./**George Guy Heard Jr.** (1974), OSHA Safety Officer, B.E.E./**Robert L. Lowe** (1971), Accountant, B.A./**Carol S. Sanders** (1970), Supervisor, Cashier's Office, B.S.S.A./**Ronald E. Wilson** (1970), Payroll Supervisor.

Residence Halls

Dorothy Bolling (1971), Director, B.S.H.E./Assistants: **Edith Inez McCain** (1966)/**Clara M. Meyers** (1961)/**Mary Osborne** (1969).

Physical Plant

Louis L. Allison (1951), Building Superintendent/**H. Mark Altvater** (1972), Consulting Engineer, B.M.E./**Charles O. Bell** (1959), Superintendent of Landscaping and Grounds, B.S./**Harvey J. Saunders** (1979), Plant Engineer.

Development Affairs

Development

Alumni Affairs

Brenda M. Cooper (1968), Assistant Director, B.A., M.Ed.

News Bureau

J. Steven Gilliam (1976), Assistant Director, B.A., Journalism/**Robert C. Cavin** (1976), Staff Photographer and Writer, B.A., English and Professional Writing.

ADMINISTRATIVE ASSISTANTS/ADMINISTRATIVE SECRETARIES

May L. Adams (1935), Physical Plant, C.C./**Elizabeth Booker** (1944), Office of Academic Advising, B.S.S.A./**Myrtiss B. Boylston** (1968), School of Health, Physical Education and Recreation/**Oradell W. Christopher** (1966), Career Planning and Placement Center/**Evon Welch Dean** (1942), Office for Development, C.C./**Martha R. Gardner** (1968), Office of Student Affairs, B.S./**Sibyl McKinney** (1968), Office of College of Arts and Sciences/**Alma S. Peebles** (1954), Student Health Center, B.S.S.A./**Catheryne P. Pollock** (1968), Library/**Mary Beth Schoolfield** (1956), School of Home Economics/**Billie P. Sink** (1970), School of Nursing/**Margaret S. Smith** (1963), School of Business and Economics/**Kathleen T. Sumner** (1973), School of Education/**Marie E. Teague** (1959), School of Music, A.B./**Helen G. Ward** (1970), Office for Business Affairs/**Janet S. Wolfe** (1961), Office for Graduate Studies, B.A./**Helen P. Yoder** (1954), Office of the Chancellor.

Special Programs

North Carolina Humanities Committee

Rollyn Oakley Winters (1976), Executive Director, B.A., M.A.T., Ed.D.

Special Services Project

Ernest Griffin (1970), Consortium Director and Program Manager, B.S., M.Ed./**James E. Harrington** (1970), Assistant Manager and Counselor, B.S., M.Ed./**Ned C. Ingram, Jr.** (1972), Director of Mathematics, B.S., M.A./**Claire Angle** (1975), Director of Writing, B.A., M.A./**Bernice Stadiem** (1963), Director of Reading, B.A., M.A.

Upward Bound

Ernest Griffin (1970), Consortium Director, B.S., M.Ed./**James E. Armstrong** (1976), Counselor/Manager, B.S.

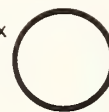




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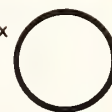
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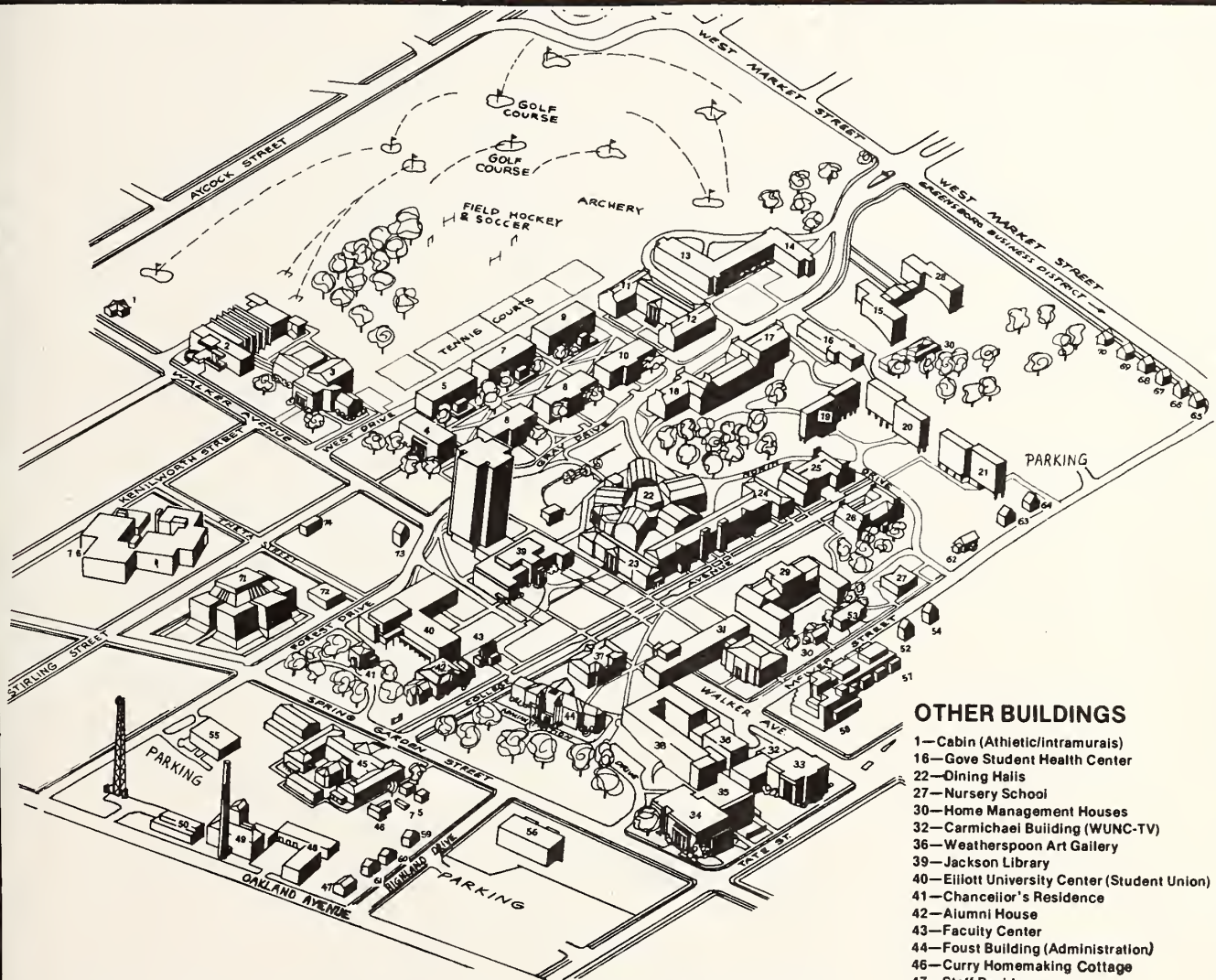
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Cashier

University Cashier
 University of North Carolina at Greensboro
 151 Mossman Administration Building
 Greensboro, North Carolina 27412
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MAP LEGEND

RESIDENCE HALLS

FRESHMEN/WOMEN'S DORMS

- 6—Gray
- 8—Cotten
- 9—Jamison
- 10—Coit

24—North Spencer

CROSS-SECTIONAL DORMS

- 11—Winfield
- 12—Weil
- 13—Moore
- 14—Strong
- 17—Ragsdale
- 18—Mendenhall

MEN'S DORMS

- 5—Hinshaw
- 7—Bailey
- 25—Guilford
- 28—Phillips

GRADUATE DORM

- 23—South Spencer

UPPERCLASSMEN DORMS

- 15—Hawkins
- 19—Reynolds
- 20—Grogan
- 21—Cone

INTERNATIONAL HOUSE

- 4—Shaw (male and female)

THE RESIDENTIAL COLLEGE

- 26—Mary Foust (male and female)

CLASSROOM BUILDINGS

- 2—Coleman Gymnasium
- 3—Rosenthal Gymnasium
- 29—Petty Building (Science)
- 31—Stone Building (Home Economics)
- 33—Brown Building (Music)
- 34—Aycok Auditorium
- 35—Taylor Building (Communication/Theatre)
- 37—Forney Building (Business/Economics)
- 38—McIver Building (General Classroom)
- 45—Curry Building (School of Education)
- 53—School of Nursing
- 55—McNutt Media Center (Education)
- 56—Graham Building (General Classroom)
- 57—Life Sciences Building (Biology)
- 58—Life Sciences Building (Psychology)
- 76—School of Business and Economics
(completion scheduled in summer of 1979)

OTHER BUILDINGS

- 1—Cabin (Athletic/Intramurals)
- 16—Gove Student Health Center
- 22—Dining Halls
- 27—Nursery School
- 30—Home Management Houses
- 32—Carmichael Building (WUNC-TV)
- 36—Weatherspoon Art Gallery
- 39—Jackson Library
- 40—Elliott University Center (Student Union)
- 41—Chancellor's Residence
- 42—Alumni House
- 43—Faculty Center
- 44—Foust Building (Administration)
- 46—Curry Homemaking Cottage
- 47—Staff Residence
- 48—Maintenance Shops
- 49—Heating Plant
- 50—Laundry
- 52—Philosophy Offices
- 54—Taylor House
- 59—Drama/Speech Offices
- 62—Nursery School Annex
- 63—Jackson House
- 64—Barton House
- 65, 66—Music Offices
- 67—Music Offices
- 66—Music Offices
- 69—N.C. Endowment for Humanities
- 70—Youth Services Bureau
- 71—Mossman Building
- 72—Presbyterian Student Center
- 73—Wesley-Luther Student Center
- 74—Baptist Student Center
- 75—Carter Child Care Center

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Entered as second-class matter at the Post Office at Greensboro, N.C.

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